**Дневник**

**классного руководителя**

\_\_\_\_класса

на \_\_\_\_\_\_/\_\_\_\_\_\_\_ учебный год

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фамилия

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имя

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отчество

**Сведения об учащихся \_\_\_\_ класса**

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| № п/п | Фамилия, имя | Сведения о здоровье | Гр. здоровья | Обществ. организации | Кружки, секции | | Факультативы | | Общественное поручение в классе | Прочее |
| Наименование | Учреждение | 1 пол. | 2 пол. |
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Классный руководитель \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Социально-педагогический паспорт \_\_\_\_\_\_\_\_\_класса**

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| № п/п | Фамилия, имя ученика. | Год рождения. | Особенности семей учащихся | | | | | | | Характеристика школьника | | | | | | | | | | Занятость в кружках, секциях |
| Многодетные | Малообеспеченные | Неполная семья | | | Опекунская семья | С родителями  инвалидами | Хорошо успевающий | Плохо успевающий | Не желает учиться | Состоит на учете в ИДН | Состоит на учете ВШК | В СОП | Инвалиды | Психо - эмоцио­наль­ные проблемы | Полусироты | Обучаются на дому |
| Ученик прожива­ет с мамой | Ученик проживает с папой | Проживает с бабушкой, дедушкой |
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Классный руководитель \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Социально-педагогическая характеристика**

**\_\_\_\_\_\_\_ класса**

Классный руководитель \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Количество учеников в классе\_\_\_\_\_

Девочек\_\_\_\_\_

Мальчиков\_\_\_\_\_

Количество родителей\_\_\_\_\_

Количество семей\_\_\_\_\_

Сведения о родителях

Возраст до 30 лет\_\_\_\_\_

от 30 до 40 лет\_\_\_\_\_

от 40 до 50 лет

от 50…

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| --- | --- | --- | --- |
| Образование | Количество | Социальное положение | Количество |
| Высшее |  | Интеллигенция |  |
| Средн. специальное |  | Служащие |  |
| Среднее |  | Рабочие |  |
| Неполное среднее |  | Предприниматели |  |
|  | | Инвалиды |  |
| Пенсионеры |  |
| безработные |  |

Состав семьи (количество семей):

Полная\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Неполная\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Многодетная (3 и более детей)\_\_\_\_\_

Малообеспеченная\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Неблагополучная\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Список многодетных семей

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| № | Ф.И.О. родителей | Место работы | Сведения о детях, (г.р.) |
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Список детей, находящихся под опекой

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| --- | --- | --- | --- | --- | --- |
| № | Ф.И.О. ребенка | Ф.И.О. опекуна | Место работы | адрес | С какого времени оформлена опека |
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Список семей, воспитывающих ребенка – инвалида

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| --- | --- | --- |
| № | Ф.И.О. ученика | диагноз |
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Список неблагополучных семей

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| № | Ф.И.О. ребенка | Ф.И.О. родителей, место работы | Причина неблагополучия |
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Учащиеся, имеющие отклонения в поведении (группа риска)

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| № | Ф.И.О. ребенка | Ф.И.О. родителей (место работы) | Причина, особенности поведения |
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Учащиеся, рекомендуемые для внутришкольного контроля

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| № | Ф.И.О. ребенка | Ф.И.О. родителей (место работы) | Причина, особенности поведения |
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Список неполных семей

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| № | Ф.И.О. родителей | Количество детей в семье | Место работы родителей | Домашний адрес |
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Список малообеспеченных семей

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| № | Ф.И.О. ученика | Место работы родителей |
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Список учеников класса

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| № | Ф.И.О. | Дата рождения | Домашний адрес | Телефон |
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Дополнительные сведения о классе

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**Психолого-педагогическая характеристика класса**

***Схема написания характеристики***

Лидеры, предпочитаемые, изолированные, причины их выбора

Выявление микрогрупп

Мотивация сплоченности в микрогруппах и классном коллективе

Связь класса со школой и другими классами

Уровень воспитанности учащихся

Основные ценностные характеристики класса

Способы решения конфликтных ситуаций

Занятость в секциях, кружках, клубах

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**Анализ воспитательной работы**

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**Цели и задачи воспитательной деятельности**

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**План идеологической и воспитательной работы в классе**

**на сентябрь 20\_\_/20\_\_ уч.года**

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| Дата | Гражданско-патриотическое воспитание, совершенствование информационно-пропагандистской работы | Нравственно-правовое воспитание | Формирование ЗОЖ, ответственного и безопасного поведения учащихся | Экологическое воспитание | Трудовое воспитание, профориентация | Работа с учащимися, изучение состояния воспитательной работы | Работа с родителями | Организация работы в шестой школьный день |
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**План идеологической и воспитательной работы в классе**

**на октябрь 20\_\_/20\_\_ уч.года**

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**План идеологической и воспитательной работы в классе**

**на ноябрь 20\_\_/20\_\_ уч.года**

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**План идеологической и воспитательной работы в классе**

**на декабрь 20\_\_/20\_\_ уч.года**

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| Дата | Гражданско-патриотическое воспитание, совершенствование информационно-пропагандистской работы | Нравственно-правовое воспитание | Формирование ЗОЖ, ответственного и безопасного поведения учащихся | Экологическое воспитание | Трудовое воспитание, профориентация | Работа с учащимися, изучение состояния воспитательной работы | Работа с родителями | Организация работы в шестой школьный день |
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**План идеологической и воспитательной работы в классе**

**на январь 20\_\_/20\_\_ уч.года**

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| Дата | Гражданско-патриотическое воспитание, совершенствование информационно-пропагандистской работы | Нравственно-правовое воспитание | Формирование ЗОЖ, ответственного и безопасного поведения учащихся | Экологическое воспитание | Трудовое воспитание, профориентация | Работа с учащимися, изучение состояния воспитательной работы | Работа с родителями | Организация работы в шестой школьный день |
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**План идеологической и воспитательной работы в классе**

**на февраль 20\_\_/20\_\_ уч.года**

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| Дата | Гражданско-патриотическое воспитание, совершенствование информационно-пропагандистской работы | Нравственно-правовое воспитание | Формирование ЗОЖ, ответственного и безопасного поведения учащихся | Экологическое воспитание | Трудовое воспитание, профориентация | Работа с учащимися, изучение состояния воспитательной работы | Работа с родителями | Организация работы в шестой школьный день |
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**План идеологической и воспитательной работы в классе**

**на март 20\_\_/20\_\_ уч.года**

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| Дата | Гражданско-патриотическое воспитание, совершенствование информационно-пропагандистской работы | Нравственно-правовое воспитание | Формирование ЗОЖ, ответственного и безопасного поведения учащихся | Экологическое воспитание | Трудовое воспитание, профориентация | Работа с учащимися, изучение состояния воспитательной работы | Работа с родителями | Организация работы в шестой школьный день |
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**План идеологической и воспитательной работы в классе**

**на апрель 20\_\_/20\_\_ уч.года**

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| Дата | Гражданско-патриотическое воспитание, совершенствование информационно-пропагандистской работы | Нравственно-правовое воспитание | Формирование ЗОЖ, ответственного и безопасного поведения учащихся | Экологическое воспитание | Трудовое воспитание, профориентация | Работа с учащимися, изучение состояния воспитательной работы | Работа с родителями | Организация работы в шестой школьный день |
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**План идеологической и воспитательной работы в классе**

**на май 20\_\_/20\_\_ уч.года**

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| Дата | Гражданско-патриотическое воспитание, совершенствование информационно-пропагандистской работы | Нравственно-правовое воспитание | Формирование ЗОЖ, ответственного и безопасного поведения учащихся | Экологическое воспитание | Трудовое воспитание, профориентация | Работа с учащимися, изучение состояния воспитательной работы | Работа с родителями | Организация работы в шестой школьный день |
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**План идеологической и воспитательной работы в классе**

**на июнь 20\_\_/20\_\_ уч.года**

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| Дата | Гражданско-патриотическое воспитание, совершенствование информационно-пропагандистской работы | Нравственно-правовое воспитание | Формирование ЗОЖ, ответственного и безопасного поведения учащихся | Экологическое воспитание | Трудовое воспитание, профориентация | Работа с учащимися, изучение состояния воспитательной работы | Работа с родителями | Организация работы в шестой школьный день |
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**Индивидуальная работа с учащимися**

*Индивидуальная работа* с учащимися — работа по развитию индиви­дуальности, которая предусматривает изучение классным руководителем личности школьника и пути ее преобразования, педагогического воздейст­вия на личность школьника в целях корректировки влияний на школьника и коллектив при взаимодействии с педагогами, родителями, специали­стами. Индивидуальная работа осуществляется с учетом особенностей развития каждого ребенка. Опора на положительное — главный принцип в индивидуальной работе с учащимися. Вовлечение воспитанника в про­цесс совершения морально-ценных поступков способствует усилению поло­жительных тенденций и безболезненному вытеснению отрицательных. Эта работа предполагает включение воспитанников в коллективную, творче­скую общественно полезную деятельность.

Программа действий классного руководителя по реализации *индиви­дуального подхода* к воспитаннику может быть представлена следующими этапами:

1. Изучение личности ребенка, выявление причин отклонений в по­ведении подростка.

2. Выбор методов и форм нравственной переориентации личности вос­питанника, разработка программы деятельности по реализации индиви­дуального подхода.

3. Работа с воспитанником по разработанной программе.

Изучение личности учащегося проводится с помощью ряда методик;

наблюдения, анкетирования, беседы, интервью, обобщения независимых характеристик, изучения и анализа школьной документации, анализа поступков и деятельности в различных ситуациях, видах деятельности.

Наиболее эффективными направлениями и видами индивидуальной работы классного руководителя и с целью коррекции поведения школь­ников являются:

* Изучение индивидуальных способностейучащихся**,** специфики усло­вий и процесса их развития.
* Оказание помощи в организацииположительных связей в школе и вне ее.
* Помощь в налаживании взаимоотношений в семье подростка. Привлечение учащегося к общественной работе, в кружки познаватель­ного характера, к занятиям в спортивных секциях, в различных видах общественного труда и т. д.
* Направление на обследование, лечение (с согласия родителей). Тактичный контроль за соблюдением режима, выполнением требова­ний педагогов, общественных заданий.
* Поручение нужных для коллектива дел с постепеннымих усложнением. Постепенное приобщение учащихся к ролиорганизаторав обществен­ной работе.
* Оказание при необходимости помощи подростку в учебной работе. Нейтрализация отрицательного влияния ровесников или взрослыхнаподростка, разрушение нежелательных связей.
* Установление межличностных контактов с каждым ребёнком. Создание условий для развития личностиучащегося**.** Оказание индивидуальной помощи учащимся,испытывающим за­труднения в адаптации к жизнедеятельности класса, отношенияхсучителями, другими членами школьногосообщества**,** выполнениинорм поведе­ния в школе и вне ее.
* Взаимодействие с родителями,администрацией**,** социально-психо­логическими и другими службамисцельюпроектирования развития уча­щихся, коррекции отклонений в интеллектуальном, нравственном, физи­ческом развитии их личности.
* Содействие воспитанникам вдеятельности посамопознанию**,** самоопре­делению, саморазвитию.
* Диагностика результатов обучения, воспитания, развития каждого уча­щегося, учет их личностных достижений.

Классными руководителями могут использоваться различные формы и способы индивидуальной работы: приемы и методы диагностики, изуче­ние материалов медицинского и психологического обследования школь­ника, создание индивидуальных карт, характеристик воспитанников, оформ­ление карты увлечений и интересов, ведение дневника достижений уча­щихся, индивидуальные консультации и беседы, педконсилиум, кружок «Познай себя», разработка и осуществление плана коррекционной работы.

Для того чтобы классному руководителю спланировать работу с отдель­ными группами учащихся, необходимо объединение некоторых учащихся класса в группы по определенным критериям. Например, пассивных, не желающих принимать участия в общественной жизни учащихся, классный руководитель должен привлекать к жизни коллектива, найти им дело по душе. Формирование активной жизненной позиции классный руково­дитель будет осуществлять через постоянную поддержку и поощрение, выполнение посильных поручений.

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| Дата | Фамилия, имя ученика | Индивидуальная работа |
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**Родительские собрания**

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| Дата | Тематика собрания | Количество присутствующих | Отсутствующие родители | Организационные и другие вопросы | Вопросы, замечания, пожелания родителей |
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**Индивидуальная работа с родителями**

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| Дата | Ф.И.О. | Индивидуальная работа |
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**Занятость учащихся по дням недели**

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**Участие детей в делах класса**

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| **№ п/п** |  | Название дела и дата проведения | | | | | | | | | | | | | | | |
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**План работы по самообразованию**

Учитель \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Тема:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Цель, задачи:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Сроки | Форма работы | Практические выходы (рефераты, доклады, открытый просмотр, выставка работ и т.д.) |
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