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Classroom Management

EDU305

Course Handouts

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Classroom Management (EDU 305)

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Lesson No. 1

CLASSROOM MANAGEMENT

Topic- 1

An Introduction

Classroom management is a very important part of the professional development of teachers. A teachers' duty is not only to teach the class but also to handle the management issues in classroom for effective teaching and learning process.

In this lecture, the following topics of classroom management are discussed:

- Elements of classroom management
- Classroom management approaches and strategies
- Models of classroom management
- Teacher's role in classroom management
- Classroom management and the curriculum
- Discipline
- Bullying and social-emotional learning

It is very important to have discipline in the classroom to have good teaching and learning. Without good discipline, good teaching and good learning is not possible. Sometimes Lesson planning is very good but due to discipline issues teaching learning process cannot be successful.

The other main part of classroom management is Bullying. Bullying is the problem of overall school .Children's bully each other within the classroom and outside the classroom. Such children's have lack of element of social emotional learning. They lack social and emotional learning and because of that they bully other children. So when they bully other children effective teaching and learning cannot takes place. So, it is necessary for teachers to prevent bullying within the classrooms as well as in school

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There are many ways of bullying. It could be permanent and temporary. So, it is necessary for teachers to understand that who is doing bullying and who is becoming victim of this. Moreover, it is essential to lay emphasis on social emotional learning of students. Classroom management and social emotional learning they go together. If you have good social emotional learning, you will have less classroom management issues and there will be less disruptive behaviors in the classroom. So, it is very important for teachers to include the aspects of social emotional learning in their lesson plans, in their own behaviors.

Teacher should be role model for students, what he wants to see in their students, he should show that in their, own personality too.

So in this course we will read in detail about all aspects of classroom management.

Topic – 2

Definition of Classroom Management:

Classroom management embodies:

- Effective teaching of content (Content knowledge is very important. Classroom management problems arise because a teacher is sometimes not sure of what he/she is teaching)
- Powerful teaching strategies (It is extremely important to use effective teaching strategies so that less classroom management problems arise. Sometimes, the problems in classroom arise because teachers do not know the teaching strategies)
- An organizational structure to support productive learning (the seating arrangement of classroom, are students sitting in rows or groups?)
- Effective use of social-emotional domains of learning
- The most successful teachers approach management as a process of establishing and maintaining effective learning environments.

  Classroom management is a very broad domain. It starts with the teachers own personality. It starts with the kind of knowledge a teacher has and the way that knowledge is given to the students. Knowledge comes foremost. Knowledge is very very important together with

Topic – 3

Key Elements of Classroom Management:

1. **School wide discipline through curriculum:** classroom discipline is not possible without school wide discipline, so it is very important to make classroom management a part of curriculum.
2. **Classroom discipline:** Both the teacher and students must know how to behave in classroom environment. School discipline is such an element that the teachers must teach it to the students at the very start of their schooling. It is only possible through curriculum and school wide discipline.
3. **Classroom based rules:** Classroom discipline is made through classroom rules. There are certain rules for both students and the teachers to follow in classroom. We need to set some boundaries and we need to respect the rules in order to learn in the classroom.
4. **Identification of needs of students:** It is very important for the teacher to identify the needs of the students. Management issues in classroom arise because sometimes teachers do not know the student needs. Teacher must know students interests and their individual needs. It is very important for the teacher to have age appropriate and need based rules in classroom so that students can follow them easily.
5. **Involvement of major stakeholders:** All stakeholders who are involved in the education of a student must be made aware of the phenomenon of classroom management. The major stakeholders are students themselves, teachers, parents, school administration, principals, coordinators, classroom community, outside community
6. **Importance to social-emotional learning:** Empathetic and pro-social learning in the classroom is very important which part of social emotional learning.
7. **Physical seating in the classroom:** Are students sitting in rows, groups or pairs?
8. **Role modeling by teachers and caregivers:** Students learn from the teachers so it is important to have proper behaviors in the classroom so both the teachers and the students have good reputation.

Topic – 4

Curriculum and Classroom Management:

There is a deep link between curriculum and classroom management. In order to have effective management, this has to be integrated in the curriculum.

Curriculum:

Curriculum basically is a plan of action for the entire school. The curriculum consists of the ongoing experiences of children under the guidance of the school. It represents a special environment for helping children achieve self realization through active participation within the school.

The link between curriculum and classroom management:

Classroom management needs a school wide commitment. This commitment can only come through an active integration of classroom management principles within the school curricula.

It is very important to prefer classroom management when the classroom objectives and goals are planned. So that both the teacher and students come to know that classroom management is a vital organ of the classroom proceedings. It has to be communicated through the lesson plans, teacher behavior, setting up appropriate rules in the classroom. School wide commitment involves all the stakeholders i.e. students themselves, teacher, parents, school administration, principals, coordinators, classroom community etc who determine that without classroom management, lesson planning and teaching is not possible.

It is important to integrate classroom management with school curricula because without this the effective classroom handling is not possible. All stakeholders must realize the importance of classroom management.

Teacher's content knowledge, pedagogical knowledge, classroom management knowledge and social emotional knowledge all these things together determines successful lesson. Until and unless we have a successful classroom management plan ,a successful lesson cannot go on in the classroom.

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Topic – 5

Classroom Management and the Hidden Curriculum:

Hidden curriculum is that part of the curriculum that while not written will certainly be learnt by the students. It is all the messages the school sends about:

- What is important
- What behaviors are appropriate (what behavior must be manifested in classroom and which is strictly prohibited? Not only in the classroom but also outside the classroom. Behaviours are very important that is why these are conveyed through the hidden curriculum without being actively spoken by the teachers.)
- Who is valued through a variety of more quiet communications? (Hidden curriculum is mainly communicated through values and norms that a school already has. It is also communicated through the behavior patterns of teachers, principals, administrators and other senior students)
- Appropriate behavior
- Expected code of conduct
- Adherence to core values and norms should be actively demonstrated throughout school without being preached and should be part of the school culture.

So, it is important for the school community to show appropriate behaviours so that students can learn them and same behaviours must be portrayed in classroom so that less management problems arise.

Topic – 6

Social Emotional Learning and Classroom Management:

There are four important dimensions for teaching that a teacher must consider:

1. Content knowledge
2. Pedagogical knowledge

3. Classroom management
4. Social emotional management

Successful teaching and learning environment is not possible unless these four operate at the same time.

What is social-emotional learning?

Social emotional learning deals with the domain of 'affective education' and refers to:

- Social networking
- Communal feelings
- Sharing and caring connections students have in schools

Social emotional learning makes students:

- More pro-social (pro-social means that they are more helpful to others, listen to others, take care of others etc.)
- Empathetic (Empathy means that you care and feel for others)
- Concerned towards others in classroom

A socially and emotionally aware student will be highly sensitive to the needs of others; hence less classroom management issues will arise and environment will be more conducive for learning.

Lesson No. 2

KEY ELEMENTS OF CLASSROOM MANAGEMENT -I

Topic – 7

Classroom control

Classroom control is a very important element of classroom management. Without classroom control, there can be no classroom management. Teachers are the biggest sources to maintain class control.

Teachers need to be:

- **Authoritative:** students must feel the presence of the teacher. Teacher must be in full control, which is what is called being authoritative in the class.
- **In command:** A teacher must know how to follow her lesson plan. How students must behave during lesson. How the activities in classroom will be possible? Mastery on the content, pedagogy and management makes the teacher in command.
- **Organized:** It is extremely important for the teacher to be organized in the classroom. Organizational skills are very important in terms of lesson delivery and classroom management.

Students need to:

- **Act responsibly:** Hidden curriculum teaches the students how to behave in the classroom. What rules he should follow without asking? So, responsibility comes from following the hidden curriculum that is manifested through the behavior patterns of the different stakeholders in the school.
- **Follow rules:** Students need to follow rules which are mutually constructed by the students and teachers. Once they are mutually constructed then they need to be followed. So that an effective classroom control is possible.

- **Respect teachers:** Students need to respect their teachers that come from the hidden curriculum. Without respecting the teacher in the classroom there can be no classroom control.
- **Take care of peers:** look after their peers, have good behaviors with them.

Topic – 8

Governance of Rules:

It is considered a highly important element of classroom management. Teaching and learning is a rule governed activity. Students and teachers must stick to certain rules in order to have effective teaching and learning in the classroom.

- Rules should be a strong part of school policy
- Rules should be adhered to strictly
- Warnings and penalties must incur on failure to abide by rules.

Rules should:

- Be for every stakeholder.
- Be properly documented.
- Be en-cultured also through the hidden curriculum.

Topic – 9

Responsibilities of Stake holders:

Stakeholders are the people who have direct association with the schooling of a child. These include parents; a great part of child's upbringing is reflected in school. It is very important make parents aware of school policies and expectations of the school. Second is Head of School; Head of the school determine rules together with the other stakeholders. He is a role model for the school. Third stakeholder is the teacher; teacher must work together with parents and head of the school to make classroom management policies and rules so that students can be educated effectively. Student is

sure that he/she gets the best from the classroom. He must follow the rules so that effective learning can go on in the classroom.

All stakeholders are obligated to:

- Abide by rules and regulations
- Maintain discipline
- Build rapport
- Identify problems and solutions

Topic – 10

Identification of Needs of Problem Students:

Classroom management problem arises when some of the students in classroom create problems .Now let's see

Who identifies the need?

- Parents(.parents must know that there are problem behaviors with their children's. parents are the best sources to identify the problem areas of their children and it is the responsibility of parents to communicate that problem behavior of their children to the school so that something can be done..
- Teachers (teachers are also best sources to identify problem areas of the students because they are in touch with student all the time in school.
- Administrators (administrators are also best sources to identify the problem behaviors of the students not only within the classroom but also outside the classroom because manifestation of behavior problems is not just in the classroom but is also manifested outside the classroom. So the teacher communicates the problem to the administrator and then the problem is identified and the solutions are sought.
- Peers (peers are also good source to identify the problem behavior. When children show problem behavior direct affect is the peer, so they should be encouraged to identify the

problem, because the ultimate aim is to solve the problem. That's why identification is very important.

- Support staff: should also aware of the problem behavior of the child.
- Community: The root cause of problem behavior may not be sometimes in the classroom. It may be outside the classroom. So, community, support staff and administrators are the best sources to identify the problem outside the classroom.

How does the school handle the problem?

- Appropriate policies in place (policies should be documented).
- Adhere to policies and rules after the problem is identified (rules must be followed).
- Problems communicated to key informants (parents, Head, administrators, and support staff).
- Timely action
- Assurance that the problem is obliterate

Topic – 11

Counseling Services in Schools:

Counseling services is the key element of classroom management, but unfortunately there are many schools where there are no counseling services. Counseling services are needed to identify the behavioral problems.

Identification of behavioral problems:

- Rapidly occurring behavioral problems need to be identified in schools and adequate steps must be taken to overcome those problems.
- Behavioral issues need to be categorized from least to most harmful.

Counseling services:

- Behavioral issues that are most harmful need professional support services.

- Counseling needs to be institutionalized in schools to address acute behavioral problems as teachers cannot deal with all kinds of behavioral issues.
- Schools must recognize the need of having counselors in the school to address psychological problems of the students. Students do have psychological problems ,it is a very natural phenomenon so that is why it is highly appropriate to have counseling services in the school because teachers cannot address the acute behavioral problems of the students, they do not sometimes know how to professionally handle such problems.

Behaviors that may require counseling:

- Students who insult others
- Students who tease others
- Students who abuse others
- Students who bully or harass others
- Students who lie
- Students who steal
- Students who are aggressive
- Students who lack confidence
- Students who are victims of bullying

Lesson No. 3

KEY ELEMENTS OF CLASSROOM MANAGEMENT -II

Topic – 12

Physical seating & classroom management

While doing seating arrangement of students, there are many choices;

- Group seating in classroom
- Individual seating in classroom
- Pair seating
- Seating on a carpet etc.

The most important things in physical seating and classroom management are:

- Location of school
- Purpose built campus. A school must have purpose built building because many aspects of school are affected by it. For example classroom size
- Class seating plan. Class seating plan is greatly determined by the lesson plan that the teacher has. Sometimes, the lesson plan advocates groups seating, sometimes pair seating or individual seating and seating on a carpet.
- Play grounds. If school has big play grounds, students have more space. Sometimes teacher takes the whole class to the grounds to take the lecture depending upon the content of the lesson.
- Classroom ambience .How are the students behaving in the classroom? How the teacher is behaving in the classroom?
- Classroom furniture
- Adequate lighting
- Noise level

So when it comes to the physical seating of the classroom and physical setup of the school, all these factors are extremely important and they go towards successful teaching and learning.

Topic – 13

Role Modeling of Appropriate Behavior:

It is very important for teachers that they manifest appropriate behavior in the classroom so that proper management can be achieved.As discussed earlier teacher's role is extremely important in maintaining classroom discipline and for that appropriate behavior are important by the teachers So when teachers have warm and secure relationships with students those students in return show more positive behaviors towards others in classroom, hence less classroom management problems. So in order to teach good behaviors it is important for teachers to manifest the same behaviors.For this teachers need to make good rapo building with their students,There should be confidence building measures and students feel very confirm table in the presence of the teacher.These are very important things that must happen in the classroom.

Teacher's role in the classroom:

Teachers need to:

- Respect students (Problem behaviors arise when teachers do not respect students.Students in response then do not respect teachers.)
- Show caring attitude towards students (Teachers must show caring attitude towards student.student should feel that teacher is taking care of them.and she cares about them.So this role modeling of caring attitude is extremely important).
- Listen to their worries (It is important to listen to students problems and worries.teaching and learning is not just teaching text,is not just making an effective lesson plan and enacting those lesson plans.Teaching and learning has a lot to do with the lives of the students.So listen to students problem and try to solve if you can do then it will show caring connection with students and students will fell obligated to respect you and will show appropriate

- Encourage team building (Teachers should have team building exercises in the classroom where they do pair work and team work and learn to work with each other and learn good behavior and for this a teacher need to be a good team builder by his/herslef.)
- Take interest in students' lives and pay sincere attention to them (it is important that teacher should take sincere attention of what student say and you basically get involved in the problems and worries of students.Give them a patient hearing.Sometimes a teacher can prevent classroom management issue s by giving students a patient hearing.Student should know that if they have a problem they can go to their teachers .Never say it is not my problem Because students feel frustrated and you do not make your students feel frustrated).

- Be emotionally supportive .(A teacher should be emotionally supported and involve yourself in the problems and worries of students so that students could feel relax and stress free in your presence).

Topic – 14

Classroom Management Approaches:

Introduction:

Classroom management approaches are the ways that teachers use to establish and maintain conditions that enable students to achieve their instructional objectives efficiently and assist them to learn meaningfully.

Types of management approaches:

There are two types of classroom management approaches:

- **Overt Management Approaches**
  Overt Management approaches are those approaches in which teachers use an explicit effort to manage classroom based behavioral and management issues.
  Teachers and students are on the same platform and are explicitly told about the ways in which classroom instructions will go on

- **Covert Management Approaches:**

  Covert Management Approaches are those approaches which have an implied existence. They are not explicitly stated by teachers but are expected behaviours advocated through a school wide adherence to core values and norms.

Topic – 15

Overt Management Approaches:

Overt Management Approaches include the following:

- **Classroom policies:**

  Teacher is the control figure in the classroom and in order to have successful control it is extremely important to have effective policies. An effective policy asserts a teacher's authority and ensures that all students are treated equally. Each student must know the teacher's expectations.

How effective policies can be established:

- State the policies clearly
- All students must know the policies and the consequences
- Policies must be morally binding on all
- Parents must be taken in loop

Policy directions:

Policy directions must be on the following:

- Policies on school management
- Policies on classroom management
- Policies on behaviour management
- Policies on socio-emotional management

Topic – 16:

Intimidation:

It is another approach of overt management approaches. It is a popular approach to maintain classroom discipline.

Intimidation is an approach used by teachers to control student behaviour. This is an overt approach in which the teacher uses power to regulate student behaviour. Most of the practices under intimidation are negative.

Intimidation techniques:

1. Threats (Threat is a technique that is used by the teacher to maintain classroom technique.Threat is a negative technique.
2. Sarcasm (when we talk ironically with the students and make joke of student.it is called sarcasm).
3. Ridicule (It means make joke of student considering yourself a powerful authority in the classroom and tr to maintain discipline by making joke of the students).
4. Disapproval(A teacher explicitly disapproves a behaviour in the classroom and communicate .It means that a misbehavior is explicitly communicated to the students and a student is told not to behave in a particular fashion.)
5. Psychological coercion (In this technique a teacher develop psychological pressure on students and force them to sit with discipline in the classroom.This is also a technique to maintain classroom discipline).
6. Physical force (This is least wanted in the classroom.A teacher uses physical force and try to bring students towards compliance.It means that he/she physically abuse the students, this is least wanted technique but in South Asia it is practiced.

Topic – 17

Intimidation Approaches:

7. **Threats:** A teacher threatens the student with negative consequences on the breach of acceptable behaviour. It is a warning to students to act responsibly.
8. **Sarcasm:** It is a negative approach used by a teacher to demean a student. A student is looked down upon and despised through cynical and ironic remarks for not maintaining appropriate behaviour in classroom.
9. **Ridicule:** A students is mocked at by the teacher as a way to make him/her embarrassed at the onset of a negative behaviour.
10. **Disapproval:** Misbehavior is overtly disapproved by the teacher verbally and through the use of negative undertones.
11. **Psychological coercion:** A teacher uses an oppressive strategy to control misbehavior. This may include emotional outburst by the teacher and giving mental distress to make a student comply with authority.
12. **Physical force:** A teacher physically abuses a student for failure to comply with appropriate behaviour patterns. Although corporal punishment is banned in schools, some schools do resort to physical force as a way to address management issues. This technique should be avoided maximum to the classroom.

Topic – 18

Instruction

The way teachers give instruction in the classroom is a very important aspect of teaching and learning. Instruction based on students' needs and interest can motivate them to focus on their work, greatly reducing the incidence of problem behaviour. A teacher needs to be much focused and teacher must align the curriculum objectives according to the needs and interest of the students. In order to decrease problem behaviour in the classroom, it is extremely important for the teacher to focus on the lesson.

Teacher should have content as well as pedagogical knowledge .These two knowledge together ensures effective instruction in the classroom and decrease problem behaviors in the classroom

Instruction requires:

- A positive climate: which means the conditions in the classroom should be conducive to learning
- Selection of relevant content: it is very important to understand that the teaching content should be age appropriate and should also be based on the needs and interests of the learners.
- Competent use of appropriate teaching and learning strategies and skills: content knowledge together with pedagogical knowledge ensures effective instruction in the classroom
- Use of reasonable routines and procedures: reasonable routines and procedures needs to be pre-decided so that effective instruction can go on which means the teachers needs to be absolutely prepared to conduct the lesson with her or his content knowledge ,pedagogical knowledge, management knowledge and also division of the lesson plan should be considered extremely important and should be divided very effectively within the time span that the teacher has.

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Lesson No. 4

OVERT AND COVERT MANAGEMENT APPROACHES- I

Topic – 19

Authoritarianism:

There is a difference between authoritative teacher and an authoritarian teacher. **Authoritative teacher** still maintains discipline but in a friendly manner unlike an **authoritarian teacher,** who establishes things in classroom through a dictatorial approach.

Authoritarianism sets and enforces rules in a dictatorial way, using obtrusive discipline as necessary. He sets the limits in classroom through commands. It is the coercive use of power by the teacher. It is a negative approach to have discipline in the classroom. It is not permanent solution. This should be avoided and a teacher should be an authority figure in the classroom and not an authoritarian figure in the classroom because through authoritarian rule in the classroom you achieve and maintain discipline temporarily in the classroom. Students may resort to the undesired behaviors once you are out of the classroom because they follow you and obey you because they are fearful of you. So the element of fear brings indiscipline. That's why it is negative technique used by the teacher.

Authoritarian teacher seeks to control student behavior by:

- Issuing commands(Authoritarian teacher controls behavior by issuing commands)
- Giving orders(Teachers controls behavior by giving orders. E.g., Do this thing or do not do this, Sit like this or do not sit like this)etc.
- Directives supplemented by careful monitoring (Sometime it is said to students that complete your work in the given time if you would not so I will see you all. This thing creates fear in students mind and they will might complete their work on time but they would not understand it or will not be able to get the concept. If they behave in good manners or appropriately so they will do this because of fear of teacher and this is not the permanent solution to the existing problem).

Topic – 20

Behaviour Modification:

Behavior modification is another very important classroom management approach. It is an overt approach.

Behaviour modification attempts to promote desirable behaviour and eliminate undesirable behaviour. It attempts to bring changes in student behaviour through the use of different strategies

Behaviours that need modification:

- Fear and anxiety of various aspects of school life (Students have different types of fear like fear of exam, school anxiety ,fear of doing group work.some students are shy they lack confidence,It is very important to bring changes in such students behaviors.Because the ultimate aim of education is to make a student a successful and participating member of society so for this it is important that these unnecessary fears are worked upon in the school and they are eradicated.)
- Gross misbehavior in class (Some student show misbehavior in the classroom and their behavior patterns need to be immediately addressed. So gross misbehavior in class has to be checked and has to be eliminated).
- Substance abuse (Some student break the material in the classroom basically they abuse the material that are in the classroom.So these things should also be eradicated from students because then it becomes habit of the students).
- Learning difficulties e.g. dyslexia, autism, attention, deficit (Some students have dyslexia, autism, attention deficit orders so they need permanent support in the school through the provision of experts and professionals and at the same time there are strategies that can be used in the classroom to manage such behaviors.These children require professionla support and such support should be made available by the school.
- Criminal and delinquent activity (Some students get involved in Criminal and delinquent activity and that causes a behavior disorder that needs modification and that needs a permanent solution and those behaviors need sto be seriously addressed in the school).

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Topic – 21

Behaviour Modification Strategies:

1. **Praise:** Students need to be praised for showing and manifesting desirable behaviors. Generally it has been seen that we do not praise students, we do not praise them and do not appreciate them. It is necessary to boost morale of student, and if the student is manifesting desirable behavior then it is extremely important to praise the students. Praise could be in many forms. You can say Very good, excellent. Verbal praise is very important. We can also give stars and write verbal praise on note books. Teacher must not be thrifty about giving praise. They must praise the students and specially those students who manifest desired behaviors.
2. **Rewards: Students can be rewarded .**Students are rewarded for manifesting expected behaviors. There may be different kinds of rewards.it can be a verbal reward or it can be a simple as giving candy to the student. So praise and reward are very important behavior modification strategies.
3. **Modeling: teacher should portrayed desired behavior in the classrooms.** Teacher's model behaviors which they want their students to manifest. They are best resource to teach their children desired behaviors through proper role modeling. We cannot expect desired behavior from student if teacher is authoritarian and is using intimidation techniques.so it is necessary to show desired behavior to students to expect desired behavior from students.
4. **Contingency contracting:** The students are given contracts by teachers if they misbehave. These contracts may include class detention, no release for game time etc. So, contingency contracting is a very good way to have behavior modification.
5. **Response costs:** Response cost is a fine that can cost a student reward that has been already earned. A particular behavior in the classroom which is negative costs students a reward that he or she is earned previous. When students will know that their reward will be taken back if they will not show appropriate behaviors, then they will try to show proper behavior to get more reward.
6. **Negative reinforcement and punishment:** Negative punishment could be different from

classrooms. And should bring desired behavior in the students through using other strategies. Student is penalized for display of inappropriate behavior. The nature of punishment can range from least to most punitive depending upon the misbehaved action.

Topic – 22

Cookbook Management:

It is an approach which is used by the teacher by hosting other approaches. It is an elected approach and various approaches are used in this an approach to have control in the classroom. It is very popular approach through which various approaches are utilized by the teacher to handle classroom discipline issues.

Classroom discipline issues as stated earlier can be of various kinds. They can be from least harmful to the most harmful. Usually when a teacher starts a lesson there could be various unstated issue arises during the lesson.

For this it is important that the teacher should be mentally prepared to have such problems in the classrooms and he/she is mentally prepared to handle these issues in the classrooms through this cookbook management approach. So, without jeopardizing, without putting in danger she can utilize such approaches in the classrooms and maintain proper discipline.

It is not necessary to use authoritarian approach to handle all classroom issues or behavior modification approach to handle all classroom management problems. This is not possible to use these approaches all time.

As stated earlier cookbook management is an eclectic approach that may consist of applying a prescription of 'do's and don'ts', without any obviously consistent rationale. It may consist of adaptation of a number of most effective approaches which suit the situation or group of individuals.

Cookbook management is the most practical approach to be used in the classroom to solve daily classroom problems as stated earlier this is the combination of effective approaches and is not the name of one particular approach.

Topic – 23

Socio-Emotional Management-1:

Social emotional management calls for building healthy interpersonal relationships that support a positive classroom climate. The more healthy relationships are in the classroom between the teacher and the student, the more effective behavior patterns will emerge because it will be a friendly scenario in which teacher is understanding the problems of students and students in return are respecting the teachers and because of that there are less of classroom problems, so this gives rise to positive classroom climate. The influence of environment is manifold for the development of empathetic and pro-social behavior. Teachers should build secure relationships with their students and students should feel secure in the presence of teacher and because of that effective teaching and learning go on. So it is very important to have classroom community in which teacher and students should care for each other. Teacher should build pro-social expectations in which teacher helps the students and students help each other.

Educators promote e & p development by building secure relationships, creating classroom community, modeling pro-social behavior, establishing pro-social expectations, and supporting families.

When schools attend systematically to students' social and emotional skills, the academic achievement of children increases, the incidence of problem behavior decreases, and the quality of the relationship surrounding each child improves. Students become productive, responsible, contributing members of society. Elias, et al. (1997)

Topic – 24

Socio-Emotional Management-2:

Socio-emotional management approach towards classroom management has a lot to do with the teacher's action in the classroom. What can teachers do to manifest e & p skills in classroom?

- **Please smile in the class.** It is important that teacher conduct classroom with a smiling

- Make sure that you take a cognitive-affective stance in your lesson plan.it is important to make part of social emotional knowledge of your lesson.
- **Never say, "It is not my problem".** When you are in the classroom you are responsible for your students. Everything that they say, every issue that they face is your problem. Never make them feel that they have to go anywhere to solve their problem. So when you are in charge of the classroom please never say to students that it is not my problem.
- **Be authoritative but not authoritarian.** (Authoritative is a person who exercises power yet he is much loved figure in the classroom so you are in authority but at the same time you have an excellent relationship with the students, but if you are an authoritarian teacher then you have dictatorial presence in the classroom. Students have fear of such teacher and do not express their problems. So, try to be authoritative not authoritarian.)
- **Be sensitive to students' needs** .Teacher should understand the student's needs. They should know that what is appropriate this age level. At all age level it is important for the teacher to determine needs of the students and be sensitive towards those needs. So, that is very important and goes alongway towards establishing socially emotionally active classrooms.
- **Capitalize on students' interest**. When you make lesson plans, when you talk about issues. Try to capitalize on their interest. Try to build your lesson plans according to student's interest. By this classroom learning environment can be conducive for learning.
- **Ensure active participation by all.** Ensure that all students participate in the classrooms. Sometimes teachers have their favorite students to participate and other students get neglected. Remember some students are shy they lack confidence, they do not participate .So encourage all students to participate because it shows that you care for all students.
- **Encourage team building.** Teacher should never encourage cut throat competition in the classroom. Encourage cooperation, Encourage collaboration. Students should be helping each other out. Classroom atmosphere should be very friendly and it should be very caring classroom.
- **Take interest in students' lives and pay sincere attention to them**. Try to take interest in the lives of the students. Because sometimes students bring their problems from home. So

it is okay to discuss their problems. Try to resolve those problems. Try to be friendly figure in the classrooms with whom students can discuss their problems. As a result students feel lighter and sometime you may be the best person to resolve problems.

- **Be emotionally supportive.** Teacher should fully support the students .Because there are some problems which have base at home. So please be emotionally supportive to them. Try that they participate maximum in the classroom by giving them the required emotional support.
- **Encourage healthy peer relationships.** When a teacher will encourage peer relationship, Students will naturally share their knowledge with each other.

  So, all these techniques are extremely important to build a healthy socially and emotionally climate in the classroom.

Lesson No. 5

OVERT & COVERT MANAGEMENT APPROACHES-II

Topic 25

Determining the Needs of Problem Students:

It is very important to see who problem students are

Problem Students are those students who are:

- **Shy or lack of confidenc**e (Those students who have no confidence on them).
- **Lack of self-esteem** (Those students who have no confidence on them and do not think high of themselves.They are the students who lack self esteem).
- **Extremely talkative** (Students who are talkative and their talkative nature disturbs other students in the classroom).
- **Over confident** (These students over-estimate their potential and because of that they can later create management issues).
- **Aggressive or violent** (Students who are aggressive and violent they are also problematic students.Other students are at risk because of their violent nature).
- **Bullies** (Bullies are problem students and children's and students can become victim of bully-ism).
- **Victims of psychological trauma** (Students who remain victim of psychological trauma ,they are problem students.They can end up into huge disruptive behaviors).
- **Identified with learning difficulties**(Learning difficulties may be from the least harmful to more harmful.For example, Dyslexia, autism, attention deficit disorder or it may be simple reading and writing academic difficulties).

How do we determine the needs of problem students?

Determining the Needs:

Needs of problem students can be determined through various means.

- **Behaviour portfolios**(Maintain behavior portfolio to see behavior patterns of students).
- **Keen observation of potential problem students in class(** It is very important to keep a keen aye on problem students so that their problem behaviors are checked systematically).
- **Interaction of potential problem students with peers**(It is important to keep check of problem students with their peers when they are interacting with their peers.).
- **Liaison with parents**(It is very important to maintain close relationship with parents so that problem behaviors are timely checked.)
- **Liaison with school counselors**(Liaison with school counselors is important so that problems are identified and referred to the counselors).

Problem cases need attention:

Problematic students need to be given attention through:

- A constant watch
- Specialized short and long term programmes
- Referrals to counsellors
- Close coordination among caregivers, peers, teachers and administrative school staff.They all need to be informed about problem behaviors so that timely action can be taken).

Topic – 26

Group Processes (Overt Management Approach)

Group processes are important part of overt management approaches. When teacher do group work or pair work in the class and interact with teacher .then that interaction requires certain order. For this it is important to teach group process to the students. Usually group work is advocated more. Group work is preferred teaching technique in the classroom but what happens is that the teacher does not give instruction in how to sit in a group and how to interact in a group. So it is extremely important that group processes are told to the students.

Group processes use the class to support and promote appropriate individual behavior and learning.

Group instruction:

For any group interaction to take place it is highly important for teachers to teach the processes of group dynamics to students.

Lack of training in how to interact in a group leads to confusion and chaos. Learning material l are wasted. The lesson plan is affected and the teacher in the end is unable to achieve her teaching targets.so it is important that group dynamics are told to the students.

Effective group interaction:

Effective group interaction is promoted by:

- **Teacher's alertness** (When teacher give group work it is mandatory to keep monitoring the group. That is very important. For this it is important for teacher to be alert all the time.)
- **Reasonable expectations** (Have reasonable expectations from group work. and it depends upon group dynamics what you tech to the students in doing of students group work. So please have reasonable teaching targets and convert them into reasonable targets when it comes to doing group work.
- **Sharing of leadership** .There should be sharing of leadership so that all of students can have a chance to become leader in the classroom.
- **Use of group maintenance activities.** Is very very important which means that what time is allocated by you for the group. What activities are happening in the group? How there maintenance of activities is happening. What are roles and responsibilities of each student in group? All this is determined by a teacher.
- All of these techniques should be tell in advance to the students so that there will be less chaos and successful group processes can be achieved.

Topic – 27

Permissiveness (Overt Classroom Management Approach)

Unlike other approaches, it is considered a negative approach.

Due to this reason, it is the extreme opposite of intimidation. Here the teacher promotes maximum student freedom in order to foster natural development of each individual's full potential.

In intimidation the teacher is in threatening mode. And maintains disciplines by fearing and threatening students. But in permissiveness teacher is in very loose control in the classroom. His/her objective is to deliver lecture to the class and the teacher is not concerned about having discipline in the class. So, this can be very dangerous as per as teaching and learning conditioned are concerned.

In permissiveness teachers thinks that his/her sole purpose in is to deliver lecture and complete teaching targets and if there is any behavioral issue in the classroom he/she is totally ignores the issue.

The teacher encourages students to take full responsibility for their own learning. Teacher does not take the responsibility of classroom control.It is important that teacher is fully prepared to handle disruption problems in the classrooms.If a teacher is going with fully permissive approach then there might be total chaos.Students sometimes cannot understand the lesson and create classroom management problems.So permissive teacher will think that his/her only work is to deliver lecture and achieve and targets and he don't know how to handle noisy students.Then it can cause alot of problems.

Dangers associated with PERMISSIVENESS:

- Students can go out of hand and create severe classroom management issues if the condition to act responsibly is not constantly enforced in the classroom. Teachers may not be able to complete/ achieve his/her teaching targets.
- The teacher can lose authority in the class and can be considered a powerless figure. The students can take a ride on the teacher. Students can feel that this teacher can be safely dealt with.
- So permissiveness is highly negative approach and should be highly avoided by the teacher.=

Topic – 28

Covert Management Approaches:

Covert management approaches are used implicitly unlike the explicit use of approaches through overt management strategies. Covert management approaches are used by teacher and the schools to have desired behaviors in the school and in the classroom .In order to bring the desired effective classroom management, approaches sometimes need to be embedded in the entire school system. They need to be a constant part of all learning processes and become part of the hidden curriculum for the school.

Covert management approaches should be a part of the:

- **School culture** (it means all the behavior patterns that are manifested in the school .they are reflected through school culture.)
- **Curriculum** is an academic aspect of school which means when we make lesson plans and make school calendar we should also embed covert management approaches in that as we include overt management approaches.

What are covert approaches?

Covert approaches are the:

- Core values and norms that students and teachers are expected to adhere to
- Traditions that a particular school continues to withhold
- Societal explanations that the school adheres to and expects its students to follow.
- Every society has some expectations from their student's .So those expectations should be manifested and embedded in the school curriculum so that when a child comes out of school, when a child goes back to the society he/she upholds those traditions, norms and values which a society wants the child to manifest

So for this reflection of covert approaches is necessary in all these things.

Topic – 29

Covert Management Strategies:

Let's see how covert management approaches can be used in schools.

Covert management approaches can be used in:

- **School Assembly** (we can use in school assembly not through direct moralizing but through an implicit reference which means through an anecdote , through any story by which particular behavior patterns are being reinforced.
- **Tutorials** (A particular group of students is assigned with a particular teacher , .Students and teachers interact with each other .so though tutorials covert approaches can be communicated to the students.)
- Lesson Plans (For example in an English lesson plan we can reinforce behavior by a particular character in a story, we are directly telling the students but through stories character we can teach them about various behavior patterns.)
- **Sport Activities** (While playing students in playground we can teach them that which behavior patterns are important and which behavior patterns should be avoided. So that can be done practically utilizing such behaviors in the grounds. That is a very positive means of doing it.
- **Extra-Curricular Activities**. (Through extracurricular activities we can also aware students about behavior patterns.)
- **Behavioural interactions**(Student to student interaction, student to teacher interaction, Student to parent interaction, student to head teacher interaction .there should be particular way of all these character that can be made part of the school culture and can be communicated through the school curricula by telling the students how to behave in a particular manner implicitly.
- **Out of school interaction** (Students should know the school culture, traditions, norms.so when they go out of the school they should know the behavior patterns which is implicitly taught by the school to them.).
- **Information to all Stakeholders**(School must inform all stakeholders about the particular behavior they all expect from the students).
- **Reinforcement** (Reinforcement of behavior patterns is very important.It is also important to make it part of assessment.)

- **Part of student and teacher assessme**nt (Student assessment should be part of teacher assessment.If they know about that particular behavior is important then they will be careful about manifesting particular behaviors) .

Lesson No. 6

ROLE OF TEACHER IN MANAGING CLASSROOM - 1

Topic – 30

Effective Management

Teacher play very important role in effectively managing the classrooms.

Teacher who manages effectively create and maintain conditions in which students can learn efficiently. It is extremely important that effective management strategies are employed by teacher for good teaching and learning.

Such teachers:

- **Set a positive classroom climate.(**Positive climate means that teacher and students enjoy good cordial relationships.the conditions in the classroom are right for learning.For this teacher should be friendly figure in the classroom and they should feel secure in the presence of the teacher.
- **Organize classroom area.(** Silting position should be known to teacher.Either students are in groups,rows, where is teacher standing,where is bulletin board).
- **Establish group norms.(** Teacher should tell the students about the standards that needs to know students while sitting in the classroom.How should they behave with the teacher?How should they behave with each other?and how should they behave actively in the classrooms.So establishing group norms is very important).
- **Layout routines and procedures.**(Proper routines and procedure should be layout.By doing this time is less consumed and lesson runs smoothly.So proper procedures are very important and should be communicated to the students).
- **Monitor learning.(**What students are learning in the classroom? students are on which stage of learning? If students are doing group work,then teacher should monitor the students.If students are in rows,then teacher should move around the rows).

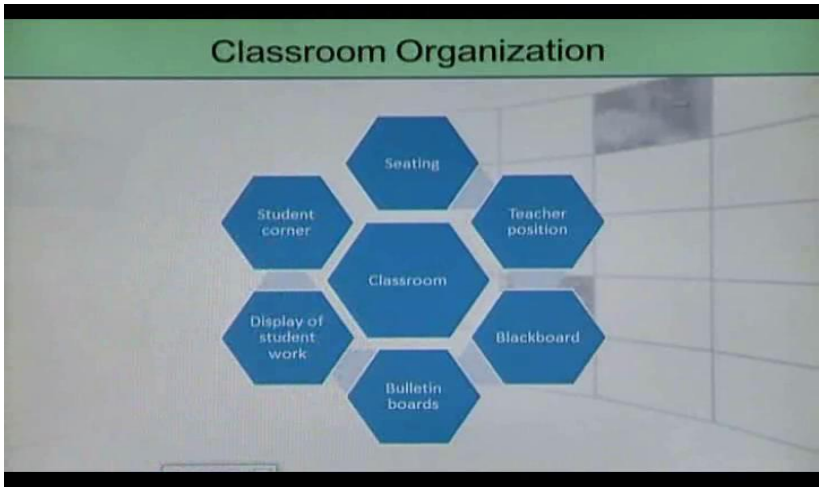
Teacher's Role in Effective Management:

Such teachers:

- **Maintain good student behavior.(**For this rules and procedures should be mutually laid out by the teachers and students and then rules are adhere to.When students make rules with teacher then they feel the responsibility of following those rules).
- **Evaluate classroom management and student achievement.(** Classroom evaluation and student achievement both of them are extremely important and goes toward building good effective management classrooms).

Topic – 31

Organization of Classroom Area



For effective management , it is important to look

Dimensions of classroom organization

Seating

Are students seated in rows, pairs or groups? It should be according to the lesson plans

Teacher position

Is the teacher standing at a position where she is visible to all? It is important for teachers to not to STAND at one position.

Bulletin boards

Are there enough bulletin boards in the classroom? There should be a moderate number of bulletin boards. If they are more in number, they can be a source of distraction. But its important to have bulletin boards in classroom. Its add colour in the classrooms.

Display of student work

Is student work displayed on bulletin boards? Students take pride when their work displayed publicly and bulletin boards are great source to display students words according to different subject area.

Blackboards

Is the blackboard visible to all students? It is common observation that some students who sit at back side, they are not able to see the black board clearly due to their week eye sight and then they distract other students.

Student corner

Is there a student corner where students can go to read, draw or do other work? Students who complete their work, they can go to their corner and indulge in any other activity. Thus, in this way, students will not disturb other students.

Topic – 32

Establish Group Norms and Expectations

Norms and expectations are very important part of classroom management.

Norms

Norms are unwritten rules stating what students should and should not do. They regulate and control behavior.

They are implicitly told to the students through role modeling by the teachers.

Practicing Norms

Norms and Expectations are established in the early years of schooling and are modeled by teachers as a means of careful reinforcement.

Norms are values are communicated through the school culture through the curriculum and the most importantly through the behavior patterns of teachers teaching a particular group of students.

Norms are standard procedures and should displayed allover the school and are manifested by different stakeholders most importantly by teachers themselves.

Expectations

Expectations are the norms applied to a specific situation.For example,If teacher is teaching in the classroom,it is mandatory for teachers to listen to the teacher carefully.They will not talk or do another work while they are teaching.They will only listen to teacher.Now this is an expectation from the students. Same as students work in group there are expected behaviors that ho to work in group? All of this is communicated through role model and constantly reinforcement by the teacher.

So ,all this should tell the students in the start of the school years and should be taught implicitly through different stakeholders by school assembly.By communication,by anecdote these norms are communicated to the students.

So, all of this is communicated through role modeling and constant reinforcement by the teacher. These norms should be communicated in early ages to the students by various means through assemblies, through lesson plans integration and through anecdotes these norms are communicated o the students.These norms are formidable part of the school curriculum .

These are very strong part of the school culture.Every schools has its own norms and traditions and every school is known is known by its norms and traditions.These values are very necessary to communicate and the best source to communicate are teachers.For this teacher should be strong pedagogically,content wise and behaviorally strong. Behaviors are very important part of teachers personality.

So, a teacher should know that he/she is a public figure in the class and students is noticing his every talk and behavior and those behavior are seeping in the students, so it is very important for the teacher to role model appropriate behaviors to the students if we wants to teach norms to the students

Topic – 33

Routines and Procedures

Routines and procedures are very important part of effective management.If Routines and procedures are told in start of the school years to the students.It ensure smooth functioning of the school as well as the classroom.

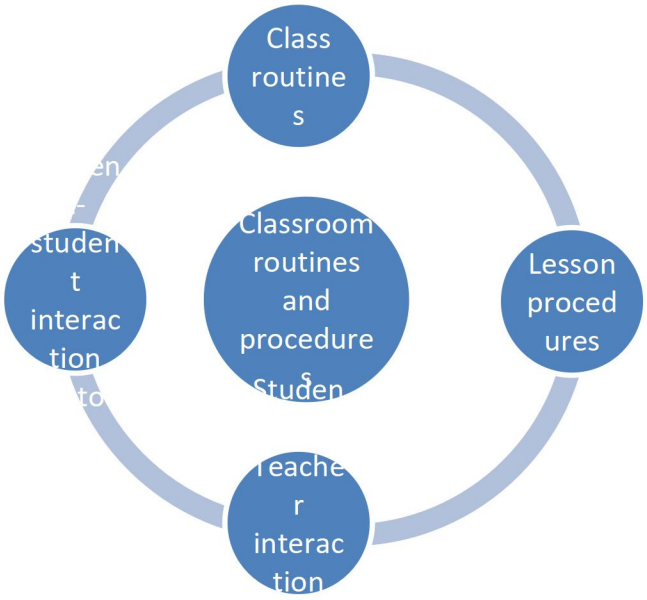
Classroom Routines and Procedures:

What are class routines?what students do?how lesson is started?

Lesson procedures:

It means when teacher stats to teach she tells the student about lesson steps.some student will work independently.some will work in group. All of these are lesson procedures which ensures effective management.

Student -Teacher interaction Protocol: How student should talk with teacher?How teacher will talk with student?What is student to student interaction protocol? It means that how students should communicate while sitting in the classroom.student should tell when they are in classroom they have to follow proper routines and procedures.there are ways to talk to their peers.such procedures must be upheld in the classroom.



School Routines and Procedures: There are also some routines and procedures when student interact outside the classroom.

For Example:

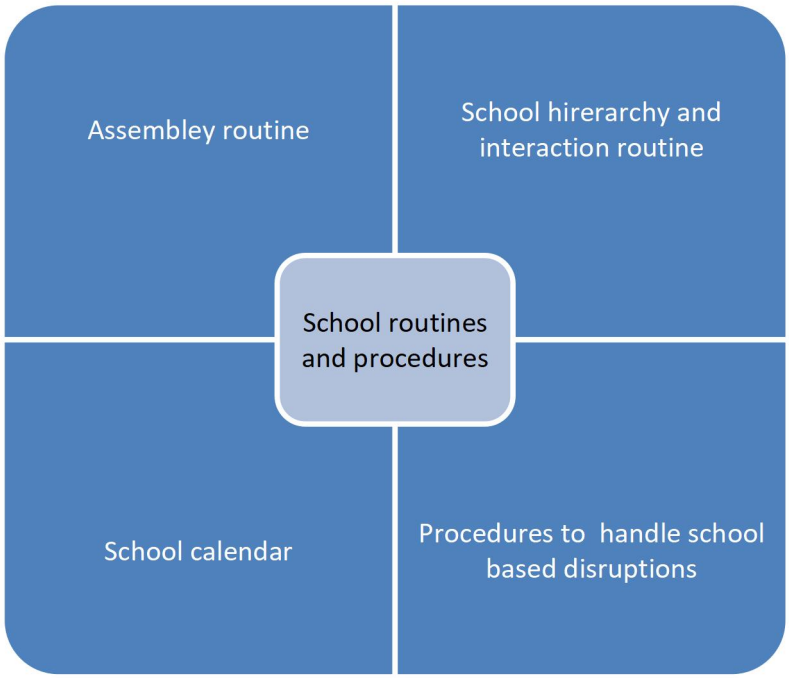
Assembly Routines: How to behave when you are sitting in an assembly?

School hierarchy and interaction routines: It means that what is the proper way of talking with head,teacher,administrator and these are all interaction routines as per as a school is concerned.

School Calendar: School calender sets schools routines and procedures.It should be planned in the start of the year and should be communicated to all stakeholders.

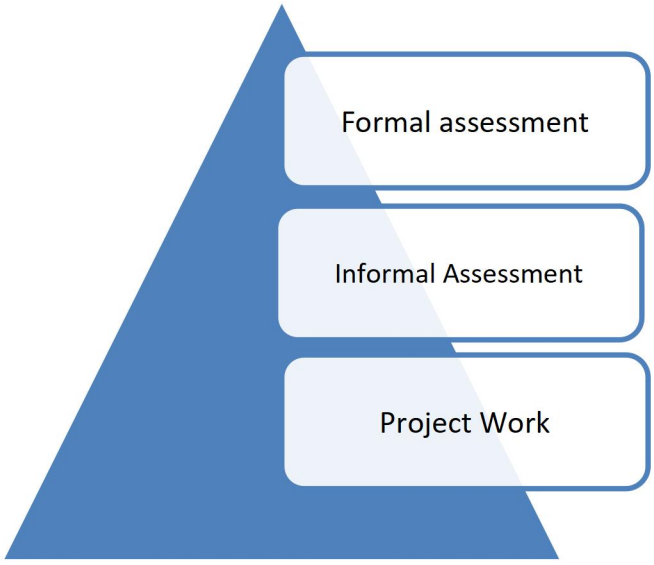
Procedure to handle school based disruptions: If student did breach if trust or breach of behavior then there are procedures to handle such routines.

So school routines and procedures are very important and have a great role in an effective management and should set in the start of the year so that students should learn to behave .



Topic – 34

Monitor Learning



Monitoring learning is an important part of effective management.Usually some students cannot understand teachers talk and become frustrates and when they frustrate they cause management issues.For this it is necessary that a teacher has different assessment techniques through which she gages the learning development of students.So, monitoring learning is very important.

There are different assessments:

Formal assessment: Includes class test,written assessment in classrooms.Formal students should be monitor in a way that it can show about how much knowledge student has gained? How much learning is more required for a student?

Informal assessment: They are very important part of assessment.It can be simple question answers and Simple worksheets to see that how much student has learnt?

Project work: When we give work in projects to student,this is a way to monitor their learning.

What is important is that teacher should be more active in the class.By being proactive teacher give feedback on proper time .If you give feedback after ten minutes ,students can forget the concept.So giving the feedback at proper time is very important and is very important part of monitoring student's learning.

Role of Teacher in Monitoring Learning

Teachers should:

Be proactive in giving feedback: (What is important is that teacher should be more active in the class.By being proactive teacher give feedback on proper time .If you give feedback after ten minutes ,students can forget the concept.So giving the feedback at proper time is very important and is very important part of monitoring students learning).

Continuously monitor student learning (Encourage students for questioning so that confusions can be eradicated.Always encourage the students to ask for query.Otherwise they will take their

Have a well defined mechanism to record student progress:(See through which mechanism teacher is monitoring students learning?Have teacher any portfolio,Or any learning processes through which teacher can monitor students learning).

Keep assessment portfolios to monitor student learning: (portfolios are extremely important part of monitoring students learning.Portfolios are very systematic means of judging students learning).

So ,teacher should access student by different means and then carefully monitor them so that effective teaching and learning can go on in classrooms.

Topic – 35

Strategies to Maintain Good Behavior

A very important part of classroom management is to control and regulate students behavior. Teacher should develop some following strategies to maintain good behavior :

Lay down rules at the start of the school year: Rules and regulation should be laid at the very start of the school year.Not only students but all the stakeholders should be informed about the rules so that rules are followed and that rules are obeyed.This is very important.

Make classroom rules with the students: It is very important to make the rules together with the students because then students has a stake in it and then they own the rules).

Issue contracts on non–compliance: It means when you make the rules then also tell the students that if they break the rules then they will be punish for breaking the rules in the form of contract from less harmful to most harmful.Break can be closed for students , Students are detained after school.so these are the kinds of contracts that are issued on non-compliance.Because students should know that Non -compliance is a big issue.So, with every rule there are contract that are issued and contracts are to be followed very strictly by the teachers.

Reinforce rules: It is very important that rules are reinforced. It is necessary to tell rules gain and again so that students comply.

Enforce rules uniformly: Rules are equal for all.they should be implemented equally on all. Rules are followed across the board. There should be no favouritism. If teacher can not implement rules uniformly he /she may encounter classroom discipline issues.

Lesson No. 7

EFFECTIVE MANAGEMENT

Topic – 36

Evaluation of Classroom Management & Student Achievement

Evaluation is:

"The formal determination of the quality, effectiveness, or value of a program, product, project, process, objective or curriculum". (Worthern and sanders (as cited in Hunkins & Ornstein 1998).Hunkins.I,Ornstein, A.(1998) 3rd ed).Curriculum foundation,principles and issues.)

So in order to determine the effectiveness, the value and quality of any educational programs, evaluation is very important. Evaluation is of diffident kinds and there are different steps of evaluation,we should make plan in start of the year that how we will do evaluation and which programs are required evaluation.At first it is necessary to evaluate curriculum and term wise programs.so evaluation of classroom management is also very important.

Usually we evaluate academic aspects when we evaluate curriculum,we evaluate how did the lesson plans go,how did the children perform.What we do not evaluate is that how the children behave in the classroom?What were the management scenario's in the classroom?

So it is It is extremely important that the management styles and management approaches followed by teachers in the classrooms are evaluated periodically. Changes needs to be incorporated if some techniques do not bring in the desired effects.

Which style and management technique are used by teachers for smooth teaching-learning process?

Evaluation and Classroom Management

Classroom management approaches and styles need to be examined periodically for their effectiveness. Changes need to be incorporated if some techniques do not bring in the desired effects.

Formative and Summative Evaluation

Classroom management evaluation should be formative in a way that it provides continuous feedback as a way to improve learning.Formative assessment is a very strong part of assessment and what it tells us is that how do the day to day classroom proceedings go.it means that when a teacher is managing the classroom ,meanwhile he/she is observing classroom management effectiveness with learning effectiveness. For this it is important to use different methods and variety of approaches and access continuously.

In formative assignment we can use observation sheets, portfolio development, behavioral charts at the end and middle of the week to check how students respond to different teaching styles and classrooms management styles.

Classroom management evaluation should also be summative, i.e. an end of term assessment to check the effectiveness of classroom management strategies. It is one point assessment that may happen at the end of a term or at the end of the academic year.

Topic – 37

Preventive Management

Preventive management is very strong tool to avoid certain misbehaviors in the classrooms.

Preventive management are the rules and procedures that are set together with the students to avoid discipline issues

Teachers who use preventive management set rules and procedures by consensus and enforce them by establishing the consequences of certain behaviors. (Teachers should sit with students and make rules and regulations in which it is also told them that if someone will break a rules so what circumstances they may face. If rules will be finalized with the students so students would also take the ownership of rules and regulations. Preventive management is used as a big strategy to handle classroom discipline issues).

Consequences of Action

Some consequences of behaviors that need to be established:

- Consequence of talking without turn. (Sometimes students talk without turn so it is regarded as a breach of communication skills. It is a negative behavior that when one students speak in between the conservation of another student. It can be control by telling students that there will be consequences if you speak in between and out of turn.
- Consequence of breaking group rules.(When you are working in a group so there are rules for each member of group. If any group member breach the group rules so there is a consequence. Reinforce the rules before starting the group work. When students knows the rules so they try maximum that rules should not be broken by them. Consequence may be a contract which is issued to a particular students for breaching a particular rule)
- Consequence of shouting in class.(Rules and regulations should be minutely followed by students. Shouting should be followed by a consequence. Students should be informed about it that shouting is not allowed in the classroom.)
- Consequence of throwing objects.(Students should not throw things and object on each other).
- Consequence of littering in class.(Things should not be throw on floor when there is a dustbin in the classroom.. If anybody will do littering in the classroom so there is a consequence. It is our surrounding to keep our surroundings neat and clean. So it is very important that nobody should litter in the classroom .)
- Consequence of bullying in class.(Bullying is regarded as an extreme negative behavior and should be avoided and there must be a big consequence for such students who bully in the classroom).
- Consequence of ridiculing others(Ridiculing is a negative behavior and must be checked by issuing a proper contract to a student. So it is important to tell students all the consequences in order to prevent such issues.

Topic – 38

Self-Control

A very important part of preventive management is teaching student self- control and social skill strategies. When we teach self-control to the students we make sure that disruptive behaviors are avoided.

So self-control is a very important tool to have and must be taught to the students through different means.

Social skills strategies are extremely important for human behavior and they play a great part in making a student adjust well within the school and then at a larger level in the society later on. So it is extremely important that students should be told to avoid disruptive behaviors by taking control on their emotions.

Students need to be educated to take control of their emotions and safeguard the security of others around them.

Ways to Teach Self-Control

Self-control should be very important part of the school curriculum.

Embed self-control strategies in the school curriculum through:

- Group and pair work activities (Give such activities to students in which they learn to take control of their emotions. Give such activities in which students are dependent on each other. They will have to listen to each other in order to complete a task.
- Task based activities (When you make a lesson plan, include task base activities. In this students have hands on experience and work together towards a completion of a task).
- Project work (It is a very good way to teach self-control to the students. Students are group d and they are made to work on certain project. Project may be in class or out of class. Students listen to each other and automatically they could have interplay of emotions and feelings).

- Sports (Sports activities are the best medium to teach self-control. We should have such events in the school in which students get chance to take control of their emotions and participate meaningfully in different activities).
- Reinforcement in school assemblies (Reinforcement is very very important .Primary school students forget things very easily. So reinforcement of set activities are extremely important).

Moreover, we can also teach self control to students through extra curricular activities.

Topic – 39

Establishing Family Connections

Family Connections

A very important part of preventive management is to make the family aware of what their child is doing in an institution.

Most of the disruptive behaviors in school can be prevented by establishing connections with family.

Parents or other care takers should be continuously informed about the children s activities in the school.As stated earlier family is very important stakeholder in childs progress.Parent being a primary care giver needs to be constantly informed about the behavior development of their children.We keep in the loop as per as academic development of the children is concerned but we seldom take care of the behavioral aspect.That's why,when we are developing curriculum it is very important that it should be cognitive ,affective and integrated.

Usually the purpose of education is not only to educate the child but it is to prepare the child so that a child can integrate securely and safely in the largest society.For this parents should be informed timely as a result most of the misbehaviors are controlled on time and can be avoided in schools if parents are duly informed about the different behavior patterns of their chidren.

Misbehaviors can be controlled and prevented through early intervention by the school as well as the family.

- **The specific behaviors that are desired from the child**.(Tell parents about rules and procedures, about pros and cons.For this rules and regulations should be documented and tell all the stakeholders.Parents being a stakeholder need to know expected behaviors from child.
- The mechanism by which the parents will know if their child has behaved in the desired way.(Teacher should also talk about behavioral development of a child alongwith academic development).
- The consequences for behavior or misbehavior.(It is important to tell parents about the consequences of a certain behavior or misbehavior.These information should also reach the parents in written form. So when their children misbehave then parent should automatically know that what is the consequence of that behavior)

Topic – 40

Establishing a School Culture for Effective Management

School Culture

School culture is very important part of any school proceedings.

What is school culture?

School culture is a set of unstated expectations and assumptions that direct the activities of school personnel and students.

It becomes the guide for behavior that is shared among members of the school at large.

School culture is an important part of curriculum.it is not propagated more but in order to have a disciplined school , in order to have an effective management and in order to have effective teaching and learning, school culture must be given importance.

Culture is the stream of norms, values, beliefs, traditions and rituals built up over time.These are traditions that are ongoing from years and a school has a pride of these traditions.sometimes we say

that that school is very good in discipline .Norms and traditions of that school is very good.behavior patterns of that school are very good. Handwriting of children is very good there.All that becomes part of school culture.

School culture are the rituals that are built over years.There are some schools which are hundred years old and more than hundred years old and they are keeping up certain values and traditions and those traditions and values are highly valued by all the stakeholders.They are upheld by great respect.That is why certain schools are different from others.And the difference is because of mainlining a particular school culture.

They must be upheld and communicated to the students as a way to prevent behavioral issues in schools. So basically a school culture is communicated through the hidden curriculum and it must be communicated and there are certain values that must be kept and must be transferred from one class to the other. it is very important for students to know expected behaviors that they must manifest in classrooms in playgrounds out of schools so that they are regarded as student of a particular school and that is determined by a school culture.

Topic – 41

Interesting Instruction

A very important part of preventive management is that teacher teach in an interesting way. Role of the teacher in classroom management is very important and one way that where misbehaviors are avoided ,disruptions and discipline issues can be avoided is to interesting instructions.

Teachers who provide interesting instruction promote learning by:

- **Motivating student participation by means of a variety of teaching strategies and skills.**(Motivation is a great tool that a teacher has.If teacher can motivate students intrinsically and extrinsically then students automatically take interest in learning.For attraction of students a teacher needs to have motivational strategies.So when you come to classroom , you should start your lesson by motivating the students.A teacher should engage students by motivating them).

- **Diagnosing learner needs** (It is necessary to see that what are the learning needs of students. Most of the lesson plans have fail to have an impact because we are unable to gage the learning interest of the students.please make sure that when you develop your lesson plan.you keep the learner needs in focus).
- **Planning lessons to meet those needs**.(A teacher should plan a lesson in way that he could accommodate learners need maximum).
- Regularly assessing student progress.(formative assessment is a very good tool to access students progress).
- **Assessing their own professional development**.(A teacher should access his own professional capacities. So it is extremely important to access yourself as a teacher.To access your efficacy as a teacher).

So, a teacher should do reflection on action and reflection in action and should see that your teachings methods are successful or not.So, it is very important to have an interesting instruction in the classroom.If their is no an interesting instruction, as a result students will disturb the class and you will have classroom management issues.

Lesson No. 8

MODELS OF CLASSROOM MANAGEMENT

Topic – 42

Preventive Management

Teacher's Knowledge Domains

What do we mean by teacher's knowledge domain and how does a teacher knowledge prevent misbehaviors in the classroom and how is this a very important tool for preventive management.

- **Content knowledge**(This a big domain.The subject area of the teacher.It means a teacher is she proficient in her own content knowledge or not .In order to teach well in the classroom it is extremely important to have proper content knowledge.Content knowledge is of prime importance.If there is no proper knowledge .lesson plan cannot unfold properly.)
- **Management knowledge.**(Unless a teacher know how to handle management issue in the classroom.she will be at a loss in case where is classroom management issue in the classroom. So it is very important to have management knowledge in the classroom).
- **Pedagogical knowledge**.(In most of the teacher training programmes and most of the teacher education programmes ,pedagogical knowledge is stressed the most.because it is thought that what is teacher lack in is pedagogical knowledge,but we forget that together with pedagogy there are other issues that need to be tackled.So pedagogical knowledge is important ,but with its content knowledge and management knowledge is also very important.
- **Socio-economic knowledge**(A teachers needs to be behaviorally upright in order to teach in the classroom.A teacher needs to be full of emotions and feelings.She should feel about her students. She should consider that students have feelings.They have emotions and those have to be considered in the classrooms).

In order to have well disciplined and well controlled classroom it is important for teachers to have knowledge of all domains.By using all these four domains we can have well disciplined classrooms.

If there is a lecture which is prepared by a teacher in the classroom and the students are supposed to listen to those lectures followed by question answers then content knowledge is very important .Unless a teacher is fully prepare to deliver a lecture and is fully prepared about the content knowledge, he/she will not be able to deliver a good lesson.

Moreover if there is slightly disruption in the classroom and students are not behaving in an expected way then there is socio-emotional knowledge is important. Then that how does a teacher make use of his/her socio emotional knowledge to handle classroom based issues.That's why these four domains are very important.So when we make teacher education programs then there is important to spread out these four domains in these teacher training programs or teacher training workshops so that teacher can know that these four domains are important.

Generally, we focus on a single domain and compromise other domains.And if we do so we can have an ineffective lesson plans.

Topic – 43

Professional Development of Teachers

As we read earlier that knowledge domain are important.But knowledge domains are developed through professional development of teachers.professional development of teachers is very important.

Why is professional development needed?

- **To fine-tune and improve one's own knowledge as a teacher**.(Professional development is important so that the teacher is able to fine tune his/her pedagogical techniques.A teacher should refresh and update their knowledge with time and it is only possible through professional development of teachers.Because knowledge never remains static.it is an ongoing process.And their is no stop to ones learning as a teacher. That's why it is important

- **To improve student learning.**(A teacher need to have techniques which can be used in classrooms to improve students learning.Students learning can not be just improved in one linear fashion.There are diversified techniques that can be utilized in classrooms to improve students learning).
- **To make an institution a more professional place.(**In order to give a professional flavour to your workplace it is extremely important to enroll yourself in professional development programmes.So in order to have more professional and comprehensive workplace ,it is very important to have professional development programs in th schools.School can be arrange these programmes in On campus.Or they can send you short term or long term programmes).
- **To become a 'critical friend' of oneself and others.(**It is extremely important to critically evaluate yourself.It is extremely important to know the current trends in teacher education or in your own professional development. So in order to improve yourself become your critical friend.look critically at your own teaching and learning.it is the best way to improve yourself.So always reflect on your actions.Also make a culture of having critical friends around you.Ask your friends to monitor your teaching in class.That is a good way to improve yourself.Have observations of your own teachings).

PD and its importance

School and Classroom management should be formidable parts of every professional development programs. Their importance needs to be highlighted so that teachers go better prepared in classrooms.

Professional development programmes are the best ways to prevent management issues in the classrooms.

Topic – 44

Models of Classroom Management

Introduction

It is necessary to know why do we need different models in the classrooms.First of all it is necessary for teacher to know that disruptive behaviors disengages a child from effective teaching and learning.It is very important to understand that disruptive behaviors must not occur in the classrooms.Because If they occur in the classrooms they not only effects child who disrupts the behavior but it effects the entire classroom.So disruptive behaviors should be controlled maximum . There should be proper consequences for misbehaviors.

Disruptive Behaviors

Difficulty managing behavior in the classroom can be a source of frustration for teachers and can severely hamper the teaching learning process.The entire lesson can be wasted at the onset of slight misbehavior.So, it is extremely important to have personal philosophy of education.



A personal Philosophy of Management

A cohesive and thoughtfully constructed personal philosophy of classroom management can provide the foundation from which teachers make classroom management decisions and respond to instances of student misbehavior.

Teacher and student both should consider classroom management as a serious business in the classroom.only then proper behavior pattern can emerge,only then proper school culture can be maintained,only then the objectives of the curriculum an be safely maintained if students and teacher realize that classroom management is huge issue and should be maintained in the classrooms.

Models of Classroom Management

- Assertive discipline
- Logical consequences

Topic – 45

Assertive Discipline

This model was developed by Lee Canter in the 1970s.Rules and regulations are very important in this model. It is very important for teachers to establish rules and regulations and communicate properly and appropriately to the students. In this model rules and regulations are developed in a systematic way and with mutual consent.

Usually It has been noted that teachers only concentrate on pedagogy. They only concentrate on development of effective lesson plans. They only concentrate on the delivery of a lesson. But teachers who use this model; they give equally importance to rules and regulations as lesson plans.

The premise of assertive discipline is that teachers should establish a systematic discipline plan prior to the start of the school year and then communicate expectations and consequences to the students immediately.

This approach is often characterized as focusing on rewards and punishment. If proper behaviors are maintained then students are rewarded because it is thought that students needs positive reinforcement for displaying appropriate behaviors. Similarly students need negative reinforcement if appropriate behaviors are not maintained in the classroom. And that happens through the issuing of contracts which are given the name of punishment here. Now punishment is a relative term and punishment should not be considered as something which is always punitive. The range of punishment may be from less harmful to more harmful but it depends on the kind of rule that has been broken. It can be as simple as sitting in the classroom and not going for the sports period or for the break. Or punishment could be as severe as calling the parents or sitting with the school head for sorting out the matter. but it all depends on the kind of rule which is broken. So, in short it is very important to make assertive discipline part of teaching and learning.

Topic – 46

Consistent, Firm and Fair Rules

- Rules must be set keeping in mind the age and grade level of students. (Rules should not be strict enough that a student of particular age cannot meet those rules.Rules should be age appropriate. .Sometimes nature of punishment given to the students is above the age level of students.Rules vary class wise.Rules should be fair).
- **Different rules should be made for different set of behaviors**.(If a student interrupts in talk there should be different rule for it.Same punishment cannot be given to the students for every breach of rules.So it is very important that different rules are made for different set of behaviors).
- **Rules must be mutually agreed upon**. It is extremely important that rules are made with students and students must know what rules are.When you enforce rules on students ,they should be aware of those rules.It is very important to have ownership of rules.It is very important to have ownership of a classroom.Classroom is a very respectable place.So there is a proper way to be in the classroom.There are proper ways to sit in classrooms.So it is important that rule are mutually agreed upon.
- **It is very important to have ownership of rules**. It is very important to have ownership of the classroom .classroom is very respectable place and .There is a proper way to be in the classroom. There are proper ways to sit and behave in the classroom..So it is important that rules re mutually agreed upon.



- **Rules can be different for:**
  - Classrooms
  - Laboratories
  - Playgrounds
  - Walkways
  - Auditorium
  - Art room
  - Computer room

  So, all these rules are kept in mind and rules are consistently and fairly followed so that appropriate classroom management techniques can happen in the classrooms..Overall rules should be followed consistently and firmly.

Lesson No. 9

PLAN TO IMPLEMENT THE MODELS WITH STUDENTS

Topic – 47

Positive Consequences for Adhering to the Rules

In assertive discipline students rules and regulations are very important .Misbehaviors are checked and they are eliminated. Positive behaviors should acknowledge duly and it is very important for a teacher to praise students exhibiting positive behavior.

Positive Reinforcement

A teacher must praise the students when the rules are kept.

Positive reinforcements is a bid deterrent to misbehavior in school students.

When students are praised, their self-esteem increases and the instances of problem behavior decrease automatically. It is very important to raise the self esteem of student, usually smaller Children have more self esteem. That's why it is necessary to know age group of students while talking.

Reward Mechanism

It may be of several type

Verbal which means

- ✓ Well done! Excellent, good, good effort. This is what we call verbal praise. It is very important. So, be generous about praising students. Verbal praise should always be there when students display right king of behaviors.

Non-verbal includes

- ✓ Nods, smiles, facial and body gestures

Tokens

Stars

So all these reward mechanism are extremely important and are very powerful means of positive consequences.

Topic – 48

Negative Consequences for Not Adhering To The Rules

Negative Consequences

Negative consequences are the penalties that students face when they bypass or disobey rules.It means that students should know that there will be strict penalties if misbehaviors occur in the classrooms.Teacher and students must know that classroom management is very important part of classroom proceedings. If lesson plans are important,teaching and learning is important,So is classroom behavior.



It should be very clear to the students that non-compliance to rules will make them liable to negative consequences.As we stated earlier that positive behavior ,good behavior is followed by reward or praise,similarly negative behavior is followed by negative consequences.

Types of Negative Consequences

- Missing recess: (Student is detained.he/she is not allowed to go for the break period or the recess.So a student who have displayed bad behavior he/she will miss his/her recess).
- Detention after school: (If student will display bad behavior he/she will detained after school because negative consequence is followed.
- Relinquishing a reward won earlier: (Suppose a student has earned a reward in terms of displaying positive behavior. Now Same student has exhibited a negative behavior that reward will be taken away from him. For example, a student is given star for good

behavior,That star will be taken away for exhibiting bad behavior. So relinquishing a reward won earlier is a very important negative consequences).

- Extra academic work: (If a student has portrayed bad behavior ,he/she will given extra academic work as a kind of a penalty that also is a negative consequence).
- No game period: (the student is not allowed to go for the game period while other peers are going for the game period and enjoying.that itself is a negative consequence).
- Assisting in cleaning the classroom: (If a student litter around in the class,then the same student will clean up the class.it is a very Important part of learning civilized behavior).
- Suspension from school: (If a students behavior is very bad,then a major negative consequence is suspension from the school for a specific period of time. Again it depends upon the kind of behavior that is portrayed.

  So, these all are types of negative consequences that can be emerged if negative/bad behaviors are exhibited in the classrooms.

Topic – 49

Plan to Implement the Model with Students

Planning for implementation

Make the rules with the students so a mutual ownership is developed.

A Very important part of assertive discipline model is to have a planning session with students. So for it, Make the rules with the students so a mutual ownership is developed.It is very important to have planning session with students. The consent of students is very important in terms of framing the rules.

A constant reinforcement of rules is important: Teacher and other school people should keep on reinforcing the rules.Being as a school head, as a school teacher ,as a coordinator the reinforcement of rules is very important.

Planning of rules needs a whole school commitment: which means all people in schools must follow

All stakeholders need to be apprised of the rules.

Classroom Discipline Plan

RULES

Students are expected to…

• Follow directions the first time they are given

• Treat others with respect

• Not leave the classroom without permission

• Walk in the classroom and halls at all times

• Keep hands and feet to self

POSITIVE CONSEQUENCES

• Praise

•Rewards Positive notes sent home

•Class parties

• Special privileges

NEGATIVE CONSEQUENCES

•Warnings Time out

•Teacher calls parent

• Teacher sends child to the Assistant Principal

• Teacher sends child to the Principal

Students need to see the rules in black and white and know both the positive and negative consequences of their behaviors.And all stakeholders should be on same platform in terms of following the rules and in terms of displaying appropriate behaviors.

Topic – 50

Logical Consequences

The model

Logical consequences is a very important model and it refers to the psychological principles that may lay behind the misbehavior of students .

This model was articulated by Rudolf Dreikurs in 1968.

This model is based on Alfred Adler's idea that students' misbehavior is based on their unmet needs. When students meets does not fulfill they behave oddly in frustration. Sometimes students also do not know about their particular behavior .According to Adler the misbehaviors of children is primarily based on unmet needs in the past.

According to Adler all students desire and need social recognition. When we do not give social recognition then that child ends up in some kind of negative behavior. This is a very important psychological principle to understand. For this a teacher must know his/her student extremely very well and must know the needs and the interests of the students.

When these desires are not met, students exhibit a hierarchy of behaviors based on 'mistaken goals'.

When a student's need for recognition is unmet, that student will first display attention-seeking behaviors. For this it is important for teacher to know that why the children is displaying the attention seeking behavior. Now the attention seeking behavior again can be on broad canvass ranging from less harmful to the most harmful. So it is very important for teachers to know that why it is that such behaviors are displayed in the class.

If those behaviors do not result in the desired recognition, the student will attempt to engage

So logical consequence that is a kind of model in which the teacher and the students are in some kind of power struggle and the teacher will have to know the unmet needs and desires of the students so that such behaviors can be handled appropriately.

Topic – 51

Unmet needs of students

Adler's Theory (1870-1937)

Alferd Adler, a philosopher and psychiatrist, stressed the need to understand individuals within their social context. Social context means where that children was born? Where he Grow up? In which school he was going and what was the surrounding environment of that place? So social context is very important.

According to Adler it is also important to know that what parent education is. And what is the number of child in their siblings. Are they elders, or middle or younger in their homes. This also effects in behavior patterns of children's. What are the life styles? How they are living within a society. That's also makes the huge difference towards the needs that are met or the need that remain unmet. Because Adler says that social recognition is very important for a child. That is one chief demand of every individual that exists in a society.

So it is important to know about all background of children for a school and especially for a teacher. Sometimes parents prefer one special child and sometimes some children they get neglected at home and that frustration comes out in school by child. That's why it is important to know about children home background. Parent education, or is there any differential treatment in children by parents. Sometime there is preferential treatment in gender. In some homes boys are preferred and vice versa .And school should consider that a particular behavior is based on environment from that individual is coming from.

Most of the desires an environment cannot give to child which results frustration in child.

He stressed to address such crucial and contemporary issues as equality, parent education, the influence of birth order and life style of individuals. Adler believed that we all have one basic desire and goal: to belong and to feel significant.

When we feel encouraged we feel capable and appreciated and will generally act in a connected and cooperative way. When our all needs are met, we are happy human beings which means that we will display positive behavior because our basic needs are met.

When we are discouraged, we may act in unhealthy ways by competing, withdrawing or giving up. Children's whose basic needs are not met. They are frustrated and show negative behaviors and will definitely behave in very odd manner when it comes to the classrooms.

Unmet needs



Students generally misbehave when their basic needs are not looked after either by the caregivers, teachers or peers. It is important to know the social history of students because on that social history is built other behavior patterns of students that are displayed in the classrooms.

Topic – 52

Attending to Misbehavior

Attending to misbehavior is very important concept and teacher must see to it that how misbehaviors can be attended. The basic purpose of logical consequence is that if there are any misbehavior how to attend that.



Misbehavior

Even when a teacher strives to establish a classroom where all students feel recognized and accepted, it is likely that some misbehavior will occur.It is impossible for a teacher to attend all behaviors equally.No matter how much lesson plan is good,

Misbehavior occur in the classroom because students come different background and different social context.Therefore a teacher must be mentally prepared to attend a certain misbehavior n the classroom.

Sometimes teacher get unduly frustrated that they use good lesson plans and good classroom management strategies ,still there is management problems or behavioral issues.So this is very natural phenomenon in the classroom considering that students come from different backgrounds and they attend to the teacher through different means.They have their own societal lens in font of them and see the teacher from that lens.That's why for a teacher behavior should be very acceptable and there logical consequences should also be prepared.

So misbehavior is a very natural phenomenon but the application of a logical consequence should automatically follow a misbehavior.

Application of logical consequences

It is for this misbehavior that a logical consequence is applied. These are consequences that have a clear and logical connection to the misbehavior and have been discussed and agreed upon with the student before applied.

Rules should be mutually prepared by the teacher and students so that students have the full how know of the rules and their logical consequences.That's why logical consequences have to be justified and they have to be applied across the board so that misbehavior can be avoided.

Example

- A student who disrupts others during class will be isolated from the group unless he/she agrees to rejoin the group without disruption.
- Logical consequence requires active planning and conscious application.and student judge automatically if he has misbehaved .logical consequence will automatically follow or he or she will have to abide by this negative consequence that has followed because of a particular misbehavior.

Topic – 53

Teacher's Stance

Teacher stance is very necessary in logical consequence model.

Teacher's role

For Example:

Teacher should:

Avoid power struggles with students. (Please do not try to come to the level of the students. Try to understand that students belong to diversified social groups.You are like a big figure in the classroom and you should act the same way .That is very important .So never try to demean a student and never try to score a point over the student.Try to understand the problem areas of the students and then act accordingly.)

Try to engage disruptive students in a leadership role.(Try to engage disruptive students I more conductive roles. For example: Try to give some leadership role to disruptive students.So that they feel important.Students sometimes misbehave because of some unmet needs in the background.So try taking a back strategy to have good behavior in the classroom.

Use more productive ways to make those students feel powerful, valued and recognized who have the mistaken goal to assume power. Try to use more productive ways to handle such students.Teachers should assign roles to the students and make them feel that they are important contributors in their own learning.

Teacher must recognize the students as important being in the classrooms.Teacher must recognize the students as being important player in the lesson.Unless student behave accordingly and according to the lesson and according to the desirable behavior,your lesson plan cannot be effected. So please try to understand that fact.So we should assign roles to the students and make them feel that they are important contributors to their learning.

For Example;

Teachers can engage students with mistaken goals in:

Taking the attendance(Student will automatically fell very important.Student will feel that teacher is giving attention to them and to seek that attention you should provide important role to students.Students take pride in the fact that they are taking the roles.

So those students who misbehave in the classrooms and those students who show unexpected behavior in the classroom give them some important roles like taking the attendance.

Proof reading an answer key (You can divert attention of disruptive child towards meaningful task by giving them work to do.This is very important .This is positive stance of you towards managing the classroom.

Writing the day's homework on the blackboard (Ask student to write home work on black board.Again you are diverting a child's attention towards a more meaningful task.The child will not display a misbehavior in the classroom,when he/she will be engaged in a more meaningful role by writing the home work in the blackboard.

So by using these little methods we can control unexpected misbehavior in classrooms.

Lesson No. 10

TEACHER'S EFFECTIVENESS TRAINING

Topic – 54

The model

The third model of classroom management is teacher's effectiveness training.

This model was advocated by **Thomas Gordon in 1977.**

- Gordon conceptualizes effective management of a classroom as facilitating the shift of management responsibilities from teachers to students.He said that manifestations of effective behavior is their responsibility. Students should know about right kind of behaviors.It is not the responsibility teachers to tell every time that what appropriate behaviors are.So, basically the responsibility of behavior management has shifted from the teacher to student.students are in more responsible role as per as behavior management is concerned.
- Gordon emphasizes the importance of teaching students to regulate and manage their own behavior.Regulation of behaviors is extremely important and students should be made responsible for that.
- He highlights the value of using intrinsic motivators and the value of I-messages when talking to students about problematic classroom behavior.It is not important to only display good behaviors for an extrinsic motivation for rewards or something else.Sometimes students display appropriate behaviors for awards.So good behaviors,accepted behaviors.they need to be manifested for an intrinsic cost.

For this we should teach I-messages to students.

What are I-Messages?

I-messages

I-messages focus on the speaker's feelings and perspectives (a teacher's) as opposed to what the student has done wrong.

For Example:

If students misbehave in the classroom how would the teacher feel or how would the others feel if a student misbehave in the classroom.So it is a good way to regulate human behavior.So I-messages are extremely important.Extrinsic motivation is an extremely important .And it is extremely important for teachers to tell students that how to regulate their own behavior.Student should learn with an intrinsic motive because they want to learn.This model gives responsibility to students.teachers are there to maintain behaviors and students are responsible for their own behavior patterns.

Topic – 55: Self-regulation of Behavior

It is the responsibility of a teacher to teach self-regulation to the student. It is extremely important for the teacher to empower student.

We feed in so much data in the students that sometime they lose their capability to think on their own. In our teaching method we should enforce students to think about good behaviors on their own. So, it is extremely important for the teacher to empower student. The element of reflection is very important in this.

Start problem solving task in a classroom by which students get forced to think about appropriate or inappropriate behavior.it is very important. Teacher's role in the classroom is extremely important .Teacher's own attitude is very important. Teacher should be role model for his/her students.

Students who have unmet desires and needs and who comes from socially deprived backgrounds. They do not sometimes know what appropriate behaviors are? The parents have not told them what appropriate behaviors are? So teachers should tell students about good behaviors.

When we talked about knowledge domain, we also talked about socio-_emotional domain. When a

behavior in the classroom, so basically a teacher should teach students with good behavior by using all knowledge domains so that students can learn from teacher. Students will automatically begin thinking about appropriate behaviors by seeing teacher behaviors in the classroom.

Teacher through reflective strategies and through empowerment strategies would educate the students indirectly about the appropriate behaviors.

The model promotes ways that the teacher can empower the students to self-regulate their behavior through modeling and problem solving.

It is said that this approach has a higher possibility of success than simply delivering consequences because it represents an attempt to help the student change his or her behavior. Because a teacher is preparing students for life-long learning.

Topic – 56: Classroom Management Strategies (An overview)

Classroom management problems basically arise during transition form one activity to another.This can also arise during change of space during activities.

Many discipline problems occur because of poor practices of classroom management, often during transitions between activities or changes in space.

Classroom management

Classroom management is the process by which teachers and schools create and maintain appropriate behavior of students in classroom settings.

Classroom management is the arrangement of:

- **Students** (they are sitting in **grouping**.In pairs.in rows.So important part of classroom management is student grouping.When you make your lesson plan you should keep in mind the sitting position of students.Is there is lecture method in lesson plan or teachers wants students to work in groups or pairs.

- So please make sure that before you start the lesson you make the students sit appropriately in the classroom so that less classroom management problem arise while the lesson is on the way.)
- **Materials** (Material management is very very important and becomes the part of classroom management. So please make sure that when students work during the lesson plan.the materials are available to them.the materials are before them and they have easy access to the material.So please make sure when you start the lesson you analyze that what material will be required and those material should provided to the students before they are need.That makes a huge difference towards the successful classroom management occurring in the classroom.
- **Furniture and the movements of these over time**.(Placement of furniture can cause sometimes classroom management issues.do not arrange furniture after class is started that will waste a lot of time ,hence create management issues in the classroom.So please make sure that before you start the lesson the furniture is laid out properly in the classrooms so that you and the students both are ready to counter any classroom management issue.

Teacher's role

The teacher must act pro actively to manage problems that might erupt during transitions between activities, lesson or space. Teacher should be alert during the class.

Topic – 57

Developing With-It-ness (voice problem)

Developing With-It-ness is a very important classroom management strategy.usually it said that teachers who have with-it-ness have eyes in the back of their heads.it means that those teachers are highly alert about classroom happenings.That's why With-It-ness means that teacher is with the class all the time.

They are aware of what goes on in the classroom. Their actions show that they are on top of what everyone is doing. Classroom teacher is in full command as in full control of the classroom situation. With-it-ness is very important strategy to practice in the classroom because successful

the last minute of the lesson and she/he knows what is happening in the classroom all the time.And if student know that a teacher is using with-it-ness in the classroom they will stay very alert.They will not create any management issue in the classroom.

Practice with-it-ness (No voice in recording)

Helpful hints:

- Stand where you can see all students when you present a lesson.
- Make eye contact with as many students as possible.
- Keep your face towards the students when you move towards the chalkboard.
- Stand at an angle to write on the chalkboard so that you can see as many students as possible.
- Circulate to various parts of room.

Topic – 58

Overlapping

Overlapping is also very important classroom management strategy.

Overlapping means handling two or more situations or activities simultaneously.

A teacher who can instruct a group of students while responding to student concerns from outside of the group can keep an entire classroom working smoothly.

So, overlapping is a very important trait to have in a teacher and a teacher continues with her lesson and then without disturbing any of the classroom proceedings.

Practicing overlapping

Make eye contact with, move closer to, or stand beside a misbehaving student to deter off task behavior while continuing to direct other activities.

Direct a question to a student who has not been paying attention to regain his/her attention.

Remove an object a student is playing with without interrupting a presentation.

If a student is disturbing in the class then ask a question related to the topic you are teaching. The student will automatically come on track because the students will think that the teacher has caught him with him or her and he or she will save his or herself esteem by responding to the teacher that is important.

Overlapping is a very powerful way of saving teacher's time. it not only saves teacher's time but it also brings continuity in the lesson .For this you should be skillful enough to handle these issues.

Usually it has been seen that when student create management issues in the class the teacher cuts her lesson , when you stop the lesson then students lose touch with the lesson ,the continuity of the lesson breaks and the mind comes in another kind of domain. So this kind of disruption should be avoided maximum because if the continuity of the lesson is stopped, then what may happen is that you may have to gone over it all over again. Then you go towards management issue instead of teaching lesson to the students. So it is important to use classroom management strategies to have effective lessons in the classrooms because the entire objective is to have teaching and learning going on in the classroom and that is only possible because of effective role of the teacher. And the teacher can only have an effective role in the classroom once she is strong in inner content, she is strong in pedagogy and she is strong in her management knowledge and the classroom strategies are the means through which she can have a very strong management knowledge.

Topic – 59

Managing Movement

Managing movement is also a very important part of classroom strategies.

Skilled teachers use movement to regulate the pace and flow of classroom activities, keeping 'dead time' to a minimum.

Management of activities is very important concept.Remember that dead time should be minimum.sometimes teacher waste time during transitions from one activity to another activity due

to slow movement.Students lose interaction with the lesson .hence create classroom management problems.so keep dead time to the minimum.

Practicing

Helpful hints to improve movement in the classroom:

- Organize your materials, teaching aids so they are ready to be used.
- Train your students to take out their books/materials promptly.
- Establish efficient routine to move your students promptly from room to room or one part of the room to the other.
- Be in control, do not fumble with things. Students might consider it your lack of preparedness.

So try to manage your movements. Move efficiently in the classroom. Tell students that you are onto things and you are fully prepared to handle any classroom based issues. Please remember that student's training is also necessary with your training. Your training will be wasted unless you also train the student's .So also mange movement of students when they come in the classroom.

Lesson No. 11

CLASSROOM MANAGEMENT STRATEGIES – 1

Topic – 60:

Fostering Group Focus

It is an important technique to have effective classroom management. A teacher can run their lesson effectively by using this strategy.

Group focus means that teacher is in full knowledge of his/her students.A teacher has full information about his/her students.It is very important to know your students.So in order to make students stay active in the classroom , it is extremely important for the teachers to know the students. Group focus keeps the teacher aware of all the students and keeps each student actively involved, alert and accountable for his/her performance.

Practicing group focus:

- **Pace your lessons quickly enough to maintain your students' interest, but not so quickly as to confuse them.(** So please pace your lesson in away that all kinds of students present in your class benefit from your lesson.Pace of the lesson is very important and that should actively engage students in the lesson and the activities that crop up from your lesson.so you can pace your lesson according to the group sitting in your classroom.
- **Frame questions at a variety of levels, hem widely to keep students alert. (**Your questions should be at variety of levels of difficulty. Questions should not be very easy or very difficult.keep in mind that students are different ability level in the classroom. So when you ask questions or when you frame activities so please keep in mind these different ability levels of the students.it is very important otherwise students becomes off track ,they cannot understand you. So try to accommodate all kinds of learners in your group).
- **Accept responses from those students whom you point out, unsolicited responses lead to classroom management problem.** (While asking question from students please do not entertain unsolicited responses. Take answer from the student who raised hand.and the student who is answering without raising hand do not entertain his/her lesson that

disturbs the group focus that disturbs the classroom proceedings and can create classroom management issues).

Topic – 61

Smoothness:

Smoothness is a very important classroom management strategy . Smoothness is shown by the teacher continuing with his/her lesson without digression. There should be no interruption in lesson . Lesson should have a smooth flow without interruptions.

A lesson should have a smooth flow. Less classroom management problems will have to face as much the lesson flow will be smooth. Smoothness means that classroom digressions will be less and for that a teacher should be mentally prepare.

Examples:

- **Do not get distracted by an unplanned even: (**A teacher should not digressed by an unplanned event.Unplanned event means if the lesson is continue and due so some happening a teacher has to stop lesson and students has to go to play ground or may call to meet with someone so this situation can digressed the lesson. But a teacher should consider it as being part of school proceeding and she should now show any kind of digression in her own lesson. A teacher must tell the student that it is a part of classroom routine and after this we shall back to our lesson . don't stop the lesson there or at least complete some of the part of lesson before going outside so student learn that part easily. So be prepared to face certain digression and then to handle them accordingly . so one digression can be unplanned event)
- **Do not interrupt students from working: (**Another digression can be when students are been interrupted so for this students should be interrupted less.as we see before that any unplanned event may arise, if it's the core need then it is quite fine but try that least unplanned events should occur so that there may be less digression of lesson. But if digression occurs, please handle it carefully and skillfully because that is the skill of the

teacher and that can only happen once a teacher stays alert to handle such digression in the classroom)

- **Do not leave a learning activity mid-stream:** (As I says before that if any unplanned event occurs and students have to go outside the class so try to complete the important part of your lesson and after that send students out after completing one concept or one part. But try not to disturb the student in mid-stream. If you disturb the students midstream because something has happened that required their presence outside the classroom or some other teacher has come to say something or to explain something, try to avoid these things. If they happened ,please handle them very carefully.Do not let the students know that you will digressed and have digressed and now can show sign of confusions and nervousness. You should never let students know this).
- **Time yourself well: (**Timing is very important. Timing of the teacher is extremely important. When you are making a lesson,keep a margin in that time can get up or down by 5 or 10 minutes. So,you should be a very good time manager in the classroom . This is a very important classroom management strategy to have. But also consider this thing too that it is not necessary for a lesson to be end in 35 mintues so then what you have to do and where you want to end the lesson safely and if time has exceed that what you have to do so is a very important thing to have.



- **Do not show confusion:** (Never show the confusion in the classroom and always stay confident).
- **Stay with the logical organization of the lesson:** (Do not hope around in the lesson and it is only possible when you know that what you are teaching).

Topic – 62

Group Alerting

Group alerting is also an important classroom management strategy. These are behaviors used to

in inducing work involvement and preventing deviations. Teachers use such ways in classroom through which students remains alert.Usually it has been observe that teacher ask such questions that they became predictable for the students that what will happen next and what questions can be ask and they know what teacher will do next.

If you want to keep students on toes so students must not know that what teacher is going to use in classroom lesson. From this thing students will take interest and will be alert and teacher has to face less classroom management issues. So, keeping in view this things will make your students alert in the classroom. It has been observe that the teacher who keep their students on toes and alert, teacher can do effective learning as much in this way and with that there are less destructive behavior in the classroom. So it is extremely important that students stay alert in the classroom.

Examples:

- **Call on students at random**(when you ask a question in the classroom so any particular student must not know that now teacher will ask me a question. Ask randomly and every one will be alert. Some time teachers ask less question and to very few students and most probably to the favorite students so rest of the students gets an idea that in less time teacher will never ask me a question. Now this can be the least which you can have in the classroom.Always put the students on alert by asking question randomly and students will remain alert that teacher can ask me any question at any time. Group will be alerting in this way)
- **Induce suspense between questions, "This is a tough one coming"(**Make thing unpredictable.Introduce suspense in the classroom by saying something like the tough one is coming. So student will think about it that what teacher is going to be ask us . It is possible that question may not tough but you such a word so student get alert or they expect something interesting to come along. That is very much important for a teacher. Teacher can bring better management in classroom by using these little strategies. It parallel effect is this that your lesson is going smoothly and with it you are dealing management issues by introducing these small strategies in the classroom)

- Its another example is

- **Have the entire class respond in unison(**it will ensure student alertness and this is how you may know that how many students are answering and responding to you and this is very important to know.**)**
- **Physically move around and see what students are doing.** (Try to move physically in the classroom to see what the students are doing . Usually ,students who are sitting at back ,they keep on studying some other books because they know that teacher will not leave his or her place. If Lecture is of English, they will be studying urdu or they prepare for coming examination because they know teacher will not come to check so please in order to make students stay alert so you need to be also alert in the classroom).
- **While asking one student to respond, look at other students that is also a mean to stay students alert in the classroom.**

Topic – 63

Build self-esteem

Building Self-Esteem is very important part of classroom proceeding and very important strategy that a teacher must use in the classroom to have effective teaching and learning. Self-esteem is the ability in which we appreciate ourselves and our inherent worth. There are so many students who consider themselves having low self-esteem . they think that they cant do and they are not able to do this. This is the exact opposite that what we should do in the classroom and teacher can help student to build self-esteem. It is right and prime duty of teacher that she build student's self esteem through positive behavior. As we see before that students comes from different environment, different family background and every child comes in the class with some degree of self worth .Self worth can be high and can be at low level. Problems will be occur when self worth is at low level.so it is very necessary that we build student's self-esteem competently and should make them in full control of themselves . That is a great thing that you can do in the classroom and you must know every students belongs to which level of self-esteem. More specifically, it means we have a positive attitude, we evaluate ourselves highly, we are convinced of our own abilities and we see ourselves as

Teacher's role in building self-esteem:



- **It is highly important for teachers to build the self-esteem of students. They must avoid sarcasm or actions that belittle students in front of classmates. Do not be ironic with the students.**(Teacher can build self-esteem through positive behavior and avoid sarcastic remarks. Do not be ironic with student. Do not have negative behavior with the students unnecessary .If the destructive behavior at such level which has any logical consequence or any penalty so it is quite fine because student is following that systematically as an reaction of his action / But if teacher intentionally or unintentionally bring sarcastic remarks so it can low student-esteem . So keep these thing in mind carefully.)
- **Such students at times display the tendency to cause classroom management issues. (**Everyone want that they must have a self worth in the classroom and their behavior should be good with teacher and teacher and student must have a good reputation. And that is only possible when teacher maintain good discipline in the classroom through supervising that what is the self esteem of the students . She has a good reputation with them, she enjoy their company by displaying positive behavior in the classroom)

Actions:

- **Display positive behavior**(Teacher must have good behavior in the classroom with the students)
- **Do not demean students** (Treat students with respect as students with lower age has higher self-esteem. So must know student age so you may get an idea regarding the level of self-esteem)
- **Help students work on their weak areas**(help the students on their working areas or engage them with their peers so they help their fellows)
- **Help introvert students to come out of their shells and safe zones**(It is the responsibility of a teacher to help introvert student to come out of their safe zone and make

- **Display empathy and pro-social behavior** (This is a part of effective education. That we bring such change in our attitude that we show caring and helping behavior in the classroom to build the self-esteem of the students.)

Topic – 64

Procedures during whole class instructional activities-1:

The important part of classroom management strategy is that how a teacher handle classroom proceedings

Students talk: (Student talk is very important)

Student talk can be managed through:

- **Raising of hands**(It is necessary for students that whenever they want to talk so they must raise hands. Until they raise their hands , teacher will not listen to them. Its very time taking but student talk is very important to make any classroom activity effective. Usually when teacher ask any question in the classroom so all the students raise their hands altogether and start speaking and as a result it is not comprehensible that what students are saying. So again it has some decorum or a procedure. So student talk can be manage through raising of hands
- **Chorus responses**(Teachers may tell students that whatsoever she will ask everyone will give answer all together. This is known as Chorus responses.
- **For both, teachers need to signal as to when which response is required** (In both situation , a teacher must tell students what is required and when is required and that is something very important. Teacher needs to tell students that either answer is needed in Chorus response or with hand raising .these things need to be determine in the start of class.Usually, problems do occurs when teacher start things without determining rules . If later she says that you should not raise hand so students are not mentally prepared for it and

all of them start talking at once and them it become difficult for the teacher to handle a classroom.So this thing should be kept in consideration).

Use of room by students:

Students should know:

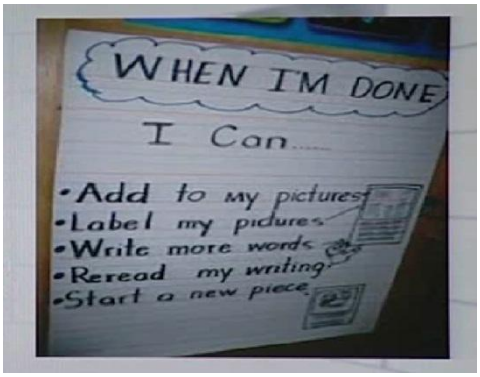
- **When it is appropriate to leave their seats and ask for help**.(Students must know when to leave the seat and when to not. For example: if they want to sharp their pencil so they must be told that when they can sharp it because sometimes students cannot leave their seats during lesson. So it must be inform to students regarding the timing when they can leave their seats).
- **How to use materials e.g. pencil, sharpener**(Students must be inform that how they can use their stationary or material).
- Obtain books from shelves(A teacher must tell students that When to take books from shelves. During lesson students must not allow to leave the seat .Tell them a timing or way so that they can take books before the lesson or during the lesson only if there is any break in lesson or at the end of lesson. Teacher have to set these all rules by discussing with the students).
- **What to do when they finish work early**.(those students who has finish their work earlier they may have maximum potential to disturb the class.

So a chart can be given to the students if they have finished their work earlier, such as given below:

Chart can be have following points :-

- I can add more pictures to my work.,
- I can label my picture,
- I can write more words,
- I can re-read my writing or
- I can start new work.

But these all things are pre-determined. Being a teacher you must tell students that after completing their work what they can do further in their leisure time.



Topic – 65

Procedures during whole class instructional activities-2:

Signals for Attention:

Some signals that teachers may use to gain student attention during transitions or activities are:

- **Verbal cues**(for example, say alright, now we move to another activity. So verbal cues prepare students mentally that now activity is moving to which direction or one activity has been completed and now we are moving to another activity.So, verbal cues are very important)
- **Moving to a specific area of the room**(if you are going to do a transition so move to another place of classroom and stand there so students may know .)
- **Ringing a bell**(It means one activity is completed and we are starting another without creating any disturbance)
- **Turn on an overhead projector**(Off and on overhead projector so students may know that they are moving to another activity or to any other concept)

Signals for attention are an important strategy in the classroom to maintain management problems or to avoid management problems in the classroom.

Student Behaviour during Seat Work:

Expectations need to be established:

- **For what type of talk is allowed** (when they are seated together , whether they are sitting individually or in pairs or in groups so what kind of talk is allowed)
- **Of how students get help**(How student can help each other)
- **What type of out-of-seat behaviour is permitted**(when students can leave his chair and what work he can perform at that time when leaving the seat. Both teacher and students know this)
- **How to gain access to materials**(what is the way to take any book or material from the teacher's table without disturbing the classroom proceedings)
- Of what to do when seat work is finished early(if student finish their work early so what kind of procedure are ready which student can use without disturbing classroom proceeding)

Procedures for Laboratory and Project Work:

Routines need to be established for:

- **Distributing materials**(Tell students how to handle material)
- **Safety routines**(How can we deal with material by remaining safe)
- **Demonstrating appropriate behavior**(How to behave while doing project work in laboratory)
- **Extensive movement**(there is need to control on movement . It should not be extensive)
- **Cleaning up**(when we are doing work or end, tell students to clean up the things)

So these are expectations and routines that must be set in order to have effective management in your classrooms.

Lesson No. 12

CLASSROOM MANAGEMENT STRATEGIES - 2

Topic- 66

Communication skills

Communication skills are very important part of classroom management.Communication can be verbal and non-verbal and just as in everyday life, poor communication can cause unnecessary problems. Verbal communication skills means how the teacher is talking with students and non verbal skill is related to body gestures, facial expression and eye contact.(Sometime teachers can not use effective verbal skills and as a result some frustrating behavior in classroom may occur. The teacher is unable to use effective verbal skills at the same time a teacher is unable to use non-verbal skill and this is how lesson plan get effected. When lesson plan get affected and obviously there's happen classroom management issues. So in order to avoid them , teacher must use good communication skills.)

Good communication skills:

Good communication skills and being a good listener, as well as a good speaker, can help in preventing problems in the classroom. When students feel that they are welcomed into a nonthreatening environment where learning is encouraged, they usually come ready, willing, and able to learn. (Let it not be a teacher-centered class in which you are just speaking when students says something so also listen to them carefully. When you listen to them so you also get an idea that either student's concept are clear or not. Along with being good listener , you must be a good speaker and whatever you are saying must give a lot of sense.You have to be very articulate in the classroom. You need to know your concept very well. You need to communicated those concepts in the much desired manner. Your presentation skills must be very good. When your behavior is good and way of talking too so you bring a nonthreatening environment in the classroom. When classroom environment will be unstressed then students can easily understand your points. When students are showing stressful behavior so it means that you are threatening figure in the classroom.)

Reprimand:

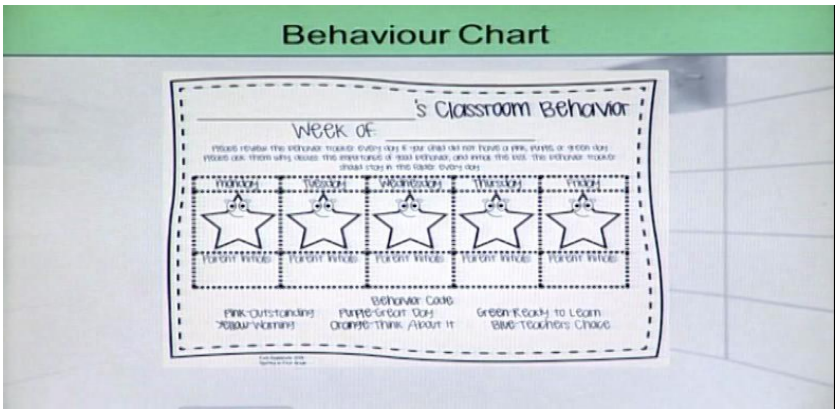
If you must reprimand students, use a normal tone of voice, look at the student, do not use gestures such as pointing your finger, and do not insist on the last word.(talk to student in a normal tone. Use good gestures and do not raise your voice. Try to use good communication skills for effective classroom management skills).

Korr and Nelson (as cited in Pedota, 2007)

Topic- 67

Parental involvement

Parents are major stakeholders in the education of their children's. Keep parents informed. Parent involvement will support your role as a teacher. Parents can enforce the right behaviours at home. For example, through the use of behaviour chart. The students who are problematic or those creating continuous disturbance in classroom can be tackled by observing their behaviours on a chart. A behaviour chart is given below:



Through this chart, parents can get weekly feedback about the behavior of their children in classroom and school. (This chart can be written in point and can be filled with various colors to mark any behavior pattern so parents may know regarding their children's behavior weekly and it is also important for the teacher to know the gradual development of the student in the classroom. And student may also be alert and they shall try to develop their good behavior.)

School's role:

- **Hold workshop for parents about the behavioral expectation from school. (**It it can periodically spread over the year. For example; when school year is starting, so we can have workshop for the parents where we can inform them regarding behavioral expectations of the school.)
- **Inform parents that appropriate behavior is a strong expectation from school**.(it is also important that the behavioral expectations of school must be inform to parents in written or unwritten form. So you and the parent will be on the same platform.)
- **Involve parents to resolve behavioral problems occurring in schools.**(this is how student get an idea and may know that school and parents both are mutually interested in development. Sometime id school has punished the students so students complain and lie at home so if school itself inform and be engaged with the parents then the student cannot go back to the parents to complain. So school plays an important role in managing student behavior by involving the parents.)

Topic- 68

Role of Effective Teachers in Managing Classrooms-1

Classroom strategies are depending on how the teacher manages the classroom. Classroom management strategies are fully dependent on the teacher. It is necessary for the teacher to know all the strategies and basic thing is teacher must tell students all the rules and regulations in the classroom because sometimes distraction in classroom occurs when students do not know the rules and regulations.

Effective teachers:

- **Breakdown their classroom tasks into specific rules and procedures for students to understand and follow**.(Do not tell all the rules at once otherwise they shall forget . Tell

them in a specific way so that is why breakdown the classroom tasks into specific rules so they may know in which condition what rules may be apply)

- **Teach the rules and procedures as an important classroom lesson consisting of presentation, examples, practice and feedback.(**Make the rules a part of lesson and tell them with proper procedures. When we talk about classroom management so teacher and student both make rules collectively. Taking feedback from the students when you are practicing rules is also very important. So present rules in the form of lesson so that students may know them in a good way and properly through presentation, examples, practice and feedback)
- **Predict procedures where students will have confusions and emphasize the teaching of those procedures**(Effective teachers can predict where students can face confusions and which rules need to emphasize because some rules are very easy and some rules need proper reinforcement so this is very important. For example: if students sharp their pencils and drop it on the floor so you have to emphasize the rule that you have to use the dustbin in the classroom. So there are certain rules which needs to emphasize again and again.
- **Monitor and handle problems directly and immediately** (it is important to monitor properly and to handle the problems directly).

This is all part of effectively handling a classroom and that can only be done by learning the classroom management techniques and this can only be done once a teacher effectively utilizes classroom management strategies.

Topic-69

Role of Effective Teachers in Managing Classrooms-2



Effective teachers:

- **Instruct students in specific rules about appropriate behavior. Try to integrate the rules with your lessons and make it a part of your lesson plans**.(proper instruction of rules must be in the

primary level so there will be reinforcement of rules again and again otherwise student will forget the rule. When you are making lesson plans you must know that which few rules needed to be reinforce during the lesson. Try to integrate the rules with your lesson and make it look like a part of your lesson plan.)



- **Monitor student compliance by consistently enforcing acceptable behavior**. (Monitoring of rules is very necessary. Rule should not set to teach student only but it compliance and monitoring is also important and monitoring can be done in different ways. For example: If students are supposed not to disturb their fellow or peer so you can go around and can check either student is disturbing or not.)
- **Organize class time so that most class time is devoted to instruction**. (Please give due time to the organization of class time. Sometimes teacher cannot manage time so problem may occurs in classroom . So give due time to the organization of class time. For example: when you are starting a lesson so how much time you will give to motivation and how much time to other parts and then to recall . If class in organized in well manners than problem behavior may not occur. So this is a part of effective teaching and that is part of effectively utilizing classroom management strategies.)

Topic- 70

Physical Dimension of Classroom and Classroom Management

A class room can be a safe zone for a student or it can be a danger zone for a student. It is very important to have safe zone for the students so that effective teaching and learning can take place.

Safe environment:

- Ensuring that all students learn in safe environment is the prime objective of a teacher.(sometime students get scared to enter in the classroom because of unpleasant

environment of the classroom or might teachers presence is such that they don't want to go to the classroom. So it is important to keep safe environment)

- Classrooms should be safe zones for all students. Only then proper teaching and learning can take place. Students should feel relaxed while sitting in the classrooms. So physical dimension of the classroom goes a long way in determining safe zone of the students. Student should feel as ease. Student should feel good about classroom furniture ,chalk boards , bulletin board or might be yourself too. When you will ensure these all things in the classroom so students will feel very secure in the classroom.

Develop Procedures for a Safe classroom:

Before you can begin to teach, you should devote time to preparing your classroom and developing procedures that will help you maximize instruction in a positive climate. Any such things which can make a damage to a student should not be in classroom .A teacher must know each and everything regarding classroom material, chalkboards and furniture. So physical dimension is a very important part of classroom. We always focus on just on our lesson but if we talk about management so it must be known to teacher that what is the environment.

Topic- 71

Classrooms: Institutional warehouses

- We seat a student for 6 hours in an overheated room, among 20-30 other eager, restless, or bored students, and insist that they all stay seated and keep quiet for long periods of time during the day.(It is important that we start a school year so we may check that how many sections of a class are needed and how many students can be accommodate in that class. It is depend on classroom size as well as on our whether conditions too. If whether is hot and 30 to 40 students are sitting in a classroom so it is obvious that effective teaching and learning can not take place. That is why we say that classroom has become a warehouse where we keep on putting things . Where students can not give attention while sitting in an overheated classroom there they may also not be comfortable in a cold whether too so it is important to

know that which kind of dimensions we are providing. It is right of the student to sit in a comfortable environment)

Point to ponder:

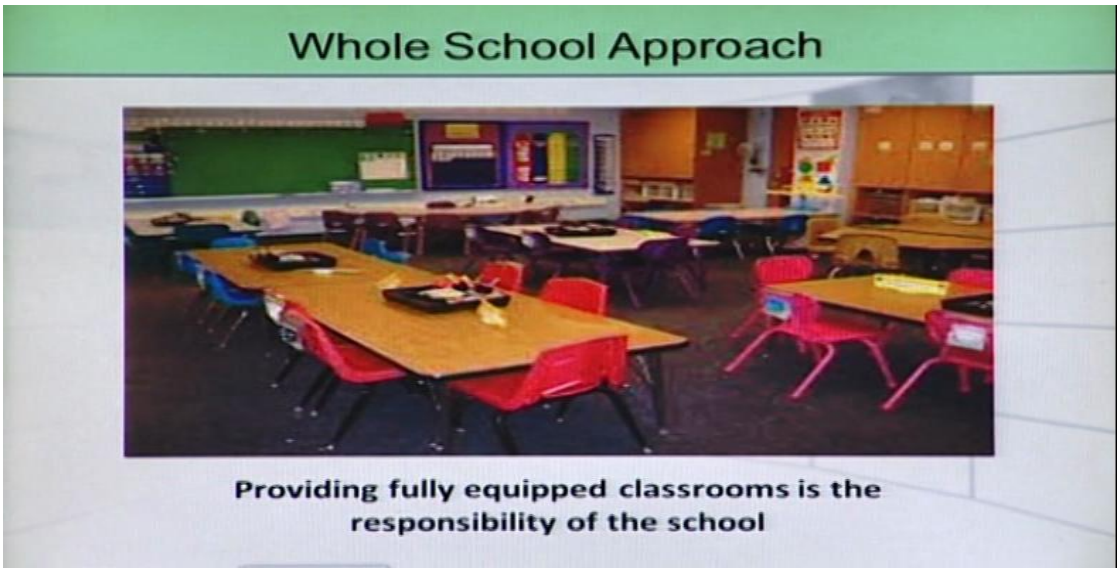
- **Are these adequate situations for learning?(**For example: If wind is blowing so fast and its coming in classroom through windows so it is an inadequate learning.)
- **Is learning possible under such circumstances?(**Sometime , there is one fan , and room is dark and there is no proper lightning so it can effect teaching and learning)
- **Can appropriate behaviour be displayed in such situations?(**If room space is less and students are more so you can not expect good behavior from students because they are not feeling confortable.That is why physical dimension is very important)
- **Can students and teachers cooperate in such conditions?**(If 50 students are sitting in classrooms so teacher voice can not be heard at back side and back side seated students can not see teacher. Students can not read what is written on blackboard.So please make sure that you do not make your classroom an institutional warehouse)

Topic- 72

Caring about physical dimension

A teacher, who uses his students' works to decorate a classroom, or a teacher who makes a classroom a safe place or a teacher whose imaginative set up of classroom furniture frees students from being anchored in a seat for hours is a teacher who takes care of the physical dimension of a classroom.(caring about the physical dimension of the classroom is not just the responsibility of a teacher but also of a student. A teacher should engage the students in the classroom so student may start caring about the classroom. A teacher may to student that decorate the bulletin board . A teacher should not make student feel that her only duty is to sit on the chair .she should involve the students to take care of the physical dimensions of the classroom. Different students can play different roles in this matter. A school should fully be responsible for the physical dimensions of

the classroom. School should provide fully equipped classrooms. Once they shall feel that everything is for them so they take care of their classroom



Whole school approach:

There should be:

- Purpose built buildings(Usually it has been seen that private medium schools are open in houses.)
- Big rooms with adequate facilities(You can not student make sit in the small classroom so there should be adequate classroom. Otherwise behavior problem may occur.)
- Big playgrounds(the most important part of curriculum is sports and game.Big playground should be part of school so student may get enough space to play and run.)
- Adequately equipped laboratories, art rooms, libraries, washrooms and infirmary(a full class should be accommodate in the laboratory ,libraries and in art rooms safely. Infirmary or nursing station should be there so if someone get injured so they may get first aid. School usually don't have infirmary so students may have to rush towards hospitals. It is the right of the student to get all the facilities when he is entering the school)
- Big staffrooms with work stations for teachers.(Big staffroom should be for teacher to keep

- Adequately furnished rooms for administrative staff(Sometime there is not space for sports staff for sitting so please provide these facilities in the school and this is what we call the physical dimension of schooling.)

Lesson No. 13

PHYSICAL DIMENSIONS OF A CLASSROOM - 1

Topic- 73

Factors That Set Up Safe and Productive Classroom

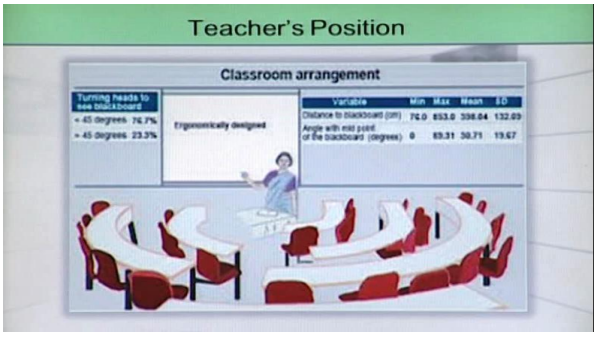
1. **Physical space:**

The room should be arranged to ensure that:

- **All students can see well**(Students should be seated like such that all students can see all the classroom proceeding ,teacher and chalkboard .)
- **There are no obstructions**(Sometime it has seen that students fell down by hitting with their own bads. There must be minimum obstruction)
- **The lighting is adequate**(There should be proper lightning. Some student's eye sight might be week so let them sit at front. Teacher must know students medical issues.)
- **If and when students move around, they do not interfere with other students**
- **The room is neither too big nor too small**(Classroom shoud not be so big and should not be so small)
- **No noise in the surroundings to distract students**(Noise should be control from surrounding)

2. **Teacher's position:**

Your desk should be positioned so that you can monitor the activities of all students as well as not interfere with movement within the class. For example see the image given below:



She can see all the students. She is standing at the position where all the students can see her. So, teacher's position is extremely important as far as the physical dimension of a classroom is concerned.(Do not stand stationary. Classroom has arranged in a semi circle as shown in figure and all can see each other)

Topic- 74

Noise Level

Noise level is a very important part of a physical dimension of a classroom. Noise is very important to control.

Possible noisy surroundings outside:

- **Traffic noise**(If School is at such place where there is much traffic noise so introduce such a system through which noise level can be less. For example: If there are so many windows in a classroom so make sure to close them in order to avoid the noise and also make sure that student should not feel suffocate in the classroom .there must be enough fans in the classroom. Teaching and learning can get affected because of noise)
- **Noise from adjoining classes** (please make sure that noise level of one classroom may not disturb another classrooms. So please make good coordination with other colleagues and ensure that noise level is controlled.
- **Noise from the play ground**(Please ensure that playground should be at side from the classroom.)
- (Noise of music room should be controlled)

- Staff talking to each other in hallways(Teacher should speak low and voice level should be controlled while passing through hall ways)

The noise level outside the classroom should be under control and monitored so that effective teaching and learning can take place.

3. **Establish Listening Stations:**
    - It is helpful to establish listening stations with headsets if something loud needs to be listened.
    - The right of others to work in quiet conditions needs to be protected. The right to have a quiet environment is the right of every student in the classroom. So make sure that noise level is appropriately controlled to have effective teaching in the classroom.

Topic- 75

Physical Dimension of a Classroom

Seating Plans:

Means how students are sitting in the classrooms.

Permanent seating arrangements will help teachers to:

- **Learn student's names quickly.** (Permanent seating positions help in remembering the names of a student. If the student keep on shuffling so it will be difficult for the teacher to remember the name of the student.)
- **Take attendance**(taking attendance also become easy for the teacher due to permanent sitting place.)
- **And perform any other administrative task while students are involved in some instructional activity.**(If some student is always creating disturbance in the class so teacher may keep an eye on him if he will be seated at permanent seat. So permanent sitting position is better for the teacher)

4. **Modification in seating plan:**

Seating arrangements can be modified to support different types of instruction, such as whole group instruction, small group instruction, or students working individually.(Modification is the part of lesson plan. It is the part of classroom proceeding and the whole group instruction and it can be easily done in the classroom. First judge the sitting place and then do modification)

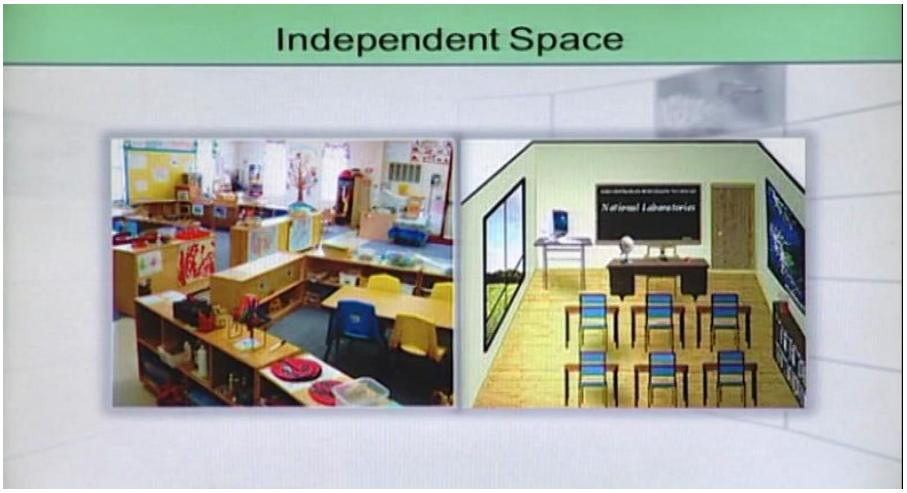
Topic- 76

Independent space:

A very important part of physical dimension of a classroom is to give independent space to a student.

Each student must have a place to work and a place to store his/her things. There must be sufficient space between the rows of seats so that one student cannot disturb the other. In group work there must be separate space for materials.

For example see the image below(When students are sitting independently so it must be consider that there must be enough space between the rows. In large classes , it should be checked minutely. Even in small classrooms , adequate space should be consider)



Problems:

Classroom management problems arise when students:

- **Push each other because of lack of space**(When there will be less space in class so student will push each other and classroom management can get disturb)
- **Trample over each other's bags**(Due to big size of student's bag and less space between rows may cause students trampling over each other's bag)
- **Fight over stationary**(Students start fighting over stationary . so classroom management issues can raise . it is the work of teacher to manage the classroom and these issues)

It is important for a teacher to consider these issues otherwise she will face management problems in the classroom.

Topic- 77

Appropriate lighting in the classroom:

Lighting plays a huge role in teaching and learning. Both well-lit and dimly-lit areas need to be created in the classroom by using bookcases, screens, plants, and other furniture.(Lightning is important for both student and as well as for teacher. A teacher can create such situation in the classroom where there is bright as well as well-lit area. With the help and use of screens and book cases ,such areas can be established which are bright and not so bright. So student want to learn in different conditions and as a teacher you need to provide them these conditions.)

5. **Placement of students:**

Allow students to sit where they feel most comfortable, or place restless children in low-light areas and listless children in brighter areas.(Please allow students to sit in both areas according to their nature. It is important for you to know that which students are introvert and which are restless. Both kind of students required different lightning situations.)

Lighting and learning:

Some children learn best in bright light while others do significantly better in low light. Bright light sometimes make some students restless and hyperactive.

So, it is extremely important for a teacher to know two things. One you need to know your students very well, you need to know the psychology of a student very well and second is that you need to know your classroom arrangement very well and teacher should provide both lighting conditions in order to have productive classrooms for you.(those students who are bright will feel more hyper in more brightening condition and they can create classroom management problems . On the contrary, the introvert students will become more introvert in low light areas so you need to make them out of the introvert behavior and make them have a very balance condition in the classroom and this will happen when you will make sit introvert students in bright areas so they will participate in the classroom more actively. So you need to know your students very well , you need to know the psychology of the students . At the same time , you need to know the classroom arrangement very well. Do provide both lightening conditions in order to have productive classroom for you)

Topic- 78

Appropriate Room Temperature:

Students need to be made aware of their own temperature preferences and encouraged to dress accordingly. Physical conditions of any classroom or physical conditions of any human being is need to be monitored (physical dimensions and appropriate temperature are part of school curriculum so these thing need to treat professionally.)

Temperature preferences:

Temperature preferences can vary dramatically. Most children can't concentrate when they are either too cold or too warm.

Some students cannot work in very cold conditions as well as some cannot work in very hot conditions. It's all depending on the geographical location of the school. So you have to base your

so summer vacations get an extension by Government and same is the case in a part of Balochistan where an area is so cold so winter vacations get an extension because students can not studies in so cold condition . It is also very important to see physical monitoring of students in terms of temperature tolerance because it has direct impact on students teaching and learning. A teacher also cannot study In so hot as well as in cold condition . A teacher's lesson plan and teaching methodologies can get effect.

Temperature Conditions:

The classrooms should be ready to handle extreme weather conditions. There should be enough fans in the rooms in summers. The rooms should be well ventilated. Similarly, in cold conditions electric or gas heaters should be provided in classrooms. The classrooms should be protected from chilly winds from outside.

6. **Student Number:**

The number of students in each classroom is also subject to the weather conditions in cities. For example, large classes should be avoided if the weather conditions are extremely hot for most parts of the year.

So, please make sure that your rooms are properly insulated in cold conditions and your rooms are properly ventilated in hot conditions and please have your school calendar spread in a way that in extreme hot and extreme cold conditions you give vacations to students otherwise teaching and learning can become an issue. That's why it is necessary to determine school calendar .so monitoring of room temperature and temperature outside the school is necessary.

Lesson No. 14

PHYSICAL DIMENSIONS OF A CLASSROOM - 2

Topic- 79

Physical Dimensions of a Classroom

1. **Furniture arrangements:**
    - Establish informal furniture arrangements where students can sit on soft chairs or pillows, or on the carpet.

Research on posture:

- Students learn best when sitting up straight in hard chairs is a myth.
- About 75% of the total body weight is supported on only four square inches of bone when humans sit up straight in a hard chair. The results in stress on the buttock tissues, causes fatigue, discomfort, and the need for frequent changes in posture.
- Research supports the common sense notion that many students pay better attention and achieve higher grades in more comfortable settings.

Topic-80

Arranging Space:

Along with Furniture arrangements ,arranging space is also much important.

- **The physical layout reflects your teaching style**.(Some teachers like to teach by standing at one place and they don't utilize space and on other side some teachers believe in movement and they use it as well)
- **Organize students around tables or clusters of desks if you want students to collaborate in small groups**.(Keep classroom size in mind while grouping. If there will create a mess after grouping so classroom management can get disturb and students can not work in good collaboration.)

- **For frequent whole group discussions, try a circle or U-shaped desk configuration**.(In U –shaped sitting take such position that students can see you clearly. A circle can also be created for discussion and student also feel pleasure in such changes.)
- If you want students to work individually, arrange learning stations for them. When you give learning stations to students you ensure that they work with a lot of attention. (Learning station can be student's individual stations but make sure that students may not get disturbed by another's student individual station. There should be enough space in stations if they are supposed to work individually and with full attention without any disturbance.)

Topic- 81

Placement of classroom accessories:

Classroom accessories include:

- **White board/chalk board**(In classroom accessories chalk board hold a great importance. It is mostly used by teacher . It should be consider that its placement must be perfect that all students should view it easily)
- **Bulletin boards**(How many bulletin boards are there and what things are placed over them . some classrooms don't have bulletin board so it should be placed in classroom for students to display their charts etc.)
- **Multimedia/overhead projector**(Its placement at good place is very important so all students can see it. Chalk board is not the only solution . In modern era of technology , projectors are also a necessary AVI aid)
- **Hands-on materials**(If there is any work which required chart papers etc so teacher should make sure that she has enough hands-on-material that all student use it properly)
- **Reading/writing corners**(when you are teaching primary level students so there Reading and writing corners are much important)
- **Teaching platform/rostrum**(Teacher Rostrum should be placed at such position that all students can see it easily)
-

- **Students should have an easy access to them**(Everything should be in access of students and teacher should not say students).
- Students works should be displayed on bulletin boards
- Students should take ownership of classroom facilities
  It is responsibility of a teacher and school to provide all these accessories to students.

Topic- 82

Management of facilities:

It is also very important part of physical dimension of a classroom. Facilities management is a process of ensuring that buildings and other technical systems support the operations of an organization. (Fenker as cited in Okeke, 2013).

It is responsibility of a school head and administrative staff that facilities are properly managed in the school. That is very important because without keeping management of facilities teaching and learning conditions can be severely compromised. So it is important to ensure that in school management of facilities in which classroom, laboratories, art room, computer room and auditorium are included the management of facilities are in good hands.

Classroom/School facilities management:

Classroom/school facilities management is the application of scientific methods in the planning, organizing, decision making, coordination and controlling of the physical environment of learning for the actualization of the educational goals and objectives. (For example: If such materials are required in your laboratory which are needed by student to perform experiment so make sure that those are provided and managed properly. It is the primary duty of the teacher to tell the school management regarding required material because a science teacher can tell that what things are requited and how to maintain them and a computer teacher can tell that how many computer are needed in a computer lab)

Human and material resources are deployed for this purpose.

Topic- 83

Maintenance of facilities-1

There are many dimensions in the maintenance of facilities of a school:

(i) Preventive maintenance:

Preventive maintenance is carried out to avoid breakdown and ensure optimal performance of the facility. For it is important to employ technical staff for preventive maintenance of facilities.(Sometime we don't maintain thing until they get damage so this should be done before any damage . There must be technical staff who keep checking things on regular basis for the smooth functioning. When you start an academic year so make sure that everything is good and required things and facilities are provided and this the prime responsibility of the school. For example : if there is a function in the auditorium so make sure that all the facilities are provided there and everything is arranged properly. Sometime it has been observed that if there is any examination in the classroom or hall so some of the lights are not on before the exam which is bad impression so make it also sure that classroom is well-lit.)

(ii) Routine maintenance:

Routine maintenance is very important contributor towards successful teaching and learning process of a school. Routine maintenance is carried out periodically-monthly, quarterly or even annually depending on the agreed schedule by the class/school manager.

It is very important to allocate time for time maintenance. When teachers and students are away on vacations that is a time when you have routine maintenance. Routine checkup of air conditioning systems and other electronic appliances is important to have effective management in the school.

Topic- 84

Maintenance of facilities-2

(i) Emergency repairs:

- Emergency repairs take place when a facility breaks down and urgent measures or steps are to be taken to remedy the situation. This normally occurs where people lack maintenance culture.
- It is expensive because the extent of damage may demand total replacement or high cost of repair.(For example: if you have been told that a computer is not working properly so make a repair as soon as possible otherwise the computer can get crash and date can lost. Try not to have emergency repairs because it is the sign of good management . It shows that you have good system in school that you never need it.)

  It is very important to add preventive management and routine management in academic calendar of a school.

(ii) Predictive maintenance:

- Here computer software is used to predict equipment failure.(It is also a important part and for this there must be proper teams in the school. Administrative staff should be active to manage and tackle such issues or to avoid such conditions.)
- This is based on age, user demand and performance measures(If things are getting old so try to replace them rather then repairing)

Lesson No. 15

ACTIVITIES FOR MANAGING LEARNING & DISCIPLINE – 1

Topic – 85

Task Variety



Task variety is a very important tool for the teachers and the teacher must utilize this tool to have effective management in the classroom.

Activities in classroom:

Activities can be regarded as 'work' or 'non-work' related. The less attractive or appealing a task, the more likely that work is delayed or students become distracted from it. Teachers need to find ways to present activities, especially those which are less appealing, which maintain or increase student motivation and interest.(There must be a lot of variety in the classroom in order to avoid classroom management problems.Teacher need to present things in interesting way that student get motivated and perform their tasks actively.

Task variety and students:

For this, it is important for the teachers to know/determine:

- **The context** (what is the social context of the student?Students come from different backgrounds)
- **Students' interest areas abilities** (if you base your tasks on student's interest and need, students will show more interest and effective learning will take place.)
- **Age level abilities** (if you base your tasks on student's interest and need, students will show more interest and effective learning will take place.
- **The attention span of students of particular age groups**(Attention plan of student differe age wise. A kid might have less attention span and as he grow so his attention

plan also grows up. Design the activity in such manners that it relates to the attention span of the student)

- **Ways in which students get motivated**(A teacher know that from which things student get motivated so plan such things the work)

Topic – 86:

Dimensions of Variation of Activities-1

(i) Time on the task:

The length of time on a specific task should depend on the:

- **Curriculum area**(something that is related to the curriculum has to be determined in terms of time and it important to ensure. This not only involve teacher's participation but also active participation of the student)
- **Age of students**(determines attention span, little children have less attention span and vice versa ,also duration you give to the task is dependent on the age of the student).
- **Students' need for frequent change in activity**

There should be variety in a single lesson plan that can lead to chaos. It should also keep in mind that how much time is required for inside activities and how much time is required for outside activities for the classroom. Sometimes you give more time to outdoor activities due to which classroom activity compromise.



(ii) Complexity of task:

- Students should be given a range of tasks which vary in their level of complexity and in the demands they make
- It is important to ensure that students are developmentally ready to undertake various tasks
- Do not do overboard while constructing your activities. Sometimes you construct heavy activities which are above the developmental level of students then students will not be able to cope with them. So keep this thing in mind when you are framing your activities

Topic – 87

Dimension of Variation of Activities-2

(i) The Presentation and Format:

- Over-frequent use of similar format for presenting tasks may bore the students. For example, use of worksheets everyday is a tedious exercise for students. (For example : If you are doing the same thing daily like after reading they shall get question answers, vocabulary and work meanings so it can be boring for students The result is that students may shut their minds and when they shut their minds they may create disciplines issues for you.
- Variety in the way work is presented is, therefore essential when students are to take a continuous block of individual written activities.

When we bring variety in students that determines successful teaching and learning and sustains student's interest in the classroom. So variety is essential to successful teaching and learning.

What are students to do!

Boredom sets in because of:

- **Doing a task for a prolonged period** (if a student is continuously doing reading or writing all the time so he can get bore)
- **Repetition of tasks**(If you are doing one thing again and again and never change the way so student can get bore)

- **Continuous sitting at one place**(Student get bore when they keep on sitting on one place all the time so give them chance to get up from the chair, give some exercise to their body in order to avoid boredom)
- **Continuous listening to teacher talk**(Give chance to students to speak . It should not be a teacher centered class)

Incorporating changes in the behavior required is a powerful tool to ward off boredom. It is necessary to bring changes in student's behavior by providing a variety which would invite the display of different behaviors. Sometimes they are doing on desk work; sometimes they are sitting on the carpet or doing some other kind of work so you expect different behavioral happenings from them regarding the lesson. This will bring in variety and hence will ensure discipline in the classroom.

Topic – 88

Dimension of Variation of Activities-3

(i) Pupil Choice:

- For some tasks e.g. topic choice, leave students with an element of choice. Ownership of activities is entirely on students.(Give a topic to a student and tell them to do it as they want to do . Give liberty to student . Giving choice to student is very important. Must give them a proper direction too)
- The extent to which a task involves choices by students provides a dimension for variation. However, where students choose tasks they still should be told what the task entails.

(ii) Patterns of Interaction:

Students should be engaged in:

- **Individual** (Some student want to work individually not in a group or in pair so sometime it is good to let them do their task individually.)
- **Cooperative or competitive working patterns**(some students don't want to work individually so let them work cooperatively with their mates.)

Pupil choice of course brings in variety in the activities that you do and a teacher can also know about student's strengths and weaknesses. When you give the authority to the students to select task and activities for a certain topic it leads to ownership of learning. At the same time it prepares autonomous learners. Autonomous learning is very powerful tool to have with the students and it must be use in teaching.

Topic – 89

Pattern of Activities

Planning Activities:

- The way in which curriculum content is planned across the year and term provides the framework from which weekly and daily patterns take shape.(So when you are planning your curriculum please plan it in a way that these activities are periodically spread out through the year . Curriculum planning is a very important part of teaching and learning.It should be done in the start of academic year. Such things and activities which you think that it would increase interest of students so make them part of curriculum. This is how you will also prepared your mind accordingly that after how much time you will be starting the activity. Activities can be done in door as well as out door so predetermining the activities is very necessary. Teacher must tell administration about required material and administrative staff should provide timely in order to avoid the problems. Pre planning and pre organization is very important)

Effective planning involves both selecting those activities which enable students to achieve objectives for a session and ensuring that these activities can be completed in the available time.(Must consider this thing that outdoor activities should not be too much as to disturb the students and should not be too less to bore the students. It should be evenly spread out. All subjects teachers should sit together to draw out activities in the curriculum in order to achieve the desire objectives. Make sure activities should not repeat . These can be integrated .e.g, signs can be integrated with language)

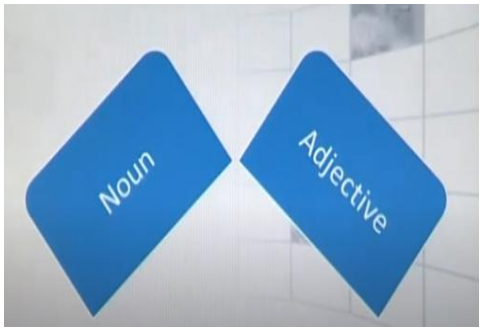
- Many lesson plans fail because of problems with timings. Many lessons plan fails to give expected results because of lack of planning of activity. So try to avoid this situation.
- "The pattern of the learning activities must fit both the educational aims and the stretch of the time available." Marland (as cited in Bull & Solity, 1987) .Activity should not be for the sake of activity only. It should be timely spread out and its integration should be proper so effective teaching and learning can take place.

Topic – 90

Sequence of Activities-1

(i) Sequence Promotes Learning:

The sequence of activities should promote the students' achievement of a particular teaching objective. For example, preliminary activities may be an orientation exercise of what is to follow. There should be integration in lesson plans and activities.
Sequence of activities should go from less complex to more complex.



For Example:

If you are teaching grammar and you are teaching noun and adjective to students which are parts of speech, ensure that you should teach noun first and then adjectives, it means that in sequence of activities noun is first and adjective which primarily defines a noun and qualifies a noun for it, it is necessary to understand a noun first. Sequence should be maintained as in verb and then in an adverb. If you are teaching math concepts then it is necessary to teach addition before multiplication.

(iii) Sequence Ensures Involvement:

The lesson should give every student a chance to be actively involved. For example, discussion

follow a proper sequence to avoid management issues in the classroom. Until activities has proper sequence so there teaching and learning can get severely compromised so in order to avoid this situation proper planning is necessary. Your activities must follow a proper sequence.

Lesson No. 16

ACTIVITIES FOR MANAGING LEARNING & DISCIPLINE – 2

Topic – 91

Sequence of activities 2

Sequence should incorporate variety

Keeping the student busy

A series of activities which provide a variety of:

1: Content

2: Materials

3: Behavior

Content

When a teacher provide a series of activities to his students, must keep in mind that you are providing variety in activities as well as in content. Student will participate actively not only in activity but also in content. So, It is very imported to provide variety to your students not only in content but also in materials.

Materials

Variety of materials is very important in classroom activities. When a teacher give a concept to his class about anything discuss in class, he use materials for explain or reinforce the concept. There must be a verity in materials like work sheet, stationary, charts etc.

Behavior

Variety of behaviors is also very important in class. When a teacher deliver lecture to his class, all students will be passive. So, organize a different mode of activity in which a group of students can

involve. It will add interest and pace to the lessons. When you are providing a sequence of activities, ensure that adequate variety is also provided in terms of content, materials and behaviors.

Example

Children's attention to the teacher or to a story book during story reading was consistently higher than when this activity followed a quiet period rather than vigorous activities.

- Preferred or more exciting activities should follow those which are less exciting or require more effort from students.
- The satisfactory completion of the first task is rewarded by beginning the next, more desirable activity in series. This ensures active interest of the students throughout the lesson.

Topic – 92

Keeping the Students busy

The most important part for managing learning and discipline is to keep students on track and busy. When a teacher completes an activity, give some free time to the students. During free time must observe students activities in class. Teacher must be alert at that time and teacher must take care of the fact that students do not involve in any meaningless activity.

Free time

When students have nothing to do, they fill in the time with their own preferred activities and not necessarily the one desired by the teacher. While making a lesson plan there must be proper utilization of the free time.

When we transit from one activity to the other free time happens naturally. Teacher must be alert at that time and teacher must take care of the fact that students do not involve in any meaningless activity. A teacher can take help from these activities during free time:

Starter activities

Optional activities

- **Starter activities**

  These activities can be planned at the start of the lesson to motivate the students towards the lesson.

- **Filler activities**

  Filler activities must be related with the content.

- **Optional activities**

  For example, if teacher gives the activity of paragraph writing to the students. She can give optional activity connected to paragraph writing to the students. It can be in the form of creative writing. The optional activities extend those activities which students are already doing.

- **Less exciting activities**

  These can be used when a teacher feels that students have become bored doing some task. This type of activities can enhance the motivational level of students.

Through these activities students will not show any management issues or disturbance in the class.

Preferably the lesson duration must be of 30 to 40 minutes and there must be filler activities as well in our lesson plan. If the teacher does not plan these activities then the student will be off track in the longer gaps and he or she loses touch with the lesson too.

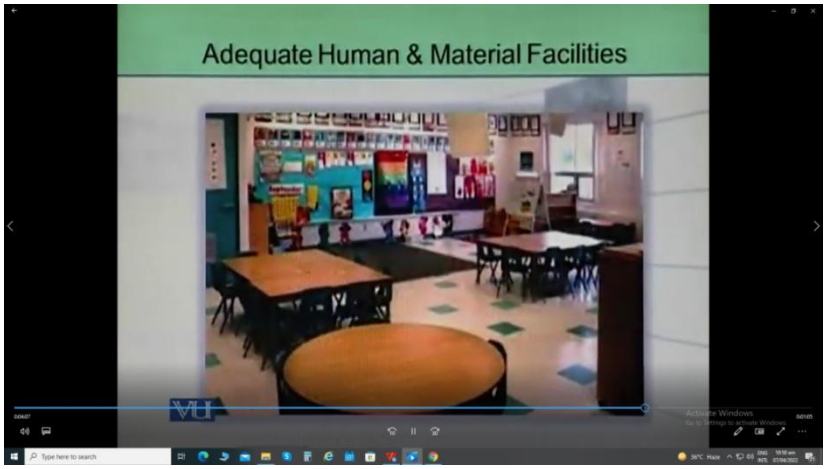
Teacher makes sure that he/she has a handful of activities for the free time as given above. In a lesson plan there must be provision for change.

Topic – 93

Classroom population and management of learning

Teacher student ratio

- Being a teacher when you go in your class must observe that all the physical facilities are adequate for the students. In the classroom enough desks, chairs, lockers, instructional aides as well as ICT materials etc.
- Must be provided to match with the population ratio of not more than 1:30 students i.e. one teacher to thirty students. This is considering a reasonable student-teacher ratio. If the student ratio accedes from 30 then managerial problems will be accord in classroom.
- This makes for efficiency on the part of the teacher and good performance on the part of the students. Student can develop a good reputation with their teacher because they know that teacher is observing them individually.
- In this way a teacher can develop a good relationship with class.If the population of student exceed from the given number then it will be difficult for the teacher to manage class in a good way. Student (being a major stock holder in classroom)facility and convenience comes first in classroom ratio.
- The quality of products (students) bears a direct relationship with the quality of facilities developed in the process of production. It will be very difficult for the teacher to face a bid ratio of students in a small class. When you are in classroom as a teacher ,you are not there just to conduct a lesson, but to do other things which may involve attending student problems and issues.



It's a well-designed classroom in the above picture. All the facilities are provided to the students and teacher. Student can easily sit and teacher can easily walk around the class. There is also rough provided area for students sitting. If the ratio of the student accedes from 30 then these classroom facilities will not be enough for the students. Adequate human and material facilities must be provided in the classroom to prepare the students for life in the large society.

So, in order to have adequate and reasonable teaching and learning processes in the classroom, it is very important to ensure to adequate facilities are provided and student population is taken care off.

Topic – 94

Activities for Managing Learning and Discipline

Outdoor activities

- Outdoor activities are part of the curriculum but their realization is possible outside the classroom.
- Outdoor activities run across the curriculum and afford students an opportunity to explore different phenomena with their own eyes. For example, when we observe something after reading in books, these are two different concepts. So, being a teacher you always encourage real life concepts in your classroom.
- They are important learning experiences as they educate students in non- conventional settings. Outdoor activities make learning faster and it leaves a bigger impact on the students.
- It builds on the concept that learning needs to be connected to real life experiences and students need to learn beyond the textbook.

Kinds of outdoor activities:

1: Field Trips

2: Nature Experiments

3: Research based studies of various phenomena

4: Fun Activities, Camping

Field trips are very important in outdoor activities. Field trips may be content based or deal with different areas of subject. A teacher can make it a recreation for his or her class. Its all depends what you want to do in this school year.

2: Nature Experiments

Nature Experiments mostly deals with science subjects. If a teacher arrange outdoor nature experiments for their students in science subjects, they must make it a part of curriculum.

3: Research based studies of various phenomena

Research based studies of various phenomena is also very important in outdoor activities. A teacher determine its procedures that what is required, in how many days it will be completed and where the students go for this research based studies?

4: Fun Activities, Camping

A teacher arranges field trips like camping for students learning and recreation. School administration must encourage these field trips activities in school and must be taken out. The students get a chance to look at a different element in the society. Outdoor activities are extremely important and must become a part of school curriculum.

Topic – 95

Management of outdoor activities

Prerequisites of outdoor activities

Outdoor activities should:

- ✓ **be manageable**
- ✓ **be age appropriate**
- ✓ **align well with curriculum aims**
- ✓ **practical and interesting**
- ✓ **be within a particular time frame**

1: Be manageable

Outdoor activities must be manageable for school administration. It is advisable to have

2: Be age appropriate

Outdoor activities must be relate with students age. For example a teacher arrange a visit to the museum for 4 year students. The students will not enjoy there and also have no learning from this visit and if you arrange this visit for middle class student, they will enjoy and learn a lot from this visit. So, make the activities age appropriate.

3: Align well with curriculum aims

Outdoor activities align with curriculum aims. In curriculum document a teacher must write which outdoor activities will be conducted in this academic year and where students go for these activities.

4: Practical and interesting

Outdoor activities will be practical and interesting for the students. For example being a teacher if you arrange an outdoor activity for away from the school. You need 8 hours to go there. The student after 8 hours travelling will feel restlessness and not take interest in activities.

5: Be within a particular time frame

Outdoor activities must be done within a particular time. Some time we spread-out the outdoor activities, it have a negative effect at other lessons and curriculum activities. So. Handling and managing time frame is very important in outdoor activities.

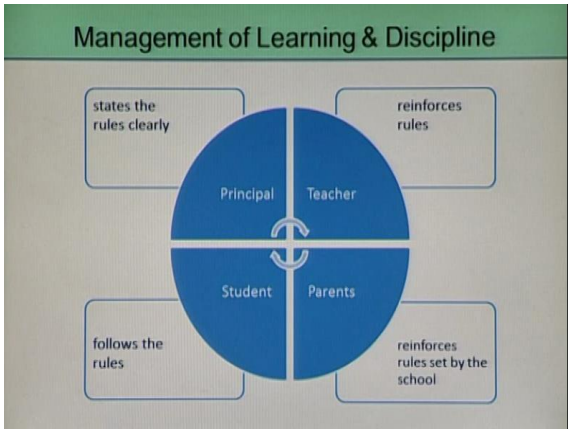
Management

- Teachers must be trained to handle outdoor activities. Teacher training is very important for outdoor activity. When a teacher arrange an outdoor activity, it is necessary for teacher to know how to manage and handle outer world activities of the student.
- Adequate support must be sought. If you need help from other departments, you must arrange it before arrange an outdoor activity.
- Students need prior training before undertaking outdoor activities. The students need to train you to behave and handle outdoor activities in outer world.
- Every outdoor activity should follow set rules. Activity oriented behaviors must be manage

- If the student not follow up the rules they must face logical consequences. Logical consequences should follow non-compliance.
- Outdoor activities should be evenly spread throughout the curriculum and its objectives should be clearly communicated to the students. So, spread them evenly throughout the school year so that management will become easier and student also enjoy it

Topic – 96

Whole school approach



Major stakeholders (principal, teacher, students, and parent) come in the whole school approach.

1: Principal

State the rules clearly

Principal state the rules clearly to the students and other stakeholder. Principal has a critical rule in school. Principal is the public face of the school. Principal is the biggest rule model in the school. It is very important that at which point the principal is communicate the students, parents and teachers for the betterment of the school.

2: Teacher

Reinforces rules

Teacher reinforce the school rules in classroom. Principal develop the rules and teacher has a responsibility to reinforce the rules from students in school as well as in classroom. Basically, all

the stakeholders are honestly committed towards the formulation of the rules and the reinforcement of the rules.

3: Student

Follows the rules

The student being a major stakeholders must follow up the rules which developed by the principal and reinforce by the teacher in school.

4: Parents

Reinforces rules by the school

Parents reinforce rules from students at home. So all of these stake holders have a close relation with whole school approach. They make rules, reinforce them in school as well as at home. The parents needs to know what the rules are. The teacher not only reinforce the rules but also communicate the student together with the principal. These three people ensure that the student follows the rules.

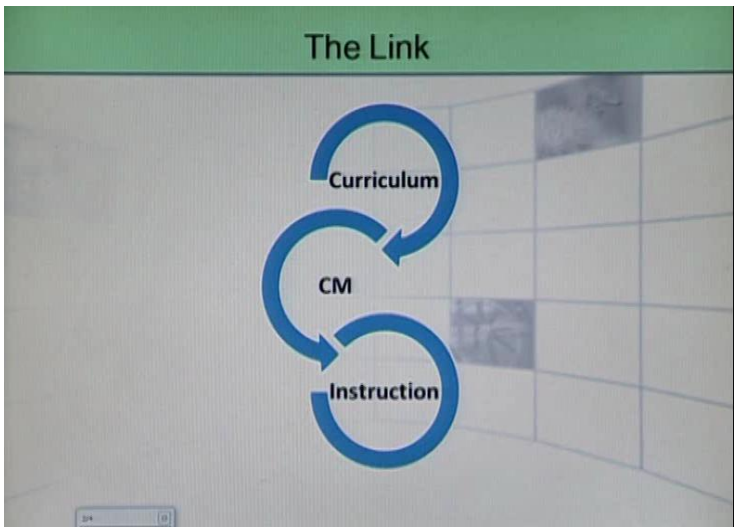
When we talk about Management of classroom and outdoor activities and discipline need a whole school approach is very important .Commitment is extremely important in whole school approach. Without commitment we cannot develop the rules, we cannot reinforce them at school or home level. It needs commitment from all stakeholders.

Lesson No. 17

BETTER MANAGEMENT OF CLASSROOM

Topic – 97

Curriculum Instruction and Classroom Management 1



Curriculum, Classroom management and instructions are closely interlink to each other. Curriculum actualize through the instructions. Instructions are a proceeding process of classroom management. Curriculum determines what, where and when you are going to teach to your students. Curriculum comes in action with the help of instructions. Classroom management play a vital role between curriculum and instruction. Without proper classroom management instruction cannot be exist, and without proper instruction curriculum cannot be realized. So, keep in mind that classroom management, instruction and curriculum are closely align with each other. If you compromise on the one, you compromise on the rest.

Curriculum

Curriculum represents all the activities a school provides to support the development of:

Academic

All the activity that are done for the academic of students, they come under the umbrella of curriculum.

Social

Social development is also a responsibility of the curriculum. Curriculum determine that which kind of social development should take place in school.

Personal abilities

Personal abilities also get polish through curriculum. Curriculum is responsible for your academic, social and personal activities. Curriculum is a huge domain, it's not only takes care of academic development but also other elements like social activities and behavioral developments of school or college going students.

Curriculum is a description of the desired outcomes for students in terms of the:

1: Skills
2: Knowledge
3: Attitudes they need to prepare them for adult life.
The curriculum should teach you the reacquired skills like cognitive and academic skills that or required in school as well as in society. Curriculum is responsible for complete development of a student. So, without the help of instruction and proper classroom management, curriculum cannot fulfill its responsibilities.

Topic – 98

Better Management of Classroom

Management Curriculum Instruction and classroom management 2

Instruction

Instruction relates to the way teachers facilitate students to achieve curricular goals. Instruction should properly align with curriculum. Curriculum objective obtained through instruction. Show your pedagogical skill through instruction and also fulfill curriculum goals though instruction. A teacher facilitate students through appropriate and relevant classroom instruction. For this, at the start of the academic year you design instructional strategy to see, how would you receive students in the classroom and after receiving them appropriately ,how will you began your instruction. Instruction and classroom management are interlink at this stage. You cannot have one at the cost of the other. If you have focus on instruction only then you will compromise on classroom management, its result will be disruptive behaviors from student's side. Classroom instruction will be effected from this situation. So, make sure when you are in classroom, classroom instructions and classroom management go hand in hand.

Learning outcomes can be increased through:

Positive on-task behavior

> Positive on-task behavior is very important in learning outcomes. It basically means you interesting in making students focus on curricular activities through proper and appropriate instructional plan. They do not indulged to other irrelevant activities, they stay on task. That is very important and is part of classroom instruction, which again drives it roots from the curriculum.

Skill achievement

Skill achievement of students is a responsibility of the teacher .If you are teaching English, it is compulsory to see that all skills like listening, speaking, reading ,witting and vocabulary grammar development skills are adequately develop. That is a part of instructional plan. Positive learning outcomes are only possible when you are concentrate on your instructional activities

Positive attitudes to learning

In a classroom, teachers focused at cognitive and academic development. They ignore attitude development in students. Curriculum, instruction and classroom management, they work closely

together. There needs to be an interlink relationship between curriculum, classroom management and instructional activities.

Topic – 99

Better Management of Classroom

Curriculum and positive behavior 1

When we talk about better classroom management, curriculum and positive behaviors play very important role in intuit is compulsory to generate a link between both of these. Curriculum develop social skills development, academic development and behavioral development in a student and the same time.

The school curriculum plays a central role in developing citizens:

Who are motivated to learn? Curriculum must motivate the students for learning. Students motivate and develop social skill with the help of curriculum.

Who have skills to actively problem-solve. In problem solving, teacher take decisions for individual and cooperative groups of the students. Curriculum should integrate safely with the concepts that are being linked with subject's area. Use you critical thinking ability during problem solving. So, it's very important to teach problem solving skills through curriculum.

Who are capable of making decisions individually and cooperatively? We should prepare students for decision making in individual and cooperative groups. All of these things deals with positive behaviors. Students feel behavioral up right with the help of making decisions abilities. Student develop helping and caring attitude towards others, which is extremely important to exist in the society latter on. Curriculum and positive behaviors are closely interlink.

Social skill development

Learners, especially young ones need time to develop the required social skills of:

- Sharing

  Students should learn to share with the help of lesson plans and instructional techniques.

- Taking turns

Taking turns is a very important social skill. It should be develop at primary stage. When others are talking, student must wait for his or her turn. This is a social strategy and must be adopt in the classroom.

- Working together

Students must know, how they collaborate and cooperate with one and other in the classroom and what its procedures are. This should also be a part of the curriculum and is an important element in constructing positive behaviors.

Developing the understanding of the consequences of their actions

Early teaching of social skills

Time taken to support children in learning such social skills in early years can provide a positive foundation for later social and emotional development. Primary years are the best years to train for the social skills in students. Then students use these skills in school and society latter on.

Topic – 100

Better Management of Classroom

Curriculum and positive behavior 2

It is very important to include positive behaviors in curriculum. We should combine academic aspect as well as affective aspect (attitudes, behaviors, emotion and feelings) in curriculum. When you are developing curriculum, give regard to the fact that it has to be an integrated curriculum, in which the cognitive aspect that have academic aspect as well as affective aspect which is the behavioral aspect, both are safely integrated and are manifested through the lesson plans and classroom instructions.

Parental Support

Parents must focus on behavioral development of their children. Right behaviors are implemented and stressed at home. Only then a student will be able to be manifest appropriate behavior in the

classroom. It is very important to adopt proper behaviors, they are practiced at home as well, they are reinforced at the home by parents and parents tell their children that these behaviors are absolutely important if they have to exist amicably in society at large. Social emotional training needs to be provided at home to provide a secure base as the child faces many adaptations needed at school as he/she matures socially, emotionally and intellectually.

Increased opportunities at school

Appropriate behaviors are valued and displayed in the classroom. They are made part of the classroom proceedings only then student can realize that these are important. Provide your students collaborative and cooperative learning in the classroom. For example, a teacher says, don't tell a lie, if teacher practice it in classroom, students will learn it in a better way. The curriculum should provide increased opportunities to work with others to learn from appropriately modeled behavior. The skills of problem solving and cooperative decision making need to be developed through the curriculum.

The curriculum should guide social and emotional development as well as academic skills, all of which are provided in developing a positive approach to classroom and behavior management. The school should focus on social and emotional development of students through proper incorporation with such activities in the curriculum. So, that when time comes, they gradually unfold through proper instruction and classroom management, these skills are practice in the classroom and become a part of students personality.

Topic – 101

Task Relevance, Achievability and Success

Meaningful tasks

Meaningful tasks are extremely important to keep alive the interest of the students in the classroom. Students need to see a relationship between what is introduced to them in the classroom setting and their real life situations in order to view the activities as meaningful and interesting. Do not give task for the sake of giving task.

Achievable tasks

Tasks also need to be achievable so that students experience success. If tasks are too difficult students may feel frustrated. If tasks are too simple, the same frustration will set in.Try to avoid such situation in the classroom. For this purpose, you need to know your students very well. You need to know that how can set meaningful tasks to which age level of students, based the task at their achievement and interest level. Achievable tasks Leads to motivation and further learning.

Well-structured tasks

A teacher must help and guide the students during task. Students feels comfortable in the kind guidance on their teacher. Students stay on task if the task is well structured and it has various steps and steps are carefully followed according to the instructions of the teacher. The class curriculum needs to be structured to ensure that all students are:

- Actively engaged in worthwhile academic activities
- Challenged at their appropriate level of ability
- Able to experience success consistently because success leads to further learning and achievements. It prepare the way for experience for life.

Topic – 102

Feedback Values and Expectations

Feedback

Giving feedback at the proper time and also communicating the values and expectation from students is highly important in managing classroom values. Feedback given to students in daily activities provides a key link to maintaining a positive approach to behavior and the curriculum materials being presented. A teacher must give feedback to the students at regular intervals.

Through effective feedback the teacher also establishes a positive relationship with individual students by communicating to them that they are valued. Being a teacher you must make sure that

behaviors. For example, teacher can give feedback in the form of stars or written or verbal. But make it sure that teacher give feedback at the regular bases and this feedback is a part of the curriculum. Formative assessment is a continuous assessment. In formative assessment, teacher must aware the students about their classroom performance at regular bases.Make feedback a constant source of instruction, because students have a right to know that at which stage they are stand to understand a concept. Classroom instructions, curriculum are interlinked with management through the feedback. When a teacher give feedback to the students he or she is creating a positive link with students. It is observed commonly that a teacher generate a link with student in academic field but not in the area of feedback. There is a lack of feedback and communication between the teacher and the student and a very positive way of communication is by providing adequate feedback to the students. Feedback, values and expectations are extremely important for classroom management. Give good feedback to the students provide them feedback at regular intervals for best teaching learning results.

Lesson No. 18

TECHNIQUES TO ASSIST LEARNING

Topic – 103

Techniques to Assist Learning 1

Content Enhancement Techniques

Teacher must know their content then they need to appropriate techniques that can be used to communicate the content to the students. Teachers can incorporate effective techniques in their lessons to enhance make learning easy, hence less chances for classroom disruption. Content knowledge is communicate through pedagogical knowledge.

These techniques need to run across subject areas and be embedded in the curriculum from the start of the school year. When you are going to deliver some content, you must give affective feedback at the student's performance.

Training for efficient use

Prior to the use of these techniques it is important for teachers to be familiar to them. Adequate training sessions need to be run for them before they incorporate them in their lessons. The teachers of different subjects must communicate and collaborate with one and other for best learning outcomes of their students.

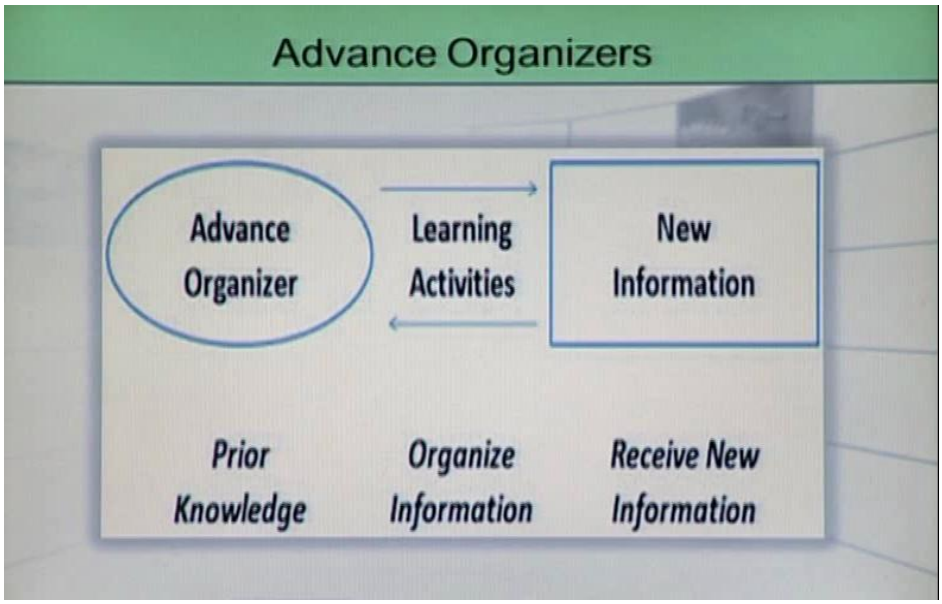
Most lessons get spoiled because of the inadequacy of the teachers to use them effectively. It is advisable that teacher must get training in how to use different techniques in the classroom for the betterment of their students.

Topic – 104

Techniques to Assist Learning 2

Advance Organizers

Advance organizers are basically some techniques which are used to enhance learning abilities of the students in the classroom. They include a list of steps to be taken in the lesson, background information, key vocabulary and a statement of outcomes. It is a very important technique that is used for the focus of the students in their lessons. It also enable the students to see step by step the development of the lesson.



They include a list of steps to be taken in the lesson:

Learning activities,

New information,

Prior knowledge,

Organizers information

Receiving new information through this advance organizers.

Prior knowledge:

Prior knowledge make ready to the students for further knowledge.

New information:

when we know that what prior knowledge a student have about the given lesson, then the teacher give new information to the student in classroom.

Organize Information:

With the help of prior knowledge and new knowledge, we organize a sequence of knowledge in student fresh knowledge. We handle all these activities with the help of advance organizers.

Learning Activities:

Learning is a progressive step by step process in which students have prior knowledge of something and then they add onto that information. Learning activities must progress from being less complex to more complex.

Receive new information:

The example of receive new information is that you are going to teach social studies. You are going to teach about climates. Advance organizers not only help the teachers but also to the students to retain things in a much more advanced manners. Always follow advance organizers in your lessons and include them in your lesson plans and keep in mind that you need some extra time for elaborate your advance organizers techniques in the classroom.

Topic – 105

Techniques to Assist Learning 3

Study guides

Study guide helps emphasize important aspects of content presented. It may include direct questions that require short answers or a set of words and definitions that need to be matched.

For example, you are teaching in your class, ask some short question to your students which have short answers also. From this we know that how much material a student retain at this time. Matching items also helps in student study guide. These are some of the activities which can enhance students learning. The ultimate aim of the teacher is to enhance and increase student learning. The ultimate aim is not to teach for 35 or 40 minutes to the lesson that goes towards your own time management never the less other important issue is to make student learn effectively.

Mnemonic Devices

Mnemonic Devices is an Information retention technique. Mnemonic are learning techniques that aid information retention. They aim to convert information into a form that the brain can retain better than its original form. The student learn difficult word or lessons easily with the help of mnemonic techniques. These retention techniques are also become a part of the lesson planning.

They facilitate information acquisition.

Examples

TEENS: tongue, ears, eyes, nose, skin

Names of planets: My very Educated Mother Just Served Us Nachos

Order of rainbow colors: Richard of York Gave Battle In Vain

Topic – 106

Techniques to assist Learning 4

These effective techniques help the teacher to solve the classroom problems. They are closely related with not only lesson plans but also with the classroom management.

Visual Display

They are very effective techniques to resolve problems but also enhance student learning. Student learn from different learning styles. In a classroom, there are some students whose are visual learners,

Visual displays are included:

1: Maps

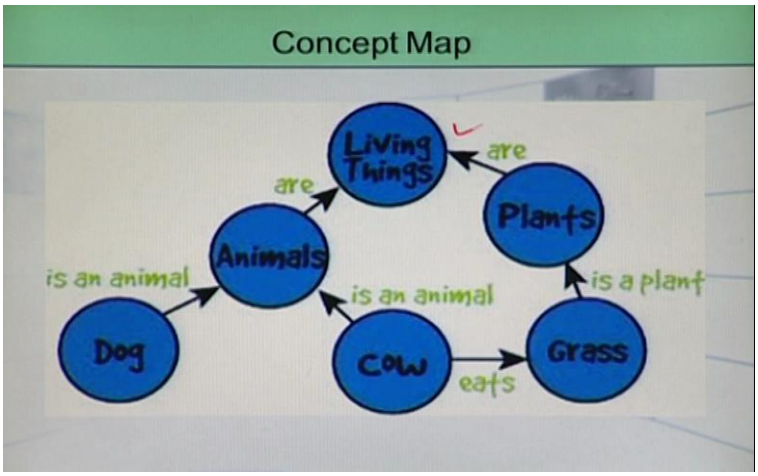
2: Flow charts

3: Pictures

4: Collages

Maps

With the help of map, we can clear any topic in front of the student's very easily. For example if you want to elaborate living thing. You bring a map of living things in classroom at tell the students that animals, plants, insects are all living things. Visual learners learn very easily with the help of maps.



Flow charts

A flowchart is a very important technique of student's visual learning. Flowcharts are diagrams that

Show different living things. It can be used in different subjects for examinations. They are used in different fields of study, plans. It is a best source to communicate the students in your class.

Pictures

Pictures are used for early learners in their classrooms as well as in schools. Picture define different concepts. Especially when we talk about nature or nature related topics or poems, pictures can define them in a very beautiful way.

Collages

Student learn art work, languages, and social studies from collage. Collage use as visual technique in classrooms. It helps the teachers to integrate lessons. Collage is a very effective technique not only to clarify the subjects but also integrate different subject area. It is very important for student that learning does not exist in compartments, learning always comes across the board.

Topic – 107

Techniques to Assist Learning 5

Brainstorming

Brainstorming is very important for learning. First of all teacher know about the prior knowledge of a student about the concept and then teach them about the concept. For example a teacher is talking about horror and want to write a story from students. At first step teacher collect all their ideas and spread them at a chart paper or a white board with the help of brainstorming, when you have a lot of ideas, it is very easy to organize them in a sequence. In a horror story, there will be a ghost, scary music, darkness. We organize all these ideas in a sequence, with the help of advance organizers you can complete this story. Mostly teachers complain about the incoherent story patrons of students, so some times students are not at fault, they are not educated about how they can follow a story plan. This is start from brainstorming, a teacher first gather all ideas and then organize those ideas then put them in different compartments and start to develop a story.

Story Maps

A story map guides students to attend to the relevant parts of a story. It also helps in giving a direction to the way a story is developed. Student will learn a lot from story witting .Brain storming

is a best technique for story map.so make sure when you are going to write a story from students, they write it from their ideas then you organize those ideas with brainstorming technique and complete students story.

Topic – 108

Thinking the Plan Through

Preparation

A good preparation is always important. You always need to think as to what areas needs to be prepare before you start thinking of enacting the plan.

In planning the:

- **Content**
- **Sequence of activities**
- **Material**
- **Room management**

Content:

A teacher plan, which content he is going to teach. How it will be present in class, which teaching method will be adopt during elaboration of this content.

Sequence of activities:

In this section a teacher plans about what content will be delivered in classroom and which method of teaching and activities will be conducted in the classroom.

Materials

Plan about materials before go into the classroom. Some time you plan activities but do not arrange materials at right time. All the students' wants to take materials if some students do not get materials,

there will be disturbance in the classroom. So arrange full materials for all the students and keep in mind all the things at the right time.

Room management

When you waste your time in managing the room while the lesson goes on then it will waste a lot of time.

It is good to ask oneself this question:

"Would this plan actually work with my students in my classroom?"

Lesson Preview

It is advisable to envisage the lesson step-by-step before enacting it. Running such a preview of how the session would work in practice helps to anticipate hitches and difficulties that might arise.

It is especially suitable for novice teachers who may not be able to handle on- the-spot problems. It is better for them to preview and anticipate problems so that management issues can be avoided in the classrooms.

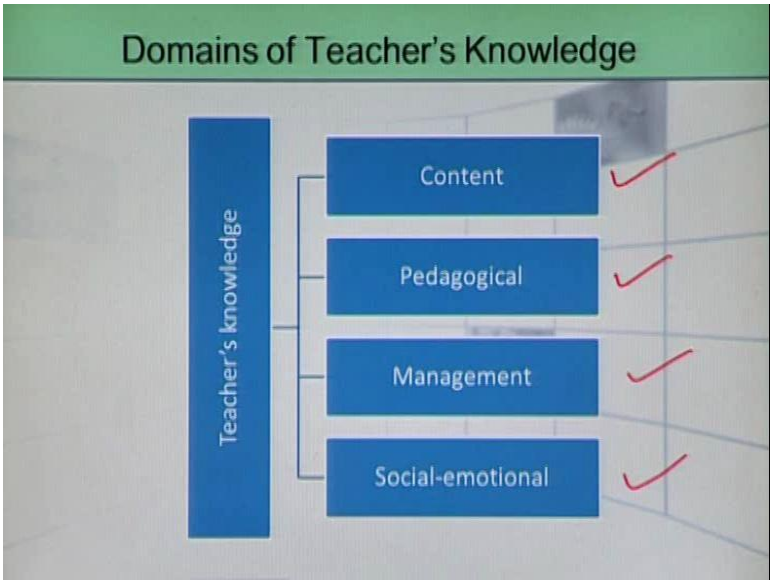
Lesson No. 19

ROLE OF A TEACHER IN MANAGING A CLASSROOM- 2

Topic – 109

Positive Classrooms

Domains of Teacher's Knowledge



There are four thing in Teacher Knowledge.

Content

Pedagogical Knowledge

Management

Social-emotional

When we talk about assessment role of teachers in managing the classroom, make sure that all the above given areas are assessed in the term of all these various knowledge domains. Then positive classroom will come forward. If a teacher only work at pedagogy then teacher will ignore all other

three domains. If a teacher only focus at content then teacher will ignore pedagogy, management, and social-emotional domains. When we talk about assessment of a teacher role, acknowledged the fact that all four domains are extremely important.

Specific instructional procedures that teachers use lead to increase achievement and student engagement in the classrooms.

These instructional techniques lead to successful social development and student achievement.

Student engagement is aided when the traditional one-way lecture gives way to more interactive teaching styles, leading to student success.

Topic – 110

Effective Teaching Skills 1

Preparation

Thinking about and planning for what each student in the classroom will do involves:

Identifying content and student needs

When you make your lesson plans you make sure that you based them on the proper content as well as keeping in mind student's needs. Teacher always have need based plan because some time we select difficult content that did not complete the students needs.

Lesson, unit and yearly planning

Basically, when you make these planers, they give you a kind of oppressive chart in terms of students learning.

Planning for student success

Teacher want to see the students successful in learning. This should be an ultimate aim of the teacher.

Attention

Guiding students to stay focused involves:

Student's attention is diverted. Students do all the things in different angles. It is the role of the teacher to bring all the students on one platform. Prepare your students for the lesson.

Establishing opening focus

Start your lesson from the prior knowledge of the student. If you start from a new thing, may be students do not take any interest in your content.

Maintaining ongoing focus

You are able to maintain student focus for the full minutes of the class. If the student diverted his attention from your lesson then you may lose touch with the lesson. It is very problematic situation for the teacher.

Expecting all learners to concentrate

The target of the teacher is full class not a few students. So, make attentive to the all students during lesson.

Clarity

To be clear in communication with students involve:

- Giving clear instruction
- Using precise terminology
- Having students restate instructions before doing work

Topic – 111

Effective Teaching Skills 2

Questioning

Questioning techniques are very important in effective teaching skills.

- Ask open ended and probing questions

Ask the questions which are critical and reflective for the students. With the help of open ended question a teacher know where the student stand in learning. Ask open ended question as opposed to close ended questions.

- Ask frequent question

It is good to ask frequent question from students. Otherwise students goes distract from learning.

- Questions all students over time

Sometime, teachers fixed student for questioning. It is not good for student learning. Ask questions from all students. A teacher focus should be all students.

- Invite student questions

Encourage students to ask question to you. First of all, invite questions and encourage students for questioning at any time during lesson.

Monitoring

Oversee student work. This involves:

- Maintaining appropriate proximity to students
- Awareness of what happens in the classroom
- Not breaking the instructional flow for distractions

Feedback

- Give specific feedback

- Give immediate feedback as soon after the behavior as possible

It is important to clarify feedback so the students know about there learning level in the classroom.

Topic – 112

Effective Teaching Skills 3

Summarizing

Leave some time of the lesson for recapping and summarizing it. Make sure that deep understanding has taken place. Set the stage for the next concept but make sure that the present lesson is internalized well. All the students do not learn from one style, they learn from their own learning style. Summarizing is a great help for students. It can enhance students learning because some time the students do not concentrate at the beginning of the lesson, they miss out certain parts. When you are summarize the lesson give it few minutes. Student will learn previous lesson from this summery.

Reflection

Review past instruction by using evidence of learner success or failure.

Carry out long term evidence based review of prior instruction. It guaranties not only good learning but also makes you mature teacher.

Engage in reflective conversations with students and fellow colleagues. When you enter in reflective conversation, you arrange dialogue with them.

Reflection types

- Reflection in action

While you are teaching to your students, you are reflective what you are doing is called reflection in action. You can change your lesson at the spot when you have reflection in your actions in the classroom. Required change can be occur, when you are reflective.

- Reflection on action

Reflection on the past action is called reflection on action.

- Reflection for action

You bring change in your past learning is called reflection for action.

Topic – 113

Instructional strategies that promote a positive classroom 1

Instructional strategies

1: Gear your instruction to the correct level of difficulty.

Level of instruction should be match with students learning level. Plan your lesson a step beyond the students' current level of achievement

Lesson:

Current level+1

This formula is used to know that at which level the student is stand in learning process. Lesson must be challenging and students should try to meet the challenges of these instructions. Only then, the students will take interest in your lesson. During lesson plan exactly measure the difficulty level of the instruction. Teacher provide support the student so that student met the current level of learning. All the constructive theories support that learning should be meaningful not be meaningless. You as a teacher have continuously support your students towards the achievement of learning.

2: Break instructions into smaller learning.

First gather what is to be taught and break the information into the small units of instruction. One unit should build on the other. Always start with simple and go to complex in your lessons.

For example, teaching students to use a computer, they should first know how to use a mouse. Teaching them an adjective would first require the teaching of a noun. Breakdown of learning to simpler units is very important because one unit builds on the other. Management issues will not arrive with the help of breakdown instructions and your classes will running smoothly.

Topic – 114

Instructional strategies that promote a positive classroom 2

3: Build patterning and association into each lesson.

At one time let the students store only about 4-5 bits of information in minds. Do not over stuff your students with information because if you do it, then it will be impossible for them to retain information. If the information become too difficult to retain then classroom problems can arise.

Help students to do chunking as they learn vocabulary. For example, vocabulary words can be grouped by initial letters (hemlock, hockey, honey, and hermit) .Chunking, means that all the word start from the same word. Chunking is a good associative technique which helps the students to retain information.

Make students associate new concepts with what they already know. The concept that teacher is going to deliver should be linked with their prior knowledge.

While teaching multiplication, tell students that multiplication is similar to addition. 3x5 is same as 5+5+5.

4: Give them adequate time to process what they have learn.

Give wait time (wait 3-5 seconds after asking a question)

When students process what they learned, they not only stay focused for a longer period of time, but they also retain more. Keep in mind that you are giving to your students proper time, information needs to be chunked and students are learning from association especially in primary classes.

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Lesson No. 20

ROLE OF A TEACHER IN MANAGING A CLASSROOM - 3

Topic – 115

Instructional Strategies that promote a positive classroom 3

5. Have students work in cooperation, not competition.

Teacher must encourage cooperative learning in the classroom. Teacher must down play competition in the classroom. We must develop a sense of cooperation and celebration among students. Students learn in cooperative learning from each other, it is very powerful instructional strategy. There is a sense of motivation, collaboration and cooper ration in the class during cooperative learning. Most cooperative learning classroom are well behaved because students are motivated to learn and are actively engaged in learning activities. (Slavin, 1990: 115)

6. Ensure success by getting to know your students' strengths.

Students have unique strengths as claimed by Howard Gardner (1984). Capitalize on them by getting to know their likes/dislikes.

Multiple Intelligence

Students learning styles are different from one and other. When we talk about multiple intelligence, we talk about the below given types of intelligence:

Bodily-anesthetic

Intrapersonal

Interpersonal

Musical

Logical-Mathematical

Visual-Spatial

Linguistic-Verbal

Naturalistic

Some students learn from visual-spatial and some other learn from naturalistic. So the learning styles of the students are different from one another. When you prepare your lessons keep in mind all these types of intelligence otherwise a lot of students will compromise in your classroom.

Topic-116

Instructional strategies that promote a positive classroom 4

7. Teach students to take responsibility of their learning.

Draw contracts with students which students and teachers follow and adhere to. An important part of the duty of a teacher is make students responsible for their learning. For example, A student want to learn present perfect tense, Draw contract with student, and divide the time for this activity. Help your students through internet, dictionary and worksheet etc. Learning comes with a lot of practice. Some independent learning exercises must be given to the students. These independent exorcises internet addresses must have a teacher all the time for the students. When a teacher develop a contract with students, teacher make responsible to the student for their learning outcomes. We need to teach students, how to be organized and systematic towards the development of their own learning. Make contracts a part of your instructional strategy.

8. Increase student interest.

- Vary instructional methods

Do not link to only one instructional method.

- Teach in multiple modalities (at times using pictures is better than using words)

A teacher teach in different method of teaching. If you deliver a lecture one day, next day you show a picture to the students and teach them accordingly. You can also do group work in classroom to enhance students interest in learning.

- Do not vary methods too much as to confuse students

Focus on student's interest is an important instructional strategy. It helps to maintain the interest level of the students in the classroom and it enhances students learning.

Topic – 117

Instructional strategies that promote a positive classroom 5

9. Provide assessment that helps the student and informs the teacher

- ❖ Use formative assessment (continuous assessment)
- ❖ Use informal assessment (portfolios, writing samples, journal entries)
- ❖ Use index cards for students to summarize what they have not understood
- ❖ Hand signals (thumbs up or down)
- ❖ Having a question box in class
- ❖ Web maps, concept maps
- ❖ Follow up probes – tell me more, give reasons, why?

10. Work towards smooth flow and lively pacing

Too fast = confusing

Confusion = boredom

Boredom = misbehavior

Too slow = dragging

Dragging = boredom

Boredom = misbehavior

Topic – 118

Accommodate Learner Differences 1

Learner differences

Students do not respond to learning uniformly. They learn at their own pace and respond in various ways while internalizing concepts. For example, one of your student is very good in art, he show his ability through art work.

It is very important for teachers to understand the way students learn. If a student have a previous portfolio, it will be very for his next class. New teacher must run through those portfolios and find out about the element of students learning styles are there, and whether there are any learner differences are there. Learner differences are always there .Therefor, it is very important for teachers to know the way students learn. For example, some students are good in writing, they show there interest through writing. Some others are good in art work, they show there interest through art language. Some students are good in interpersonal skills. They learn from discussion with other, like teachers and class mates. It is very important that teacher conduct cooperative learning, group work in classroom otherwise students will be fed up from the same lecture method in classroom. Similarly, not to have student centered classroom all the time, a teacher need to have a combination of various techniques in the classroom through which we accommodate learner differences

Lessons to accommodate LD

Lessons need to be built keeping in mind the various ways in which learners comprehend concepts. Develop your lesson plan according to the multiple intelligence theory so that you accommodate all the learners in your single class. A teacher is responsible for all the students seating in the classroom not just to choose a few.

Topic – 119

Accommodate the learner differences 2

Differentiated learning

Teachers may want to prepare differentiated tasks for various types of learners to ensure that all learn. Teacher must have differentiated learning tasks for student in the classroom. Teacher must have differentiated learning tasks for the students. When a teacher design differentiated learning tasks, he or she must feel that it is a hard work but your students will be accommodated at all levels.

For example, worksheets on 'verb' can be developed at 3 levels: basic, intermediate and above average so that all types of students can benefit. All the students learn from different styles and their abilities are also different from one another.

Such lessons sometimes ensure a smooth lesson flow as there are fewer disruptions when all are satisfied with the learning materials. However the teachers need to be very well prepared and skillful to administer such tasks. It is ultimate goal of a teacher so think towards developing lessons for all three type of students. Through this kind of lesson planning teacher will be able to accommodate all kind of learners in a single classroom from the very basic to the above average. The main issue is clarify the concept.

Topic – 120

Listen to all

All students have the right to be heard.

Ensure that all students are heard and their needs are addressed.

No 'Chosen Fews'

Most of the classroom management problems arise when students get a message from teachers that only 'chosen few' are heard or given importance to. This causes frustration among students. This frustration is usually vented out in the form of disruptive behavior.

A healthy classroom

- Give students a patience hearing.

Give your students a patience hearing, do not tell them that you do not have any time for them.

- Have some time to listen to nonacademic issues as well.

Students should be allowed to discuss their issues which are not related to academics.

- No students should be allowed to dominate

Teacher should listen to all the students at all-time but not only a single student.

- Shy students are encouraged to speak

Teacher must encourage shy students for participate in classroom discussions. And tell them that they can do this like other students.

- An atmosphere of cooperation needs to be built.

A teacher is a authority figure in the classroom but he or she must be cooperative with the students not only in classroom but also in school and outside the school.

- Have a good student-teacher reputation

When a teacher develop a good reputation with students, students feel relax to talk them at any time.

Lesson No. 21

PHILOSOPHIES OF HOW TO MANAGE A LARGE CLASS

Topic – 121

Management Style 1:

1. **Strong Control:**

Teacher is in a strong control of what happen in the classroom. A teacher is completely responsible for his classroom activities. Treat the classroom as a "**sacred temple of learning**." This management style or philosophy is marked by a strong notion of control and preparation. Teacher must be fully prepared for all the circumstance in the classroom. Ultimate goal of a teacher is to achieve student learning.

2. **Teacher Preparedness:**

In this philosophy of management, teachers are very well prepared and plan for as many aspects of the class as they can. Teachers fully utilize all classroom management approaches and strictly watch student behavior. Teachers do not tolerate:

- **Latecomers**
  Develop classroom rules and follow up them strictly. A teacher do not give permission to the students to come late at any situation.
- **Side talking**
  Some time students start to talk with each other and do not give importance to the teacher. In this situation, teacher develop rules and tell them about penalty of this behavior in the classroom.
- **Mishandling materials**
  Teacher does not tolerate to mishandling to the school materials.
- **Early departures**

Classroom is a serious business ,The time for a lesson is limited ,so be serious with your class

Topic – 122

Management Style 1

Strong control:

Teacher's role:

Teachers establish at the beginning of the term that the classroom is a place to be respected and students must behave in ways that are appropriate. Teaching and learning is a very serious business for a teacher. A teacher thinks that teaching and learning must be conducted under strict environment. Students are well aware about classroom procedures that they will take seriously the procedures otherwise they will be responsible for their sequences. The students should not falter at any way. They should not falter in lesson understanding concerned as well as classroom management is concerned. Teacher together with students and develop class roles with them and these roles adhere very strictly in the whole academic year. For example, teacher worn the students in advance that if you show misbehavior in classroom, you will be the responsible for the consequences.

The consequences of inappropriate behavior are public notice of the inappropriate behavior and embarrassment. All the inappropriate behavior is noticed publicly. The display of inappropriate behavior in among a group of people, it will be deal in group of people not in isolation. A teacher with strong behavior discusses the results of the student can tell the student that you will be feel embarrassment when I give you punishment publicly. Self-esteem of the students is very important in the school. Students should try their best to maintain their self-esteem. Self-esteem may be damaged when a teacher publicly punish a student.

In this management philosophy, the teacher is not afraid to act as the policeman. Some time students become rude and go out of control and sometime teacher has to act like a policeman to control inappropriate behavior in classroom. Such philosophies are not requirement at large but sometime they have to adopt to control students behaviors.

Topic – 123

Management Style-2

1. **Laissez-Faire:**

This is totally apposite to the strong control philosophy exercise by a teacher in the classroom. According to this philosophy, teachers teach the classroom as a relaxed, "laissez-faire" place of learning. This management style or philosophy is very relaxed and "hands-off." The teacher is not in the full command of the students. Teacher give full permission to their students that they can do anything in class which students wants to do. Teacher has lose control and students have the liberty to do any think they want. There are a lot of management issues that have a teacher and school administration in the classrooms. A teacher has no link with classroom management.

Teachers who use this style of management are very flexible and respond to changes easily. Teachers may not be aware of student problems and do not bother about adhering to certain rules for classroom discipline.

Topic – 124

Laissez-Fair Teacher's role:

Teachers do minimal planning, and while they can be quite prepared to deliver course content and material, they dislike rigid control and value the ability of response to changes. For example, Teacher comes in the classroom deliver lecture and go out from the classroom. A teacher did not know about classroom management techniques. He just fulfills his duty and go away. This is not a good philosophy for a healthy classroom environment. A teacher has a lot of teaching content with zero managerial qualities. This philosophy or teaching style cannot be adopted in every type of school. The focus in this type of classroom is a comfortable, relaxed atmosphere where the teacher tolerates reading, talking and late arrivals/early departures. Usually, the more attentive students sit in the front, and the teacher speaks to them. It can compromise classroom management and effect teaching and learning environment. This style or philosophy is not suitable for best teaching and learning environment.

Topic – 125

Management Style-3:

Moderate control:

This philosophy is in between a sacred temple and laissez-faire philosophy. Teachers treat the classroom as something in between a sacred temple and a laissez-faire place of learning. This management style or philosophy is right in the middle of the two extremes.

In this philosophy, depends at the teacher to adopt sacred temple style or laissez-faire style in classroom. Teacher has authority to use moderate style or any style he wants at any time. For example, if there is an atmosphere of festivity in the school, student will come there in a festive mood, teacher needs strong control at that time to control student's disruption. When a teacher observes an environment outside of the class he or she uses some special strategy to control the students. Teachers choose which aspects of the course they wish to control, how they decide to control those aspects, and what they are willing to let go. For example, when a teacher teaches the content to the class he or she cannot adopt laissez-faire philosophy because managerial problem will be accord. Similarly, there are some topics that are you teach in your class may have some kind of laissez-faire style. Sometime students have such psychology that teacher needs to use strong control approach in the classroom. No matter how much strong control you have in the classroom, you will not control to the students according to the psychological treatment that you want to give to the students.

Topic – 126

Teacher's role: Moderation

With this type of classroom management, the teacher decides which behavior is tolerated and which are not. In this philosophy, teacher guide the students in advance that which behaviors will be tolerate and which behaviors will not be tolerate. Some behaviors are acceptable for some teachers

and some behaviors are not acceptable for some other teachers. The behavior patrons are determine by the teacher.

When you are practicing this type of philosophy in your classroom, you know that which behavior can go on in the classroom and which behaviors will not be tolerated in the classroom. This has to be communicated to the students at the beginning of the school year, in this way you will be adopted to the moderated control.

There will be lot of confusion which can lead to the management issues. Teacher must determine sets of behaviors which for you are acceptable and determine behaviors which you do not like in your classroom. Teachers sit together and determine behaviors which are acceptable and which are not acceptable for your classrooms.

There is an expectation of respectful behavior, and the teacher will speak to students who are disruptive after class (rather than calling attention to the disruptive students during class).

Respectful behaviors are the demand of a teacher. Students should not take a right on you. Students should always respect the teachers .Students should not show any misbehavior at any time during the class. Teacher must think about it that you are respected teacher. Frame rules with students there are certain behaviors which you expect and some certain behaviors which will not be tolerate in classroom at all.

Lesson No. 22

LARGE CLASSES

Topic – 127

What is a large class? / Class size

Size of the classroom matters a lot. Class size is a vital component in:

Educational planning

Class size is very important in educational planning. Yearly planning deeply connected to the class size. We can design our lessons according to the class size.

Resourcing

We need to make sure that there are the adequate supplies for the students who sit in the classroom. If we do not do this we will compromise on standers. All the stakeholders directly affected with students being the major stakeholders.

The average perception of a large class is around 50 students. The exact number does not really matter: what matters is how you, the teacher, see the class size in your own specific situation. Anything bones yard 25 called large class.

Teacher's stance:

The teacher usually becomes a preacher by:

Lecturing: When a teacher deliver lecture, he or she is working like a preacher. Teacher must make sure that the students are active and asking questions about the lecture or not.

Writing notes on the board for students to copy.

Topic – 128

Advantages of Large Classes

(i) More interaction among students:

There are always enough students for interaction, and there is a rich variety of human resources. There will be all kind of interaction, there is a possibility that students may learn from each other's because of this interaction. Interpersonal relation will be improve through large class. In a large class, one of the advantages is that the students get interact more with each other.

(ii) Heterogeneous Elements:

- The teacher is not the only pedagogue, and since the large class is usually heterogeneous, more proficient students can be used to help lower level ones. More proficient students will help the less proficient students, there will be interaction again and more able students will guide less able students. This will be very healthy interaction and this is sound possibility in the class to learn more from more able students. Natural professional development is very interesting and important concept.

(iii) Natural Professional Development:

The teacher is never bored and that professional development occurs naturally as the teacher tries to find new ways of coping with the large number of students. The teacher learn those copping strategies which are important in a large class. A good teacher is always reflect his or her action.

(iv) Peer Teaching:

Students develop strategies for helping themselves and their classmates through peer-teaching and collaboration, thus fostering an atmosphere of cooperation. There is a lot of benefit of a big class; bright students are responsible for guidance to the less able students. When you are with large class, teacher must have different strategies for student's peer teaching.

Topic – 129

Challenges in a large class

CHALENGE-1

1. **Number of pupils:**

- Numbers of pupils in a class affect pupils' educational attainment and progress. It directly affects the educational targets that the students have to meet. Number of pupils itself a big problem towards the successful attainment of educational goals.

2. **Pupil attention in a class:**

- For some students, concentrating in a large group is very difficult-if not possible. Attainment of the educational goals that becomes a challenge in task, for some students it become impossible task. Attention in a big class badly affected when students want to learn in silent environment.

3. **The nature and quality of teaching:**

The quality of teaching and learning is affected in large classes. The teacher cannot give individual attention to students. In a large class, there are a lot of problems from student's side. For example, if there are 50 students in a large class, you are going to solve their problems in 30 or 35 minutes, they must have a lot of queries (may be academic or non-academic or may be behavioral based. , the teacher must spend his or her a lot of time in replying student's queries. That is a struggle that the teacher and students go through every single day of school or college life .They need to be prepared to face such challenges so that effective teaching and learning can take place in classroom.

Topic – 130

Challenges in a large class-2

1: Pupil adjustment to school:

In large classes it is difficult to help students become independent and resourceful in the classroom. Pupil adjustment can be affected in large classrooms. There are some students who are not used to existing in bigger collaborative or cooperative groups. They want to work in quite environment, they

adjustment become very difficult, students do not adjust in a large class and they do not meet there educational goals. They are unable to find or exist independently in the classroom because everything is constructed. Class size directly affects the student's in-dependency.
The students are affected in their social development by the amount of space available in class. If they fight for space in the classroom, they get emotionally upset and insecure.

1. **Teacher's Morale, Stress and Enthusiasm:**

- Class size is associated with increased teacher stress and can lead to teacher burn out.
- The teacher becomes extremely stressful during he or she deals with large number of students in the classroom. For example, when a teacher checks homework to the students, teacher feels stress and does not feel fresh because of workload. When teacher do no teach with passion to the classroom then classroom learning affected badly. There are o lot of work after class time like written work checking , it also have good standers during written work checking, then you become stressful and your moral break down.

Topic – 131

Correcting large amounts of written work

(i) Group work:

- Have students work in groups to produce one piece of writing for each group or to complete grammar exercises together.
- This encourages communication and also cuts down on the number of papers the teacher must correct.
- Tell students that students within a group will all receive the same grade so that they take an interest in producing something good.

(ii) Self-editing:

For all written work, have each student go through the process of self-editing and one or two rounds of peer editing before turning in the paper. This is a lifelong skill that you give to the students because it helps them latter on and their career also. Self-editing is very important skill that must be taught to the student.

Lesson No. 23

STRATEGIES TO MAINTAIN DISCIPLINE

Topic: 132

Strategies to maintain discipline-1

1. **Discipline problems:**

- More discipline problems are the result of boredom or alienation……
- If students are interested in the class, many discipline problems disappear. Teachers should convey their expectations for students on the first day of school. This means sharing and reviewing rules and procedures for the classroom, including consequences for infractions. The expectations for any routines that help facilitate learning the handling of science equipment or art supplies, for example should be clearly articulated. Some teachers opt to create rules as a class so students take ownership of their responsibilities. Having both students and parents sign and return a copy of the classroom rules can aid communication and prevent issues later on.

2. **Set classroom rules:**

- Ask students to work in small groups to write down rules they think are reasonable regarding classroom behavior and the consequences for breaking the rules.
- Ask students to vote to accept the rules and make a final copy to be hung in the classroom for the year.
- If the rules come from the students, and they consider them to be fair, they will be more willing to follow them.

Topic: 133

Strategies to maintain discipline-2

1. **Variety of activities:**

- Plan a variety of activities that appeal to students with different learning styles and interests.

- This will usually keep the attention of the majority of students in classroom.
- You will ensure the interest of the entire classroom with the help of variety. Majority of the students will take interest in classroom proceeding because they will be working on such activities which would cater to their particular needs. When a teacher plan a variety of activities he or she must keep in mind the academic record and performance level of the students. It will be create problems for teacher in a large class but not in small classroom. A well experience teacher knows the students very well and then its become easy to design activities.

2. **Establish routines:**

- Starting the class with class agenda on the board can help students to focus and prepare for the day's class.
- Set up signals that the students understand-for quiet, for silence, and so on—using hand signals, a bell, or some other method. Set a routine and give students free hand to obey it in a maneuverable way. This is what we call establishing duty and it helps in building a good environment in the classroom but it keeps the students well-disciplined in the classroom.

Topic: 134

Strategies to maintain discipline-3

1. **Calling the roll number:**

- **Sign in sheet:** Give the students a sign-in sheet to pass around at the beginning of the class. When it comes back to the front of the room, draw a line under the last name. Any names that are written below the line are those of late-comers.You have to find certain strategies to solve these issues.
- **Name cards:** Teacher develop name cards to all the class and use it for attendance.Make students display name cards on their desks. Collect the name cards at the end of the class.Every subsequent class that follow after the one that you have taken you can do

their desks. At the beginning of each subsequent class, as the students enter the room; have them take their name cards. Those cards that aren't collected belong to students who are absent.Teacher can save 5 to 10 minutes with the help of this strategy. These are different strategies that can use for good attendance record as well as you can go on your lesson without compromising the time.

2. **Creating a seating chart:**

A teacher must have a seating plan for his or her students.

Create a seating chart

Make students sit in their assigned seats. This can help in learning students' names.

A teacher can get better connected to the students if teacher remember students name in first. This is also an important strategy to use in classroom because you know that at which corner of the classroom what group of students is setting and you can judge the students behaviors patterns while setting together in a particular settings.

Topic: 135

Strategies to Maintain Discipline-4

1. **Assigning roles to advanced students:**

Give the more advanced students the responsibility for helping others as:

- Group leaders

We can make group leaders to those students who show disruptive behaviors in classroom. This is one thing that a teacher can do in the classroom by making such students group leaders. One thing to need insure that keep rotating the roles of leaders.

- Monitors

Students can become monitors and solve academic problems. Teachers have a meeting with such students, guide them for their responsibilities. In this way teachers can get good results

- Teaching assistants
- Students can help the teachers as teachers assistant. Teacher guide these students that they are facilitator of the class but not superior from others. If they learn things early, they can help slow learners in the classroom. Assigning the roles is a strategy that can help a teacher to get teaching objectives without compromise time in class.

2. Showing Respect:

The most important **is** that there should be a culture of mutual respect in the classroom. You should teach students to respect not only the teacher but the students setting in the classroom also and has to be a culture of mutual respect .Teach students to show their respect for others by listening to what they have to say in group work or when they are reporting to the whole class.

Topic: 136

Using pair and group work-1:

This is a very helpful strategy to achieve educational goals and standers. When you introduce pair and group work for the first time, plan simple activities for very short periods. Teacher guide their students that how they can work in groups and how they can manage their activities on time because some students are not familiar with group activities. When you assign the activity you must sure that all the activities are smooth and simple in nature. When you assign the group work to students, give them simple activities at the same time prepare them first how to do group work and then engage them into group or pair activities.

Have students work with those next to them, or immediately behind them.

Seats can be changed weekly or monthly in order to allow students to work with different classmates. When you change the group again and again the will not develop relations with one other than problems can start. You can make them sit at a place for weekly bases or if you want on monthly bases but not they work in a group for whole academic year.

3: Making groups:

Set up groups in advance and have them stay together for several class periods. When you give group work students will be mentally prepare to do it and then they can work as a group for several class periods.

Assign roles to group members so that everyone in the group feels involved in some way. Every group member should feel important when you make leader them on weekly bases or monthly. Every student needs importance and that importance needs to be given to that students. It is very important that all group members participate equally in a group and they all efforts of all the students are needed to complete a task.

For each activity, roles should rotate among group members, with different students acting as the facilitator, secretary, recorder, time keeper and so on.

Topic: 137

Using pair and group work-2:

- **Using Handouts:**

This is a very helpful strategy for teachers to use group work and pair work. Make one copy of handouts per group or pair of students. This obliges students to share and to work together, and fewer copies are needed. Try to use limited resources then you can give a handout to a single group. There will be a sense of connection among group members. Learning possibility enhance through this method. Students are fully dependent to each other in this strategy. When you use limited handouts with in a group students will learn to work and learn together because they communicate and share ideas with each other. This is a very good way to teach group dynamics.

- **Instructions:**
- Give instructions clearly and carefully, and check comprehension before the pair or group work begins. Repeat your instructions again and again to do activities. It will be okay by

lingual as per as given instructions are concerned. Clear, careful and concise instructions will be helpful for your teachings. For example, if you are teaching English, Then you will give all instruction in English and if you are teaching Urdu, then you will give all instruction in Urdu. Instruction in mother language is very much helpful for the students, they learn it very easily.

Topic: 138

Teaching with Limited Resources 1

- Many students in developing countries have access to limited resources.
- The teacher usually has a blackboard and chalk supplied by the school

Using a Dictogloss

- Dictate the information using a dictogloss, a replacement for writing notes on chalkboard.
- Students listen twice to a passage read at normal speed, taking notes during the second reading.
- They then work with a partner to try to reconstruct the text. Student's personal communication improves through this method. Students try to write down notes after listen from teacher with collaboration of their group students.
- When a pair thinks they have the information, they write the passage on the board and the class works together to make it as close to the original as possible.
- The teacher makes the final connections and the students correct their work.
- All students as well as the teachers, they are involve in constructing knowledge.
- This is a useful technique with limited resources in the classroom. Dictogloss is a technique that you can use in the classroom to solve the reading witting problems and other problems in the classroom.

Lesson No. 24

TEACHING WITH LIMITED RESOURCES & MOTIVATING STUDENTS

Topic: 139

Teaching with limited resources-2:

Encourage student responsibility:

1. Ask students to bring an item from home to use as a talking or writing point for the class. Students will feel connection with their domestic life as well as life in the school or in the classroom. There is a sense of connection that take place between the classroom life and the outside life of the students .For example ,if you want to talk on pollution, then you must tell to your students one day ago they come into the class next day with different ideas about how we reduce pollution from this world.

2. This helps to build a sense of community in the classroom. Naturally, you will build a community in the classroom which is very important. Students must understand that in a classroom it is important to build a sense of community because arise to batter learning.

3. It also encourages student responsibility and participation in the activity. It is important to make relation of the students with real life. The classroom picture need to be connected with outside world. This is called authentic learning; authentic learning must take place in the classroom. It is good to encourage students for their responsibility.

Write texts on large sheets:

1. To save time during class, write texts or questions on large sheets of newsprint or brown paper before class rather than writing on the board.
2. In a very large classroom, make two or three copies that can be posted on the side or back wall so everyone can see.

Topic: 140

Teaching with Limited Resources 3

Bring Real Objects

1. Bring regalia- actual objects that language learners can see, hear and touch- into the classroom.
2. A teacher can generate a great deal of interest when he or she pulls surprising thing out of the bag!

Use Pictures

1. Use pictures from magazines, or learn to draw simple pictures to illustrate vocabulary or to generate interest in reading, speaking or writing activities.

Use what the students say as input

Use what the students themselves say as input

Example

To practice changing direct to indirect speech, a student can be asked a question and another student asked to report what was said either orally or in writing.

Topic: 141

Motivating students 1

Set the tone

1. At the beginning of the year, include some information about the importance of the subject being studied.

2. Make the students take intrinsic as well as extrinsic interest in the subject. These are two good indicators for the students to remain interested in the lesson. When you set the tone of the subject, you generate interest and students get intrinsically motivated to study the subject.
3. There are praise and reward in extrinsic motivation .If the students do well, they will get praise and reward from their teacher. Without motivation students will not show good results and may be show disruptive behaviors in classroom. rise your students at daily bases so that they show real interest and give good results in classroom.

Supplementary Materials

1. To keep more advanced students challenged, prepare an activity resource book to keep in the classroom. A teacher must have supplementary material with him or she because some students complete their task early .So with the help of supplementary materials teacher can control class easily.
2. Students who finish activities quickly can work on supplementary activities while waiting for the rest of the class to finish. This is another way to motivate students in the classroom.

Topic: 142

Motivating students 2

Ensure the students speak loud

This is very important strategy to adopt because unless we motivate to the classroom, the teaching and learning process will get affected. To ensure that students speak up loudly in class when answering questions or making comments, the teacher should move away from the student who is speaking, rather than coming closer to hear him or her better. In this way everyone should be able to hear and remain involved. When you come in class and teach to your student in loud voice student give you proper attention listen your lecture carefully. Try to focus on all students present in classroom but not some chosen students.

Adaptation of the material

1. Adapt the material according to the language level, age and needs of students. The materials need to be adopted keeping in mind the needs and interest and level and language ability of the students. Look carefully to your material and adjust them to the level of the students, age level, language level, interest and need level.
2. In multi-age, multi-level classes, plan a variety of activities to appeal to as many students as possible. Look into this fact; this is a long way to motivating the students. The materiel needs to be adopting keeping in minds the needs and interest level and language ability of the students. Look into material adaptation because it will generate more interest in the students and also ensure good management in the classroom.

Topic: 143

Motivating students 3

Sequential activities

1. Develop sequential activities with several steps so that higher level students complete more while lower level students work at their own pace. Make activity simple to complex so that lower performance students will show more interest in you lecture. Activity should flow after one and other in a sequence. Do not neglect lower level students in classroom and also do not over rate to the brilliant students in classroom.
2. When preparing worksheets, add some optional sections for more advanced students. Students are different from each other mentally so design different activities for different level s of students.

Monitors

1. Use higher level students as assistant teachers or monitors who can help and support the lower level students. With this students got leadership qualities in future.
2. Encourage higher level students to teach others in classrooms.

3:It builds a collaborative atmosphere in the classroom. We can make group leaders to those students who show disruptive behaviors in classroom. This is one thing that a teacher can do in

the classroom by making such students group leaders. One thing to need insure that keep rotating the roles of leaders.

Students can become monitors and solve academic problems. Teachers have a meeting with such students, guide them for their responsibilities. In this way teachers can get good results from students.

Students can help the teachers as teachers assistant. Teacher guide these students that they are facilitator of the class but not superior from others. If they learn things early ,they can help slow learners in the classroom. Assigning the roles is a strategy that can help a teacher to get teaching objectives without compromise time in class.

Topic: 144

Motivating students 4

Teacher availability

Be available to students before and after class to establish personal relationships, so that they feel that they are individuals in the eyes of teacher. If something is disturbing to a student, It will naturally effect on students academics achievements. As a teacher we need to find out the issues, we should discuss and encourage students to tell us about problem. This problem may be academic or domestic. Teacher availability is a good issue as pr as motivational aspect. When teacher will be available after class time students will fill comfortable and tell to you all the problems.

Activity goals

1. Make students aware of the goals of each learning activity.

- If they understand why they are doing the activity, they will participate more willingly. Ask students to work in small groups to write down rules they think are reasonable regarding classroom behavior and the consequences for breaking the rules.
- Ask students to vote to accept the rules and make a final copy to be hung in the classroom for the year.

- If the rules come from the students, and they consider them to be fair, they will be more willing to follow them. All the activities are connected to the academic targets and with particular lessons.

2. Have activity in your lesson and interconnected them with your objectives. Activities needs to be success oriented and they need to be conducted in time that students to do successfully in the classroom.

Activities to be success oriented

1. Make all activities success oriented.
2. Students will participate willingly in tasks that seem achievable.
3. When they have confidence in their success, they will be motivated to try.

Lesson No. 25

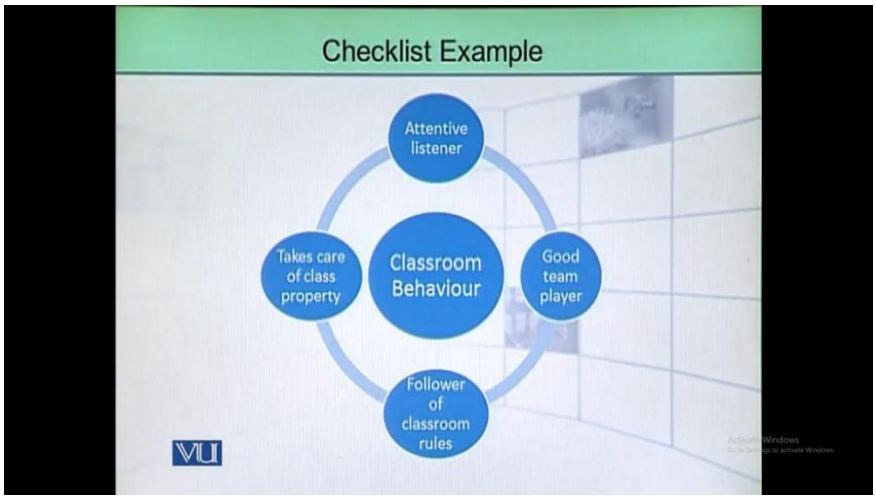
SYSTEMATIC PROCEDURE FOR RECORD KEEPING

Topic: 145

Develop systematic procedures for behavioral record keeping

Make checklists

1. Teacher does not get any record which has something to do with human behaviors. When we take about that we are preparing individual for society, we work on cognitive domain as well as behavioral domain. Make checklists of the desired behavior and mark students against that checklist.



Attentive listener;

For example, we wants from students that they would be attentive listener. If they are attentive listeners, they will attend your lecture attentively.

Good team player:

It is important for student to be a good team player .When student work in group; he or she will be playing a good role as a team player.

A student must be a good follower of classroom rules. Its mean that when a teacher develop classroom rules, it is compulsory for the students to obey them.

Take care of class property:

It is expected from students that they will take care of classroom property, materials etc.

2. **Communication with others**

Communicate with all stakeholders about the checklist and keep sending the marks obtained to parents.

Topic: 146

Setting benchmarks for behavioral expectations

Benchmarks

1. That is something that is very important for a teacher to develop understanding of the students. Bench-marking is used to record performance by using a specific indicator.
2. Benchmarks are specific points of reference connected to levels of performance against which students are monitored. Academic bench marking is very important for specific indicators in the classroom.

Development of Benchmarks

Benchmarking can be done for:

Communication with teacher

How can a student communicate with teacher in a classroom or outside of a classroom? What is the benchmark? What are the standers?

Communication with peers

The standers students must meet when they are talking to their peers. There are specific standers procedures for classroom setting and communicating with peers.

Interpersonal relationships

All the staff in a school has specific interpersonal relationships with each other. These relationships also have standers. All the staff must meet the standers when they are in interpersonal relationship.

Material safety

Students must take care of all classroom and school materials.

Following rules

It will be very easy to benchmark to your students if you develop rules first. Students must follow up the rules which are developed by the school administration.

Topic: 147

Record of academic and behavioral progress

1. It makes students more reflective. We need to make them responsible for their action. One way we can do it is to make them do a self-evaluation to them self. They must develop their own behavioral standers. Behavioral progression records need to be maintained like academic records. Behavioral progression effect academic record in whole school years. A teacher must have both records with you and try to assess the students both formative as well as summative.

2. Behavioral records need to be made formative as well as summative.

Student behavioral self-evaluation

1. Students should be encouraged to do their behavioral self-evaluation.
2. The behavioral records should have a section on self-evaluation and students should fill that section themselves

3. This exercise makes students more reflective and enables them to analysis their own behaviors

Action oriented behavioral records

1. The behavioral records should result in some actions taken as a way to address the negative behaviors. Behavioral record keeping will be end up in some action.
2. Positive behaviors should be rewarded.

Topic: 148

Portfolio maintenance

1. Portfolio development is necessary element to see the developmental progress of students as pr as the academic development. As behavioral development is concern behavioral portfolio is also concerned in schools. Behavioral portfolios can be maintained as a way to see a gradual and systematic development of student behaviors. You need to oversee students develop their behaviors over a period of a time. Portfolio development is a systematic development of behaviors .It mean students improve them self slowly and systematically.

What goes in the Portfolio?

Portfolios can have:

- Records of behavioral progress

Behavioral chart comes in behavioral progress; it may weekly or monthly base. Teacher also makes them term vise or plan yearly. For example, you notify the student that he or she must improve behavior in one month. In next month teacher must be check student behavior in class room that if there is any change or not in behavior of the student.

- Observation checklists of specific behavior

We see here that students are behaving according to the given specific behavior instructions or not.

- Benchmarks that students achieve at the end of each term.

Teachers check here that students are achieving goals at the end or not.

Topic: 149

Faculty professional development

1. Teachers get adequate training in classroom pedagogy but few training sessions are held for the behavioral development of students. Classroom management is a broad field and itself comes in different disciplines at that time faculty training is very much important. We deals with academic issues when we conduct professional development programs for the teachers .Although there are components on classroom management and other issues related to behaviors ,they are not enough as to make teacher feel comfortable while in-countering such programs in classrooms.

Faculty training

Training must be imparted to teachers on:

a) Behavioral development of students at different age levels.

Teachers are guided that at primary level students will behave immaturity and at secondary or higher secondary level they will behave like sensible students.

b) Behavioral management

When students become elder, the behavior patterns also change. The teacher must well aware of those behavior patterns, when they go in the classrooms and when they encounter such issues in the classrooms.

c) Classroom discipline

It has very important position in the classroom. Lesson planning and conducting the lesson is as important as classroom discipline. Sometime teacher develop wrong expectation from students behaviors patterns because students behave according to their age but teacher do not understand the situation. At that time teacher needs to show discipline in the classroom.

Behavior development strategies should be included in professional development programs for teachers.

e) Framing logical consequences and negative reinforcement

For better development it is important conduct such programs which enhance teachers ability for framing logical consequences and negative reinforcement.

Topic: 150

Counseling services

If you are making records of students' progress as per as behavior is concerned then sometimes it become necessary to invite councilors to the part of course assistant. Teacher is not fully prepared to address all kind of disruptive behaviors in the classroom. Some behaviors need some special attention like professional attention. This type of counseling will be given by the councilors only. The presence of counselors is helpful for the culture of the school because it show that you do not tolerate disruptive behaviors.

Professional support is required to deal with:

Aggressive behavior

Aggressive behavior needs counseling for the safety of the other student then that particular student needs to be referring to the counselor.

Bullyism

Bullyism is an unacceptable behavior and that behavior need to be check by counselor.

a) **Criminal behavior**

Criminal behavior is connected with personal behaviors of the students. Sometimes, a teacher needs to know the domestic and personal life of the students for batter strategies taken up in the classroom.

b) **Sadistic behavior**

Sadistic behavior is not a normal behavior that needs to be appropriately addressed at the

c) Extreme shyness

Extreme shyness is a negative behavior .Such students needs to be moral boosting and needs to refer proper counselor.

d) Lack of self-efficacy

Students do not believe in them self with lack of self-efficacy. They do not believe that they can succeed so they have constant negative attitude towards themselves. Counselors must become part of the school culture and must be available all the time on campus to handle day to day behavioral issues.

Lesson No. 26

ESTABLISHING CARING CONNECTIONS - 1

Topic: 151

Qualities that influence student success

When we talk about classroom behavior management, we need to talk about establishing caring connections for not only managing the class in a batter way but also it helps in enhancement of the academic skills.

Empathy

Empathy is extending help to students and showing concern towards them. Teachers should try their best to put themselves in their students' shoes and solve problems. It means that if a student display any kind of disruptive behavior, teacher must think and resolve that problem. Classroom is a safe place where students can talk about their academic or domestic issues. They are safe in the whole wall of the school and the teacher is like parents in the classroom for solve student's problems. A teacher is a role model in the classroom for the students. Teacher must display helpful behaviors in classroom for students ease.

Efficacy

Self-efficacy is facilitated by a person's beliefs and expectations about his/her ability to achieve certain tasks successfully or demonstrate certain behaviors. How students rate themselves whether they are good or not so at the same time ,you can have a positive self efficacy of yourself whether it is positive or negative self efficacy of yourself. Students must think higher themselves so that they can achieve their targets.

Caring and Efficacy

- Both qualities affect students' sense of motivation, achievement and value.
- They enhance academic performance and student behavior.

- When we are talking about classroom situations, we need to keep in mind these qualities when we want to develop caring connection for the purpose of batter academic results.

Topic: 152

Self- Efficacy and Learning

Self-efficacy are believes that student have about themselves. When individuals have low self-efficacy expectations regarding their behavior, they limit the extent to which they participate in an endeavor and are more apt to give up at the first sign of difficulty.

Students' efficacy and beliefs serve as barriers to their academic and social development. If the students have low efficacy about themselves, they will not to do batter in the classroom. Students will have bad performance in the classroom; they also run the risk that they are bad in terms of certain behaviors and in every field of life. At the beginning of the school year teacher must take care of this particular feature of their personality. Some students think very low by themselves, they might be able to perform batter in the classroom however they have low self-efficacy. They do not believe in themselves and their own potentials, they behave in odd manners in the classrooms. The clear sign of low self-efficacy is the students give up the given task very soon here the role of the teacher is very important, teacher help the students in a very lenient way.

The kind of academic and social experiences students get in schools have a profound effect on whether some behaviors will be continued or not.
Development of self-efficacy is very much important for batter student teacher relationship.

Topic: 153

Development of Self-Efficacy-1

Performance accomplishments

The manner in which accomplishments are received has an influence on an individual's self-efficacy, expectations and actions. For example, when I was going to school, in exams I got less marks in math. My teacher punished me because of my result in math. Then I feel low efficacy in myself .I

efficacy as per as my mathematical skills were concern. When you communicate to your students, must observe your behavior with your students. It is matter a lot for your students' future goals. When a teacher punish a student in front of other students ,it not only lower down self-efficacy but also it lower down self-esteem of a student .Particularly if a student is in primary class, student have high self-efficacy and self-esteem emotion in his or her self.

- In the classroom, for example, poor grades and other negative assessments of ability can lower self-efficacy beliefs. When a teacher talk to student in harsh manners, this style of communication lower down student self-efficacy and self-esteem also. Self-efficacy and self-esteem are interconnected to each other. When a student's achieve some goals or high grades in classroom, students wants appreciation from teacher. Communicate at this level in a positive way so that students will perform well in their next levels of learning.

Vicarious learning

1. Beliefs are often acquired through observation and interpretation.
2. In observing the modeling behavior of others, the learner is able to reflect on past experiences with such behavior and make meaning of its relevance in a new situation. Keep in mind that how students believe systems forming and how they are affecting student's behaviors in the classroom, this is very important for teacher to be aware about student's observations and beliefs. Take this in account, we help student in developing good believe system about them.

Topic: 154

Development of self-efficacy 2

Verbal persuasion

1. Beliefs about self are influenced by the message conveyed by others. Encouragement supports self-efficacy, criticism hampers it. Teacher behavior is very important in student's behaviors modification. Verbal persuasion is very important for developing student

personality in school environment. The massages we receive from other, they influence the believe system that we have about ourselves. If a teacher and peers of a student's tell them that they do not complete the given task, student feel lower efficacy and will not perform well in given task. Verbal persuasion is very much important, when a teacher say that you can do this, I know that you are a good student and you can do much batter in this task, student has high self-efficacy and will do very well in the given task.

2. Family, teachers and friends all play a significant role in verbal persuasion about appropriate behaviors. Parents need to monitor what the stages of life and how they act accordingly. In order to build positive belief system in children it is important to have encourage session with them. Teachers and peers can do the same otherwise students can develop negative behaviors in the classroom.

Physical/Affective Status

1. Stress and anxiety have a negative effect on self-efficacy as well as learning.
2. "The brain learns optimally when appropriately challenged but downshifts under perceived threats".
3. It functions best in a supportive environment. You must have stress free environment so that real learning will take place.

Topic: 155

Development of caring attitudes

1. Show and prove that you care. In order to build caring connections teacher help out a lot to the students by adopting certain behaviors which auto-medically promote not only in good students learning but also in good students behaviors. First of all a teacher needs to tell students that you care about them ,you are sincere with them and you are there to extend all possible help to them.
2. It is good to say "thank you" and "please" when we talk to students. If a teacher have an authoritarian behavior in the classroom, students will display same kind of behavior when they interacting to each other.

3. We should model reflective listening- never interrupt them while they are speaking.
4. Give individual attention to students. You must convey to the students that you are there to help and give attention to all of them not only some selective students in the classroom. Some students feel frustrated, when they observe that teacher have some favorite students in the classroom. Try to give attention to all students. Listen to their issues and try to solve them at the spot.

5. Listen to their problems sincerely. If you are sincere with them and listen their problems, act accordingly to find solutions, students like it and follow up the teacher in their coming life.
6. Avoid using red pen-use green instead. Red ink signify the danger .Students demoralize and feel lower efficacy. Green ink help the teacher and will not demoralize the students self-efficacy. When you use such strategies in the classroom, you help yourself for building caring connections.

Topic: 156

Communicate high expectation

Communicate high expectation to students is a part of building caring connections in the classroom. High academic expectations from the teacher influence students' achievement. It is very important to communicate high expectations to students. Tell them that all of the students are performing batter. Students have diverse learning styles, they learn in their own ways. Some of them are auditory learners, some of them are visual learners and some of them are good in math and other creative activities. We are again going back to Howard theory .who said that students have different abilities and they learn in different ways. The words a teacher use in classroom is very important for the students either these words are boost up their moral or lower down. Encourage your students for learning in a positive way because learning is a constant process.

Student behavior improves in response to high academic expectations. Student's behavior improves through teacher positive response in classroom. When student self-efficacy improve they feel good

naturally they will not create problems in the classroom. Sometime we see that if a student good academically he or she become over confident, because of over confident they show bad behavior in classroom. When students achieve good grades, it does not mean that they will be given liberty to behave negative fashion in the classroom. So, student's achievement and behavioral development both of them are on side by side. The teacher must facilitate in students making them behavioral batter by communicating high expectation to them. Teacher tells the students that they can do batter not only academically but also behaviorally.

Lesson No. 27

ESTABLISHING CARING CONNECTIONS - 2

Topic: 157

Teacher's enthusiasm

Teacher enthusiasm positively affects student behavior and improves student achievement as well. When students feel that the teacher is not interested in the classroom at that time management issues create in the classroom. The teacher must exhibit a lot of interest in the classroom because that makes very strong connection with the classroom.

1. **Move around the class**
2. **Tone the voice**
3. **Share and articulate interest in the subject.**

Move around the class:

It is very important to see what is happening in the classroom for that does not sit at one place. Keep moving in the classroom, Keep going from the front to the back and sideways. Successful teachers move in the classroom and show their interest in the classroom and ask question from the students according to their motivational level. Teacher must take interest in all students and talk them in parental style rest of one or two who sit in front of the teacher.

Tone the voice:

When you teach a large class the tone of voice is very important at that time. When a teacher take interest in the classroom learning activities he or she must tone the voice loudly because it is a right of all students to listen lecture clearly. Communicate to your students in a good tone because it effect to the students learning. Show the students that you are fully involve in the lesson plan not only that you are involve in the life of the students.

Share and articulate interest in the subject:

You are the sharing the interest level, communicate to the students that the interest of the teacher and the students is the same. Teacher interest in his subject it has remain uniform because that build interest over the time .Do not tell the students that this area or this lesson is more important than the other area of this subject. Make all of your lessons interesting with the help of classroom activities.

Topic: 158

Acknowledge students

1. Praise develops efficacy and build confidence in student. When a teacher praise his students work, students feel self-efficacy in themselves. If students develop negative fashion in themselves then they fail to perform well. Keep praising of the students at different level of lessons and at the different stages of the class for their confidence level improvement.

2. Appreciating student work is a powerful tool to make them stay focused. Develop good self-efficacy with your students that is extremely important for student's future life. For example when you are assessing their work you praise them. When a teacher comment on students achievement, teacher must praised to the student, it will be elevate students self-efficacy. We are there in classroom for students help and build self confidence in the students for their future life .Simply praises at the end can actually save them behaviorally but also it can help them systematically and gradually.
3. It decreases 'learned helplessness' where students experience failure so often that they come to expect that they will be unsuccessful no matter what effort is exerted. Proper praise can build the rate of efficacy in students for their batter performance not only in academics but also in life time behavior.

Topic: 159

Student accountability

- Once due dates and requirements are clearly established, the teacher holds students to those dates and requirements giving reasonable reminders all the way. The role of a teacher must

be authoritative not authoritarian in the classroom. Student must follow up the teacher instruction not only in the classroom but also in all the school time. The rules and regulations that have been set in the start of the class year must be followed by the students. Caring behavior of a teacher sometimes mislead the students.

Contact to your students in a limit. If a student understands that the teacher is very much caring and kind, they overlook their work time and again. A teacher has to make sure that students are accountable for all the things that they have done in the classroom whether those things are academically driven or behaviorally driven. When the proper rules and regulation are set in the classroom, students must be following them in very systematic manners.

- When students feel the responsibility to be accountable for their work there is more seriousness in the classroom, hence less management issues. If the students feel responsible to follow the rules and regulation which were set at the start of the class by the teacher, now they are accountable for their actions. If the students have the sense of responsibility, they will not create management issues in the classroom because they act as a very responsible figure of the classroom. So the students need to be told that they are not small children in the classroom.

Topic: 160

Affective rules

In order to establish caring classroom, it is important to frame rules that are socially-emotionally driven.

Examples

a) Be emotionally supportive

Teacher must be very careful in the choice of the words.

b) Be helpful to peers

It is observed that the teacher encourage the student individually but not cooperatively and collaboratively. Teacher must encourage students for cooperation and collaboration in the classroom with each other.

c) Be respectful

Set such rules and regulation in the classroom that tell the students that teacher is a respectable person in the classroom.

d) Do not shout

If a teacher shot at the students this will be show that teacher is going to be disrespect in future.

e) Do not snatch or spoil the material

Set strict roles in the classroom that students must not snatch or spoil the material in the classroom.

f) Take turns before speaking

Students do not cut short others and wait for their time to talk.

g) Acknowledge and appreciate others

Have this trend in the classroom that students acknowledge and appreciate to each other.

Topic: 161

Cognitive-affective curriculum

1. Make the curriculum cognitive-affective

   Mostly it is observed that the curriculum is highly cognitive-affective. Only the cognition part of the student is looked after.

   It means that the effective domain of student's education is not given proper attention in this curriculum.

2. Embed affective objectives in the curriculum

   When we tell our teacher that you must develop student's cognition not affective domain then a lot of things are ignored.

3. Spread the affective objectives evenly throughout the curriculum

It is very important to realize the importance of affective education because when we are talking about emotional leering we are talking about affective learning.

4. Assess students on affective elements of the curriculum as well.
   Assess your students not only academically but also behaviorally. Make it a part of assessment system also. Students will be very enthusiastic for external rewards through assessment.

Topic: 162

Affective objectives in lesson plans

1. Behavior modification happens over time
   Behavior modification takes time and never happens in a day or night. Teacher as a role model must show a very good behavior for the students that students feel proud to follow up their teachers.
2. Drastic changes in behaviors are not long lasting

For example drastic changes in behaviors are not long lasted you told to your student, do not tell a lie. May be students do not tell a lie in front of you but tell a lie behind you.

Integrate affective objectives in the lessons

Integrate affective objectives and cognitive objectives in the lessons for your students in the classroom year.

Make students and other stakeholders realize that they are as important as cognitive objectives

Parents are considering as an important stakeholders in their child education. Parents think that we send our children to school for their best cognition and good grades. They do not think that behavioral development is also an important thing for their children learning growth.

Continuous integration will lead to behavior modification.

Continuous integration will lead to behavior modification and communicate to your students for academic and behavior modification. That's what is required in building caring connections in the classroom and to have affective management in the classroom

Lesson No. 28

TEACHER'S ATTRIBUTES IN TEACHING SOCIAL SKILLS 1

Topic: 163

Text selection

1. Select texts that are effective in nature.
   Reading material must be from effective in nature. It is a very good way for caring connections that all your text selection must be affective based like emotion, feeling, stories, plots, themes etc. When we use affective domain in our curriculum our students show automatically very good behaviors not only in school times but also life time. That is a very good way to permute good connections in the classroom.
2. Highlight effective elements and teach them through a cognitive affective approach.
   When a teacher teaches a lesson highlight effective elements and teach them through a cognitive affective approach. If text is caring and helpful themes, those themes not touch to the affective domain of learning. If you are teaching vocabulary, teacher use the words care, love, help, friendship, these vocabulary words are friendly in nature because they tell the students about the helpful and caring links that can be established.

Have textual variety

- Utilize various genres of language, i.e. narratives, poetry, information texts, historical fiction, descriptions etc. What is the textual variety that you are bringing in the text that you are going to teach to your students? When you select your text , you must keep in mind to use various styles of languages., they may be narrative like stories and poems.

Topic: 164- Pro-social activities

- Role taking exercises
  Give your students opportunity to work in cooperation and collaboration in classroom.

When a teacher assign a group work task to the students, at the completion of the task students discuss to the other groups their work. Students can learn a lot of skills like sharing no cut shot and cooperate to each other's.

- Storytelling

  The theme of that story can be based on caring connection. For example the theme of the story either be epithetic or can be pro-social related to all those elements that student want to adopt.

- Group discussion

  Students can talk to each other in large groups as well as in small groups. They praise and criticize to each other and learn a lot from each other.

- Self-awareness and self-regulation1
- Self-reflection and goal setting

  Teach to your students how they can set their objectives and how they can achieve their objective for self-reflection.

- Jigsaw grouping

  Students work in a group and then work and discuss in other groups is called Jigsaw grouping. So we give permission to our students to learn a lot from large groups of students.

Topic: 165

Social attractiveness

A teacher should have:

- A cheerful disposition

  A teacher should develop good reputation and be friendly with your students.

- Friendliness

  A teacher must be come in class in an authoritarian and friendly mixed style. Listen to your students issues because you are there to educate the students and listen their issues which may be related to academics or behavioral issues.

- ❖ Emotional maturity

  Emotional stability is very much important for a teacher in the classroom.

- ❖ Sincerity

  Sincerity of purpose is very much important in teaching area. Student's wants that you are sincere with them and want to solve their issues

Ego strength

1. Self-confidence that allows teachers to be calm in a crisis.
2. Active listeners without being defensive. Teacher need to listen their students all the time. You must take interest and keenly observe them in class.
3. Avoidance of win-lose conflicts. Do try to prove your point, because students are keen observer to their teachers. Teacher must have model role in the classroom for the students all the time.
4. Problem solving orientation. Try to solve student's problems day by day. Teacher can develop batter teacher-students relations in classroom when he or she solves student's problems.

Topic: 166

Teacher's attributes in teaching social skills 2

Social attractiveness

Realistic perception of self and students

- Teachers should have realistic perceptions of self and students without letting perceptions become clouded by the hostility or anxiety. Teachers must have realistic perception about themselves and their students. For example, a teacher must now about his content knowledge, pedagogical knowledge, management knowledge and how teacher use his or her social and emotional knowledge for students best learning. You do not enter in conflict with students and don't create problematic situation in the classroom. Do not be strict a lot with

your students because over estimation and under estimation is not good for students learning. Use a balance approach in your classroom and try to not create problems in classroom.

Enjoyment of students' presence

- While maintaining identity as an adult, a teacher and an authority figure should try to be friendly but not overly familiar and being comfortable with the group without becoming a group member. Students must know that you are an authoritarian person in the classroom. Students must listened your words properly. Create friendly classroom with your students otherwise students go away and do not listen your lectures properly. If you do not do that what may happen?
  Students might get distance from you and if it will be happened they would never take interest in their academics world and neither in their behavioral development. So establishing good connection with students is very important.

Topic: 167

Teacher's attributes in teaching social skills 3

Clarity about teacher roles:

- Teachers should have clarity about their roles and be comfortable playing them. It enables them to explain coherently to students what they expect.
- Teacher must know about their roles in the classroom. Is your role just to deliver a particular lesson? Is your role to fulfill all those objectives which are set in the lessons? Is your role to teach for 35 or 40 minutes in your classroom? If your role is to polish students behavioral skills? Or your role is to manage day by day activities in your classroom?
- When school year is start, you sit with your school heads and you have to determine your role as a teacher. So clarity of the roles and then execution of the role is very important in the classroom.

Patience and Determination

- Teachers must exhibit patience and determination in working with students who persist in testing limits. You have a lot of patience with you are interact with your students because you do not deal just one student but a large class. Large classes have a lot of problems so you should act patiently and look determined and then by using these skills you can solve a lot of the problems on time. If teachers do not solve the student problem who will do. A teacher is responsible for their students when they are interacting with them.

Topic: 168

Teacher's attributes in teaching social skills 4

Acceptance of the individual

Teachers should accept students as individuals and accept some behaviors while taking strong notice of those which are not acceptable at all. Acceptance of an individual is very important. Students are not property that can either be rejected or accepted. They are individuals, human beings, there behaviors need to be accepted or criticize. Some students demonstrate positive behavior and some others are negative. Teacher first of all thinks that the students are human being; they can show undesirable behavior in the classroom that is a reality. Now teacher tell the students that these are unacceptable behaviors and these are acceptable behaviors, these needs to be act upon. So, teacher gives a chance to the students to downplay unnecessary behaviors. For this, don't reject your students because they are the permanent part of your classroom. So that unnecessary behaviors goes away with the time. When we accept that individual is very important then realized to your student's good and bad behaviors. Teacher work with those students who show bad behavior and help them to overcome those bad behaviors. Teacher helps them to adopt desirable behavior. If the teacher does not do these students continuously show bad behaviors in the classroom and management issues can be increased?

Action on firm limits

1. Teachers should have the ability to state and act on firm but flexible limits based on clear expectations. Students must know where are the boundaries and those boundaries must be respected from teachers and students. Teacher helps the students to realize these boundaries.
2. Teachers should encourage students to independently uphold rules and boundaries. Teacher tells the students that these are the boundaries and you must limit yourself into these boundaries.

Lesson No. 29

INCENTIVES IN THE CLASSROOM

Topic: 169

Rewards as a way to control problem behavior:

Teachers use rewards in the classroom to control problem behavior and reinforce positive behavior. Mostly researchers think that positive behaviors are acknowledged and negative behaviors needs to be criticized and need to be handling to negative reinforcement. So when a student show positive behaviors, we can give them reward as an incentive.

Reward of a good work may be praise by the teacher or may be a gift .It depend that which type of behavior student show at that time.

When we talk about rewards then we tell to our students that these are appropriate behaviors if you act upon at these behaviors you will be dually rewarded. Teacher makes them realize that if you show appropriate behaviors then you will be rewarded and inappropriate behaviors will follow with some kind of negative reinforcement and it can be shape in the form of penalty.

1. Modest rewards, use carefully and thoughtfully, can encourage intrinsic and extrinsic motivation. Rewards must be given at intrinsic and extrinsic motivation not only at extrinsic motivation. At the start of the academic year teacher must be communicate to the students that these behaviors will be rewarded and these behaviors will be reinforce with penalty.

Topic: 170

Point of views on rewards (Research Evidence):

McGraw (1978) identifies several studies that found that rewards enhance performance. Your performance get enhancement through reward system. It is very important in the classroom because teacher will gear to the class through reward system. Rewards and incentives are actually help the teacher to maintain the classroom but also in the lesson. So the set of researches

strongly believe that having rewards in the classroom in giving incentives to the students will enhance students' performance in the classroom.

Several groups of researchers have found that when rewards provide evidence of competence, they can enhance motivation with individuals as young as kindergarteners and as old as college students (Boggiano et al. 1985; Pierce et al. 2003). There has to be a systematic reward system available in the school and reward should be given on specific human behaviors. Similarly rewards should be given on the demonstration of specific academic performance. All the specific behaviors will lead to the specific reward.

Some laboratory experiments show that individuals who receive a reward for doing a task show less interest in that activity later when compared to those who are given no reward (Cameron & Pierce 2002) .Batter behaviors are not only respected but also rewarded on specific academic performance.

Topic: 171

Intrinsic Motivation:

1. Intrinsic motivation is a desire to attain targets for the sake of learning. Student is interested in learning because they want to learn. There are some certain targets which they want to attain because they are interested in them. Students cannot be driven by the outside force to learn a specific target. A student learns because he or she wants to learn it intrinsically.
2. The urge for a true desire for mastery is driven by intrinsic motivation. It is a very important factor in the academic and behavioral development of the students.
   Teacher is a biggest source to motivate students intrinsically.
3. Students are rewarded for showing keen interest in the tasks assigned to them whether they are academic or behavioral in nature.

An intrinsic motivated reward further puts faith in students' ability and reaffirms the displayed behavior. When students put their abilities in and faith in themselves then they are intrinsically motivated.

Topic: 172

Extrinsic Motivation:

Extrinsic motivation occurs when a student is driven to perform behavior in order to win a reward or avoid a punishment. The urge to perform from outside rather than from the inside of the student is called extrinsic motivation. Students read a lot for good grades it is called extrinsic motivation.

For example:

(a):

You want to put up a good behavior because of fear of punishment.

(b):

You want to help others in a classroom to get some defined incentives.

Students who must put forth more than the average degree of effort to accomplish a goal often become discouraged and invest less energy in challenging tasks. (Levin, 1994) Extrinsic motivation will prove helpful for those who cannot achieve the goal after a lot of struggle. Rewards can provide temporary incentives to encourage persistence when the natural, invisible rewards of success and mastery are infrequent.

Extrinsic motivation is good for slow-learner because they enhance their abilities and complete the given task on time.

Both type of motivation are important for the development of the students and both should be used in the classroom so that batter management plan can be play and batter incentives can be given at good performance.

Topic: 173

Problems in getting incentives:

Despite teachers efforts to present lessons in creative ways, for some students mastering educational tasks may require a great deal of skill and instruction.

Students may have problems in areas such as:

Motor coordination

Sometime student do not work properly because of some physical problem with eyes or head. Motor coordination problem made students frustrated.

Recognition of sounds and symbols

Some students have difficulty in recognition of sounds and symbols. If there is a physical or mental problem, reward system will not working there properly.

Sensory processing

If a student have audible problem, he or she can not listen teacher words properly. There reward system will not work. No matter how hard you try that's student will not be able to listen properly. It can lead to further frustration.

a) Learning rules for social interaction
b) No matter how hard you try that's student will not be able to because they are introwords. It can lead to further frustration. These students reduce to become social.

c) Controlling impulsive behaviors.
Some students have impulsive behavior. No matter how hard you try that's student will not be able to because they cannot control their behaviors.

Topic: 174

Rewards for challenging students:

1. **Struggling students:**

For struggling students attempts at mastery routinely meet with failure followed by:

Teasing from peers

Students develop very wrong believe about themselves when they teasing from peers. Criticism from peers is very negative thing, students think that we do nothing ever in every field of life. They think that we will be fail in every effort and moral level of the students go down.

Criticism from adults

Adults also criticize to the students like parents, teachers and others. They come into the action and they start criticize and tell the students that you cannot attain the desired level. This is wrong strategy control your words when you are talking to the struggling students.

Self-criticism

Self-efficacy goes down when others criticize to the slow learners. They start self-criticism and think negative about themselves. They think that we cannot perform to the desired level. They think that we cannot reach to the given benchmark because we do not have the capacity to do so.

(Jacobs 1983; Taylor 1990)

Rewarding struggling students:

- Rewards can provide temporary incentives to encourage persistence when the natural, invisible rewards of success and mastery are infrequent.
- If rewards can motivate the students to acquire basic skill that can lead to later success, then it is likely that extrinsic rewards can eventually lead to intrinsic motivation. (Lepper & Henderlong 2000).

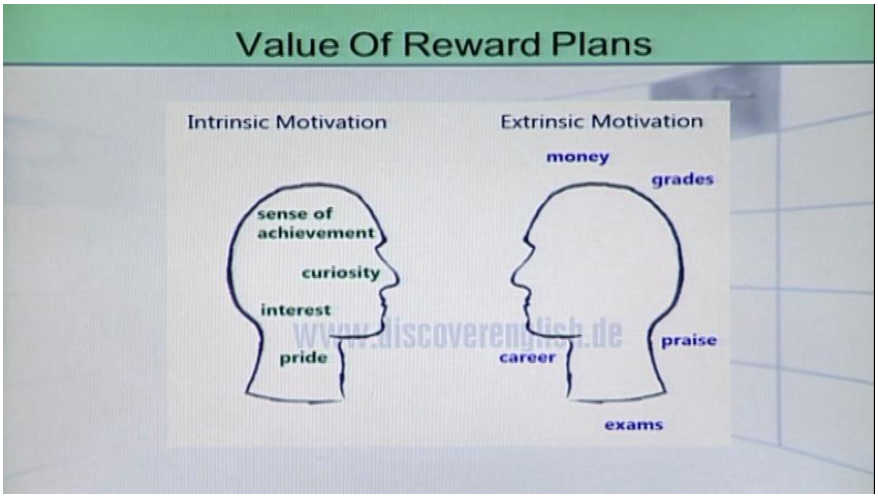
Lesson No. 30

PRACTICE OF MODELS FOR REWARDS

Topic: 175

Value of Reward Plans:

- The theorists differ in their points of view regarding the nature of rewards. There are two types of rewards:
- Intrinsic rewards
- Extrinsic reward
- Some advocate rewards having an extrinsic purpose while others advise a more intrinsic approach. See the image below to observe the intrinsic and extrinsic rewards:



Extrinsic reward:

"Reinforcement is the heart of behavioral control" (Amabile, Hennessey, & Grossman 1986). Behaviorists believed those teachers, parents and others in authority need only to think about external incentives when working to encourage new behaviors. Extrinsic motivation occurs when a student is driven to perform behavior in order to win a reward or avoid a punishment. The urge to perform from outside rather than from the inside of the student is called extrinsic

Intrinsic reward:

1. Those behaviors need to be supported that help students enhance quality of life and enable them to become lifelong learners-humanistic approach. Kluth (2003) intrinsic motivation is a desire to attain targets for the sake of learning. Student is interested in learning because they want to learn. There are some certain targets which they want to attain because they are interested in them. Students cannot be driven by the outside force to learn a specific target.
   A student learns because he or she wants to learn it intrinsically.
   The urge for a true desire for mastery is driven by intrinsic motivation. It is a very important factor in the academic and behavioral development of the students.
   Teacher is a biggest source to motivate students intrinsically.
   Students are rewarded for showing keen interest in the tasks assigned to them whether they are academic or behavioral in nature.

Topic: 176

Reward plans that empower

A reward system is important for management classroom plans. Reward system has well placed and timely executed. So when you sit down and plan your next academic year, it is compulsory to plan reward system. Reward system has well placed and timely executed because of the reward system there will be frustration is students if rewards are not clearly elaborated. Reward system must be very clearly elaborate in front of the students from the start of the academic year. A reward plan is prepared at the beginning of the school year and is clearly communicated to the students. A reward plan has three steps:

1: First, a teacher decides on one or more specific goals for a student. So when you are talking about reward system you need to be focus on specific goals on which students will get reward. Design your rewards in such a way that students must struggle to attain them.
2: The teacher spells out the goals concretely either on a chart or in conversation.
3: In discussing the reward plan, the teacher offers a modest reward for success in meeting goals.
Teacher must communicate to the students through wall papers or in any written form so that

these rewards will be clear for students. Keep your reward system very simple so that everybody should try to get these rewards.

Topic: 177

Reward Components-1

When we talk about reward system it is important to understand and prepare for reward system. Sometimes, students may have the potential but because of lack of preparation or proper training even by the teacher lose the importance of the reward.

Active participants:

Encourage children to be active participants in the process of change. When students get reward they will be happy so make them ready for this reward mentally.

Support their natural desires for:

(a)Autonomy

Teach students how they can work autonomously. Students have good belief and have good efficacy about them.

(b)Independence

We should prepare our students for future responsibilities. Tell to your students that they can work in group as well as individually.

Teachers can invite students to help:

Choose goals

Teacher must help the students that they choose their goals.

To role-play new behaviors

Teacher play their role for developing positive behaviors in the classroom.

To suggest strategies they might use to meet goals

Teacher plays their roles and suggests strategies that might be helpful for the students to meet their goals.

Topic: 178

Reward Componenets-2

Choose incentives:

Choose incentives that contribute in positive ways to a student's development or sense of self-worth such as:

Privileges

Privileges must be communicate to the students properly .A student gets extra stars or a student can get a small book or gift as a privileges. Privileges should be a part of the planning. When you are plan your school calendar and other activities must plan Privileges.

Activities

Plan such activities which bring self-worth in students.

Small prizes, e.g. books

Always design simple and small incentives or the student's development.

Interpersonal rewards

Rewards that offer the opportunity to do an activity with a special person – can be powerful motivators. If the student displays good behaviors they can spend their some time with their favorite person in the school. It can motivate to the student a lot for the future achievements. These positive incentives continue in the classroom so you will have less management problems and feel batter in your classroom.

Topic: 179

Reward Componenets-3

Ownership rewards:

Teacher can personalize a chart by including a student's photo or by inviting the student to decorate the chart.

There will be self-worth sense generated. Students feel elevated, and confident. They become very active member of the classroom. Sense of ownership is very important in sense of ownership. Learning behaviors modify with the sense of ownership.

Desired behaviors can get with the help of ownership rewards. Students go in art room and design their own reward than student will be intrinsically motivated. Students formally believe that they well deserve reward.

Reward actually builds up the potential of the students. Rewards must be given they either have intrinsic motivation or extrinsic motivation.

Reward system brings self-efficacy and self-esteem in students. Students also have positive belief about themselves. So have ownership reward they must enhance achievement level in the students.

Topic: 180

Reward Components-4

We are talking about those reward components which are necessary in order to get appropriate incentives in the classroom. Always should be emphasis on positive behaviors for rewards.

Emphasis on positive behaviors:

1: Emphasize positive behaviors that are simple and clearly stated. For example, teacher tells the students failure in any field of life is not good thing. Getting C grade is also not a good thing. Shouting or beating others is not a good thing. Misbehave with teacher is not a good thing.

2: While at times a teacher may deem it necessary to include penalty points for misbehavior, emphasize on negative behaviors should be kept to a minimum. Basically you should stay away from demonstration the roles of negative behaviors. Be positive in the classroom and the atmosphere positive in your classroom. It is very important to emphasis positive behaviors in front of the students. If a teacher tells the students about negative thing, students feel curiosity and must do that entire negative thing which you have elaborated in your classroom. They have

the tendency to show negative behaviors in school because once students listen they must try to do or to act upon on the listened words.

Individualized reward charts:

Design individualized reward charts that avoid comparing one student's performance with those of others in any way. Students are individuals and they have their own rights and they must stay as individuals in school environment.

We should not compare one student with the other. Teacher must have independent chart for the students and must have independent behaviors with them. Teacher do not work in uniformity put emphasis on individualize system and have individual charts in the classroom.

Lesson No. 31

EFFECTIVE BEHAVIORAL SUPPORT SYSTEMS

Topic 181

Effective Behavioral Support

Effective Behavioral Support System refers to a system of school wide processes and individualized instruction designed to prevent and decrease problem behavior and to maintain appropriate behavior. It need school wide planning and in it basically a cultural is established where behavioral systems are developed. Behavioral system are not only openly developed, mentor but continuous and effective feedback is taken to promote and supported such systems.

For this school counselors are important to control behavioral systems, teachers should be professionally developed for management. Furthermore, students also should be made aware about it so that appropriate behavior is nurtured. All these tasks become possible by making a formal plan, related to behavioral support and then unfold that support plan systematically.

For this, two most important thing should be these:

1. school wide planning system and then
2. execution of behavioral support systems

In order to maintain appropriate behavior, one should need to see what are the appropriate behaviors and what are the ways to protect inappropriate behaviors. We require support system and these are developed (with the consensus) under the considerations of all stakeholders. It is important to realize that only one person, one teacher does not make a behavioral system. There is a need of wide planning system, as a team.

For example: designing curriculum, textbook selection and syllabus etc

It is a team based processes designed to addresses the unique needs of individual schools. In teams, all stakeholders presentation is mandatory especially of parents, as parents can challenge some of the behaviors and if they are the part of the development of support system, they will be monitoring in developing and selecting the positive and negative behaviors. Furthermore, they will be helping the other-stakeholders so appropriate and positive behaviors can be welcomed in the classrooms.

Secondly, to develop these support system behaviors, Teams are provided with empirically practices and, through the EBS process, arrive at a school-wide plan. A support system is based on some kind of knowledge and the practical evidence. With this theatrical and practical evidence, only these behavioral systems can sustain themselves. Otherwise, stakeholders can challenge behavioral supports systems. the To have good functioning of schools there is not only need to emphasize on cognitive skills but also required team based approach to manage behavioral support system in schools.

Topic 182

Processes of Effective Behavioral Support Systems- 1

Need based- Clarify the need for effective behavioral support system and establish commitment, including administrative support and participation. Take support from others and establish commitment to practice a uniform application of behavioral support system which is extremely important. For an effective behavioral support system, same/similar kind of treatment must be given to all students.

Commitment- To show a constant commitment there is a need to practice these systems uniformly across the boat that is very important. To implement this, administrative support and their participation is included in these systems. Without administration support, behavioral support system cannot be established nor practice them. It is not necessary that logical consequences are classroom based; there are many other penalties which have connections outside the classroom, so for it there is a need of behavioral support system.

Participation- All stakeholders must participate in order to support behavioral support system as this will lead to better management of the school and classrooms. Eventually, students behaviors will become better and management become better. As curriculum focused on both domains i.e. cognitive and affective, that is why, its important that not only students' academics but their behaviour must be improved. This is the responsibility of the student to bring this improvement

School improvement Plan- Behavioral support system should be the part of school improvement system. If we want that our school progress on yearly basis in which students score better but also work with better behavior so that there is a need to plan proper school improvement plan, staff development program and student improvement program. Behavioral support system runs across these all programs.

Team focus Approach- If a team works together it will bring ownership in work. Team will sincerely show interest in the development of such plans. Only then ownership will be develop and behavior modification will comes in.

Topic 183

Processes of Effective Behavioral Support Systems-2:

Comprehensive system- Create a comprehensive system that prevents problem behavior as well as responds to problem behavior. There should have a comprehensive plan will be ready to deal with problem behavior like bullying or conflict.. **This comprehensive system is also known as preventive support.**

School Mission - Tie effective behavioral support activities to the school mission. It is important that behavioral support activities should be the part of School Mission. Effective strategies should be the part of school mission.

Action plan - There is a need to put in black and white through a comprehensive plan through your school mission to support behavioral practices that should be supported and did not questioned. Assigning staff responsibilities that is also very important as for proper actions there is a need to come that can only come once one can assigned responsibilities to the staff.

Different people should have different sets of responsibilities as far as behavior management is concerned. To assign different responsibilities to different people having different kinds of expertise, then work toward behavior modification and successful models of behavior modification through which one can bring desire changes in students.

Topic 184

Features of Effective Behavioral Support Systems:

Total Staff commitment: For effective behavioral support systems, first there is a need of total staff commitment to managing behavior, whatever approach is taken. Management of behavior has to be a serious issue and the entire school staff needs to be dedicated toward this particular commitment. Usually, if one teacher he or she ignore one particular behavior and second teacher (he/she) takes serious note of particular behavior then discrepancy and conflict occur because students think that he or she may get away with a particular behavior in a particular class, while in a separate class he/she he has to be carefully. Student may think that a teacher (he/she) is strict or committed towards behavior modification or behavior management then I cannot do anything wrong. But student may think that a teacher (he/she) is lenient then I can do anything which I want.

Communicated expectations and rules: There should be clearly defined and communicated expectation and rules for effective behavioral support systems. Across the board, all teachers, stakeholders should be committed towards the application of particular behavior and this will only implemented with proper planning. With proper behavior management system, teacher can help students to develop an intrinsic motivation towards the display of certain behaviors. Intrinsic motivation can live in students with proper planning.

Self-control and/or social skill strategies: Have an instructional component for teaching students self-control and/or social skills strategies. Behavior management system should be the part of school management component and students should know that there are certain behaviors which are acceptable and certain behaviors which are totally unacceptable by the schools. Students being important stakeholders needs to know these facts so that they can act accordingly.

Support plan: Prepare a support plan to address the needs of students with chronic, challenging behaviors address issues in the school and in the classrooms. It is very important that if student have more challenging behavior then there should have a support system and prepared to handle such a challenge. Teachers' professional development is very important if they faced these behaviors. These

are the some of the features that are supported in behavioral support system and should be given a lot of attention while making schools development plans.

Topic 185

School Wide Code of Conduct:

It is important for a student and teacher that he/she should follow school code of conduct. There are some of the code of conduct:

1. **Safety:** Safety means that our presence does not harm anyone. Everyone become safe and confident by my presence. Usually, seniors' student may keep in their minds who are bullies, having violent behaviors and dominate juniors' students that they cannot harm anyone. Everyone in the school need safety and security in the school.
2. **Respect:** Everyone should be respectful in the school because a classroom is different from a domestic environment. Student need to follow a proper code of conduct while enter the premises of school and same rules applied to teachers and other administrative staff of the schools. All of us need to follow a proper code of conduct in term of showing respect or providing security.
3. **Honesty:** One have to be very sincere in what to say and have to speak the truth. The honesty is a very good trait to have and one must display honesty by being a teacher or student.
4. **Responsibility:** One should have or bear responsibility for your actions. If teacher is a responsible person than students will also be responsible. So, student need to demonstrate their responsibility and teacher will also demonstrate their responsibility as well. If a head demonstrate a responsible behavior than teachers and coordinators will demonstrate.
5. **Courtesy:** Be courteous in all around, one have to be courteous and see to it that with one actions, behavior and words the other people do not get hurt. This school wide code of conduct should be school wide and practice by all stakeholders to bring better behavior in front line.

Topic 186

Unified Discipline:

Unified Attitudes- Teachers and school personnel believe that:

a) **Instruction can improve behavior:** Teachers should set a part of uniform instructions in terms of behaviors.

b) **Behavioral instruction is part of teaching**: If one talk about cognitive-affective then deliver instructions like students can understand about their learning they should also understand about behavioral.

c) Personalizing misbehavior makes matters worse: When one personalize misbehavior, and feel that will continue to display such behaviors that does not have good effect.

d) **Emotional poise underlies discipline methods that work:** In any situation, emotional poise should not be imbalanced specially when teachers are interacting with students who display violent behaviors, and if teacher also get violent then that is something which is really not required in that moment.

e) **Unified expectations:** Consistent and fair expectations for behavioral instruction are a key to successful discipline plans.

f) **Unified Consequences:** Using a warm yet firm voice, teachers state the behavior, the violated rule, and the unified consequence and offer encouragement. If one teacher is forgo any particular behavior and seconds reprimand that behavior then this means there is a conflict among the team members.

g) **Unified team roles:** Clear responsibilities are described for all school personnel. It means that clear responsibilities should have been defined and communicated and then they have to be practiced across the board.

Lesson No. 32

SCHOOL DISCIPLINE

Topic 187

School discipline:

It is an important part of school management. School discipline has two main goals:

1. **To ensure the safety of staff and students**: There is a need to secure the safety of staff and students for this, discipline have a very important role in schools. Whenever in a school premises, a staff or students are come in schools and students present in playgrounds, laboratory or in any other room and doing any academic work then in that academic work to ensure discipline is very important. Is there is no discipline then there are also management and classroom problems and issues exist in schools.

2. **To create an environment conducive to learning:** Student should know about what is discipline. In order to have conducive environment it is very important to have a well discipline school.

    - Students should know what they say and also listen to others as well.
    - Students should speak truth in schools, do not hurt other feelings, should also not hurt their selves and also other should not hurt them.
    - Should maintain same standards. School environment should be clean.
    - Students should keep in mind that when others speak then they listen very carefully. Interruptions should not be happen.
    - Teachers should also carefully that when their students speak, then they listen carefully.
    - They should be helpful and kind to each other and be gentle with each other.

Conclusion: Effective school discipline seeks to encourage responsible behavior and to provide all students with a satisfying school experience as well as to discourage misconduct.

Topic 188

Discipline problems in schools - 1

Discipline problems arise because rules are:

- **Unclear rules**: Rules that are used to made discipline are unclear or are not communicate properly. Rules are laid down very clearly and they are communicated to all the stakeholders.
- **Perceived as unfairly or inconsistently enforced**: Rules are not consistently enforced then there will be no proper discipline can be made. Students might think that some rules are in consistent that are applied sometimes or may not be applied. Rules have to be communicated and enforced consistently across the board.
- **Students do not believe in rules**: Students think that rules are not applied or obeyed by them are not an important. There should be a collective effort of teachers, school head and other staff that they should play important role and are also responsible to inform students that all rules are important to obey.

  Conclusion: For school discipline, rules should be developed, communicated and their enforcement should be very justified. If it is not justified then, students will follow that rules are applicable on some and are not applicable to some other people which will lead students towards disobey the rules. In any teaching-learning situation, academic environment cannot be affected at any cost.

Topic 189

Discipline problems in schools – 2

Discipline problems arise because:

- **Teachers and administrators disagree on the proper responses to student misconduct:**

is lack of coordination, and it leads to effect rules enforcement. It is important that teachers and administrators should have good coordination, response towards rules should be correct. Teachers and administrators should agree towards certain response to misbehavior, because sometimes teachers say sometimes that, to leave/ignore misbehavior of that particular students this time and we will consider his/her behavior next time. But the administrator think that reprimand of that behavior is important. Teachers and administrators should be on same platform as far as knowing rules are concerned.

- **Teacher-administration cooperation is poor or the administration is inactive:** Cooperation between teachers and administrators is very important otherwise there is some issues may happen in schools due to this lack of cooperation. Many students take advantage of that lack of cooperation between teachers and administration which is not good for classroom discipline.
- **Teachers tend to have punitive attitudes:** Many teachers behave with students very strictly so that students become reactive at those punitive attitudes and did not follow what their teachers are saying or follow their instructions which is not good for the success of any school..
- **Misconduct is ignored:** This is very critical in term of enforcement of rules and discipline that whatever students are doing in schools premises, teacher ignore their misconduct. When teacher tend to ignore misconduct, then lots of other discipline problems may occur because students might think that they will may get away from certain behavior. For it students should know about that enforcement of rules is taken very seriously in schools.
- **Schools are large or lack adequate resources for teaching:** Schools may be large or lack adequate resources but if discipline is maintain and prioritized then teacher and administration keep special attention on it.

Topic 190

Countering discipline problems in schools

Rules and the consequences of breaking rules that should be clearly specified and communicated to staff, students and parents by such means as:

Teachers and administrators should communicate all the rules properly to all stakeholders (students, teachers, parents, school staff, school head, and community). They all should have fair idea about what rules are before communicate the rules to students because we expect all stakeholders to abide by rules.

- **Newsletters:** Communicate through newsletters. Send newsletter to students' homes.
- **Student assemblies**: Informs about all rules in the student assemblies.
- **Handbooks:** Should develop student handbooks in which there is a clear description about all rules is published. Also send books to their parents.

Once this is done school has done its job.

Enforcement of rules

Once rules have been communicated, fair and consistent enforcement helps maintain students' respect for the school's discipline system. Once enforced rules through newsletters, assemblies and handbooks, the rules are communicated to all stakeholders then this is the responsibility of students to follow discipline plan properly. Teachers should have to inform their students that if rules are not follow then negative consequence will appear and handled according to school discipline plan.

Establishment of Approval Process

Providing a hearing process for students to present their side of the story and establishing an approval process will also increase students' and parents' perceptions of fairness. This is extremely important to have some kind of justifications for the kind of misconduct that takes place in the school. Parents' must check that there is a justice system and fairness in the school and then after listening/ justification then enforced rules. In it there will become a sense of fairness automatically then it is important to understand that do not break any rules.

Topic 191

Administrative Leadership & Discipline

When talk about administration leadership then school discipline is very important. The principal plays a very important leadership role in establishing school discipline, both by effective administration and by personal example. Administrative leader may ensure that he/she should follow rules and become a better role model for their students to ensure that school believes in absolute discipline. There are polices that are properly laid down and those policies and rules are framed together with the other stakeholders and administrative leaders sees to it. It is very important for head that he/she should know about all rules and policies, negative and positive consequences of misconduct so that in school whatever a school has any rules or discipline he/she should aware about it. Immediately a plan will develop on which an action can be taken and students and teachers should know that school head may takes any discipline very seriously.

Administrative Models:

Principals of well-disciplined students are usually highly visible models. Principle should have a good rapport with the students then a well discipline school is maintained. Administrative head has a very important role for students when we talk about school discipline.

Principal-Teacher Rapport:

Teachers' satisfaction with school discipline policy is related to their relationship with the principal. Coordination and cooperation between them is very important. Teachers should have good rapport with principle so that the school policies and rules are enforced properly. He/she may responsible with consensus among staff on rules and their enforcement. A principal should be able to create consensus among staff on rules and their enforcement.

Topic 192

School-wide Discipline Plan

- **School discipline plan:**

  A school discipline plan should be designed around the individual school's learning goals and philosophy of education. It is not necessary that every school has same discipline plan. But it is

very important that every school has its discipline plan. Basically a school discipline plan should communicate in detail the learning goals, objectives and the philosophies of any school system.

- **Uniform reporting system:**

A uniform reporting system is an important element of a school discipline plan which means school discipline plan has been develop then at this stage reporting system can be communicated to all stakeholders. There has to be a uniform reporting system when school disciplines plans are developed.

- **Ownership:**

Written policies should be developed with input from everyone who will be affected by them. When rules are enforce then there will be no conflicts. It is important that all stakeholders have taken on board as far as discipline is concerned. Their views and recommendations are taken and they are made part of the discipline plan that will bring ownership.

- **Teacher input:**

Teacher input is especially important because their support is crucial to plan's success. Teachers are the best for courses to basically make the discipline plan.

- **Polices are enforced uniformly across the board**

Once developed discipline policies, must be communicated to staff, students, parents and community. When once developed, then polices are enforced uniformly across the board and in it students discipline policies should be communicated to all stakeholders. Keeping in view all stakeholders, these policies are framed and once they are framed they are equally communicated to all stakeholders, so that no problem arises when discipline plans are enacted in school.

Lesson No. 33

SCHOOL-WIDE PREVENTIVE DISCIPLINE PRACTICES

Topic 193

School-wide commitment to Discipline

Commitment, on the part of all staff, to establish and maintain appropriate student behavior should be an essential precondition of learning. All staff members of the school will be responsible to ensure that school discipline will become an important part of precondition to learning. If there is no discipline then adequate learning cannot takes place in schools so it is an extremely important for all the staff members of the school to ensure discipline in the classrooms, schools and to make it part of the learning process. In school governance, there is an academic side which teacher or staff member should handle and other side is behavioral discipline. These both sides need to be managed side by side only when appropriate discipline policy and rules are obeyed, enforced and are adhere to strictly in the school. All this will become possible without commitment.

Well-disciplined schools tend to be those in which there is:

- **A school-wide emphasis on the importance of learning:** Schools should ensure that there is an importance given to learning that needs us to wide commitment. School is necessarily and essentially committed to the learning processes in the schools. All type of learning academic or subject based is going held with commitment learning.
- **Intolerance of conditions which inhabit learning. S**hould meet behavioral expectations and also there has be intolerance to those conditions which limit the proper in schools. Importance given to learning and behavior, these are two preconditions towards the establishment of well-disciplined schools and both of these things they need a lot of commitment. It is very important for teachers or staff to become role model for students and teach them that commitment is important towards school wide discipline and in it students naturally will come towards learning of these issues and also mainlining self discipline in schools.

Topic 194

High Behavioral Expectations

In contrast to poorly disciplined schools, staff in well-disciplined schools share and communicate high expectations for appropriate student behavior. In well discipline schools, there are higher behavioral expectations from students in comparisons to those schools where behaviorally attention is not given of any type. In well-disciplined schools, there are higher standards set as per as behavior maintenance is concerned and those standards are severely adhere to them. Teachers should communicate those rules very carefully.

In behavioral expectations teacher should teach students:

- How to sit on carpet for example.
- In classroom, how to sit on the chairs properly and others students would not hurt because of them.
- Also teach students that what is good character? In which we show kindness, politeness, responsible and honesty.
- Must listen carefully when others are talking.

These expectations are strictly adhered to:
Failure to meet with the desired behavioral expectations lead to pre-established and communicated negative consequences. If students and staff should know that if they do not meet behavioral expectations, then they will face consequences and then there are in proper procedures that they will have to undergo and face. In order to avoid such negative consequences of certain behaviors it is important to first set behavioral expectations and staff, students should try to maintain those behavioral standards in school.

Topic 195

- Rules, sanctions and procedures are developed with input from students, are clearly specified, and are made known to everyone in the school. It is very important that when framed rules, it should be keep in mind to see that all stakeholders get together and frame rule and input should be taken from parents, students, community and everyone. Because usually schools are located in residential areas and community becomes affected by school activities.
- Students' participation in developing and reviewing school discipline programs creates a sense of ownership and belonging. Especially when students help in making rules and regulation they should know that they are answerable for those rules and regulations. When ownership exists then rules should be following more carefully.
- Widespread dissemination of clearly stated rules and procedures assures that all students and staff understand what is acceptable and is not acceptable. Keep in mind while talking to rules that we are not talking to rules enforces on students only we are talk about those rules that are follow by all people working in the premises of schools. Everyone work according to those rules and policies as well and are applied uniform to all the people.

Topic 196

Warm School Climate

A warm social climate, categorized by a concern for students as individuals, is typical of well-disciplined schools. It is very important to deal with students with polite behavior and with teachers as well to keep the school climate warm and adhere proper discipline rules and regulations. In Well-disciplined school, there is a warm climate in which friendliness at the same time authority also exit. If staff behave with students very strictly then students become reactive. Students cannot listen them very carefully because they know that whatever they do, a punishment will made for them so, punishment should be justified.

Teachers and administrators should take interest in the:

- **Personal goals of students:** Teachers should enter into the lives of the students teacher have to tell them that they take interest in them. When teacher will take interest in students

they will also see that you are concerned about them. Automatically they will come in some kind of discipline.

- **Achievements of students:** Teacher should care about their achievements along with students personal goals.. Teacher should know about what students achieve and what they have to achieve and how they will help them in it, all is important for teachers and administrative as well.
- Problems of students and support them in their academic and extracurricular activities. Well discipline schools culture and climate are very warm, friendly and at the same time it is authoritative enough to make students feel that they have to abide by certain discipline policy along teacher show concerned to them.

Topic 197

Delegation of Authority to teachers

How teacher can take students help in order to maintain school discipline?
Teacher role is very important when discipline is discussed. Teachers are classroom managers and also the role of teachers is very important in student's life.

- Principals in well-disciplined schools should delegate authority to teachers to handle routine classroom discipline problems. It is extremely important to delegate authority to teachers. School heads did not take responsibility of many students in a time in terms of discipline. Students also need to feel that teachers are in full command. For students, it is very important to understand that teacher is in full control and for it coordination between school heads, teachers is very important so that right decision can be taken to maintain the classroom discipline.
- Principals should assist teachers to improve their classroom management and discipline skills by arranging staff development activities as needed. It is very important that principals and teachers they were in work close coordination and also principals has responsible that provide proper training to teachers so that they know what are they ways for school discipline and school management.

It is the responsibility of schools heads that they provide training programs to teachers so that teachers may know the discipline, its polices and what are the rules, how they frame and how to enforce these rules. It is only possible when there is a proper discipline will be planned, coordination between teachers and principals, they should know about issues related to management and they get professional development training so that authority delegate properly and then enforcement and actions should be performed properly.

Topic: 198

Close Ties with Communities

Communities are important stakeholders in education. It includes those whose children learn in schools or where schools are located.

- Disciplined schools are those which have a high level of communication and partnership with the communities they serve. Because usually schools are not located separately than communities or in between residential areas and people around those schools become affected by the school. It is an important role of school that should give awareness to communities about schools all activities so that traffic plans are not distracts. Communities should involve in schools activities, schools governing process so that they stay calm and also stay in involved. It is very important to consider community as an important stakeholder in the school otherwise, full school year communities come to schools to complain about school activities.
- These schools have a higher-than-average incidence of parent involvement in school functions, and communities are kept informed of school goals and activities.
    - Should involve communities so that communities should become part of a school.
    - Schools are located in communities' area, then they get benefit from these school.
    - Communities should be aware that what actually happening in these schools located in their residential areas and can serve in different phases.
    - Communities involve teachers, doctors, lawyers etc. so that we may use each of them in our schools activities and may use their expertise in schools.

- To serve the community well to have higher level of communication the community, involve in various kind of school activities so that communities may stay active and they also have a good experience with the schools presence in their surroundings.

Lesson No. 34

CLASSROOM DISCIPLINE - 1

Topic 199

Classroom discipline

Classroom discipline is a very important. part of classroom management. Without classroom discipline, classroom management is not possible. The primary aim of discipline in a well-managed classroom is to train students to take responsibility for positive self-discipline. With classroom discipline one may maintain self-discipline in the classroom and it is the teacher responsibility to bring classroom discipline and inform students that how they come in self-discipline. Teachers may use different techniques and basically teacher can built a student to come in well managed self-discipline. To see how self-discipline can be ensured, special training is needed.

Important aspects for well discipline system:

- Creation of self-discipline among students: Development of self-discipline that is very important. Self-discipline came into being with different ways. And it is important that what are the behavioral issues of students and how these behavioral issues can be addressed.
- Correction of misbehavior: Where a student misbehave, correction is provided to student without using delaying tactics.
- Prevention of misbehavior with effective classroom management.

Teacher's stance in the classroom:

- I care about you: Teacher should tell students that teachers care about them. This feeling should be developed that teacher –student should have good rapport. Students should feel that teacher care about them.
- I know that you can behave and learn well: Teacher should remind students that students can behave well.
- I want to help you develop into a *more I mature* You: Teacher should come in class with good personality. That is very important

Topic 200

Using Rewards in the Classroom

- A reward is s desirable consequence of suitable behavior, effort or achievement. It is a motivational value when teacher tell their students that what are the desired behaviors that are acceptable and when manifestation of desire behaviors are happen it is then to give some rewards to students. There is a depth in the self-esteem of the students; so that deep down self-esteem will gone then there giving reward is useless. Keep in mind that when committed to give rewards to students, must give them.

- Rewards should be attainable by reasonable effort, for if they are too easy, or too hard to earn, they lose their motivational value. There should be balance in reward system and should be proper behaviors attached with rewards. When there will may academic year start then students should become aware of rules and regulations then also will inform them about reward system. Rewards boost the motivational level of students so teacher should inform students about these rewards before starting any academic year.

Topic 201

Using penalties in the Classroom

What is penalty? Penalty is an undesirable consequence of inappropriate behavior. In any classroom, when students behave badly with students, destroy the property of the classroom or their behavior impacts class fellow in a negative sense, there is need to give penalty. Penalties should 'fit-the-crime' corresponds to the behavior. Penalty neither too harsh nor trivial. When penalty come in, a student face the penalty. Students must already know about all ways of penalty. Not students but all stakeholders.

Penalties might include:

- **Reduction of grades:** If any student behave like:

  Negative effect in classroom procedure

- Students will become effected with that behavior
- Break any classroom accessories

then there will be a type of penalty that teacher should warn students that they will lessen some of their overall grades. Because grades are important not only for the students but also for the parents. This is a heavy penalty.

- **Loss of privileges**: Students enjoy some of the privileges like break time, lunch time and many others in which you give rewards or in term of tickets/ stars. Teacher may take back all these privileges if students behave not well.
- **Referral to an administrator:** With the coordination of all stakeholders, and students should become aware of the penalties in front of the administrators of the schools. Students need to be refer to some of the administrator. And those administrators will decide upon the penalties and all penalties are already planned. Penalties must be used so that negative behavior can be controlled, side line and positive behaviors can be encouraged.

Topic 202

Avoid Nice Teacher Syndrome

- Do not fall into the trap that imprisons many beginning teachers. Teachers appeared to be extremely accommodating and friendly in the classroom then students think that whatever they do, teachers could smile always, and he or she cannot speak anything. Classroom discipline cannot be maintained easily if this nice teacher syndrome develops in classroom so teacher need to be strict in their behavior and he/she should become strict there too so that students will become well disciplined.
- Teachers want their students to like them and thus give them unnecessary allowance. If there are some bad behavior happening from students, teachers should stop students to doing so. Also do not give unnecessary allowances to students because if teacher give them, students become disruptive in classroom behaviors.
- Sometimes disruptive behavior is encouraged and sometimes becomes difficult to handle so should avoid nice teacher syndrome. Teacher should be authoritative in the classroom.

Topic 203

Exercise Preventive Discipline

Penalties and rewards are very important. Appropriate behavior manifestation wins a reward and they display of inappropriate behavior wins a penalty. When they both established, side by side teachers should also try to apply those classroom techniques or discipline that are appropriate for behaviors in any case.

- Teacher should tell students that you cannot tolerate disruptive behavior because it interferes with the rights of other students to learn and grow, and with your right to teach. It is very important to tell students to understand that display of inappropriate behaviors will be strictly noticed by the teachers. There are strategies that the teachers will use to manage or eradicate that disruptive behaviors.
- Well-planned classroom activities reduce disruption. It is the right of students that listen their teachers very carefully. Teacher should plan activities that could reduce disruption in the classroom. For example, if teacher give pair work to students then it is very important to students that group and pair works have some dynamics and their rules and regulation that how they work in groups.

Topic 204

Teach Self- Discipline

- Self-discipline is to train one's behavior and actions responsibly without being told. When teachers follow rules and regulations also informed students that these are the rules and regulations in term of behavior manifestation so that students will be responsibly that they should learn these rules and follow them. Teachers should teach students which behaviors are acceptable and which are not and how to maintain these behavior or rules is the responsibility of students. Student should act responsibly enough to maintain and display appropriate behaviors in the classrooms and it is primarily the responsibility of teachers to teach behaviors to students.

GOLDEN RULES:

Teacher should teach their students which rules will they Do and which DO Not:

For example:

DO:

- ✓ Student should be kind and helpful towards others in their classroom. So that no one will be harm.
- ✓ Try to help each other.
- ✓ Students should work hard that should be part of self-discipline.
- ✓ They should look after the property of their own property and as well as property of others.
- ✓ They should be listen to the people and
- ✓ They should be honest

There are some good rules a far as self-discipline is required.

DO NOT:

- × Students should not hurt anybody
- × Should not hurt the feelings of others.
- × Should not waste time themselves or others.
- × Should not waste or damage own property or other properties.
- × They do not interrupt each other
- × They should not speak a lie.

Teach students to self-respect themselves and this will lead to self-discipline. These things are very important and lead to self-discipline. Do's and do's not need to be communicated and then should be upheld by the students. Student should be prepared to maintain self-discipline and then they learn in classroom that management problems should be controlled and does not happen at all.

Lesson No. 35

CLASSROOM DISCIPLINE - 2

Topic 205

Dealing With Disruptions – 1

How to deal with classroom disruption?

- **Teacher is the authority in the classroom.** Teacher should prove that they are in full command in the classroom. They are authority figure and students should listen to them. Teacher should not be very friendly not too strict for students.
- **Deter unacceptable behavior.** Unacceptable behavior should not be tolerated at all in the classroom. There should be order in the classroom. As a teacher you should tell students that unacceptable behavior should never be tolerated in the classroom. Punishment should be faced by students if they misbehave. Administrative should also be included in this process they may decide what type of punishment should be given to students o certain disruptive behavior.
    - Teacher Enforce classroom: a) rules b) expectations c) consequences
    - When teacher enter classroom then it is important that student should maintain rules and expectations.
    - Should inform students about theses rules and expectations and if they do not obey them then they know about expected behavior and their consequences for example:
        - if there is in story telling class then students need to listen carefully
        - student should know how to sit on carpet
        - how to raise hands before speak
        - where student put their hand in their lap,
        - how student should sit on their seats,
        - how students wait for their turn.

Student must follow all rules and expectations and if they do not follow them then there are its consequences which they will face.

Topic 206

Dealing With Disruptions – 2

Issues a direct desist:

- **Confront the student**- When student behave badly then teacher should issue a direct resist. If teacher ignore misconduct or behavior then you as a teacher should allow them to do this. Students think that teacher ignored them so that he/she can continue with this type of misbehavior.
- **Reprimand**- Type of behavior is came out and according to that what type reprimand is required is the main concern.
- **Be firm**- Be firm with discipline. Students should know that for you discipline is a big issue and you cannot tolerate this behavior.
- **Objective**- As a teacher should be uniform in reprimand with all students. Do not ignore some students' misbehavior and give some students punishment on a bad behavior. It is important for a teacher that he/ she should be objective in his/ her behavior in the classroom and also avoid favoritism as well.
- **Gain credibility** as a teacher with the principal/ administrative head. Gain credibility as a teacher among students and staff or school heads that is very important.

Topic 207

Caution with Disciplining Students 1

When teacher is trying to come students in discipline then they should keep in mind that what is their behavior with students? Sometimes teacher lose self-control when concerning with the classroom discipline. This will never happen in the classroom because you are a teacher in classroom. It is very important to stay in control in the situation.

- **Personal responses are critical.** Students will become reactive some times. Teacher should keep in mind students' age while dealing with them. Also teacher should keep in mind that

what are their personal responses? How would they deal any kind of disruption? What is students' personal response that matters?

- **Teaching calls for personal self-control.** Teachers do not become very reactive in the classroom when students misbehave. Sometime teachers' loose self-control then they becomes reactive and they abuse physical to students.
- **Follow a professional pattern of management.** Teachers have a professional approach towards management. Professional training is very important in it because without professional training teacher do not know how to deal day to day phases of classroom.
- **Stay calm and in control of your emotions.** Dealing with disruption is very important issue and teachers should keep in mind that they should deal those situations professionally. Students do not blame that teacher become extremely reactive when they were dealing with them.

Topic 208

Caution with Disciplining Students 2

- **Stay in control.** Teachers need should consider that the consequences of those misbehavior of students and think that how do he/she as a teacher deal with those misbehavior. Teacher should be in control while dealing with these type of students who are not behaving well in their classrooms. It is very important that first teacher listen to the student then will give any consequences to that student according to the their disruptive behavior.
- **Never over react.** Professional training is important. Teacher should try to handle every situation very objectively. When any student misbehave in classroom, teacher should listen to him/her and do not become over react on any situation. So that classroom discipline can be maintained.
- **Never attack the personal worth of the individual**. Teacher should try to understand those consequences or reasons that why student behave so badly? Teacher should not attack the personal worth of the individual. Teacher should communicate with that specific student and try to solve that matter first by their own.

- **Keep your ego out when dealing with students disruptions**. Teacher behave like teacher, keep their ego out of the situation and do not bring personal self to the situation. Teacher is the main important role of the classroom, and every student follow him/her as a role model so it is the responsibility of the teacher keep their ego out when dealing with students disruptions.

Topic 209

Caution with Disciplining Students 3

- **Monitoring and checking task performance** deters repetition of minor errors. Teacher should be professionally smart and also use their professional skills in that two domains. Academic input and behavioral domain have to be skillful. Both these domains need to be handled appropriately when dealing in a classroom. If teacher is skilful in this domain then automatically, disruption becomes less but this may happened. Students when do work then monitoring of their work is very important. Otherwise students know that teacher will not come towards them so they can do anything they want. With proper monitoring we can give message to students they are in control of the situation and teacher know what they are doing. Teacher should know about how student understand something, what is their task performance and should be monitored properly.
- **Use with-it-ness and overlapping to avoid minor disruptions.** These two techniques mean that teachers are extremely alert and should be practiced in the teacher and practiced every day in the classroom. Teacher should monitor properly what is going on in the classroom and should manipulate how any behavioral issue can be resolved in the classroom. Teacher can take reflective actions on what is taking place in the classroom and these above two strategies are extremely important and go along handling disruptions in the classroom so that disruptions will not abrupt at all.

Topic 210

Remediating Classroom Discipline Problems

Group Contingencies

- The uses of structures in which rewards and punishments are meted out to groups based on the behavior of individuals within those groups have been found effective in remediating misbehavior. Teacher should inform all students when they work in group that of one member of any group misbehave or inappropriately behave in a class then whole group will be meted out of group. It is the responsibility of a group that every member should behave in an appropriate manner so that a well discipline classroom will be developed.
- **Pro-social training** -Training in self-awareness, values clarification, cooperation and the development of helping skills has been successfully used to improve the behavior of misbehaving students. Pro-social training should be given that students become know about how to live with each other collaboratively, how to help each other they need to be gentle and kind to their class fellows.
- **Peer tutoring** structures lower the incidence of misbehavior in classrooms. Depending on the situation, students with behavior problems may serve as either tutors or tutee. Students mostly listen very carefully and understand their fellows instead of a teacher. Peer tutoring is very useful and play important role so students should peer tutoring to those who can involve in disruptive behavior.

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Lesson No. 36

SPECIFIC DISCIPLINE PROGRAMMES

Topic 211

Reality Therapy

To maintain classroom management there is a need to plan special strategies and teacher should be informed about what they do to maintain classroom discipline and what strategies can be used to maintain that.

Reality Therapy involves teachers, helping students make positive choices by making clear the connection between student behavior and consequences. Teacher realistically makes students realize as to what the best of behaviors are and what the worst behaviors are.

Chief Features:

- **Class meetings:** Teachers should arrange meetings with students to tell them that today they behavior were not good. When behavior is not good then, then negative consequences can be applied.
- **Clearly communicated rules:** Teacher should communicate with students about all rules properly and on time. Students cannot catch unaware then realistically known that this behavior will faced negative consequences and they will have to pay a kind of penalty.
- **The use of plans and contracts:** Students should know about plans and contracts. If positive behavior then planning for it planning is different and planning is different for negative behavior. There are different contracts can be made but realistically students should know about all these plan before time and if students misbehavior is continued then this will be discussed these consequences will be developed.

Topic 212

A Positive Approach to Discipline

Positive Approach program is grounded in teachers' respect for students and instilling in them a sense of responsibility. In positive approach, teachers built a sense of responsibility in students. It is important to have positive behavior around in the classroom so students get this sense of responsibility and they can manifest these positive behaviors.

A Positive Approach to Discipline		
Classroom		
Be Respectful	**Be Responsible**	**Be Ready**
Keep hands, feet and objects to yourself. Be friendly and polite to everyone Be a patient listener Follow directions the first time they are given. Speak in a quite , calm voice Raise your hand when your wish to speak.	Keep cubbies, desks and classroom clean. Walk at all times. Stay on task. Turn work in on time.	Go directly to your seats when entering the room. Bring needed materials and assignments to class.

Programme components include:

- Developing and sharing clear rules
- Providing daily opportunities for success
- In-school suspension for non-compliant students

To emphasize on positive behaviors , there is a need to teach them what are positive behavior, teach positive approach so that behaviors negative approaches can be safely side line.

Topic 213

Transactional Analysis

Transactional Analysis is a part of classroom program. Students with behavior problems need to be analyzed within their particular contexts for the identification of issues. Any behavior which has manifestation, it is not grounded in the classroom. Sometimes the reality is back at home or the reality is back either in the playground or in some other part of the school. When there is misbehavior it is not important that the reason of that misbehavior lies in the classroom.
Reality is anything and it is important to judge student in their own context. Every student belongs to particular background so respect the fact that students come from the diverse backgrounds and treat them accordingly as they have different learning context as well.

- Counseling programs should seek guidance from contexts for resolution. Counseling programs are for those students that have manifested special behavior that are counted in misbehavior. So these counseling programs can support such students but it is only possible through transactional analysis.
- The notion that each person's psyche includes child, adult and parent components is basic to the TA philosophy. Any behavior of student that adults around them like parents, teachers, friends, administrators or peers ,any behavior are made up of by the interaction between all of them. It is important to take a review about all those who interact with students so that we can judge students according to their surroundings.

Topic 214

Adlerian Approaches

- 'Adlerian Approaches' is an umbrella term for a variety of methods which emphasize understanding the individual's reason for maladaptive behavior and helping misbehaving students to alter their behavior. When student with any behavior is entered in classroom that may be positive or negative then they react that what is his/her background. When students become depressed, frustrated and they can do any negative manifestation then its reason is definitely an unmet need. This unmet need can be from the domestic front or the classroom

front. It is important to discover that unmet need which can either stamp from home it can be in the classroom. It can be something from the teacher or maybe some type of peer pressure around those particular students which has let them to lead unmet need.

- It seeks to find ways to get students' needs met. First of all we need to know their philosophy, their psychology so that unmet needs can be discovered. Teacher need to be psychologists at some point they needs to know some kind of psychology. So that teacher can discovered unmet need appropriately and on time. If teachers are unable to discover these needs on time then maladaptive behaviors continued.
- These approaches have shown some positive effects on self-concept and attitudes of students. If teacher cannot use these approaches then students can continue with certain maladaptive behaviors. Teacher need to less these maladaptive behaviors as much as they can and it is important to know about maladaptive behaviors and how they can lessen these up to which level so that students can sit with better behaviors in the classrooms.

Topic 215

Student Team Learning

- Student Team Learning is a cooperative learning structure and is an instructional rather than a disciplinary strategy. It means that provided students opportunities so that they sit in the class in the form of groups or peer so that they learn with each other also learn good behaviors with each other. It is an instructional strategy in which teachers try to schools should work in a group then they provide opportunities to each other so that they learn from each other academically or behaviorally also that is only possible once in week these things part of the school curriculum. Interpersonal skill are lifelong skills and helps students in a better way in the classroom and in the society as well to communicates well with others.
- Team learning use, however, appears to have a positive effect upon the incidence of classroom misbehavior as it enables students to interact with each other learn interpersonal skills. Try to provide more opportunities to students so that they can communicate, interact with each other so that they can learn all behaviors in a proper way. Peer inference is very important because with it students can learn more through this process. This type of

interaction helps to learn more. So that it is also known as program. Through this program we develop such strategies, make lesson plans in which we can perform more as group interaction. Teacher should monitoring these type of programs so that teacher need to be very quick and smart in terms of monitoring students when they are doing this kind of work. This is a positive approach towards a classroom management and discipline and its use in the classroom is very important and should be use very frequently.

Topic 216

Teacher training in Class Discipline

Classroom discipline can be maintained only when teachers are professionally trained to handle discipline. Professional development programs should be developed to see that in that classroom management and discipline should also be provided its awareness.

Training Programs should include learning activities and practice in the areas of:

- Organizing the room and materials. When teacher come in class then material should be organized. It saves time because teacher considering material organization.
- Developing a workable set of rules and procedures. Students should know about rule and procedures before coming in the classrooms.
- Assuring student accountability. All rules and regulations must be laid out before starting the session. When student behave positively or negatively there should be accountability in it so that students should know that their negative behavior cannot be neglected. Student accountability is very important in terms of academic and behaviors and practice these in professional development training.
- Formulating and explaining consequences. When there is any negative behavior in front of us then how to decide what kind of immediate consequences and when this consequence should be applied accordingly. Teacher should be deal on the spot with negative as well as positive consequences that might follow those behaviors. It is important for teachers to inform them how step by step they deal with these behaviors on the spot

- Planning activities for the first week. Most of the discipline problems arise because lack of timing is there. Teacher cannot use time efficiently.
- Maintaining the management system. When teacher enter the classroom, students sitting arrangement in the classroom and lesson is planned for a specific classroom. All these should be already planned to act proactively in the classroom.

  Teacher training in term of discipline there are some of the programs that should include in professional development of teachers so that classroom management and classroom discipline can be maintained.

Lesson No. 37

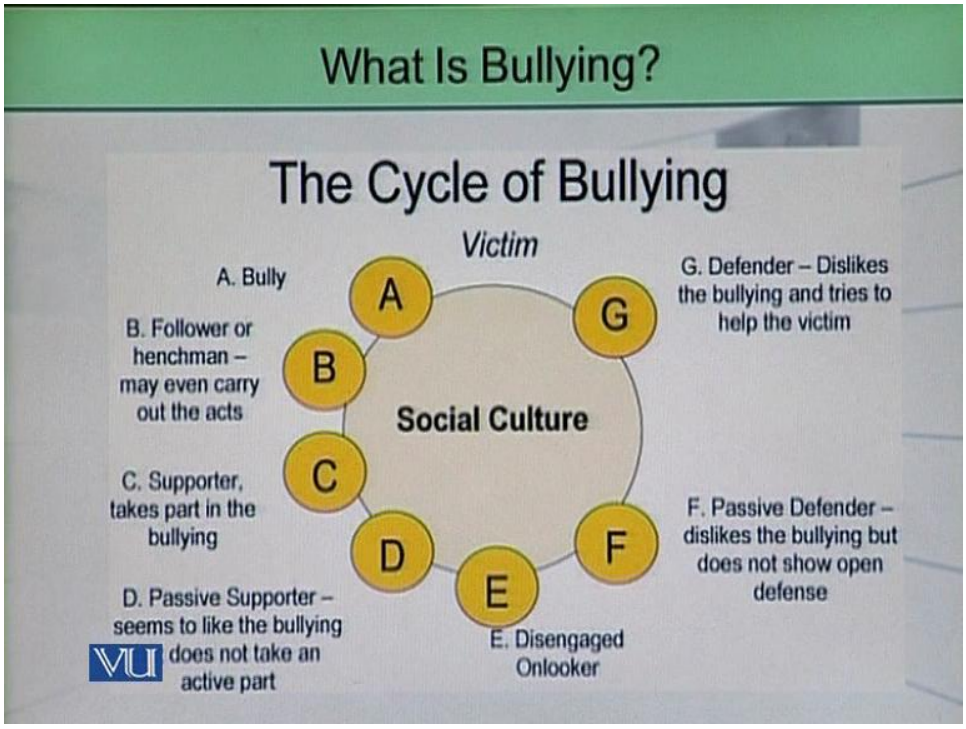
BULLYING

Topic 217

Bullying

Bullying occurs when a person willfully and repeatedly exercises power over another with hostile or malicious intent.

Cycle of bullying:



Bullying is not only two person process it included both victim and bully. Bullying involves many other people that some are actively involve some are passively. For example there will be bully (his/her) follower with bully in the form of a group. There may be supporter of bully, that may be not supporting actively but passively involved in bullying. Disengaged onlooker may also involve in bullying with bully which means he/she watch bullying incident and he/she cannot do anything for

does not show open defense. He/she is basically a passive defender and is with victim but he/she cannot do anything. And in last there is a defender who dislikes the bullying and tried to help the victim actively.

Bullying includes:

- Insulting
- Teasing
- Abusing verbally & physically
- Threatening
- Humiliating
- Harassing
- Mobbing

Mobbing can lead to psychological trauma among students who are the victims. Teachers should take complete care of it that all these above bullying types cannot be operate in the classroom because bullying is an extreme negative behavior and its extreme circumstances will have very extreme consequences of it.

Topic 218

Types of Bullying

Basically there are two types of bullying:

1. **Direct Bullying**: is used when verbal and physical aggression is used to harm a student and that can go in danger zone soon.
2. **Indirect bullying** includes:

- Threats victims: One that is acted on and usually adversely affected by a force or threats.
- Insults others. To treat with indignity or offensively that is disrespectful that may be intentionally or accidentally.
- Name calling (abusive words). Socially offensive use of languages, which may also be called name calling or abusive words.

- Spreading rumors about particular individual. A person given to gossiping and divulging personal information about others.
- Writing hurtful graffiti. (on wall or on board). Typically penalize someone convicted of graffiti spraying with a fine.
- Encouraging others not to play with a particular student.

Bullying is considered as crime in the school premises and it is the duty of the school to save school property and individuals of the schools. Indirect bullying involves purposeful actions that lead to social exclusion or damage to a student's status or reputation in an attempt to get others to not socialize with the victim.

Topic 219

Consequences of Bullying – 1

Bullying can have serious and long-term consequences for the:

- Bully
- Victim
- School community

Victim does not have bad consequences we basically promote bully in a way that whatever your behavior manifests in classroom we accepted and this is very wrong in fact because school atmosphere become damage with these situations. It is very important to maintain a good culture in the school and it is only possible when checking bullying must checked thoroughly.

Victims of bullying can have:

- Long-term effect. Bullying can damage their personality and their practical life becomes darker.
- Emotional. Victim undergoes emotional trauma.
- Academically damaged. Victim does not perform well in their learning.
- Behavioral problems. Victims can have behavioral issues because of bullying.

Topic 220

Consequences of Bullying – 2

- Students who are targeted by bullies have difficulty concentrating on their school work, and their academic performance tends to be "marginal to poor". There should not only focused on academic concerns of the school but also consider behavior of the student.
- Bullied students feel anxious, and this anxiety may in turn produce a variety of physical or emotional ailments. Keep special attention to these types of students and monitor them rightly who are sitting in the classroom but they are not active do not show any interest in showing why they behave like this. Their self-esteem become very low that they continuously become victimized and they do not up bring and show why they behave like this with any person. Teacher should provide proper attention to those students otherwise they become low in their academic achievement or emotionally down. Mostly shy or less confident students become victimized and they are fit cases to be bully. Efforts should be made to pull out these students from shyness. By using interpersonal skills teacher can help those students to come out from these situations.
- Rate of absenteeism are higher among victimized students. Because sometimes school become horrible place for them. They do not want to go to school. They feel shyness to tell their parents that they are bullying by someone. Parents need to pay special attention to these types of students so that their academic performance and behavior cannot be damaged.

Topic: 221

Teachers as Bullies

A bullying teacher is one who uses his/her power to:

- Punish. Teacher punishes his/her student badly that goes with the psychology of a particular person.

- Manipulate the situations. Bullying teachers are manipulative in nature they blame and over blame the students.
- Ridicule a student beyond what would be a reasonable disciplinary procedure. Try to avoid this.
- Teacher bullyism is professional malpractice.
- It is teaching through coercion and creates a disconnect between teacher and students. Teacher presence become threatens and academic environment of a classroom become directly affected if teacher become bully.
- Sarcasm and humiliation of students lead to lower self- esteem in students. Student motivational level become down and they stop thinking positively. Classroom environment become negative and there can be no importance that can be given to the management of the student behavior. Teacher bully is a bad quality and should be stop maximum.

Topic 222

Teacher's Knowledge of Bullyism

All stakeholders should have knowledge of bullyism. Many teachers do not possess the knowledge or skills to recognize bullying behaviors among their student that bullying's in the classroom may stop timely. If teacher cannot stop bully then they could not help the victim and bully. In fact, by this behavior teacher tell bully that he/she can do these bullies and victim becomes victimized. There will be proper knowledge of bullyism both verbal and physical and there should be consequences for these behaviors.

Teacher need to know explicit information about few things:

- Teacher should know how to talk to bullies and targeted/ victimized students in the classroom. Teacher should know explicit information about how to deal with those psychological victimized student. They should know what are the referral procedure if any victimized student needs to go to counselor.
- How to develop a whole school policy on bullying and that should be communicated with all

negative behavior. Teachers should provide awareness about extreme negative behavior consequences and informed clearly to all stakeholders that bullying is a crime. Teachers need to be fully prepared to handle such incidents and need to be concerned to refer those incidents to relevant counselors/head/administrative staff of the department when needed.

Lesson No. 38

BULLYING PREVENTIVE PROGRAMMES

Topic 223

Ineffective Bullying Prevention programs

1. **Conflict resolution**. If any student manifest an extreme behavior because they do not want to talk to each other, do not want to work with each other so that conflict resolutions are very important in this type of situation..
2. **Peer mediation strategies**. Fellows try to control bullies of their other fellows.
3. **Group therapy** that focuses on increasing self-esteem has been shown to be relatively ineffective with bullies.

These are some of the strategies that are not effective.

Bullying and Power Imbalance:

- Bullying behavior results from a power imbalance rather than deficits in social skills.
- Bullies tend to manipulate situations according to the reaction of their victims, thus have good command on social skills.

There should be some prevention programs to control theses situations; for bullies there is a need to point out some solutions because of the power struggle bullies come in to not because of the social skills so that these preventive programs need emphasized in social skills is not problematic. Issue is in power balance because bullies want to come in power because they want to enjoy power and for that they victimized others.

Topic 224

Effective Bullying Prevention programs – 1

Effective Bullying Prevention programs should aim at:

- Changing the culture and climate of the school. It is important to aware students about bully as it is a crime and and extreme manifestation of a behavior and should not happen at all in the school premises neither in the classroom nor in the playground. This is only happened when we changed the culture and climate of the school. Elaborate what are good behaviors and what are bad behaviors that are totally unacceptable and students should know that schools are bully free zone. If bully happen in school then there will be a strict consequence taken against that action. All stakeholders, students, parents, teachers and other should aware about these consequences.
- Developing a comprehensive strategy that targets bullies, victims, bystanders, families and communities. At the start of an academic year, there is is a need to analyze some strategies for bully and others involve in it like parents, onlooker, and passive fellow so for this a comprehensive plan/strategies must developed to handle bullies. It is the first priority of a school to avoid bully develop positive strategies and communicated with all stakeholders so that they abide by all those rules and regulations.

Topic 225

Effective Bullying Prevention programs – 2

Effective Bullying Prevention programs should develop:

- Classroom level interventions targeting teachers and other adults in the school. . Classroom level interventions means that teachers are very trained and they know about what are bully and how to stop these bullies in the classroom for it teacher training is very important to know that bullying is a crime. Students should also aware of how bully can be controlled in the classroom.

How to minimize bully and how to prevent victim from bully?

Various classroom opportunities must used to stop bully like classroom activities, classroom lesson plans or teachers' talk, all these are part of classroom level interventions. In this classroom level interventions teachers may talk about sometime directly or indirectly about

- Student-level interventions that target individual or small groups of victims and bullies. Aware students about different activities/resources to minimize these bullies from group work or peer work. Students can be boost as effective resources to control and eradicate bullying and peer influence is a big influence because bullying may be happen in the shape of a group so at that point peer influence work more positively.

Topic 226

Effective Bullying Prevention programs – 3

Full execution of Prevention Programs

Effective Bullying Prevention Programs should be executed to the full.

"Watered-down" interventions usually result in incomplete, inadequate, or sporadic implementation. It means sometimes execute bully prevention programs and sometimes not execute them. Students think that there is a non-seriousness element in the school as it is concerned with management of school. This thought or act of students is very wrong.

Avoid Modifications

Modifications usually dilute the effectiveness of the intervention, or in some cases the intervention results in no improvement at all. There is confusion as per as implementation is concerned. Deal with one specific behavior, with one way then deal that behavior with another way, it reflects a sense of confusion as per as administration is concerned. Students may convey a wrong message they think that management is itself confused yet as they not understand yet how to behave that specific behavior. So finally they think let us continue with this (bully) behavior.

Intervention of prevention must be:

- **Well-tested:** For any behavior modification, the strategies to use for modification must be well tested before implementation.
- **Standardized**: Things need to be standardized. Teacher should give consequences equally to all students on a same specific behavior dome by students.

- **Reflected** in lesson plans and student materials. It is an indirectly way to control bullying. Bullying literature should be the part of teachers' lesson plan.

Topic 227

Whole School Approach in Bullying Prevention

Bullying prevention programs are more likely to be successful if the entire school community is engaged, committed and involved. In whole school approach, the following strategies must be kept in mind.

- **Progressive discipline.** A process of using increasingly severe steps or measures when a student fails to correct a problem after being given a reasonable opportunity to do so. By creating on going projects this can be lesson.
- **Restorative practice**. Restorative approaches are based on the idea that when one feel part of a supportive community, one respect others in that community and become accountable to it.
- Character education. Provide character education through teaching or lesson planning.
- **Bully and cyber bullying** prevention and intervention.
- **Healthy choices.** Give students enough time to eat school meals/ lunch.
- **Safety and security.** There is a need to inculcate a culture of safety and security in all schools.

Moreover,

- Administrators must express their support for the program
- Financial resources must be available
- The program should be integrated into school curriculum.

Topic 228

Parenting and Bullyism

- Bullies is not restricted only till schools instead it is important to check why bully is happening. And for this it is important to keep in mind that parenting styles have a strong impact on children's development. Teacher should realize and analyze the parenting styles. Mostly it is noticed that bullies are came from those families where parents have strict behavior or have very polite behavior. Like permissive learning and authoritarian learning are not useful in teaching learning same in parenting if there is very extreme strict or extreme polite behavior is use then these two behaviors will not become effective in parenting.
- Bullies and victims tend to come from families where parenting is either passive or authoritarian. Counselors may perform this responsibility very carefully and analyze that how parents deal with children. And it will become possible when counselors analyze students home environment and parents or siblings have important in this environment.
- Children who come from homes where they have experienced authoritative parenting are less likely to be involved in either bullying or victimization. Children who face authoritative parenting style adjust in school more appropriately. The chances to become bully or victim are low.
- With authoritative parenting, children learn self-determination and independence within reasonable boundaries.
- Self-reflection is very important for self-discipline. And if there is self-discipline, bully incident will be at lower rate.

Lesson No. 39

SOCIAL INTERVENTION STRATEGIES TO CONTROL BULLYING

Topic 229

School Level Intervention

School-level interventions should aim at:

- Clarifying and communicating behavioral norms- that are, developing classroom and school-wide rules that prohibit bullying. Establishment of norms is very important. Rules and regulations must be established and also give awareness to all stakeholders that bully can never be tolerated at all in any condition.
- Promoting adult modeling of respectful and nonviolent behavior. When teachers and other staff members do not behave with such good behaviors then how student can behave better?
- A written bullying prevention policy can send a clear message that bullying incidents will be taken seriously. These polices must be planned before any academic year starts and then communicate with all stakeholders carefully so that from these policies, rule and regulation will become compulsory to follow. Written documentation is important and may have worth as verbal communicate may forget sometime.
- The policy could include a clear definition of bullying and a reporting procedure.
- A confidential reporting system may encourage students to report if they are victimized or have witnessed bullying.

Topic 230

Classroom-level Interventions to Control Bullying

- Teachers can be encouraged to integrate bullying prevention material into their curriculum. Teachers should teach students about bad effects of bullying through their lesson plans and other different activities as well.

- This can be accomplished by holding regular classroom meetings to discuss bullying. It is important to preparing students well in a large society to focus on such incidents in classrooms also discussion on bullying.
- Classroom meetings with students help increase students' knowledge of how to intervene, build empathy, and encourage pro-social norms and behaviors.

It is the responsibility of a teacher to give some time to students to talk about such incidents and their consequences. So that students become aware of such incidents.

Teachers should involve the class in:

- Establishing and enforcing class rules against bullying.
- Discussing the importance of bystanders in stopping bullying.

Topic 231

Student Level Interventions to Control Bullying

Student-level interventions are designed to develop social competence by changing students':

- Knowledge. Should inform students about social competence to enhance students' knowledge.
- Skills. It is very important for the students to be taught social competence skills like social behavior, empathy, kindness and bad behaviors prevention and eradication.
- Attitudes. A favorable or unfavorable evaluative reaction toward something or someone, exhibited in ones beliefs, feelings, or intended behavior.
- Beliefs. A mental attitude of acceptance or assent toward a proposition without the full intellectual knowledge required to guarantee its truth.
- Behaviors by using interactive teaching techniques helps to minimize such behaviors through certain activities and strategies as well.

Victims of bullying can be helped to:

- Recognize attributes that place them at risk of becoming targets.

- Understand the consequences of their choices
- Modify their behaviors to minimize their chances of becoming victims

It is important that students understand that by staying calm in bullying situations, the bullying may subside, whereas responding aggressively or acting helpless may worsen the situations.

Topic 232

Bullying & Classroom Management

Social Structure & Classroom Management

- Social structure of a classroom determines the kind of social or anti-social incidents that may take place in a classroom. Being a teacher it is very important to understand what is the social structure of a particular class. If there are extraordinary students there will be chances for bullying as well. Confident students may empower shy students. And these shy students become victims easily but teacher has fully charged to control all these behaviors.
- Social structure includes the informal relationships among the students and associated friendship, support, attraction, isolation, power relations between subgroups. If any student becomes isolated in the classroom he/she become easily victim of bully. There should be be a friendly environment in the classroom when we implement social interactions in the classroom so that there should no one student can sideline any other student. Also teacher should avoid negative behaviors so that students with better behaviors work with each other or in groups /peer to become instruction very smoothly and in better way.

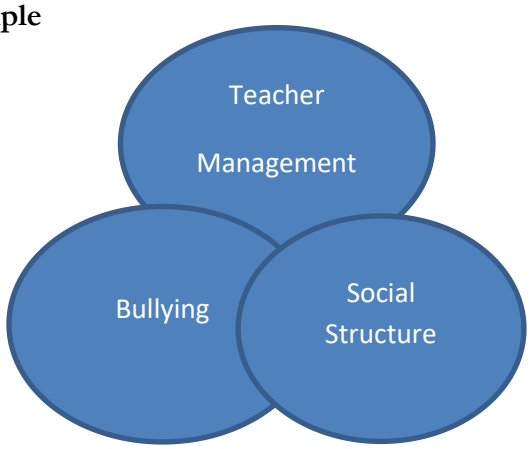
Topic 233

Teachers and Social Structure of a Classroom

In order to prevent bullying, teachers need to:

- Care about students
- Organize classrooms such that positive student relationships develop

Relational Matrix example



Teacher management- Social structure can be developed in the classroom under the supervision of teachers. Bullying is connected with social structure and it is directly effects classroom management or relational matrix. Teacher management, social structure and bullying are all interrelated and relational.

Bullying is thus a complicated problem which must be solved by means of the development of:

- The social environment of the class
- The school
- Home
- Society

In bully we need to keep in mind that it must be solved by means of development of social environment of the class, the environment of the home and school in which students spend their maximum time and also society play an important role in students' behavior manifestation.

Topic 234

Peers as Preventive Tools

Bullying is increasingly viewed as a "group phenomenon," and intervention approaches should be directed towards witnesses as well as direct participants.

Anti-bullying attitudes among peers should be developed through:

- Awareness-raising.
- Opportunity for self-reflection
- Awakening feelings of responsibility
- Role playing or rehearsing new behaviors
- In order to control bullying teaching respect and nonviolence should start in elementary school.
- Non-violence training conducted by older peers can be particularly powerful.

Peer must aware their friends their peer how bully can be minimized. Students should provide opportunities for peers for self-reflection. Students should know about what violent behaviors and nonviolent behaviors and this will help to control bullying in the classroom by using social structures.

Lesson No. 40

PARENT-TEACHER PARTNERSHIPS & CLASSROOM MANAGEMENT

Topic 235

Parents' Attributes

Following are the parents' attributes that support meaningful partnerships:

- Warmth and sensitivity- Parents need to be warm and sensitive towards the need of your children so that it will bring positive effect on students upbringing.
- Nurturance- Parents should be kind to their children and focus on proper upbringing of their children. This will help in school.
- The ability to listen- Parents should listen to their children and other people in the schools.
- Consistency and a positive self-image- Parents should concentrate on their own consistency and positive personality image.
- A sense of efficacy and personal competence- Parents should understand that they can contribute positively towards the school and towards the own development mode in the school.
- Effective interpersonal skills- Parents should have good interpersonal skills. If parents' are introverts then it is difficult to communicate with each other.
- Parents who are high in self-esteem are more assertive in their family and school involvement.

Topic 236

Teachers' Attributes

In parent- teacher partnership and classroom management focus should be on attributes of teachers.

Teachers should:

- Model respect- Teacher should respect the students and also students must respect their teachers. If teachers are not respecting their students then they are projecting their selves as a bad role model and students then do the same bad behavior.
- Have good communication skills- Teacher should communicate in a better way with students and parents as well.
- Show a genuine interest in the children- Teacher should show interest in students themselves.
- Respond constructively to parents' concerns- Teacher should behave in a well manner and with parents as well.
- Promote a teamwork philosophy. It will promote interpersonal skills among teachers and as well as parents.
- Be sensitive to parent & family needs.

Teachers encourage parents to be positive through the example they set in by being:

- Supportive
- Responsive
- Dependable

To maintain positive relationships with the parents, good management can take place in the school and as a teacher we need to be supportive, responsive and dependable as well.

Topic 237

Parent-teacher partnership roles

Parents and teachers can engage in:

- Joint learning activities. Mostly parents are professional, lawyers, engineers or doctors so teacher can take their help to make joint learning activities. For example: if any lesson is about professions then teachers can take help from parent as well.
- Supporting each other in their respective roles.
- Carrying out classroom and school improvement activities. Parents should take part in school

- Conducting collaborative curriculum projects in the classroom. Parents may help in different topics in students' curriculum with the help of teachers.
- Participating together in various decision-making activities.

When parents sense an inviting school climate, they emphasize nurturing and supporting behaviors may increase interactions with teachers, their participation in the school environment also increases.

Topic 238

Strategies for Parent-Teacher Partnerships – 1

- Relating classroom activities to the varying needs and interests of children and families is a reflection of a firm teacher-parent partnership. In maintaining classroom discipline one should keep in mind parents need, interests their qualities or attributes. It is very important to run into strategy plan because we cannot involve parents all the time in school activities. Formally we can check that when parents can participate and what their interests, skills are and how we can use them in term of school development.

Parent-teacher partnership strategies are unique and should have the following elements:

-Needs assessment. Take parents profiles to check their roles, interests and skills. So that one can utilize them.
- Goal statements. There should be a goal statement of school need.
- Prioritization of activities. To take help of parents in indoor/outdoor activities.
- Strategy development. Plan strategy should be spread out in the form of a topic or lesson for classroom management.
- Implementation plans to implement strategy plan in the classroom
- Evaluation tools. Evaluation of a parent-teacher partnership strategies program is very important to bring better changes with the help of proper feedback from parents, students and teachers.

Topic 239

Strategies for Parent-Teacher Partnerships – 2

Strategies for effective parent-teacher collaborative roles:

- Home visits. To help parents in term of that a student sit in a classroom and portrayed negative behavior, teacher should help that student as well as parents to control negative behavior that what is troubling the student in the classroom and how that trouble could be controlled. Teacher can only visit home with the permission of parents so one should take permission first by giving any calendar of visiting hours or days.
- Conferences. Teacher should invite parents in conferences.
- Parent centers. In center parent can come if they have any issue regarding their student and counselor may help them in their problem
- Telecommunication involvement in the classroom. Like email parents.
- Participatory decision-making.
- Parent and adult education programs.
- Home learning activities.
- Family- school networking. Schools should have continued connection with homes. So that collaborative attempts can be made to handle issues in the schools and also in classroom.

Topic 240

A Caring Curriculum

For effective parent-teacher partnerships, a caring curriculum should be developed. There should be participation of all stakeholders in the making of curriculum and also focus on behavioral and classroom management. A caring curriculum should promote a shared learning process among children, parents and teachers.

This school-family curriculum should focus on:

- The caring elements of self-image
- Pro-social relationships with others

- Sensitive and empathetic relationships
- Nurturing and positive discipline
- Creative problem-solving strategies

One should collect all stakeholders at one stage and will take their advice, opinions then there caring connection will be developed. Parents should know about other student culture, from where other students came in their children school. When students know that their parents are actively involved in their social circle then they will try to show any negative behavior as less as possible.

Lesson No. 41

VIOLENCE AND CLASSROOM MANAGEMENT

Topic 241

Dealing with Violence – 1

- Violence is an extreme form of negative behavior. Troubled students need habilitative services instead of haphazard punishment. This need counselors and full range of mental health programs in which we involve that specific student that involves in violent acts
- A full range of educational, mental health, and other services should be available to them.
- Aggressive and violent behaviors do not develop overnight and cannot therefore be eliminated in short periods of time. Also parents' direct involvement is very important. There should be monitoring of schools playgrounds and classes as well because frustration mostly happen in the playgrounds when adult students bullying their juniors during activities.

Topic 242

Dealing with Violence – 2

- The entire community is better off when troubled students are served more appropriately. Both academic development and behavioral development is important and it is the responsibility of the school to check and balance this. There should be proper monitoring, identification and eradication of violent behaviors of students that are involved in violent acts. This is not the responsibility of a single person but it is a responsibility of entire stakeholders (parents, teachers, administrative staff) that are involved.
- It is important to identify troubled students and apply behavior modification strategies on them to minimize any negative behaviors. Troubled students need special remediation at that level so everyone should involved in it.
- School-wide discipline policies need to be formulated and taught to all students. It is happens in primary level, one should noticed theses troubled students and stop them in the earliest level because after that it will may become more harmful for other student. Implementation

of strategies is very important to maintain classroom management in an appropriate manner otherwise it will affect whole community

Topic 243

Aggressive Students

When we talk about violence, we talk about aggression. Violent students are those that exhibit aggression.

Aggressive students often:

- Exhibit deficits in social information processing. These students have less social information they may not able think that any other student will be in danger by themselves. These students have deficits in social information processing.
- Are likely to misinterpret social clues. Mostly aggressive students become violent and behave aggressively to show their feelings. They have usually less social clues skills.
- Mis-assign hostile intent to others, especially during stress. They do not have any authority to put any other life in danger so that behavior modifications of such students is very important.

They are more likely than others to have some social skills deficits such as:

- Poor impulse control
- Low tolerance
- Limited ability to generate alternative responses to stress
- Limited insights into the feelings of self and others

Aggressive students may not think about that other student have also their own feelings. They are not able to think that with their bad behavior other students' feelings may hurt. These students just care themselves, think themselves and do not care others so they lack effective attitude, empathy, and kindness to have other in the classroom.

Topic 244

Sources of Frustration Among Aggressive Students

Sources of frustration can be:

- **Failure.** Students who became failure in their exams they become frustrated and show their frustration through aggression. Teacher should check that whether those students will show their frustration in an aggressive mode because of their academic failure.
- **Lack of maintenance of social relationships**. Failure is not only academic related, sometimes most of the students will not able to maintain good personal social relation. May be he/she is shy or introvert and due to this reason there is a lack of maintenance of social relationship. And failure of that can lead to frustration.
- **Boredom.** There may be boredom in class or in home environment which can lead to aggression. Students will not feel motivated sometimes because of the way of teacher teaching method or teacher behavior. When the students do not feel motivated boredom sets them. Boredom should be avoided to the maximum in the classroom because boredom can certain negative behavior and aggression can be one of them.
- **Lack of positive reinforcement.** Teacher must provide positive reinforcement to students otherwise students show their aggressive behavior sometimes.
- **Irrelevant curriculum.** Sometime school curriculum show less relation with the life of students and he/she cannot relate with him/her self due to which he/she become frustrate and involve in violent acts.
- **Overexposure to punishment**. Students become frustrate and reactive through overexposure to punishment which leads to aggressive acts. Teacher should keep in mind that when and how you will give punishment to your students.
- **Feelings of powerlessness**. This source of frustration can lead to aggression. May be teacher is authoritarian or because of their dictatorial presence there is a feeling of powerlessness and that can lead to frustration which can further lead to aggression.

Topic 245

Stages of Frustration & Responses – 1

1. **Stage: Anxiety**

Student sighs or uses other nonverbal cues.

Teacher response:

Teacher can respond by active listening and nonjudgmental talk. Teacher should listen to students and do not blame to students directly in it. Teachers do not try to become judgmental. First listen to the students very carefully.

2. **Stage: Stress**

Student exhibit minor behavior problems. Stress is form of frustration and student may do their work wrong and sometimes they may harm other students.

Teacher response:

Teacher can use proximity control, boost student interest, or provide assistance with assignments. Student he/she may feel confidence to show their feelings. Teacher may provide proper assistance to students as he/she has full authoritative personality in the school or classroom.

Topic 246

Stages of Frustration & Responses – 2

3. **Stage: Defensiveness**

Student argues and complaints.

Teacher Response

Teacher can remind student of rules, use conflict resolution, and encourage student to ask for help.

Student has lost control and may hit, bite, kick, or throw objects.

Teacher Response

Teacher can escort the student from class, get help, restrain student if necessary, and protect the safety of the other children. Teacher should not lose his/her own emotion in front of students and that is very important.

5. **Stage: Tension Reduction**

Student releases tension through crying or verbal venting, or student may become sullen and withdrawn.

Teacher response

Teacher can decide whether to use supportive or punishment techniques. Here it is not required only one punishment it is important to think that how tension reduction takes place. By using different behavior pattern teacher may provide knowledge to students to understand situations.

Lesson No. 42

PLANNING TO CONTROL VIOLENCE

Topic 247

How to Respond To Violence

- A nurturing, caring environment is one antidote to frustration and aggression. There should be a kindness and helpfulness in teacher behavior manifestation and also cooperative atmosphere is important.

Teachers who are therapeutic demonstrate:

- A high level of self-awareness and self-confidence.
- Realistic expectations of self
- The ability to exhibit and model self-control in managing stress and frustration.

Early Intervention:

Early intervention to control violence is the most important predictor for success. If comprehensive intervention is not provided by Grade 3 or 4, success in controlling aggression is unlikely.

Topic 248

Intervention to Control Violence

Primary Prevention

It aims at keeping problems from emerging. The curriculum can be designed in a manner as to divert antisocial young children from a path leading to adjustment problems. Teacher should giver clear description about violent acts, that what are violent acts with the help of curriculum. Everyone should know about negative behaviors, extreme negative behaviors so that students may know about them to avoid any incidents.

Secondary Prevention

It requires individually tailored interventions applied to students who show at risk status. Individual counseling and one-on-one behavior management plans are hallmark of this stage of intervention. One to one interaction may be with other teachers, parents, students or any other administrative staff as well so that will able to plan certain activities to maintain classroom management.

Tertiary Prevention

It involves intensive "wraparound" services that extend beyond the school building to encompass family and social support services. It is applied to the most severely at-risk students. It includes beyond the school programs that involve society or culture as well. It is higher level prevention that in it violent act is more severe and so more people may involve in it so that they can they mutually guide students about such bad behaviors.

Topic 249

Planning to Control Violence – 1

1. **Practice for a Crisis**

Prepare students and teachers just as they are trained for the eventuality of a fire. Both students and teacher should know about violent behavior and should learn about how to deal with them. School should be responsible to provide such training to teachers as well as students. Students and teachers should be mentally prepared and have full type of knowledge of what type of violent acts can take place in schools.

2. **Train all staff to respond to student aggression:**

Precise methods to be used, procedures to be followed, and role-playing should be a part of this training. For this it is important that proper rules and regulations should be followed. Anyone give any reaction it should be in one frame. Prepare students mentally through drills and practices or games so that they become aware of some incident happened then how should they behave on aggression or violence. If any student does not understand they need a treatment procedure. Crisis

management is only possible if one come with response.in which teacher should know that in a specific behavior manifestation what type of response he/she should give. Try not to blame those students who act aggressively in the classroom, they will become more aggressive with this act.

Topic 250

Planning to Control Violence – 2

3. **Dress Appropriately**

Low-heel shoes, proper clothing, and the omission of sharp jewelry and dangling earrings are recommended. Teachers have their dress code and keep in mind there will no one become harm with their shoes or jewelry or any other code. Teacher should dress appropriately so that no students will become harm from them. Teacher should also become mentally alert to control any aggressive behavior in the classroom.

4. **Move items of value out of reach**

Check the arrangement of your classroom. Keep value items out of reach to violent student in the classroom. If student become aggressive they may throw any such value items in aggression or put it on any other student. Teacher should notice that the furniture in the classrooms should be appropriate there will no nail in it or not any corner edge of any table or chair. Keep an eye on stationary students are using in their classroom that will not be harmful to any other student.

Teacher should act proactively in the classroom, separate such things from classrooms that no students destroy or throw such value items towards any other students that will harm them. Prepare students mentally that these incidents may happen in the classroom so that students become well inform about the danger of violence and about the materials that are valuable in the classroom.

Topic 251

Planning to Control Violence – 3

5. **Establish trust and rapport with students**

Although rapport alone will probably not eliminate violent or aggressive acts, it will enhance prevention and intervention procedures. It is only possible when teaches are kind, polite and empathetic. There are the cores effective values that are must the part of the curriculum and also part of teacher personality. In order to maintain discipline or inculcate better behaviors in students it is important to display such effective behaviors it is important to obey such rules and regulations. Teacher should build better rapport with their students to understand their students' behaviors and violence that why these violence happening from the side of students. Try to solve their problems and issues and it is only possible when teacher listen to their students and establish trust and rapport with your students.

6. **Remain calm and in control**

Act authoritatively as a teacher and remain calm in the wake of an aggressive act by a student. Teacher should be professionally trained that there will control any violent incident very calmly and politely and if teacher think that this cannot be in his/her control then refer that student to school administration. There should also those rules or procedures that automatically refer to administration staff or counselor but first teacher should be in control themselves. Act authoritatively as a teacher and do not act violently if any aggressive behavior came out from any student side. Entirely, teacher should gain proper training and this should be at the back of your mind that violent may act anytime in the classroom and for it you as a teacher need to stay calm and in control.

Topic 252

Planning to Control Violence – 4

7. **Define behavioral expectations and apply consequences for rule compliance and noncompliance**

Clear identification of rules and other boundaries and consistent application of consequences can help minimize aggressive acts. If curriculum has two prom approaches; it deals with academic side and behavioral side as well then there behavioral expectations become part of that curriculum

automatically. Students came to know directly or indirectly that what are the negative and what are the positive behaviors, so that they need to minimize negative behaviors as much as they can.

Rules and regulations must be communicated at earliest with all stakeholders so that we can minimize violence as much as we can. But all procedures should be systematically, also proper monitoring will be needed to maintain appropriate environment of the classroom and the school. Provide proper feedback to all students and keep in mind that if negative behavior happened then immediate you must apply any consequence so that students may understand that this is a serious business as per as classroom and school is concerned.

8. Maintain a therapeutic attitude

Therapeutic adults are able to maintain a willingness to understand students and to consider their emotional fragility. Teacher must understand the problems of the student and must show interest in students. It is important for teachers to be mentally prepared and to understand that students might display emotional fragility and teachers need to understand that fragility. Teacher should try to show a therapeutic attitude in the classroom. And act proactively so that he/she may know which students are active, emotionally stable and not emotionally stable. Students that are not stable or emotional students need one to one interactions they needed to be given more time or may sit in a group or need peer interactions also.

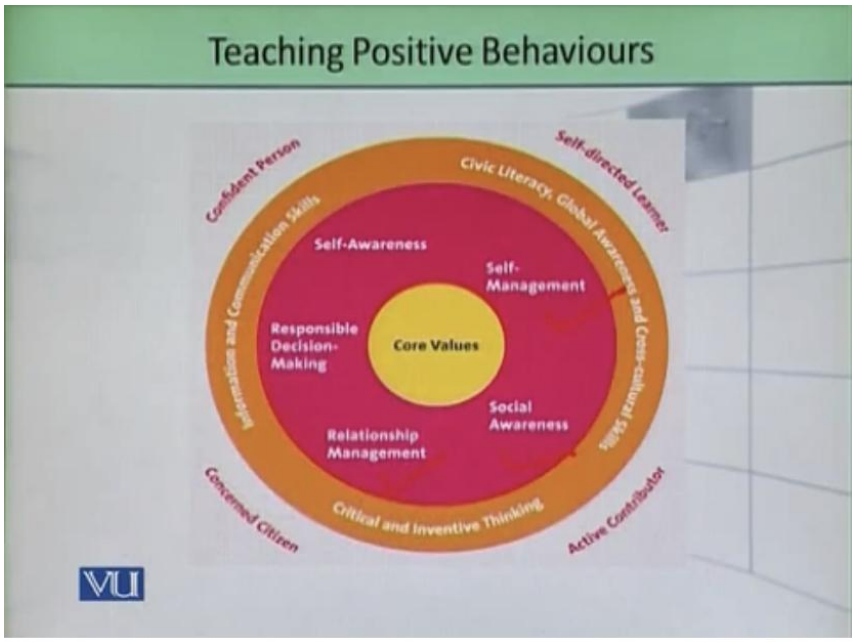
Lesson No. 43

TEACHING POSITIVE BEHAVIOURS

Topic 253

Teaching positive behaviors:

- Teachers should avoid focusing on students' inappropriate behavior and, instead, focus on desirable replacement behaviors. Try to talk about positive behaviors and students must understand that positives behavior are those that can improve classroom environment. Try to tell students what are the acceptable behaviors in the classroom so that those behaviors can be practiced. Should teach students some core values.



Core values are:

- To tell students about self-management.
- Social awareness.

- Relationship management.
- Responsible decision making is very important. It is a positive behavior.
- Self-awareness.

In these core values we involve students in these behaviors:

- Self-directed leaner.
- Active contributor.
- Concerned citizen.
- Confident persons.

These are all positive behaviors that we should teach students in the classroom..

Focusing behavior management systems on positive, prosocial replacement responses will provide students with the responsibility to practice and be reinforced for appropriate behaviors.

Topic 254

Opportunities to Practice New behaviors

- Increased opportunities for students to interact within the school environment need to be provided so that prosocial skills can be learned. Teacher should provide students many opportunities to students through lesson plans, classroom interaction and also in school wide procedures may include. Students should know about self-discipline and self-awareness so that they use positive behaviors in the classroom.
- If a student performs as a passive participant in the classroom, then little growth in a social skill acquisition can be expected. Teachers should try to understand that their students who are anti-social and who are social, try to understand those students and work on these type of students. Use counseling for those students to help them to come out of their shells and to teach them about good behaviors so that students can behave well in classroom.

Topic 255

Developing pro-social behavior:

- Taking turns. Students should listen to others and wait for their turn and raise their hand before speak. It is pro social behavior and teachers need to control that every student should listen to each other.
- Working with partner. It is also a pro social skill. And this helps always.
- Following directions.
- Working in a group or with others.
- Displaying appropriate behavior towards peers and adults.
- Increasing positive relationships
- Demonstrating positive verbal and nonverbal relationships
- Showing interest and caring
- Settling conflicts without fighting

If one is a pro social human being, then it will become easier to handle conflicts. And by using all those skills you may minimize violence. And may be try not to come forward any violent act because students already learners all such positive social skills then aggression and violence cannot be happened. Because students now learned already how to sit in the classroom and learn how to behave with other fellows how to spend time with each other.

Topic 256

Treat Social Skills Deficits as Errors in Learning

During assessment of a students' present level of functioning, the teacher must determine whether the social skill problem is due to a:

- Skill deficit
- Performance deficit

Teachers who are only focused on academic performance and ignore behavioral performance will become difficulty to know about where deficits exist this becomes to increase negative manifestation

and if student cannot show better behavior manifestation then there will be any issue or problem. It is very important to recognize these behaviors so that it should be considered and find its solution.

The teacher can test the student by directly asking what he or she would do or can have the student role plays responses in several social situations. Students may become neglected by teachers if they cannot find their issues regarding social situations. If teacher cannot find this will lead to such violent situations and cannot be handle. There must be work on social deficits to find where deficits exist and how to control this. There should be programs in the schools that discovered these social deficits and try to arrange solutions for minimize this deficit. If problem solution is outside the school then should take help from outside to manage the classroom to create good environment in the school or classroom.

Topic 257

Identification of Social Skill Deficit

Social skill deficit may be performance deficit or may be skill deficit.

Example:

A peer on the bus calls you a bad name. What should you do?

Performance deficit

If the student can give the correct response but does not display the behavior outside the testing situation, the social skill problem is probably due to a performance deficit. This means one knows already but cannot perform accordingly this is called performance deficit. If there is no performance deficit then student cannot perform in any social situation he/she cannot become successful. In this situation student know everything what is good what is bad but he/she cannot perform according to the desired situation. He cannot express in a better way and if someone talks with him nicely and she/he knew that this is a good behavior but that student cannot express or perform in the same way but she/he cannot perform accordingly.

Skill deficit

If the student cannot produce the socially correct response, the social skill problem may be due to a skill deficit. Its identification is very important and if teachers have proper programs where students get social skills learn and then manifest them. It is very important to work on both performance and skill deficit so that it will help students and teachers as well.

Topic 258

Arranging For Social Skills' Lessons

Social skill lessons are best implemented in groups of 3 to 5 students and optimally should include socially competent peers to serve as models. So that these students become socially competent peers to serve as a model.

A social skill group lesson should focus on three things:

1. An explanation of why the group is meeting.
2. A definition of what social skills are?
3. An explanation of what is expected of each student during the group.

It may also be helpful to implement behavior management procedures for the group (i.e. contingencies for compliance and non-compliance). If student cannot work nicely in group then he/she may face some consequences. Inform student about positive and negative behaviors and if again any student identified that he/she cannot work in a group nicely then teacher may have to face certain penalties and negative consequences may follow. It is the responsibility of a teacher to inform students about good and bad behaviors in the start of the academic year.

Lesson No. 44

DEVELOPING SOCIAL COMPETENCE AMONG STUDENTS

Topic 259

Social Competence

It is an inherent quality. But channelize this rightly is the responsibility of teachers and school. It is a skill that helps to:

- Generate good social interactions among peers. It is very important to focus on social competence in with students become socially aware themselves and they know how to behave with other appropriately in the classroom
- Establish caring connections. Students should care about no one other hurt by them which lead to classroom management and discipline.
- Develop warm attitudes. Students respond to each other very warmly.
- Downplay violence and aggression among students. Try to focus on social competences as it may minimize violence and aggression among students.

Social competence is the ability to act in a caring and helpful manner towards others. Teacher should display social competence then schools learn social competence and school possess well social competences. This strategy will enhance school environment more confident, kind, polite and friendly.

Topic 260

Social competence and Classroom Management

- Social competence has strong implications for classroom management. For better classroom management there should be social competence student sitting the classroom. Classroom management and social competence complement each other. Teacher can work on social competence through their lesson plans.

- A classroom is a social phenomenon. Whole school approach involves in it. A school culture may reflect a better social competency also students should be social competence in all situations in the school.
- Effective classroom management depends a lot on the kind of social skills students have. Social skills and classroom management are totally aligned to each other and we can maintain both social competency and classroom management at the same time that will lead toward lifelong terms as per as school discipline is concerned.

Topic 261

Development of Social Competence

- Social competence develops very early in childhood and should be nurtured to the maximum. Social competence is an inherent skill and should be developed as soon as possible. There is a need to polish and monitor such skills at the earlier stages for it we need to develop plan intervention. Before this plan there is a need to know the environment of the student home, their family backgrounds, their parental relations, where they live. It is very important that all these factors should be known and to discover where social deficits exist.
- Children who lack human interaction may fail to thrive. Should develop social skill competence so that one may find where social skill deficit starts are. Should provide professional training to teacher and student to provide training to control social deficits and develop social skills.

For this planned intervention is also important so that one may develop social skills in students. At the start of school year, should develop curriculum according to plan intervention and introduce social deliberate skills in it. Develop pro social skills in students that help in building positive relationships.

Social deficits students are struck in different problems and issues. Such children may:

- Fail to gain sufficient weight
- Become indifferent

- Listless
- Withdrawn
- Depressed

Topic 262

Family Role In The Development of Social Competence

Family role is critical to the child's welfare and social-emotional development. Family environment is very important it includes parent children relation, siblings' relation as well. Every individual is a product of any particular family so it is important to check the environment of the students. Socially competent or socially in competent students are because of their home environment. It is important to talk to students parents when students entered the schools. For this involvement of all stakeholders should be considered.

Methods Used In Controlling Children

- Authoritarian (high control)-low social competence. Students become low social skills in this authoritarian climate. Here full control is in both parents or any single one. Students become social deficits victims in this environment where there is high control authority is in parents or other one.
- Authoritative (authority through having knowledge and providing direction). Authority and command is used only for giving directions and there is proper channelization of students skills.
- Permissive (low control or direction). In this style there is less upbringing control of students. There is no proper sense of direction given to the students. How to sit, how to talk with others and how to show their emotions.
- Combinations of the above (using all above methods). Teachers should know about what social skills students have along with them while entering in the classroom.

Topic 263

Peer Relations And The development Of Social Competence

Piaget (1932) pointed that peer interaction as one major source of cognitive as well as social development, particularly for the development of role-taking and empathy. If any student have friendship with a student who is bully then this friendship is not good. On it teacher should take an action immediately and also talk to their parents, administration become active. There is a need to teach student who is bully also instruct other student who take part in that bullying with him/her. Peer relationships are very important also there is a need to check the level of relations among students. Teachers play an important role to develop positive relations and to check what the behavioral manifestations of the students are.

From 6 to 14 years of age, children shift their views of friendship from:

- Sharing of physical activities to sharing of materials.
- Being kind or helpful. They need to become pro social
- Perceiving friendships that allow individuality to be expressed or supported (Berndt, 1981)

The role of the school is critical in encouraging healthy social interactions among peers.

Topic 264

Limiting Factors in Social Development

A child's connection with a:

- Given family (broken family, single parent)
- Neighborhood (sometimes issue arise in neighborhood not in school or home)
- School may limit opportunities for social development.

These are the three main factors that should keep in mind. Where is the root cause for social competence deficits for this teacher may need to work properly with student to find where real problem exist. For that process there is a need to determine that whether student (ME) does not

in which student plays or interacts with others there any person is over dominant so that with his/her dominance children social skill may deficits. Or national or globally worldwide may cause children social deficit issue.

Lack of diversity in social interactions, at home and in school, may also limit a child's ability to be socially competent in various circumstances.

Lesson No. 45

SOCIAL COMPETENCE

Topic 265

Social Competence for All Students

Schools are under pressure to create:

- Safe. Provide safe environment for all students
- Orderly. Provide schools orderly. If there is no order discipline in schools then academic performance may not done correctly.
- Effective learning environments. Children must listen to each other and wait for their turn. And they should raise hand before they speak.

Efforts should be made by schools to create environments where all students acquire social as well as academic skills that will allow them to succeed in school and beyond. All stakeholders should try to planned such activities or procedures in which student learn under a proper environment so that students learn very well. It is the responsibility of a school that they prepare student a complete personality and then forward ahead and it is only become possible when we develop student personality academically and behaviorally competent as well.

Social skill instruction in schools benefits students not only socially, but also academically, as appropriate behaviors increase their access to instructional time. Socially competent individuals also become academically prone because they use their skills and should learn with the help of it carefully. Academic development and behavioral development go side by side and complement each other.

Topic 266

Social Competence vs Punishment

- Traditional punishment and exclusion may provide a short-lived relief from disciplinary

so when teacher give punishment to students he/she keep in mind that what is the negative behavior for which punishment is taken as consequence. Punishment can be given by several ways, sometimes punishment is given frequently then, student become reactive in this situation. It was a short term solution but this effects student mind as they think that I can do whatever I want to do and then get punishment after that.

- In the long term, punishment and exclusion are ineffective and can lead to renewed incidents of disruptive behaviors. Try to give long term punishment as much as you can. Sometimes teacher become habitual to give punishment to their students frequently.

It is, therefore, important to teach social competence so that instances of problem behaviors can be reduced. It is important that we should focus on social skill development instead of punishment. One cannot give attention to social skill development through direct moralizing but moralize through classroom activities and through proper lesson plan, through peer interaction. These entire things become very important to learn social competence. Punishment cannot teach social competency because it cannot highlight proper learning behaviors. Sometime teachers beat students and they become reactive and they do not come towards solutions. They become habitual of maintain and exhibit that behavior again and again.

Topic 267

Helping Students to Become Socially Competent

The success of teachers and administrators in helping students develop social competence depends on their ability to:

- Develop a school-wide culture of social competence. It is the duty of the teachers, administration and all other stakeholders to promote social competence in the school environment.
- Infuse the curriculum with situation-specific social skills lessons that target key behaviors. When one take academic content, should keep in mind that when select text selection in Urdu or English, he/she should select socially align text so that indirectly he/she can teach student social competences. Should integrate academic curriculum and effective curriculum,

so that social skills come automatically. With this integration, one can provide social skill development also trained students for social competence.

- Match the level and intensity of instruction to students' social skills deficits. Should discover where social deficits fall and then so one can make it part of program planning. Choose some topics in lesson plan which point out those social skill deficits and students become aware of social competence.

All above three things are important in helping student to become socially competent.

Topic 268

Developing a School-wide Culture of Social Competence

To establish a school climate acceptable to all, a team representing all members of the school community should be formed and asked to define school-wide behavioral expectations. It is not the responsibility of only teacher to teach social competencies to students. It is the responsible of all stakeholders. All community members could determine that what are the social expectations? Parents also play an important role in it to teach students about good and bad behaviors.

Some school-wide behavioral expectations:

- Be respectful. How respectfully we behave with each other. First respect her/his self and then give respect to others. Should become respectful to others. Do not tease others and follow adults requests quickly and without complaint.
- Be responsible. Responsible behavior should be applied in classroom and outside the class as well. Each person is responsible for taking ownership of their actions in a way that values building safe and positive classrooms.
- Follow directions. Follow instructions is very important as following instructions is an important ability to practice in everyday life. Within an academic setting, following instructions can influence grades, learning subject matter, and correctly executing skills.
- Hands and feet to self. Do not show any aggressive behaviors. Aggressive behavior in the classroom is likely to result in increased levels of stress and frustration for the teacher and

Topic 269

School-Wide Behavioral Expectations

School-Wide Behavioral expectations typically:

- Address the most frequently observed problem behaviors across all school settings. Students should know how to talk with teachers, administrative staff, and other peers. These expectations should focus on those problems of behaviors which they display and where they display.
- Are condensed into three to five short and easy to remember statements. In it we can teach students which are bad behaviors and which behaviors are good. Also teach them about acceptable behaviors and unacceptable behaviors.
- Are ages appropriate. You should not give them any written statement which they cannot understand.
- Are positively stated (e.g. "be respectful" instead of "don't tease").

Teacher should select nice words to use for students. The words that are used to indicate expectations should be very positive. All stakeholders should state positive statements. Students who are social deficits should teach those positive statements and positive behavioral competence.

Topic 270

Integration of Social Skills in the Curriculum

- To support the development of a school-wide culture of competence, social skills instruction must be an integral part of the school's curriculum and daily operations. Curriculum should be widely shared. When a teacher makes any lesson plan, it includes academic objectives and also behavioral objectives should be stated. Academic objectives and behavioral objectives should be integrated in a curriculum so that students understand that social skill development is the part of learning. To channelize these things through moralizing because students think that this is over and above the academic goals. It is very important when

formulate curriculum goals, select texts and make lesson plans, this is also important that one should focus on behavioral attitudes and highlight them make it the part of the curriculum. It will improve students' behavior, teachers' behavior and school environment become positive.

- To create a classroom environment where all students can learn, teachers must teach appropriate social skills giving students access to the academic curriculum. Learning objectives cannot be attained if behavioral objective could not meet. In order to have good learning objectives, to learn meaningfully in the classroom, it is highly important to exhibit appropriate behaviors. Academic learning is compliment by behavioral learning because you learn through it so it is important to present after integrate both of them then we can teach social learning skills indirectly. Therefore in social integration, should ensure that academic and behavioral objectives are taught side by side in order to have good management in the classrooms, in order to have better discipline in the classroom so that better teaching and learning takes place.