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HIGHLIGHTED HANDOUT

EDUA305

Classroom Management for Young Learners

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Lesson No. 1**INTRODUCTION TO CLASSROOM MANAGEMENT****Topic- 001****An Introduction**

Classroom management is a very important part of the professional development of ECE teachers. 

A teacher's duty is not only to teach the class but also to handle the management issues in the classroom for effective teaching and learning process.

Educators, researchers, and policymakers recognize that highly-quality early childhood education prepares young children for long-term social-emotional and academic success. The most critical aspect of childhood education is classroom management. Moreover, teachers' behavior plays a vital role in getting young children to school readiness. The benefits of a good classroom environment are as follows:

- Promotes positive behavior
- Self-regulation
- Social competence and children show a high level of task engagement (Thompson, 2002)

Reference: Emmer, E. T., & Sabornie, E. J. (Eds.). (2015). Handbook of classroom management. New York: Routledge.

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

- Elements of classroom management
- Classroom management approaches and strategies
- Models of classroom management
- ECE 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 are not possible. Sometimes Lesson planning is very good but due to discipline issues, the teaching-learning process cannot be successful.

The other main part of classroom management is Bullying. Bullying is a problem of overall in school. Children bully each other within the classroom and outside the classroom. Such children lack elements 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 take place. So, it is necessary for ECE teachers to prevent bullying within the classrooms as well as in school.

There are many ways of bullying. It could be permanent or temporary. So, it is necessary for teachers to understand who is doing the bullying and who is becoming a victim of this.

Moreover, it is essential to emphasize the social-emotional learning of students. Classroom management and social-emotional learning 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 ECE teachers to include the aspects of social-emotional learning in their lesson plans, and their own behaviors.

ECE teachers should be role models for children, what he wants to see in their children, and they should show that in their, own personality too.

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

Topic – 002

Definition of Classroom Management:

There are two specific aspects of early childhood environments:

- 1- Teacher-child relationships
- 2- The physical environment arrangement of the classrooms.

A critical aspect of the classroom is the quality of the relationship between the teacher and the children. When a teacher demonstrates kindness and respect toward children through the use of affectionate words or appropriate physical contact, young children similarly behave towards peers and adults in the classroom. Moreover, the arrangement and structure of the early childhood

classroom environment have a great impact on young children's participation in learning, behavior, and peer interaction.

Reference: Emmer, E. T., & Sabornie, E. J. (Eds.). (2015). Handbook of classroom management. New York: Routledge.

Classroom management embodies:

- Effective teaching of content (Content knowledge is very important. Classroom management problems arise because an ECE 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 ECE teachers do not know the teaching strategies)
- An organizational structure to support productive learning (the seating arrangement of the classroom, are students sitting in rows or groups?)
- Effective use of social-emotional domains of learning
- The most successful ECE teachers approach management as a process of establishing and maintaining effective learning environments.

Classroom management is a very broad domain. It starts with the ECE teacher's 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 important together with pedagogical strategies in classroom management.

Topic – 003

Key Elements of ECE Classroom Management:

1. **School-wide discipline through the curriculum:** classroom discipline is not possible without school-wide discipline, so it is very important to make classroom management a part of the curriculum.

2. **Classroom discipline:** Both the ECE teacher and children must know how to behave in a 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.

The activity area in early childhood classrooms is used to promote engagement and social interaction. Engagement is key to preventing the challenging behavior of children.

Reference: Emmer, E. T., & Sabornie, E. J. (Eds.). (2015). Handbook of classroom management. New York: Routledge.

3. **Classroom-based rules:** Classroom discipline is made through classroom rules. There are certain rules for both children and the ECE teachers to follow in the 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 children:** It is very important for the ECE teacher to identify the needs of the children. Management issues in the classroom arise because sometimes teachers do not know the Young learner's needs. The teacher must know children's interests and their individual needs. It is very important for the ECE teacher to have age-appropriate and need-based rules in the classroom so that students can follow them easily.
5. **Involvement of major stakeholders:** All stakeholders who are involved in the education of a child must be made aware of the phenomenon of classroom management. The major stakeholders are children themselves, ECE 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 a very important part of social-emotional learning.
7. **Physical seating in the classroom:** Are children sitting in rows, groups or pairs?]

There are some strategies for arranging the physical environment of the ECE classrooms:

- Incorporating children's development levels and natural interests into activities to encourage their motivation
- Setting up areas to be free from other distractions to allow children to become deeply engaged in their work.

- Arranging adjoining areas to encourage “spillover” of play or to increase social interaction (e.g., putting the writing center to ensure adequate space and to avoid overcrowding).
- Arrange the classroom in such a way teachers can easily visually monitor all children

Reference: Emmer, E. T., & Sabornie, E. J. (Eds.). (2015). Handbook of classroom management. New York: Routledge.

- 8. Role modeling by ECE teachers and caregivers:** Children learn from the teachers so it is important to have proper behaviors in the classroom so both the teachers and the young learners have a good reputation.

Topic – 004

Curriculum and Early Childhood Classroom Management:

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

Curriculum:

The 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.

ECE Curriculum:

Some of the following principles are considered in the ECE curriculum:

- It should be based on a child-centered curriculum. So, children explore and discover new things.
- Children learn through play and freely chosen activities, enabling them to develop independence, control, and autonomy;
- It includes all the activities and experiences in the setting, including the ethics, agreed rules, and behavior;

- It is based on the interests and needs of the children, and plans the curriculum in emergent and responsive ways;
- Practitioners may also plan group activities to introduce specific curriculum content.

Reference: Wood, E., & Hedges, H. (2016). Curriculum in early childhood education: Critical questions about content, coherence, and control. The curriculum journal, 27(3), 387-405.

The link between curriculum and classroom management:

Classroom management needs a school-wide commitment. This commitment can only come through the 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 ECE teacher and children 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, and setting up appropriate rules in the classroom. School-wide commitment involves all the stakeholders i.e., young learners themselves, teachers, parents, school administration, principals, coordinators, classroom community, etc. who determine that without classroom management, lesson planning and teaching are not possible.

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

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

Topic – 005**Early Childhood Classroom Management and the Hidden Curriculum:**

The hidden curriculum is taught in school, but it plays a more significant role in kindergarten, where children learn rules, norms, and values of life.

Reference: Jančec, L., Vorkapić, S. T., & Vodopivec, J. L. (2015). Hidden curriculum determinants in (pre)school institutions: Implicit cognition in action. In Exploring Implicit Cognition: Learning, Memory, and Social Cognitive Processes (pp. 216-242). IGI Global.

The hidden curriculum is that part of the curriculum that while not written will certainly be learned by the children. It is all the messages the school sends about:

- What is important

- What behaviors are appropriate (what behavior must be manifested in the classroom and which is strictly prohibited? Not only in the classroom but also outside the classroom.

Behavior is very important which is why these are conveyed through the hidden curriculum without being actively spoken about by the ECE 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 ECE teachers, principals, administrators, and other senior children)

- 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 behavior so that children can learn them and the same behaviors must be portrayed in the classroom so that fewer management problems arise.

Topic – 006**Social Emotional Learning and Classroom Management:**

The function of social-emotional and behavioral competence in promoting children's long-term adjustment and academic success underscores the importance of early education and effective classroom management.

Reference: Emmer, E. T., & Sabornie, E. J. (Eds.). (2015). Handbook of classroom management. New York: Routledge.

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

1. Content knowledge
2. Pedagogical knowledge
3. Classroom management
4. Social-emotional management

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

Importance of early childhood classroom management: (Three areas)

- 1-The occurrence of challenging behavior in pre-school age children
- 2- The negative result associated with problem behaviors of the children
- 3-The influence of early childhood education in preventing challenging behavior and promoting social-emotional well-being.

Reference: Emmer, E. T., & Sabornie, E. J. (Eds.). (2015). Handbook of classroom management. New York: Routledge.

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 children 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 a classroom

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

Lesson 02

ECE CLASSROOM CONTROL

Topic – 007

Classroom control:

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

ECE Teachers need to be:

- **Authoritative:** children must feel the presence of the teacher. The teacher must be in full control, which is what is called being authoritative in the class.
- **In command:** A Young learner's teacher must know how to follow her lesson plan. How children must behave during the lesson. How the activities in the classroom will be possible? Mastery of 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. The most common technique for organizing instructional materials in classrooms is to place materials in learning centers or **learning areas**. The basic learning areas in early childhood classrooms are as follows:
 - Art
 - Music
 - Library/listening/writing activities
 - Blocks
 - Dramatic play
 - Science/discovery activities
 - Manipulatives/mathematics/games,
 - Woodworking, sand and water tables, and
 - Quiet activities

Reference: Brewer, J. A. (2007). Introduction to early childhood education preschool through primary grades sixth edition.

Children need to:

- **Act responsibly:** Hidden curriculum teaches the children 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:** Children need to follow rules which are mutually constructed by the children and ECE teachers. Once they are mutually constructed then they need to be followed. So that effective classroom control is possible.
- **Respect ECE 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, and have good behaviors with them.

Topic – 008

Governance of Rules:

It is considered a highly important element of classroom management. Teaching and learning are rule-governed activities. Children and ECE 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.

The most reasonable way is that classroom rules should be developed with children's input. The children's involvement will have depended on their developmental abilities. There are some strategies for involving children in developing and introducing the rules:

- Conduct a class discussion about the importance of having rules and ask children to help generate the rules.
- Guide the children about the rules and then instruct them to demonstrate each one through the role-playing method. It can be done when the rules are first introduced and then throughout the year as a reminder.
- Involve all children in identifying the visuals that will be used to illustrate a rules poster. The children could help decorate the poster in a classroom.

Reference: <https://iris.peabody.vanderbilt.edu/module/ecbm/cresource/q1/p03/>

Topic – 009

Responsibilities of Stakeholders:

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

Early childhood teachers promote learning and engagement in a classroom by providing activities and materials. A child can easily learn in a fun way:

- By facilitating learning
- Use of interesting materials/ Teaching Aids
- Adequate time to explore, play, and interact

- Appropriate environment Martinez-Beck, (2009:23).

Reference: Phajane, M.H. (2014). Exploring the roles and responsibilities of early childhood teachers. Mediterranean Journal of Social Sciences, 5(10), 420.

A child is also an important stakeholder; children (he/she) should act responsibly in class and should make 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 – 010

Identification of Needs of Problem Young Learners:

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

Who identifies the need?

- Parents (parents are the best sources to identify the problem areas of their children and it is the responsibility of parents to communicate the problem behavior of their children to the school so that something can be done.
- ECE Teachers (teachers are also the best sources to identify the problem areas of the children because they are in touch with the child all the time in school.

The most important feature of a well-managed classroom is the healthy relationship between ECE teachers and children. Young children particularly need trusting, warm, and nurturing relationships with teachers and caregivers to promote the development of social and behavioral

competence. Therefore, mostly behavior management will not be effective unless there is a positive relationship between the teacher and the children.

Reference: Emmer, E. T., & Sabornie, E. J. (Eds.). (2015). Handbook of classroom management. New York: Routledge.

- Administrators (administrators are also the best sources to identify the problem behaviors of the children not only within the classroom but also outside the classroom because the manifestation of behavior problems is not just in the classroom but is also manifested outside the classroom. So, the ECE teacher communicates the problem to the administrator, the problem is identified and the solutions are sought.
- Peers (peers are also a good source to identify the problem behavior. When children show problem behavior direct effect 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 important.
- Support staff: should also be 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, the 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, administrators, support staff).
- Timely action
- Assurance that the problem is obliterated

Topic – 011**Counseling Services in Schools:**

Counseling services are the key elements of classroom management, but unfortunately, there are many schools where there are no counseling services. Counseling services are needed to identify 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 ECE teachers cannot deal with all kinds of behavioral issues.
- Schools must recognize the need of having counselors in the school to address the psychological problems of the children. Children 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 ECE teachers cannot address the acute behavioral problems of the children, they do not sometimes know how to professionally handle such problems.

Behaviors that may require counseling:

- Children who insult others
- Children who tease others
- Children who abuse others
- Children who bully or harass others
- Children who lie
- Children who steal
- Children who are aggressive
- Children who lack confidence

- Children who are victims of bullying

Relationship between Counselor and Young Learners:

Regular visits of the counselor: The school counselor should regularly set aside quality time for monitoring young children, to identify the abnormal behavior of any child.

The counselor should assist the young learners with counseling needs to give possible solutions to their problems by eliciting the client's personal-social information, which would serve as effective data for counseling.

The counselor should have interpersonal interactions with learners.

The Counselor should also organize trips for children to visit places. This act is helpful for the development of the cognitive, social, and psychological domains of children.

The Counsellor should organize Competitions debates drama, play, art, and music for the young learners.

Reference: Ojeme, Agatha. (2017). Integrating Counseling Into Early Childhood Education in Nigeria: The Benefits, Challenges and Implications for Practice, 5(11)

Lesson 03**KEY ELEMENTS OF PHYSICAL SEATING & EARLY CHILDHOOD CLASSROOM
MANAGEMENT****Topic – 012****Physical seating & classroom management:**

While doing seating arrangements for children, there are many choices;

- Group seating in the classroom
- Individual seating in the 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 a purpose-built building because many aspects of the school are affected by it. For example, classroom size
 - Class seating plan. The class seating plan is greatly determined by the lesson plan that the ECE teacher has. Sometimes, the lesson plan advocates group seating, sometimes pair seating or individual seating, and seating on a carpet.
 - Playgrounds. If the school has big playgrounds, children have more space. Sometimes ECE teacher takes the whole class to the grounds to take the lecture depending upon the content of the lesson.
 - Classroom ambiance. How are the children 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 the physical setup of the school, all these factors are extremely important and they go towards successful teaching and learning.

Guidelines for ECE room arrangement:

Some of the following general guidelines that ECE teachers should keep in mind for room arrangements:

- **Space:** must accommodate multiple uses. A teacher makes sure classrooms and centers have enough space for each activity to have its area; therefore, they must serve more than one purpose.
- Those areas in which water is used should be as close to the water supply as possible. These are art, science, and water table areas.
- **Quiet areas** should be close together so that children who want to work quietly and silently can do it easily. Quiet does not mean that children cannot talk, but activities in such areas as the library, the writing table, and a listening station are noiseless by nature than activities in some other areas.
- **Noisy areas** such as the blocks and dramatic play areas. They should be grouped on the other side of the room from quiet areas.

Reference: Brewer, J. A. (2007). Introduction to early childhood education preschool through primary grades sixth edition.

Topic – 013

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 the 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 teacher need to make good rapport building with their children, there should be confidence-building measures and students feel very comfortable in the presence of the teacher. These are very important things that must happen in the classroom.

ECE Teacher's role in the classroom:

Teachers need to:

- Respect children (Problem behaviors arise when teachers do not respect children. Children in response then do not respect teachers.)
- Show a caring attitude towards young learners (ECE teachers must show a caring attitude towards children. He/she should feel that teacher is taking care of them and teachers care about them. So, this role modeling of a caring attitude is extremely important). 
- Listen to their worries (It is important to listen to children's problems and worries. Teaching and learning are not just teaching text, is not just making an effective lesson plan and enacting those lesson plans. Teaching and learning have a lot to do with the lives of young learners. So listen to children's problems and try to solve if you can do then it will show a caring connection with children and children will feel obligated to respect you and will show appropriate behaviors in the ECE classroom.)
- Encourage team building (ECE Teachers should have team building exercises in the classroom where they do pair work and teamwork and learn to work with each other and learn good behavior and for this, a teacher needs to be a good team builder by his/herself.)
- Take interest in children's lives and pay sincere attention to them (it is important that teachers should take sincere attention to what children say and you basically get involved in the problems and worries of children. Give them a patient hearing. Sometimes, an ECE teacher can prevent classroom management issues by giving children a patient hearing. The young learner should know that if they have a problem they can go to their teachers, and never say it is not my problem. Because children feel frustrated and you do not make your children feel frustrated).

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

ECE Teacher's roles and responsibilities are classified into four major areas which are as follows:

- He/She as a Caregiver and Nurturer of Children
- He/She as Facilitator of Learning
- He/She is Observers and Assessor of Children's Development
- He/She is a Professional Advocates

Reference: Phajane, M.H. (2014). Exploring the roles and responsibilities of early childhood teachers. Mediterranean Journal of Social Sciences, 5(10), 420.

Topic – 014

Early Childhood Classroom Management Approaches:

Introduction:

Classroom management approaches are the ways that ECE 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 ECE teachers use an explicit effort to manage classroom-based behavioral and management issues.

ECE Teachers and children are on the same platform and are explicitly told about the ways in which classroom instructions will go on.

The foundation for effective classroom management cannot be overstated without teacher-child interaction and relationships in early childhood settings. An ECE teacher can develop a supportive relationship with each child beginning with the use of positive attention and feedback for appropriate behavior. There are some powerful tools for managing and shaping the behavior of a child:

- Positive attention
- Encouragement
- Praise for appropriate behavior

Reference: Emmer, E. T., & Sabornie, E. J. (Eds.). (2015). Handbook of classroom management. New York: Routledge.

- Covert Management Approaches:

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

Topic – 015

Overt Management Approaches:

Overt Management Approaches include the following:

- Classroom policies:

ECE 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 children are treated equally. Each child must know the teacher's expectations.

How effective policies can be established:

- State the policies clearly
- All children must know the policies and the consequences
- Policies must be morally binding on all

- Parents must be taken in the loop

Policy directions:

Policy directions must be on the following:

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

Elements for a successful early childhood education and care policy:

There are following eight elements are as follows:

- A systemic and integrated approach to policy development and implementation
- strong and equal partnership with the education system
- universal access to early childhood education and care, and with particular attention for special needs children
- substantial public investments in services and infrastructure
- A participatory approach to quality improvement and assurance
- proper training and work conditions for staff in all forms of provision
- systematic attention to monitoring and data collection
- Strong framework and long-term agenda for research and evaluation

Reference: Haddad, L. (2006). Integrated policies for early childhood education and care: Challenges, pitfalls, and possibilities. Cadernos de Pesquisa, 36, 519-546.

Topic – 016**Intimidation:**

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

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

Assessing Behavior-Management System:

A teacher can assess the behavior-management system or discipline policy based on the following criteria:

- Respect for children
- Knowledge of each child
- Knowledge of normal growth, development, and behavior
- Willingness to accept discipline
- Do not use judgmental words
- Limited but cooperative rulemaking

Reference: Brewer, J. A. (2007). Introduction to early childhood education preschool through primary grades sixth edition.

Intimidation techniques:

1. Threats (Threat is a technique that is used by the ECE teachers to maintain classroom technique. The threat is a negative technique.
2. Sarcasm (when we talk ironically with the students and make a joke about child. It is called sarcasm).

3. **Ridicule** (It means making joke about the child considering yourself a powerful authority in the ECE classroom and trying to maintain discipline by making joke about the students).
4. **Disapproval** (A teacher explicitly disapproves of behavior in the classroom and communication. It means that misbehavior is explicitly communicated to the children and a child is told not to behave in a particular fashion.)
5. **Psychological coercion** (In this technique the ECE teacher develops psychological pressure on children and forces 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 tries to bring students toward compliance. It means that he/she physically abuses the children, this is the least wanted technique but in South Asia, it is practiced).

Topic – 017

Intimidation Approaches:

Some of the intimation techniques used by ECE teachers are:

1. **Threats:** A teacher threatens the children with negative consequences on the breach of acceptable behavior. It is a warning to children to act responsibly. A teacher can also use a system of assertive discipline in a classroom to maintain the behavior of the children. It is a system in which the rules and consequences for breaking a rule for classroom behavior are established by the teacher and posted in the classroom. If a child breaks the rule against speaking out in class, for example, her/his name is written on the chalkboard.

Reference: Brewer, J. A. (2007). Introduction to early childhood education preschool through primary gradessixth edition.

2. **Sarcasm:** It is a negative approach used by an ECE teacher to demean children. A child is looked down upon and despised through cynical and ironic remarks for not maintaining appropriate behavior in the classroom.
3. **Ridicule:** A child is mocked by the Young learner educator as a way to make him/her embarrassed at the onset of negative behavior.

4. Disapproval: Misbehavior is overtly disapproved by the ECE teacher verbally and through the use of negative undertones.

5. Psychological coercion: A teacher uses an oppressive strategy to control misbehavior. This may include emotional outbursts by the ECE teacher and giving mental distress to make a child comply with authority.

6. Physical force: A teacher physically abuses a child for failure to comply with appropriate behavior 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. The most common punishment “Time-out chair” is used by early childhood teachers to control children’s behavior in a classroom.

Reference: Brewer, J. A. (2007). Introduction to early childhood education preschool through primary grades sixth edition.

Topic – 018

Instruction:

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

Curriculum Organization:

ECE teachers have various options for choosing how to organize learning experiences while designing a curriculum. There are two most common approaches for young children a facts approach and a skilled approach. In a fact approach, experiences are arranged and organized. So, children learn a given set of factual information. For Example, the days of the week or the name of colors. On the other hand, in a skilled approach, experiences are selected and arranged so that children learn to cut on a line, share, or find information in a selection of reference books.

Reference: Brewer, J. A. (2007). Introduction to early childhood education preschool through primary grades sixth edition.

ECE Teachers should have content as well as pedagogical knowledge. These two pieces of knowledge together ensure effective instruction in the classroom and decrease problem behaviors in the classroom.

Instruction requires:

- A positive climate: This means the conditions in the young learner's 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 need to be pre-decided so that effective instruction can go on which means the ECE teachers need 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 ECE teacher has.

Lesson 04

OVERT AND COVERT MANAGEMENT APPROACHES

Topic – 019

Authoritarianism:

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

Authoritarianism sets and enforces rules in a dictatorial way, using obtrusive discipline as necessary. He sets the limits in the classroom through commands. It is the coercive use of power by the ECE teacher. It is a negative approach to having discipline in the early childhood classroom. It is not a permanent solution. This should be avoided and a teacher should be an authority figure in 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. Children may resort to 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 a negative technique used by the ECE teacher.

Therefore, children become active learners, and their abilities in critical thinking, decision-making, and cooperative learning increase when their participation is encouraged and all activities are implemented in democratic ways. The benefit of children's participation is that it develops a good and more positive relationship between teachers and children.

Reference: Banko-Bal, C., & Guler-Yildiz, T. (2021). An investigation of early childhood education teachers' attitudes, behaviors, and views regarding the rights of the child. *International Journal of Child Care and Education Policy*, 15(1), 1-26.

Authoritarian ECE teacher seeks to control child behavior by:

- Issuing commands (Authoritarian teacher controls behavior by issuing commands)
- Giving orders (ECE Teachers control 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 (Sometimes it is said to children that complete your work in the given time if you would not so I will see you all. This thing creates fear in children's minds and they will 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 the ECE teacher and this is not the permanent solution to the existing problem).

Topic – 020

Behaviour Modification:

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

Behavior modification attempts to promote desirable behaviour and eliminate undesirable behaviour. It attempts to bring changes in young learners' behaviour through the use of different strategies.

Preventions for Behavior Problems:

When teachers are faced with the challenging behavior of children, they often look first to the children involved to determine the nature of the problem. Before trying to associate the problem with the children, teachers need:

- To look into the programs or activities presented for the children
- The materials used in the classroom
- The classroom arrangement
- The classroom routines
- And the daily schedule

Reference: Brewer, J. A. (2007). Introduction to early childhood education preschool through primary grade sixth edition.

Behavior that needs modification:

- Fear and anxiety of various aspects of school life (Children have different types of fear like the fear of exams, school anxiety, and fear of doing group work. Some children are shy they lack confidence. It is very important to bring changes in such children's behaviors. Because the ultimate aim of education is to make a child 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 child show misbehavior in the ECE 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 young learners break the material in the ECE classroom basically they abuse the material that is in the classroom. So, these things should also be eradicated from students because then it becomes a habit of the children).
- Learning difficulties e.g., dyslexia, autism, attention, deficit (Some children have dyslexia, autism, and attention deficit disorders 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 professional 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 to be seriously addressed in the school).

Topic – 021**Behaviour Modification Strategies:**

1. **Praise:** Children are praised for showing desirable behaviour.
2. **Rewards:** Children are rewarded for manifesting expected behaviours.
3. **Modeling:** ECE teachers model behaviours which they want their students to manifest.
4. **Contingency contracting:** The children are given contracts by teachers if they misbehave.

These contracts may include class detention, no release for game time etc. It is a very good way of behavior modification.

5. **Response costs:** Response cost is a fine that can cost a child reward that has been already earned.
6. **Negative reinforcement and punishment:** A child is penalized for display of inappropriate behaviour. The nature of punishment can range from least to most punitive depending upon the misbehaved action.
7. **Set Clear Expectations for Behaviour:** When children know exactly what good behaviour means, it's easy for them to follow rules. Unclear expectations can lead towards uncertainty and anxiety.
8. **Create a Reward Menu for Good Behaviour:** A reward chart or reward menu is good visual way to reinforce the idea that good behaviour in the classroom is noticed by the ECE teacher and is highly valued.

Reference: <https://www.procaresoftware.com/resources/10-early-childhood-behavior-management-strategies/>

Topic – 022

Cookbook Management:

This is an eclectic approach that may consist of applying a prescription of 'do's and don'ts', without any obviously consistent rationale. It is an approach which is used by the ECE teachers by hosting other approaches which means it is an eclectic approach and various approaches are used in this approach to have control in the classroom. It may consist of adaptation of a number of most effective approaches which suit the situation or group of children.

Cookbook management is the most practical approach to be used in the ECE 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. Proactively teaching children how to manage their relationships and environment by teaching social and emotional skills is an example of cookbook classroom management approach.

Reference: <https://www.nj.gov/education/ece/psguide/ClassroomManagementStrategies.pdf>

Topic – 023**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 ECE teacher and the student, the more effective behavior patterns will emerge because it will be a friendly scenario in which ECE teacher is understanding the problems of children and children in return are respecting the ECE 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. ECE teachers should build secure relationships with their children and children should feel secure in the presence of ECE teacher and because of that effective teaching and learning go on. So it is very important to have classroom community in which ECE teachers and children should care for each other. ECE teacher should build pro-social expectations in which ECE teachers helps the children and children help each other.

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

When schools attend systematically to children social and emotional skills, the academic achievement of children increases, the incidence of problem behaviour decreases, and the quality of the relationship surrounding each child improves. Students become productive, responsible, contributing members of society.

Following are some of the ways to promote Socio-Emotional development in children:

- Listen students actively and emphatically
- Help children to understand the consequences of their behaviour
- ECE teachers should share their life experiences with children
- ECE teachers should create a supportive atmosphere in the classroom

References:<https://teachingstrategies.com/blog/5-ways-support-social-emotional-development-early-childhood/>

<https://www.teachforamerica.org/one-day/top-issues/how-to-incorporate-social-emotional-learning-in-your-classroom>

Topic – 024

Socio-Emotional Management-2:

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

- Please smile in the class
- Make sure that you take a cognitive-affective stance in your lesson plan.
- Never say, “It is not my problem”
- Be authoritative but not authoritarian
- Be sensitive to students' needs
- Capitalize on students' interest
- Ensure active participation by all
- Encourage team building
- Take interest in students' lives and pay sincere attention to them
- Be emotionally supportive
- Encourage healthy peer relationships

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

- Help children make responsible choices.
- Promote cooperative learning in the classroom.
- Provide warmth and support to students.

Reference:

Yoder, N (2014). Teaching the Whole Child: Instructional Practices that Support Social Emotional Learning in Three Teacher Evaluation Frameworks. Washington, DC: American Institutes for Research Center on Great Teachers and Leaders

Lesson 05**OVERT & COVERT MANAGEMENT APPROACHES IN EARLY CHILDHOOD
EDUCATION****Topic – 025****Determining the Needs of Problem Children in Early Childhood Education:**

- **Who are problem Children? Children who are:**
 - Shy or lack of confidence
 - Lack of self-esteem
 - Extremely talkative
 - Over confident
 - Aggressive or violent
 - Bullies
 - Victims of psychological trauma
 - Identified with learning difficulties
 - Repeat unfavourable behaviors repeatedly
 - Exhibit improper behaviors in a manner that shut off educational process in classroom
- Creates a physically/psychologically menacing situation for himself and for his environment

Determining the Needs:

Needs of problem children can be determined through various means.

- Children profiles
- Behaviour portfolios
- Keen observation of potential problem students in class
 - Interaction of potential problem children with peers
 - Liaison with parents
 - Liaison with school counselors

Problem cases need attention:

Problematic children need to be given attention through:

- A constant watch
- Specialized short and long term programmes
- Referrals to counsellors
- Close coordination among caregivers, peers, ECE teachers and administrative school staff

Reference: Levin, J. & Nolan, F. (2007). Principles of classroom management: A professional decision making model. Boston, MA: Pearson-Allyn and Bacon.

Topic – 026

Group Processes (Overt Management Approach):

Group processes use the class to support and promote appropriate individual behaviour and learning. The skills learned from working in groups are important for personal development of children. During group activities children have the chance to communicate with each other and work towards a common goal. By practising being an effective group member, children develop confidence in their own abilities.

Group instruction:

For any group interaction to take place it is highly important for ECE teachers to teach the processes of group dynamics to children. The lack of training in how to interact in a group leads to confusion and chaos.

Effective group interaction:

Effective group interaction is promoted by:

- ECE teacher's alertness
- Reasonable expectations
- Sharing of leadership
- Use of group maintenance activities

Reference: Midura, D. W., & Donald R. G. (2005). *Essentials of Team Building: Principles and Practices*. Maryland: Sheridan Books.

Topic – 027

Permissiveness (Overt Management Approach):

Unlike other approaches, it is considered a negative approach. It is the extreme opposite of intimidation. Here the ECE teacher promotes maximum child freedom in order to foster natural development of each individual's full potential. The ECE teacher encourages children to take full responsibility for their own learning. ECE teacher does not take the responsibility of classroom control. This style is characterized by an environment that is non-punitive, where there are few demands on children and lot of freedom for them to do as they please. It can result in children who are immature, show poor self-restraint and exhibit poor leadership skills.

Dangers associated with PERMISSIVENESS:

- Children can go out of hand and create severe classroom management issues if the condition to act responsibly is not constantly enforced in the classroom.
- The ECE teacher can lose authority in the class and can be considered a powerless figure.

Reference: Wenning, J.C., & Vieyra, E.R. (2020) *Classroom Management in Teaching High School Physics: Managing the Physics Classroom*. New York: Melville

Topic – 028

Covert Management Approach:

Covert management approaches are used implicitly unlike the explicit use of approaches through overt management strategies. Covert management approaches are used by ECE 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 are basically on the recognition that children absorb lessons in school that may or may not be part of the formal course of study-for instance how students should interact with their peers and teachers and what ideas and behaviors are acceptable and what are not.

Covert management approaches should be a part of the:

- School culture
- Curriculum

Covert approaches are the:

- Core values and norms that children and ECE 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

Reference: <https://www.edglossary.org/hidden-curriculum/>

Topic – 029

Covert Management Strategies:

Covert management approaches can be used in:

- School Assembly
- Tutorials
- Lesson Plans
- Sport Activities
- Extra Curricular Activities
- Behavioral interactions
- Out of school interaction
- Information to all Stakeholders
- Reinforcement
- Part of student and teacher assessment
- Fostering social-emotional growth

- Improving meaningful classroom learning
- Increasing student academic engagement
- Lowering negative classroom behaviour

Reference: <https://www.prodigygame.com/main-en/blog/classroom-management-strategies/>

Lesson 06**ROLE OF TEACHER IN MANAGING CLASSROOM - 1****Topic – 030****Effective Management:**

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

Such teachers:

- ▯ Set a positive classroom climate.
- ▯ Organize classroom area.
- ▯ Establish group norms.
- ▯ Layout routines and procedures.
- ▯ Monitor learning.
- ▯ Maintain good student behavior.
- ▯ Evaluate classroom management and student achievement.
- ▯ Model ideal classroom behaviour.
- ▯ Get children involved in creating rules.
- ▯ Set clear expectations (observable and measurable).
- ▯ Offer praise and rewards for good behaviour.
- ▯ Communicate with children parents.

Reference: <https://www.procaresoftware.com/resources/12-classroom-management-strategies-to-support-learning/>

Topic – 031**Organization of ECE Classroom Area:**

An organized set up of classroom area is important for learning because it is the first thing children see when they walk in the classroom. Factors for example unorganized bookshelves, random children desk patterns can make a difference. A messy classroom also creates a sense of instability. It is important to not only create a neat classroom but to appropriately use classroom space as well.

**Dimensions of classroom organization****1. Seating**

Are children seated in rows, pairs or groups?

2. Teacher position

Is the ECE teacher standing at a position where she is visible to all?

3. Bulletin boards

Are there enough bulletin boards in the classroom?

4. Display of student work

Is child work displayed on bulletin boards?

5. Blackboards

Is the blackboard visible to all children?

6. Student corner

Is there a child corner where children can go to read, draw or do other work?

Reference: Li, Y. (2006). Classroom Organization: Understanding the Context in which Children are Expected to Learn. Early Childhood Education Journal, 34(1), 37-43.

Topic – 032

Establish Group Norms and Expectations:

Norms

Norms are unwritten rules stating what children should and should not do. They regulate and control behavior. They are behavioral expectations for children. Classroom norms inform students how they have to behave with each other and towards material used in the classroom. Establishing norms set the tone of the class.

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 ECE teachers as a means of careful reinforcement.

Expectations

Expectations are the norms applied to a specific situation.

So, all of this is communicated through role modeling and constant reinforcement by the ECE teacher. These norms should be communicated in early ages to the children by various means through assemblies, through lesson plans integration and through anecdotes.

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

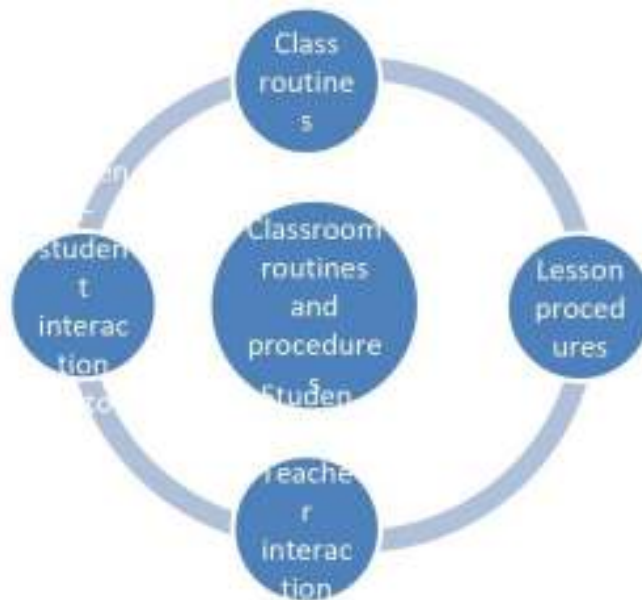
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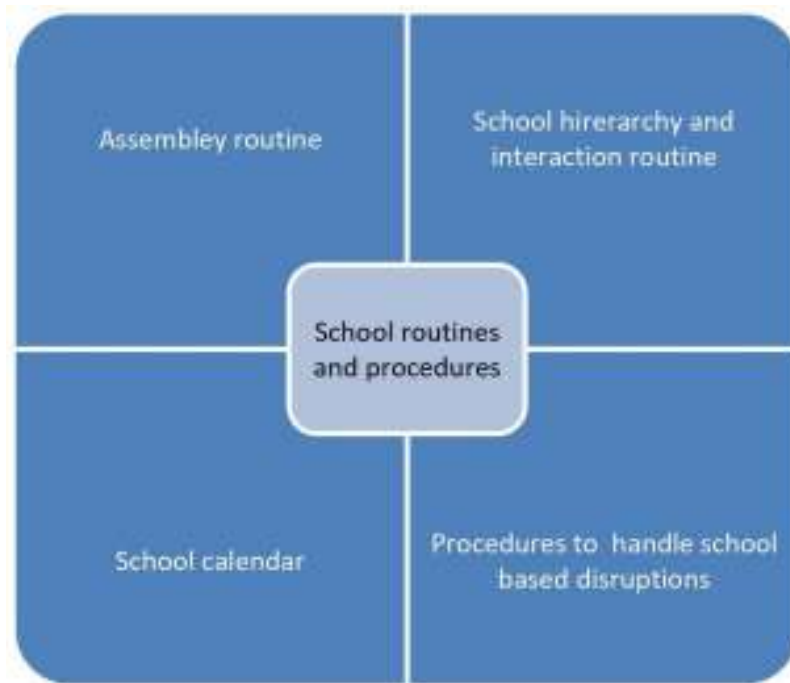
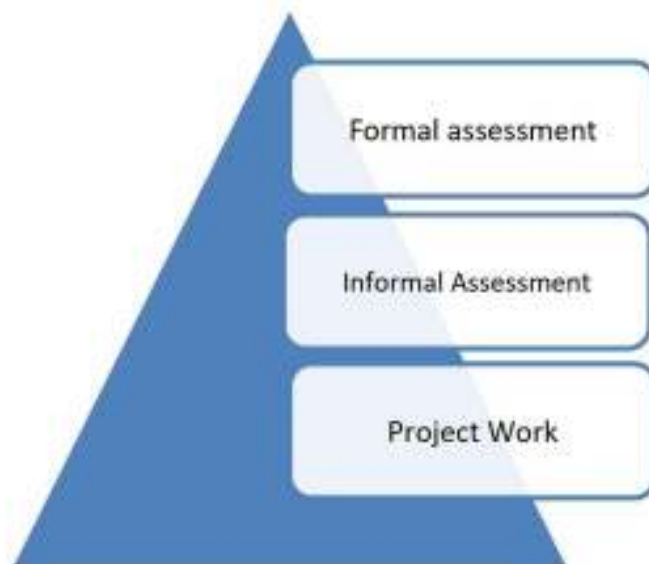
<https://teaching.cornell.edu/resource/getting-started-establishing-ground-rules>

<https://www.uvm.edu/~wfox/ClassNorms.html>

Topic – 033

Routines and Procedures:



**Topic – 034****Monitor Learning:**

Role of ECE Teacher in Monitoring Learning in Early Childhood Classroom

ECE teachers need to have a clear understanding of characteristics, attitudes and abilities of effectiveness in their chosen profession. They need to understand the various dimensions of their complex and interconnected roles. ECE teachers also need to develop evaluation and judgment skills and make effective decisions in different classroom situations.

ECE teachers should:

- ❖ be proactive in giving feedback
- ❖ continuously monitor student learning
- ❖ have a well defined mechanism to record student progress
- ❖ keep assessment portfolios to monitor student learning

Reference: https://www.nsspress.com/dyer_childhood_demo/ch1/sec3.htm

Topic – 035

Strategies to Maintain Good Behavior:

- ❖ Lay down rules at the start of the school year.
- ❖ Make classroom rules with the children.
- ❖ Issue contracts on non-compliance.
- ❖ Reinforce rules.
- ❖ Enforce rules uniformly.
- ❖ Use positive language
- ❖ Acknowledge good behaviour
- ❖ Avoid punishments

- ❖ Communicate consequences for bad behaviour

Reference: <https://www.paperpinecone.com/blog/effective-behavior-management-strategies-preschool>

Lesson 07**EFFECTIVE MANAGEMENT****Topic – 036****Evaluation of Classroom Management & Children Achievement:**

Evaluation is:

“The formal determination of the quality, effectiveness, or value of a program, product, project, process, objective or curriculum”.

So in order to determine the effectiveness, the value and quality of any educational programs, evaluation is very important. It is equally important that the management styles and management approaches followed by ECE teachers in the classrooms are evaluated periodically.

Evaluation and Classroom Management in Early Childhood Education:

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 in Early childhood Education:

Classroom management evaluation should be formative in a way that it provides continuous feedback as a way to improve learning. In formative assignment we can use observation sheets, portfolio development, behavioral charts at the end and middle of the week to check how children respond to different teaching styles and classrooms management styles. It helps ECE teacher to identify strengths and weakness in children learning and target areas that need work. It helps identify in what areas students are struggling so that they change their teaching approach or adopt any other measure to resolve the problem.

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. The basic goal of summative

evaluation is to evaluate children learning at the end of an instructional activity to compare it against some set standards. Mid-term and final-term exams are two examples of summative evaluation.

Reference: <https://www.cmu.edu/teaching/assessment/basics/formative-summative.html>

Topic – 037

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

ECE teachers who use preventive management set rules and procedures by consensus and enforce them by establishing the consequences of certain behaviors. Prevention through classroom management focuses on developing appropriate children behaviors, accelerating classroom learning and decreasing inappropriate behaviors

Consequences of Action

Some consequences of behaviors that need to be established:

- Consequence of talking without turn.
- Consequence of breaking group rules.
- Consequence of shouting in class.
- Consequence of throwing objects.
- Consequence of littering in class.
- Consequence of bullying in class.
- Consequence of ridiculing others.

Reference: <https://www.montgomeryschoolsmd.org/uploadedFiles/Prevention%20Strategies%20that%20Work.pdf>

Topic – 038**Self-Control:**

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

Social skills strategies are extremely important for human behavior and they play a great part in making a child adjust well within the school and then at a larger level in the society later on. So it is extremely important that children should be told to avoid disruptive behaviors by taking control on their emotion. Children need to be educated to take control of their emotions and safeguard the security of others around them. People with more self-control feel happier and are gladder about their lives. This is because of lower emotional distress and avoiding difficult emotional conflict that comes with giving in to tempting impulses (Hoffman et al., 2014).

Ways to Teach Self-Control to Children

Embed self-control strategies in the school curriculum through:

- Group and pair work activities
- Task based activities
- Project work
- Sports
- Reinforcement in school assemblies
- Modeling positive behaviour

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

Reference: Hofmann, W., Luhmann, M., Fisher, R. R., Vohs, K. D., & Baumeister, R. F. (2014). Yes, but are they happy? Effects of trait self-control on affective well-being and life satisfaction. *Journal of Personality*, 82(4), 265-277

Topic – 039**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. Parental involvement can free ECE teachers to focus more on task of teaching children. By having more contact with parents, teachers learn more about students' need and home environment, which is information that they can apply toward better meeting those needs. Parents who are with the teachers of their children tend to have a more positive view of teachers which results in improved teacher morale.

Misbehavior's can be controlled and prevented through early intervention by the school as well as the family.

Parents must agree on three issues if they are to manage their child's behavior:

- The specific behaviors that are desired from the child.
- The mechanism by which the parents will know if their child has behaved in the desired way.
- The consequences for behavior or misbehavior.

Reference: American Federation of Teachers, (2007). Building Parent-Teacher Relationships. Washington, D.C.: American Federation of Teachers.

Topic – 040**Establishing a School Culture for Effective Management:****School Culture**

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

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

Culture is the stream of norms, values, beliefs, traditions and rituals built up over time.

They must be upheld and communicated to the children 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. Following are some ways to build positive classroom culture

- ❖ Have high expectations for the children.
- ❖ Focus on building positive relationship with children.
- ❖ Use effective,evidence -based teaching and learning practices.
- ❖ Foster positive relationship with parents of children.
- ❖ Foster friendly relationship between children.

Reference:<https://thehighlyeffectiveteacher.com/6-ways-to-build-a-positive-classroom-culture/>

Topic – 041

Interesting Instruction:

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

ECE teachers who provide interesting instruction promote learning by:

- **Motivating children participation by means of a variety of teaching strategies and skills.** (Motivation is a great tool that an ECE teacher has. If ECE teacher can motivate children intrinsically and extrinsically then children automatically take interest in learning. For attraction of children an ECE teacher needs to have motivational strategies. So when you come to classroom, you should start your lesson by motivating the children. An ECE teacher should engage children by motivating them).
- **Diagnosing learner needs** (It is necessary to see that what are the learning needs of children. Most of the lesson plans have fail to have an impact because we are unable to engage the learning interest of the children. Please make sure that when you develop your lesson plan, you keep the learner needs in focus).
- **Planning lessons to meet those needs.** (An ECE teacher should plan a lesson in way that he could accommodate learners need maximum).
- Regularly assessing children progress. (formative assessment is a very good tool to assess children progress).
- **Assessing their own professional development.** (An ECE teacher should assess his own professional capacities. So it is extremely important to assess yourself as an ECE teacher. To access your efficacy as an ECE teacher).

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

- **Switch out Activities.** Children tend to have short attention spans, so scheduling long lessons is out of question. To help children stay focused, try changing out activities. ECE teachers should begin with a sedentary activity- such as listening or reading and then following up with more lively activity- such as music lesson or art project. It may also help to have a quick go-to activities that will help kids release a lot of energy if ECE teachers find they are to wound up.

Reference: <https://www.Rasmussen.edu/degrees/education/blog/7-teaching-strategies-for-ece-classroom/>

Lesson No. 8

MODELS OF CLASSROOM MANAGEMENT

Topic – 042

Preventive Management:

ECE Teacher's Knowledge Domains

What do we mean by ECE teacher's knowledge domain and how does a ECE teacher knowledge prevent misbehavior's 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** (ECE 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 children. She should consider that children have feelings. They have emotions and those have to be considered in the classrooms).

Importance of knowledge domains

In order to have well disciplined and well controlled classroom it is important for ECE teachers to have knowledge of all domains. By using all these four domains we can have well disciplined classrooms. The knowledge of domains helps the ECE teachers to understand the knowledge classroom teaching. It guides them to understand the complexity of questions and helps children to achieve higher level of hierarchy. Further it helps to develop critical thinking among ECE teachers.

If there is a lecture which is prepared by a teacher in the classroom and the children are supposed to listen to those lectures followed by question answers then content knowledge is very important. Unless an ECE teacher is fully prepared 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 children are not behaving in an expected way then there is sociolect-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 ECE 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.

Reference: <https://www.iitms.co.in/blog/blooms-taxonomy-importance-applications>

Topic – 043

Professional Development of ECE teachers:

As we read earlier that knowledge domain are important. But knowledge domains are developed through professional development of ECE teachers. Professional development of ECE teachers is very important. It is important to an Early Childhood Educator because it allows them to share network and most importantly remain current in the their field. Professional development is a life-

long process. It's a way for educators to stay up to date on the latest trends in education and discipline

Why is professional development needed?

- **To fine-tune and improve one's own knowledge as a teacher.** (Professional development is important so that the ECE teacher is able to fine tune his/her pedagogical techniques. An ECE teacher should refresh and update their knowledge with time and it is only possible through professional development of ECE teachers. Because knowledge never remains static. It is an ongoing process. And there is no stop to one's learning as a teacher. That's why it is important for ECE teacher to maintain their knowledge through professional development).
- **To improve children learning.** (An ECE teacher needs to have techniques which can be used in classrooms to improve children learning. Children learning can not be just improved in one linear fashion. There are diversified techniques that can be utilized in classrooms to improve children 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 the schools. School can arrange these programmes 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 ECE teachers go better prepared in classrooms. Professional development programmes are the best ways to prevent management issues in the classrooms.

Reference: <https://littlevoices.littlelives.com/the-importance-of-professional-development-for-early-childhood-educators>

Topic – 044

Models of Early Childhood 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 misbehavior's.

Disruptive Behaviors

Difficulty managing behavior in the classroom can be a source of frustration for ECE ECE 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

Classroom management philosophy encompasses one's principles, approaches, that inform ECE teachers about managing the classroom. This includes the routines, rules and standards we use to regulate disruptive behaviour and create productive learning environment. A cohesive and thoughtfully constructed personal philosophy of classroom management can provide the foundation from which ECE 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 can be safely maintained if children and teacher realize that classroom management is a huge issue and should be maintained in the classrooms.

Models of Classroom Management

- ❖ Assertive discipline
- ❖ Logical consequences
- ❖ Teacher effectiveness training

Reference: <https://www.whyliveschool.com/blog/classroom-management-philosophy>

Topic – 045

Assertive Discipline:

This model was developed by Lee Canter in the 1970s. This method teaches that an ECE teacher has a right to decide what is best for his children. ECE teachers should determine what is best for all children and then expect compliance. The main axiom of this method is that no children should ever prevent an ECE teacher from teaching or keep another children from learning. Rules and regulations are very important in this model. It is very important for ECE teachers to establish rules and regulations and communicate properly and appropriately to the children. In this model rules and regulations are developed in a systematic way and with mutual consent.

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

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

This approach is often characterized as focusing on rewards and punishment. If proper behaviors are maintained then children are rewarded because it is thought that children needs positive reinforcement for displaying appropriate behaviors. Similarly children 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. 

Reference:<https://www.universalclass.com/articles/self-help/types-of-classroom-management-assertive-discipline>.

Topic – 046

Consistent, Firm and Fair Rules:

In assertive discipline

- Rules must be set keeping in mind the age and grade level of children. (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 children is above the age level of

children.Rules vary class wise.Rules should be fair).Rules should be very clear,they should not be ambiguous.

- **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 children 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 children and children must know what rules are.When you enforce rules on children ,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.Recognize and support children when they behave appropriately and made clear what are the consequences for bad behaviour.

- 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.

Reference: <https://www.universalclass.com/articles/self-help/types-of-classroom-management-assertive-discipline.htm>

Lesson No. 9**PLAN TO IMPLEMENT THE MODELS WITH CHILDREN****Topic – 047****Positive Consequences for Adhering to the Rules:**

In assertive discipline children 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 children exhibiting positive behavior.

Positive Reinforcement

Positive reinforcement refers to the introduction of a desirable or positive stimulus after a behaviour. The desirable stimulus reinforces the behaviour, making it more likely that the behaviour will reoccur.

An ECE teacher must praise the children when the rules are kept.

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

When children 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 children 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 children. Verbal praise should always be there when children display right kind 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.

Reference: <https://positivepsychology.com/positive-reinforcement-psychology/>

Topic – 048

Negative Consequences for Not Adhering to the rules:

Negative Consequences

Negative consequences are the penalties that children face when they bypass or disobey rules. It means that children should know that there will be strict penalties if misbehavior occurs in the classrooms. Consequences should be gradual, progressing from less severe to more severe as misbehavior is repeated. Consequences should also maintain the dignity of children. Teacher and children must know that classroom management is a 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 children 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 has displayed bad behavior he/she will miss his/her recess).

- ▮ Detention after school: (If child will display bad behavior he/she will detained after school because negative consequence is followed.
- ▮ Relinquishing a reward won earlier: (Suppose a child 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 child 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 child 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 child 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 child 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 children 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.

References:

<https://theonlinepd.wordpress.com/p-5e-4-classroom-management/consequences/negative-consequences>

Topic – 049

Plan to Implement the Model with children:

Planning for implementation

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

A very important part of assertive discipline model is to have a planning session with children. So for it, Make the rules with the children so a mutual ownership is developed.It is very important to

have planning session with children. The consent of children is very important in terms of framing the rules. 

A constant reinforcement of rules is important: ECE teachers and other school people should keep on reinforcing the rules. Being as a school head, as a ECE 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 the rules, They all should be aware of the rules.

All stakeholders need to be apprised of the rules.

Classroom Discipline Plan

Discipline is defined as a practice of teaching children to obey rules or norms by using punishment to correct unwanted behaviors. In a classroom an ECE teacher uses discipline to ensure routine is maintained, school rules are enforced, and children are in safe learning environment. Without discipline learning cannot be accomplished. If children constantly disrupt the ECE teacher, the other children in classroom are effected. If a child does not follow rules and does not complete classroom or homework, that child is missing out valuable learning opportunities. The goal of classroom is to ensure to ensure each child receives the most from their education.

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.

Reference: <https://study.com/academy/lesson/classroom-discipline-definition-strategies.html>

Topic – 050

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 children .

This model was articulated by Rudolf Dreikurs in 1968.

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

According to Adler all children 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 an ECE teacher must know his/her child extremely very well and must know the needs and the interests of the children.

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

When a child's need for recognition is unmet, that child will first display attention-seeking behaviors. For this it is important for an ECE 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 ECE 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 children will attempt to engage ECE teachers in power struggles, followed by extracting revenge and then a display of inadequacy.

So logical consequence that is a kind of model in which the ECE teacher and the children are in some kind of power struggle and the ECE teacher will have to know the unmet needs and desires of the children so that such behaviors can be handled appropriately. In nutshell, this model is based on the belief that children will change their beliefs and will change their own behavior when they experience reasonable, related and reasonable consequences for their actions. This method of discipline is based on the set limits and teach children how to behave appropriately.

Reference: <https://classroommanagementexpert.com/blog/dreikurss-logical-consequences-model-why-is-it-important/>

Topic – 051**Unmet needs of children:****Adler's Theory (1870-1937)**

Alfred 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. 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

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



Topic – 052

Attending to Misbehavior in ECE Classroom

Attending to misbehavior is very important concept and ECE 

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 ECE teacher strives to establish a classroom where all children feel recognized and accepted, it is likely that some misbehavior will occur. It is impossible for a ECE teacher to attend all behaviors equally. No matter how much lesson plan is good, Misbehavior occur in the classroom because children come different background and different social context. Therefore a ECE teacher must be mentally prepared to attend a certain misbehavior in the classroom.

Sometimes ECE 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 children come from different backgrounds and they attend to the ECE teacher through different means. They have their own societal lens in front of them and see the ECE teacher from that

lens. That's why for a ECE 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 child before applied.

Rules should be mutually prepared by the ECE teacher and children so that children 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

- Stop the misbehaviour and reestablish positive behaviour as quickly as possible.
- Maintain children dignity
- Develop children self-control and self-regulation skills.
- Help children recognize and fix any harm cause by their mistakes
- Demonstrate that rules help make the classroom a safe place where we can learn.
- A child 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 child 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.

Reference

<https://www.responsiveclassroom.org/responding-to-misbehavior/>

Topic – 053

ECE teacher's Stance

ECE teacher stance is very necessary in logical consequence model.

For Example:

ECE teacher should:

Avoid power struggles with children. (Please do not try to come to the level of the children. Try to understand that children 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 child and never try to score a point over the child. Try to understand the problem areas of the children and then act accordingly.)

Try to engage disruptive children in a leadership role. (Try to engage disruptive children in more constructive roles. For example: Try to give some leadership role to disruptive children. So that they feel important. Children 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 children feel powerful, valued and recognized who have the mistaken goal to assume power. Try to use more productive ways to handle such children. ECE teachers should assign roles to the children and make them feel that they are important contributors in their own learning. ECE teacher must recognize the children as important being in the classrooms. ECE teacher must recognize the children as being important player in the lesson. Unless child 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 children and make them feel that they are important contributors to their learning.

For Example;

ECE teachers can engage children with mistaken goals in:

Taking the attendance (child will automatically feel very important. child will feel that ECE teacher is giving attention to them and to seek that attention you should provide important role to children. children take pride in the fact that they are taking the roles. So those children who misbehave in the classrooms and those children 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 child 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. This model is commonly used in early childhood setting, pre-schools, childcare centers. Today this Dreikurs model has evolved into more psychologically based perspective of behaviour analysis but it remains an effective way to teach children new behaviors that will effect in future without disturbing them.

Reference

<https://classroommanagementexpert.com/blog/dreikurss-logical-consequences-model-why-is-it-important/>

Lesson No. 10

CLASSROOM MANAGEMENT STRATEGIES – 1

Topic – 060:

Fostering Group Focus in ECE Classroom

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

Group focus means that ECE teacher is in full knowledge of his/her children. An ECE teacher has full information about his/her children. It is very important to know your children. So in order to make children stay active in the classroom, it is extremely important for the ECE teachers to know the children.

Group focus keeps the ECE teacher aware of all the children and keeps each child actively involved, alert and accountable for his/her performance.

Practicing group focus:

- **Pace your lessons quickly enough to maintain your children's interest, but not so quickly as to confuse them.** (So please pace your lesson in a way that all kinds of children present in your class benefit from your lesson. Pace of the lesson is very important and that should actively engage children 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, and widely keep children alert.** (Your questions should be at a variety of levels of difficulty. Questions should not be very easy or very difficult. Keep in mind that children are of different ability levels in the classroom. So when you ask questions or when you frame activities so please keep in mind these different ability levels of the children. It is very important otherwise children become off track, they cannot understand you. So try to accommodate all kinds of learners in your group).
- **Accept responses from those children whom you point out, unsolicited responses lead to classroom management problem.** (While asking questions from children please do not entertain unsolicited responses. Take answer from the child who raised hand and the child 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 – 061**Smoothness:**

Smoothness is **the ability to create ease and clarity in the lesson and avoid jerkiness and confusion.** Kounin found that when the lesson was orchestrated effectively it led to more on-task behavior and less misbehavior resulting from student frustration and confusion.

Smoothness is a very important classroom management strategy . Smoothness is shown by the ECE 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 ECE teacher should be mentally prepare.

Examples:

- ▮ **Do not get distracted by an unplanned even:** (A ECE teacher should not digressed by an unplanned event.Unplanned event means if the lesson is continue and due so some happening a ECE teacher has to stop lesson and children has to go to play ground or may call to meet with someone so this situation can digressed the lesson. But a ECE teacher should consider it as being part of school proceeding and she should now show any kind of digression in her own lesson. A ECE teacher must tell the child 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 child 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 children from working:** (Another digression can be when children are been interrupted so for this children 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 ECE teacher and that can only happen once a ECE 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 children have to go outside the class so try to complete the important part of your lesson and after that send children out after

completing one concept or one part. But try not to disturb the child in mid-stream. If you disturb the children midstream because something has happened that required their presence outside the classroom or some other ECE 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 children know that you will digress and have digressed and now can show sign of confusions and nervousness. You should never let children know this).

- **Time yourself well:** (Timing is very important. Timing of the ECE 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 minutes 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).



These are behaviors used to keep children in suspense or 'on their toes'. ECE teachers who keep children alerted are more successful in inducing work involvement and preventing deviations. ECE teachers use such ways in classroom through which children remains alert. Usually it has been observe that ECE teacher ask such questions that they became predictable for the children that what will happen next and what questions can be ask and they know what ECE teacher will do next. If you want to keep children on toes so children must not know that what ECE teacher is going to use in classroom lesson. From this thing children will take interest and will be alert and ECE teacher has to face less classroom management issues. So, keeping in view this things will make your children alert in the classroom. It has been observe that the ECE teacher who keep their children on toes and alert, ECE 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 children stay alert in the classroom.

Examples:

- ▮ **Call on children at random**(when you ask a question in the classroom so any particular child must not know that now ECE teacher will ask me a question. Ask randomly and every one will be alert. Some time ECE teachers ask less question and to very few children and most probably to the favorite children so rest of the children gets an idea that in less time ECE teacher will never ask me a question. Now this can be the least which you can have in the classroom. Always put the children on alert by asking question randomly and children will remain alert that ECE 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 child will think about it that what ECE teacher is going to be ask us . It is possible that question may not tough but you such a word so child get alert or they expect something interesting to come along. That is very much important for a ECE teacher. ECE 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 child alertness and this is how you may know that how many children are answering and responding to you and this is very important to know.) 
- ▮ **Physically move around and see what children are doing.** (Try to move physically in the classroom to see what the children are doing . Usually ,children who are sitting at back ,they keep on studying some other books because they know that ECE 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 ECE teacher will not come to check so please in order to make children stay alert so you need to be also alert in the classroom).
- ▮ **While asking one child to respond, look at other children that is also a mean to stay children alert in the classroom.**

Reference

[https://web.calstatela.edu/faculty.](https://web.calstatela.edu/faculty)

Topic – 062**Group Alerting**

ECE teachers **keep children alert and attentive**. Effective ECE teachers do this by choosing children to recite material, creating suspense in lessons, using chorus responses, and signaling to children that they may be called upon to respond.

These are behaviors used to keep children in suspense or 'on their toes'. ECE teachers who keep children alerted are more successful in inducing work involvement and preventing deviations. ECE teachers use such ways in classroom through which children remains alert. Usually it has been observe that ECE teacher ask such questions that they became predictable for the children that what will happen next and what questions can be ask and they know what ECE teacher will do next. If you want to keep children on toes so children must not know that what ECE teacher is going to use in classroom lesson. From this thing children will take interest and will be alert and ECE teacher has to face less classroom management issues. So, keeping in view this things will make your children alert in the classroom. It has been observe that the ECE teacher who keep their children on toes and alert, ECE 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 children stay alert in the classroom. 

Examples:

- ▮ **Call on children at random**(when you ask a question in the classroom so any particular child must not know that now ECE teacher will ask me a question. Ask randomly and every one will be alert. Some time ECE teachers ask less question and to very few children and most probably to the favorite children so rest of the children gets an idea that in less time ECE teacher will never ask me a question. Now this can be the least which you can have in the classroom. Always put the children on alert by asking question randomly and children will remain alert that ECE 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 child will think about it that what ECE teacher is

going to be ask us . It is possible that question may not tough but you such a word so child get alert or they expect something interesting to come along. That is very much important for a ECE teacher. ECE 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 child alertness and this is how you may know that how many children are answering and responding to you and this is very important to know.) 
- ▢ **Physically move around and see what children are doing.** (Try to move physically in the classroom to see what the children are doing . Usually ,children who are sitting at back ,they keep on studying some other books because they know that ECE 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 ECE teacher will not come to check so please in order to make children stay alert so you need to be also alert in the classroom).
- ▢ **While asking one child to respond, look at other children that is also a mean to stay children alert in the classroom.**

Reference

<https://www.effectiveteaching.com/>

Topic – 063

Build self-esteem in ECE Classroom

Self-esteem comes from **learning to accept who we are by seeing the insufficiencies and still choosing to like ourselves.** Every child's self-esteem grows with each experience of successful interactions through positive words. It is important to build a child's belief that they can handle their life and handle it well.

Building Self-Esteem is very important part of classroom proceeding and very important strategy that a ECE 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 children 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 ECE teacher can help child to build self-

esteem. It is right and prime duty of ECE teacher that she build child's self esteem through positive behavior. As we see before that children 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 child'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 children 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 competent and powerful in control of our own lives and able to do what we want.

ECE teacher's role in building self-esteem:

- ▮ **It is highly important for ECE teachers to build the self-esteem of children.**

They must avoid sarcasm or actions that belittle children in front of classmates. Do not be ironic with the children.(ECE teacher can build self-esteem through positive behavior and avoid sarcastic remarks. Do not be ironic with child. Do not have negative behavior with the children unnecessary .If the destructive behavior at such level which has any logical consequence or any penalty so it is quite fine because child is following that systematically as an reaction of his action / But if ECE teacher intentionally or unintentionally bring sarcastic remarks so it can low child-esteem . So keep these thing in mind carefully.)

- ▮ **Such children 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 ECE teacher and ECE teacher and child must have a good reputation. And that is only possible when ECE teacher maintain good discipline in the classroom through supervising that what is the self esteem of the children . She has a good reputation with them, she enjoy their company by displaying positive behavior in the classroom)

Actions:

- **Display positive behavior**(ECE teacher must have good behavior in the classroom with the children)

- **Do not demean children** (Treat children with respect as children with lower age has higher self-esteem. So must know child age so you may get an idea regarding the level of self-esteem)
- **Help children work on their weak areas** (help the children on their working areas or engage them with their peers so they help their fellows)
- **Help introvert children to come out of their shells and safe zones** (It is the responsibility of a ECE teacher to help introvert child to come out of their safe zone and make part of biggest social group and this is how we build self – esteem of child)
- **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 children.)



Reference

<https://www.chhs.niu.edu/child-center/resources/articles/self-esteem.shtml>

Topic – 064

Procedures during whole class instructional activities-1:

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

children talk: (child talk is very important) ☰

child talk can be managed through:

- ☐ **Raising of hands** (It is necessary for children that whenever they want to talk so they must raise hands. Until they raise their hands, ECE teacher will not listen to them. Its very time taking but child talk is very important to make any classroom activity effective. Usually when ECE teacher ask any question in the classroom so all the children raise their hands altogether and start speaking and as a result it is not comprehensible that what children are saying. So again it has some decorum or a procedure. So child talk can be manage through raising of hands)
- ☐ **Chorus responses** (ECE teachers may tell children that whatsoever she will ask everyone will give answer all together. This is known as Chorus responses.)

- **For both, ECE teachers need to signal as to when which response is required** (In both situation , a ECE teacher must tell children what is required and when is required and that is something very important. ECE teacher needs to tell children 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 ECE teacher start things without determining rules . If later she says that you should not raise hand so children are not mentally prepared for it and all of them start talking at once and them it become difficult for the ECE teacher to handle a classroom.So this thing should be kept in consideration).

Use of room by children:

children should know:

- **When it is appropriate to leave their seats and ask for help.**(children 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 children cannot leave their seats during lesson. So it must be inform to children regarding the timing when they can leave their seats).
- **How to use materials e.g. pencil, sharpener**(children must be inform that how they can use their stationary or material).
- Obtain books from shelves(A ECE teacher must tell children that When to take books from shelves. During lesson children 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. ECE teacher have to set these all rules by discussing with the children).
- **What to do when they finish work early.**(those children who has finish their work earlier they may have maximum potential to disturb the class.

So a chart can be given to the children 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.

- They can revise their work.

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



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- ▢ They can revise their work.

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

Topic – 065**Procedures during whole class instructional activities-2:****Signals for Attention:**

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

- ▮ **Verbal cues**(for example, say alright, now we move to another activity. So verbal cues prepare children 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 children may know .)
- ▮ **Ring 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 children 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.

child 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 children get help**(How child can help each other)
- ▮ **What type of out-of-seat behaviour is permitted**(when children can leave his chair and what work he can perform at that time when leaving the seat. Both ECE teacher and children know this)
- ▮ **How to gain access to materials**(what is the way to take any book or material from the ECE teacher's table without disturbing the classroom proceedings)
- Of what to do when seat work is finished early(if child finish their work early so what kind of procedure are ready which child can use without disturbing classroom proceeding)

Procedures for Laboratory and Project Work:

Routines need to be established for:

- ▮ **Distributing materials**(Tell children 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 children to clean up the things)

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

CLASSROOM MANAGEMENT STRATEGIES - 2**Topic-066****Communication skills in ECE Classroom:**

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 ECE teacher is talking with children and non verbal skill is related to body gestures, facial expression and eye contact. (Sometime ECE teachers can not use effective verbal skills and as a result some frustrating behavior in classroom may occur. The ECE teacher is unable to use effective verbal skills at the same time a ECE 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 , ECE teacher must use good communication skills.) Communication skills are vital not only for children's cognitive and conceptual development but for their social, emotional and cultural awareness and understanding. Learning how to use different language and communication modes helps children to learn about their own culture and the cultures of other.

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 children 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 ECE teacher-centered class in which you are just speaking when children says something so also listen to them carefully. When you listen to them so you also get an idea that either child'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 children can easily understand your points. When children are showing stressful behavior so it means that you are threatening figure in the classroom.)

Reprimand:

If you must reprimand children, use a normal tone of voice, look at the child, do not use gestures such as pointing your finger, and do not insist on the last word.(talk to child 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).

Reference

<https://theeducationhub.org.nz/communication-in-the-early-years-an-introduction/>

Topic 067**Parental involvement**

Parents are major stakeholders in the education of their children's. Keep parents informed. Parent involvement will support your role as a ECE teacher. Parents can enforce the right behaviours at home. For example, through the use of behaviour chart. The children 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 ECE teacher to know the gradual development of the child in the classroom. And child 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 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 child get an idea and may know that school and parents both are mutually interested in development. Sometime id school has punished the children so children complain and lie at home so if school itself inform and be engaged with the parents then the child cannot go back to the parents to complain. So school plays an important role in managing child behavior by involving the parents.)

Topic-068

Role of Effective ECE teachers in Managing Classrooms-1

Classroom management is the linchpin that makes teaching and learning achievable in the teaching learning process. It is the teacher who plays the main role in **planning, organizing procedures and resources, arranging the environment to maximize efficiency, monitoring students' progress, anticipating potential problems.**

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

Effective ECE teachers:

- **Breakdown their classroom tasks into specific rules and procedures for children 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 ECE teacher and child both make rules collectively. Taking feedback from the children when you are practicing rules is also very important. So present rules in the form of lesson so that children may know them in a good way and properly through presentation, examples, practice and feedback)

□ **Predict procedures where children will have confusions and emphasize the teaching of those procedures** (Effective ECE teachers can predict where children 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 children 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 ECE teacher effectively utilizes classroom management strategies.

Reference

<https://eric.ed.gov/>



Topic-069

Role of Effective ECE teachers in Managing Classrooms-2

Effective ECE teachers:

□ **Instruct children 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 classroom and its depend on child that at which level child is studying. If child is at primary level so there will be reinforcement of rules again and again otherwise

child 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 child compliance

by consistently enforcing acceptable behavior.

(Monitoring of rules is very necessary. Rule should not set to teach child only but it compliance and monitoring is also important and monitoring can be done in different ways. For example: If children are supposed not to disturb their fellow or peer so you can go around and can check either child 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 ECE 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-070

Physical Dimension of Classroom and Classroom Management

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

Safe environment:

- Ensuring that all children learn in safe environment is the prime objective of a ECE teacher.(sometime children get scared to enter in the classroom because of unpleasant environment of the classroom or might ECE 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 children. Only then proper teaching and learning can take place. children should feel relaxed while sitting in the classrooms. So physical dimension of the classroom goes a long way in determining safe zone of the children. child should feel as ease. child

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 children 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 child should not be in classroom .A ECE

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 ECE teacher that what is the environment

Topic-071

Classrooms: Institutional warehouses

- We seat a child for 6 hours in an overheated room, among 20-30 other eager, restless, or bored children, 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 children 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 children 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 children 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 child 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 children are more so you can not expect good behavior from children because they are not feeling comfortable.That is why physical dimension is very important) 

□ **Can children and ECE teachers cooperate in such conditions?**(If 50 children are sitting in classrooms so ECE teacher voice can not be heard at back side and back side seated children can not see ECE teacher. children can not read what is written on blackboard.So please make sure that you do not make your classroom an institutional warehouse)

Topic-072

Caring about physical dimension in ECE Classroom

Physical environment can be related to both student achievement and student behavior.

A well-maintained and safe physical environment of high quality **fosters positive attitudes and motivations related to students' ability to learn, academic achievement, and prosocial behavior.**

A ECE teacher, who uses his children' works to decorate a classroom, or a ECE teacher who makes a classroom a safe place or a ECE teacher whose imaginative set up of classroom furniture frees children from being anchored in a seat for hours is a ECE 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 ECE teacher but also of a child. A ECE teacher should engage the children in the classroom so child may start caring about the classroom. A ECE teacher may to child that decorate the bulletin board . A ECE teacher should not make child feel that her only duty is to sit on the chair .she should involve the children to take care of the physical dimensions of the classroom. Different children 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 child 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 child 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 children may have to rush towards hospitals. It is the right of the child to get all the facilities when he is entering the school)
- Big staffrooms with work stations for ECE teachers.(Big staffroom should be for ECE teacher to keep their material)
- 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.)

Reference:

[https://safesupportivelearning.ed.gov/topic-research/environment/physical-environment.](https://safesupportivelearning.ed.gov/topic-research/environment/physical-environment)

Lesson No.12

PHYSICAL DIMENSIONS OF AN ECE CLASSROOM - 1

Topic-073

Factors That Set Up Safe and Productive ECE Classroom:

1. Physical space:

The room should be arranged to ensure that:

- **All children can see well** (Children should be seated such that they can see all the classroom proceedings, teacher, and chalkboard.)
- **There are no obstructions** (Some time 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 lighting. Some children eyesight might be weak so let them sit the at front. Teacher must know the children's medical issues.)
- **If and when children move around, they do not interfere with other children.**
- **The room is neither too big nor too small** (Classroom should not be so big and should not be so small)
- **No noise in the surroundings to distract children** (Noise should be controlled from surroundings)

Vertical space is often overlooked in classrooms for young children. The backs of room dividers, walls, and other vertical surfaces can be used for interactive activities, such as matching activities, in which children match dresses to dolls or cookie monsters to cans, dressing activities, in which children lace, tie, zip, and button various pieces of clothing, flannel board or magnetic story activities, in which children create and retell stories; and so on.

Reference: Brewer, J. A. (2007). Introduction to early childhood education preschool through primary grades sixth edition

2. ECE Teacher's position:

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



She can see all the children. She is standing in a position where all the children 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. ECE Classroom has arranged in a semi-circle as shown in the figure and all can see each other)

Topic-074

Noise Level:

Noise level is a very important part of a physical dimension of an ECE 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 a child 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 the noise level of one classroom may not disturb another classroom. So please make good coordinate with other colleagues and ensure that the noise level is controlled.
- **Noise from the playground** (Please ensure that the playground should be at the side of the classroom.)
- **Music room** (Noise of the 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 hallways)

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

One method of assessing the learning environment is to examine activity areas in terms of their simplicity or complexity.

A **simple unit** for play or activity has one obvious use and does not have subparts for children to manipulate or improvise with; examples include rocking horses, swings, and vehicles.

A **complex unit** has sub-parts made of two essentially different play materials that children can manipulate or improvise with. A sand table with tools is a complex unit; art activity tables with paint or clay and tables with books are also classified as complex.

A **super unit** has three or more play materials juxtaposed. Examples include a tunnel with moveable boards and boxes, a sand table with tools and water, and a block area with hollow blocks, unit blocks, and block accessories.

Reference: Brewer, J. A. (2007). Introduction to early childhood education preschool through primary grades sixth edition

3- Establish Listening Stations:

- It is helpful to establish listening stations with headsets if something loud needs to listen.
- 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 child in the classroom. So, make sure that the noise level is appropriately controlled to have effective teaching in the classroom.

Topic-075

Physical Dimension of an ECE Classroom

Seating Plans:

This means how children are sitting in the classrooms.

Permanent seating arrangements will help teachers to:

- **Learn children's names quickly.** (Permanent seating positions help in remembering the names of a child. If a student keeps on shuffling so it will be difficult for the teacher to remember the name of the child.) 
- **Take attendance** (taking attendance also becomes easy for the teacher due to the permanent sitting place.)
- **And perform any other administrative task while young learners are involved in some instructional activity.** (If any child is always creating a disturbance in the class so the teacher may keep an eye on him if he will be seated in a permanent seat. So, a 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 children working individually. (Modification is part of the lesson plan. It is part of classroom proceeding and the whole group instruction and it can be easily done in the classroom. First, judge the seating place and then do modifications)

Furthermore, **redesign classroom:** For example; you may decide to add a literacy center that encourages children to read and write about multicultural themes. Remember that children need the time, opportunity, and make materials required to read and write about a wide range of multicultural topics. So, a teacher make sure provide children with books relating to gender, culture, and ethnic themes.

Reference: Morrison, G. S. (2014). Early Childhood Education Today, [Access Card Package]. Pearson.

Topic-076

Independent space:

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

Each young learner 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 child cannot disturb the other. In group work, there must be separate spaces for materials.

For example, see the image below (When children are setting independently so it must be considered 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 children:

- **Push each other because of lack of space** (When there will be less space in class so a child will push each other and classroom management can get disturb)
- **Trample over each other's bags** (Due to big size of children's bag and less space between rows may cause children trampling over each other's bag)
- **Fight over stationary** (Children 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. When space is well-organized, with open pathways that clearly lead to activities that offer enough to do, children manage on their own. They can move freely from one activity to another, giving the teacher an opportunity to attend to individual children according to their needs. Space that is not well-organized creates problem areas. These include dead spaces that encourage wandering and unruly behavior, and pathways that lead nowhere or interfere with play already in progress. When space is poorly organized, children depend on the teacher for guidance and the teacher's behavior becomes directive. When teachers spend a great deal of time directing group behavior, they have less time to assist individual children and children have fewer opportunities to participate in free play.

Reference: Colbert, J. (1997). Classroom design and how it influences behavior. Early Childhood News, 9(3), 22-29.

Topic-077

Appropriate lighting in the ECE 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. (Lighting is important for both young learners and as well as for teachers. An ECE teacher can create a such situation in the classroom where there is a bright as well as well-lit area. With the help and use of screens and bookcases, such areas can be established which are bright and not so bright. So, a child wants to learn in different conditions and as a teacher you need to provide them with these conditions.)

Moreover, in thinking about the physical environment in the ECE classroom, a teacher must think about than just furniture and electrical outlets. So, researchers recommended that should use softer spaces, more natural light, and the use of ethnic colors in the classroom environment.

Reference: Brewer, J. A. (2007). Introduction to early childhood education preschool through primary grades sixth edition

5- Placement of children:

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

Lighting and learning:

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

So, it is extremely important for an ECE teacher to know two things. One you need to know your young learners very well; you need to know the psychology of a child very well and second is that you need to know your classroom arrangement very well and the teacher should provide both lighting conditions in order to have productive classrooms for you. (Those children who are bright will feel more hyper in more brightening conditions and they can create classroom management problems. On the contrary, introverted children will become more introverted in low-light areas so you need to make them out of the introverted behavior and make them have a very balanced condition in the classroom this will happen when you will make sit introvert children in bright areas so they will participate in the classroom more actively. So, you need to know your children very well, and 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 a productive classroom for you)

Topic-078**Appropriate Room Temperature:**

Children 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 need to be monitored (physical dimensions and appropriate temperature are part of the school curriculum so these things 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 children 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 school calendar on the geographical position you are in. For example: when it is too hot in Punjab so summer vacations get an extension by Government and the same is the case in a part of Baluchistan where an area is so cold that winter vacations get an extension because children cannot study so cold conditions. It is also very important to see physical monitoring of children in terms of temperature tolerance because it has a direct impact on children teaching and learning. A teacher also cannot study in so hot as well as in cold conditions. A teacher's lesson plan and teaching methodologies can get an effect.

Temperature Conditions:

The classrooms should be ready to handle extreme weather conditions. There should be enough fans in the rooms in the summer. 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. Finally, it is important for the temperature of the classroom to be comfortable. If it is either too hot or too cold, children will not be able to concentrate as well as or be productive as they would with an optimal temperature. And we can also overcome the effects of fluorescent lights by replacing the typical bulbs with full-spectrum and by using much natural light as possible.

Reference: Brewer, J. A. (2007). *Introduction to early childhood education preschool through primary grades sixth edition*

6-Child Number:

The number of children 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 extremely hot and extremely cold conditions you give vacations to children otherwise teaching and learning can become an issue. That's why it is necessary to determine the school calendar. So, monitoring of room temperature and the temperature outside the school is necessary.

Lesson No. 13**PHYSICAL DIMENSIONS OF AN ECE CLASSROOM - 2****Topic-079****Physical Dimensions of an ECE Classroom:**

The term *physical environment* refers to the overall design and layout of a given classroom and its learning centers. ECE teachers should design the environment by organizing its spaces, furnishings, and materials to maximize the learning opportunities and the engagement of every child. To effectively do so, teachers can apply a concept known as Universal Design for Learning (UDL), which stresses that the environment and its materials in it should be accessible to everyone. Creating this accessibility might involve providing books at different reading levels, placing materials within easy reach on a shelf, or creating ample space so that a child who uses a wheelchair can maneuver around the classroom.

Reference:<https://iris.peabody.vanderbilt.edu/module/env/cresource/q1/p02/>

1. Furniture arrangements:

- Establish informal furniture arrangements where children can sit on soft chairs or pillows, or on the carpet.

Research on posture:

- Children 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 children pay better attention and achieve higher grades in more comfortable settings.

Topic-80

Arranging Space:

The way a classroom is organized should reflect the educator's teaching style as much as possible. The school furniture should be arranged in a way that makes it easier to teach in small groups, large groups, one-on-one or individuals, depending on how classes are taught. For those who use a lot of group discussions, the furniture should be arranged in a circle or U-shape. But those who prefer teaching students individually, learning stations should be laid out.

The way the furniture in the class is organized should also reflect the teacher. Teachers should make sure their classrooms are personalized with selected children's art, posters, and soft rugs, etc. One example of this is what was done in a classroom in Reggio Emilia. Early childhood programs feature children's work. These are collections of objects they find. They are set out in large spaces to ensure little clutter in the room. The actual class environment is viewed as "another teacher," and thus it is used to motivate children, improve their educational experience and limit any behavioral issues...just as a teacher might do.

Reference:<https://www.thislittletown.com/arranging-space-in-the-classroom/>

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

- ▮ **The physical layout reflects your teaching style.**(Some ECE 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 children around tables or clusters of desks if you want children 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 children 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 children can see you clearly. A circle can also be created for discussion and a child also feel pleasure in such changes.)
- ▮ If you want children to work individually, arrange learning stations for them. When you give learning stations to children you ensure that they work with a lot of attention. (Learning station can be children's individual stations but make sure

that they may not get disturbed by another's child individual station. There should be enough space in stations if they are supposed to work individually and with full attention without any disturbance.)

Topic-081

Placement of early childhood classroom accessories:

It's important to remember that all students learn differently. **Kinesthetic learners** learn by doing or by engaging in activities. **Auditory learners** learn through hearing, while **visual learners** learn through seeing. Most people are a blend of these learning styles. It's important to select resources that will benefit students of all learning styles. This might mean selecting blocks or educational toys with kinesthetic learners in mind; music resources with auditory learners in mind; and DVDs or maps for visual learners. Educational videos are tremendous resources that most students enjoy. Just be careful not to over-do it and rely on these too much. Remember, you want to diversify the types of resources you are using.

Reference: <https://study.com/academy/lesson/materials-resources-for-an-early-childhood-classroom.html>

Early Childhood 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 children 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 children to display their charts etc.)
- ▮ **Multimedia/overhead projector**(Its placement at good place is very important so all children 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 children 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 children can see it easily)
- ▮ All classroom accessories should be placed at the sight level of children.
- ▮ **Children should have an easy access to them**(Everything should be in access of children and teacher should not say children).
- ▮ Children works should be displayed on bulletin boards
- ▮ Children should take ownership of classroom facilities

It is responsibility of a teacher and school to provide all these accessories to children .

Topic-082

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.

School facilities management enables facility leaders to better maintain the physical premises of their district. Routine maintenance and preventive maintenance schedules ensure buildings and premises are clean and functioning properly, ultimately reducing work order request backlog.

Reference:<https://www.gofmx.com/blog/school-facilities-management>

Early Childhood 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 child

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 required 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-083

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 ECE 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.)

School buildings age and as they do, there is a continuing challenge to maintain school buildings at a level that enables teachers to meet the needs of their students. The task of caring for old school buildings, some of which are historically or architecturally significant, at a level that supports contemporary instructional practices is considerable. Buildings issues occur at all educational levels. Older buildings display more frequently age related issues such as inefficient energy systems that can lead to uncomfortable indoor climate and high utility bills.

Reference: <https://www.catholicahawaii.org/>

(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 children 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-084**Maintenance of facilities-2**

School building maintenance is concerned about resource management and providing a clean and safe learning environment for children. It is also about creating a physical setting that is appropriate and adequate for learning. A classroom with broken windows doesn't foster effective student learning. However, neither does an apparently state-of-the-art classroom that is plagued with uncontrollable swings in indoor temperature, which can negatively affect student and instructor alertness, attendance, and even health.

Reference:<https://www.catholichawaii.org/>

(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 data can be 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. 14**BETTER MANAGEMENT OF ECE CLASSROOM****Topic – 098****Better Management of ECE Classroom:**

Classroom management is the key to success in any classroom around the world. This can loosely be defined as the ability to maintain a functioning classroom in which your children demonstrate appropriate behaviors that are conducive to learning. It can take ECE teachers years of study and real-world experience in the classroom to master the art of classroom management. If you are about to begin an experience with teaching abroad -- or have in fact already started your time in the classroom -- we know that you're likely in dire need of at least a run through of the basics in lieu of hard-earned experience. The checklist below will provide you with this quick overview of the basics so that you can begin implementing classroom management skills immediately.

Management Curriculum Instruction and classroom management 2**Instruction**

Instruction relates to the way teachers facilitate children 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 through instruction. A teacher facilitates children 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 children in the classroom and after receiving them appropriately, how will you begin your instruction. Instruction and classroom management are interlinked 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 affected from this situation. So, make sure when you are in classroom, classroom instructions and classroom management go hand in hand.

Reference:<https://www.gooverseas.com/blog/beginner-guide-classroom-management>

Learning outcomes can be increased through:

Positive on-task behavior:

Positive on-task behavior is very important in learning outcomes. It basically means you are interesting in making children focus on curricular activities through proper and appropriate instructional plan. They do not indulge in other irrelevant activities, they stay on task. That is very important and is part of classroom instruction, which again drives its 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, writing and vocabulary grammar development skills are adequately developed. That is a part of instructional plan. Positive learning outcomes are only possible when you concentrate on your instructional activities.

Positive attitudes to learning:

In a classroom, teachers focused on cognitive and academic development. They ignore attitude development in children. 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 ECE Classroom

It can take teachers years of study and real-world experience in the classroom to master the art of classroom management. If you are about to begin an experience with teaching abroad -- or have in fact already started your time in the classroom -- we know that you're likely in dire need of at least a run through of the basics in lieu of hard-earned experience. The checklist below will provide you with this quick overview of the basics so that you can begin implementing classroom management skills immediately.

Reference:<https://www.gooverseas.com/blog/beginner-guide-classroom-management>

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 child and the same time.

The school curriculum plays a central role in developing citizens:

Who are motivated to learn? Curriculum must motivate the children for learning. Children 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 children. 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 children for decision making in individual and cooperative groups. All of these things deals with positive behaviors. Children feel behavioral up right with the help of making decisions abilities. A child 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

Children 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, a child must wait for his or her turn. This is a social strategy and must be adopt in the classroom.

➤ Working together

Children 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 children . 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.

Building a meaningful curriculum for young children also involves **reflective practice**. Reflective practice helps you think about how children learn and enables you to make decision about how best to support their development and learning. Thinking about learning and understanding how children learn makes it easier for you to improve your teaching effectiveness, student learning, and professional satisfaction. In addition, thinking about learning and thinking about teaching are part of your reflective practice. Reflective practice involves deliberate and careful consideration about the children you teach, the theories on which you base your teaching, how you teach, what children learn , and how will you teach in the future.

Reference: Morrison, G.S.(2015). Early Childhood Education Today, [Access CardPackage].Pearson.

Parental Support:

Parents must focus on behavioral development of their children. Right behaviors are implemented and stressed at home. Only then a child will be able to 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 a child can realize that these are important. Provide your children collaborative and cooperative learning in the classroom. For example, a teacher says, don't tell a lie, if teacher practice it in classroom, children 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.

Topic – 101**Task Relevance, Achievability and Success:**

According to the theory of goal setting and task performance, people are more likely to achieve difficult yet attainable goals than they are to achieve less difficult goals. In addition, the theory proposed by Prof. Edwin Locke of the University of Maryland and Prof. Gary Latham of the University of Toronto in 1990 establishes an intimate link between goal setting and positive workplace performance.

Reference:<https://smallbusiness.chron.com/theory-goal-setting-task-performance-77296.html>

Meaningful tasks:

Meaningful tasks are extremely important to keep alive the interest of the children in the classroom. The children 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 children's experience success. If tasks are too difficult children 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 children very well. You need to know that how can set meaningful tasks to which age level of children, 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 children during task. Children feels comfortable in the kind guidance on their teacher. Children 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 children 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:

Feedback should be a dialogue rather than one-way communication. It should clearly link to the learning outcomes and encourage children to reflect on their learning.

Good feedback has a positive impact on the person receiving it:

- ▮ it encourages attention to the assessment task - by focusing the children's effort on the task,
- ▮ it motivates the child to continue to work - by encouraging them to do the best they can,

- ▮ it provides evidence of existing good practice - so the a child knows what and why they have done well,
- ▮ clarifies the expected standards - for the piece of assessment
- ▮ signposts where and how to improve.

A constructive feedback dialogue enables the student to take control of their own assessment by making them active participants in the process.

Reference:<https://www.gre.ac.uk/learning-teaching/assessment/feedback/principles>

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

Through effective feedback the teacher also establishes a positive relationship with individual children by communicating to them that they are valued. Being a teacher you must make sure that you give positive feedback to the children because positive feedback leads to the successful 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 children about their classroom performance at regular bases. Make feedback a constant source of instruction, because children 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 children he or she is creating a positive link with children. It is observed commonly that a teacher generate a link with a child in academic field but not in the area of feedback. There is a lack of feedback and communication between the teacher and the child and a very positive way of communication is by providing adequate feedback to the children. Feedback, values and expectations are extremely important for ECE classroom management. Give good feedback to the children provide them feedback at regular intervals for best teaching learning results.

Lesson No. 15

TECHNIQUES TO ASSIST LEARNING

Topic – 103

Techniques to Assist Learning 1:

Content Enhancement Techniques:

ECE teacher must know their content then they need to appropriate techniques that can be used to communicate the content to the children. 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 children's performance.

Active Learning Techniques to Try

1. Try a **Think-Pair-Share** activity to encourage all children to interact with the material. In this activity, the instructor states an open-ended question. Ask children to spend a minute or two thinking about and writing a response. Then ask children to pair with a partner to discuss their responses. Reconvene the class after a few minutes, and call on individual children to share the pair's responses.
2. Use a **One Minute Paper or Muddiest Point Paper** in your class as a formative assessment. At the end of class or just before a break, ask either: "What are the two most important points from today's session?" or "What was the muddiest (least clear) point from today's session?" Give children 1-2 minutes to write brief responses to turn in anonymously as they leave the classroom. Address children responses either during the next class or online.
3. With **Peer Instruction**, you pause during class and ask children a conceptual question. Give children a few minutes to think about the question, and then have them provide answers, possibly using clickers. Then, have children spend a few

minutes talking about their answers, usually in pairs, and try to convince each other that their answer is correct. Then have children answer again.

4. Asking children to **work together in groups** is a very effective way to actively engage them with your course. For example, Gallery Walk is a cooperative activity during which groups move between stations to build on solutions or discussions begun by others. The Jigsaw is a structured cooperative learning activity that relies on individual accountability to reach group goals.

5. Children groups can discuss **case studies** to apply course content to solve real world problems. Cases for the sciences can be found at the National Center for Case Study Teaching in Science. The Case Consortium at Columbia University provides a collection of case studies for the fields of journalism, public policy, public health, and other disciplines.

Training for efficient use

Prior to the use of these techniques it is important for ECE 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 children .

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 children .

Reference:<https://learninginnovation.duke.edu/resources/art-and-science-of-teaching/active-learning-techniques-classroom/>

Topic – 104

Techniques to Assist Learning 2

With the right teaching methods, educators can create an enjoyable and productive classroom experience for students where they can learn important academic and social skills to last a lifetime. There are many frameworks that a teacher could use to support children with different interests, abilities and learning styles. If you're a teacher or

professional in the education field, you might benefit from learning about new instructive strategies in the field to maximize your children's chances of success in your classroom.

Reference:<https://www.indeed.com/career-advice/career-development/teaching-methods>

Advance Organizers

Advance organizers are basically some techniques which are used to enhance learning abilities of the children 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 children in their lessons. It also enable the children 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 children for further knowledge.

New information:

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

Organize Information:

With the help of prior knowledge and new knowledge, we organize a sequence of knowledge in child 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 children 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 children 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 children which have short answers also. From this we know that how much material a child retain at this time. Matching items also helps in study guide. These are some of the activities which can enhance children learning. The ultimate aim of the teacher is to enhance and increase young learner's 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 child 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. A child 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.

Differentiated instruction

Differentiated instruction is the idea of creating tailored education plans for children based on differing needs. This may involve the ways by which children access content, the activities they do, the assessment techniques a teacher uses or even the physical setup of a classroom. As all people have varying abilities and talents, it's beneficial for a teacher to adapt their teaching styles to unique children . This is also a key step in supporting children with disabilities in the classroom and ensuring they feel welcome and comfortable in academic environments.

Reference:<https://www.indeed.com/career-advice/career-development/teaching-methods>

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 ECE teacher to solve the classroom problems. They are closely related with not only lesson plans but also with the classroom management.

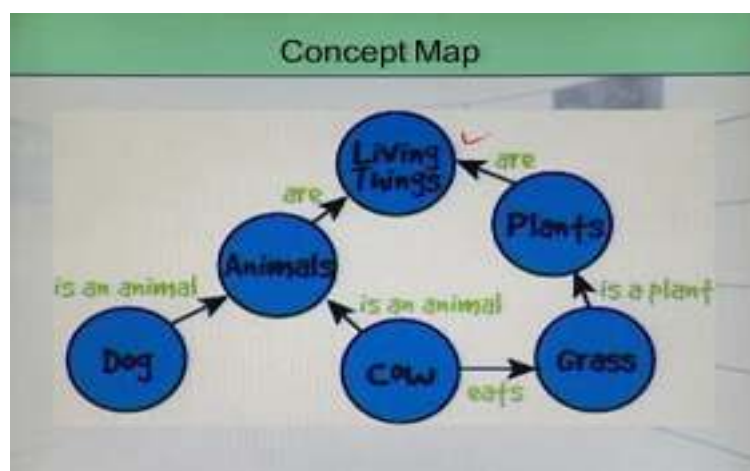
Visual Display

They are very effective techniques to resolve problems but also enhance child's learning. A young learner learn from different learning styles. In a classroom, there are some children whose are visual learners, they understand the concept with the help of picture.

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 children very easily. For example if you want to elaborate living thing. You bring a map of living things in classroom at tell the children 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 children'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. Pictures 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:

A child learns art work, languages, and social studies from collage. Collage is used as a visual technique in classrooms. It helps the ECE teachers to integrate lessons. Collage is a very effective technique not only to clarify the subjects but also to integrate different subject areas.

It is very important for a child that learning does not exist in compartments, learning always comes across the board.

Lecture-based learning:

A traditional way to structure classroom learning is the lecture format, in which teachers explain information while children observe. Teachers lead a lesson by speaking about, showing visuals of and modeling examples of a topic. While a teacher is presenting, children can listen, watch, take notes and copy teacher demonstrations. While this is a conventional and helpful approach, teachers may alter it for different learning environments.

Reference: <https://www.indeed.com/career-advice/career-development/teaching-methods>

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 child 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 children. 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 children, so some times children 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 children to attend to the relevant parts of a story. It also helps in giving a direction to the way a story is developed. A child 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 children, they write it from their ideas then you organize those ideas with brainstorming technique and complete students story.

Technology-based learning:

ECE teachers can use technology in the classroom to make teaching processes more efficient and aid in student learning. Children can use devices like computers and tablets to read materials, conduct research or play educational games. In addition, cloud computing capabilities make it possible for children to access documents or other resources while at school or at home. Virtual classrooms using video conferencing software can be a great way to provide education remotely. This can be especially helpful for children with disabilities who may have difficulties focusing in a physical classroom environment.

Reference:<https://www.indeed.com/career-advice/career-development/teaching-methods>

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.

Content Knowledge:

The knowledge that comes from content areas is known as content knowledge. Teachers must understand the content they teach (e.g., math, science, social studies) and what constitutes the essential knowledge and skills for each content area. It is for this reason that state standards are helpful; teacher will want to be familiar with his/her state standards for each subject and grade level he/she teach, as well as the state's Common Core Standards for reading and math. 

Pedagogical Content Knowledge:

In addition to knowing content, ECE teachers also must know how to teach children so they learn content knowledge. This is called pedagogical content knowledge, which is knowing how to teach children so the content knowledge is accessible to them. This

means that you must be able to provide appropriate examples and use appropriate strategies to illustrate the content. In addition, you must be able to identify the interest and learning needs of young children so that you can make content knowledge accessible to them.

Reference: Morrison, G.S.(2015). Early Childhood Education Today, [Access Card Package].Pearson.

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 children's wants to take materials if some children do not get materials, there will be disturbance in the classroom. So arrange full materials for all the children 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

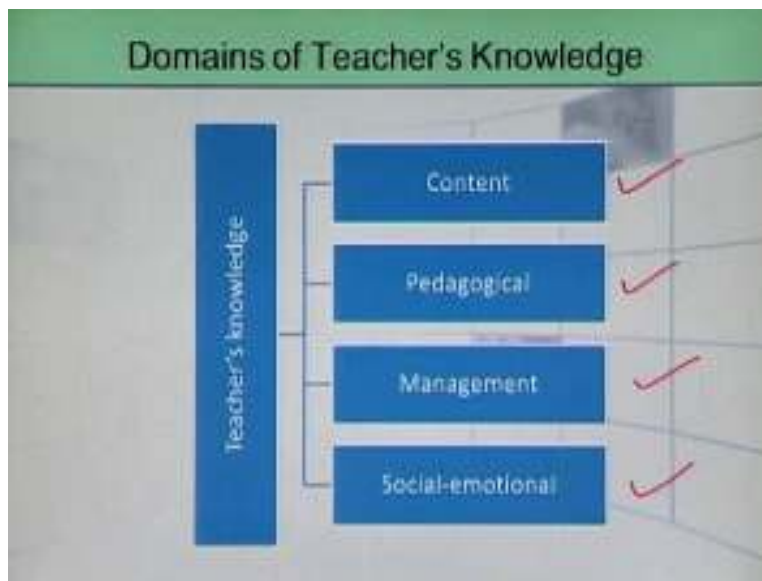
Preview

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. 16**THE ROLE OF A TEACHER IN MANAGING A ECE CLASSROOM-1****Topic – 109****Positive ECE Classrooms:**

A positive early childhood classroom environment is one in which children feel comfortable sharing their thoughts, taking risks, asking questions and confronting challenges in their learning. An educator can create this type of environment by presenting clear classroom expectations, providing opportunities to improve social skills, building relationships with their children and offering relevant content. In this type of classroom setting, children feel as though educators value their input. From here, children can become more active participants in the learning process, which makes for a more productive learning environment.

Domains of ECE Teacher's Knowledge:

There are four things in Teacher Knowledge.

Content**Pedagogical Knowledge**

Management

Social-emotional

When we talk about assessment role of ECE 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 works at pedagogy, then teacher will ignore all other three domains. If a teacher only focusses 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 young learner engagement in the classrooms.

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

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

Reference: <https://www.indeed.com/career-advice/career-development/classroom-environment>

Topic – 110

Effective Teaching Skills 1:

Some qualities of a good teacher include skills in communication, listening, collaboration, adaptability, empathy and patience. Other characteristics of effective teaching include an engaging classroom presence, value in real-world learning, exchange of best practices and a lifelong love of learning.

Preparation:

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

Identifying content and young learners needs:

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

Lesson, unit and yearly planning:

Basically, when you make these planners, they give you a kind of oppressive chart in terms of children's learning.

Planning for young learner success:

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

Attention:

Guiding children to stay focused involves:

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

Establishing opening focus:

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

Maintaining ongoing focus:

You are able to maintain child focus for the full minutes of the class. If the child 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 children involve:

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

Reference: <https://www.snhu.edu/about-us/newsroom/education/qualities>

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 children. With the help of open-ended question, a teacher knows where the child stands in learning. Ask open ended question as opposed to close ended questions.

- Ask frequent question:

It is good to ask frequent question from children. Otherwise, children go distract from learning.

- Questions all children over time:

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

- Invite child questions:

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

Monitoring:

Oversee child work. This involves:

- Maintaining appropriate proximity to children

- Awareness of what happens in the classroom
- Not breaking the instructional flow for distractions

Feedback:

- Give specific feedback

Feedback is a very important component in the teaching and learning process. 

- Give immediate feedback as soon after the behavior as possible

It is important to clarify feedback so the children know about their learning level in the early childhood classroom. As provides lots of encouragement and positive feedback to encourage sharing and kindness.

Use Praise and Encouragement:

Children want to receive feedback in the form of praise and encouragement, and they want to feel good about their accomplishments. Encouragement provides children opportunities for improving and growing. When we encourage children, we provide them with greater level of self-motivation and with suggestions for how they can develop new skills and behaviors.

Here are some other reasons why you should use encouragement:

- It acknowledges the child's effort
- It recognizes the child's success
- It helps children self-evaluate their effort

Reference: Morrison, G.S. (2015). Early Childhood Education Today, [Access Card Package]. Pearson

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 children do not learn from one style, they learn from their own learning

style. Summarizing is a great help for children. It can enhance children learning because some time the children do not concentrate at the beginning of the lesson, they miss out certain parts. When you are summarized, the lesson gives it few minutes. A child will learn previous lesson from this summary.

Reflection:

Review past instruction by using evidence of learner success or failure. As Piaget (1970) explains that we construct ideas by means of logic-mathematical learning by a process called reflective abstraction. This work as follows: The learner manipulates objects and then reflects on the results. This reflection leads to recognizing her mental constructs. Once this reorganization has taken place, it is impossible for the learner to think in exactly the same way again.

Reference: Brewer, J.A. (2007). Introduction to early childhood education preschool through primary grades sixth edition

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

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

Reflection types:

□ Reflection in action

While you are teaching to your children, 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 early childhood classroom 1:**Instructional strategies:****1: Gear your instruction to the correct level of difficulty.**

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

Lesson:

Current level+1

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

2: Break instructions into smaller learning.

First, gather what is to be taught and break the information into 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 children to use a computer, should first know how to use a mouse.

Teaching them an adjective would first require the teaching of a noun. The breakdown of

learning into 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 run smoothly.

Also, for students who have difficulty learning, it often helps to break lesson goals into smaller steps and provide additional prompts and cues. For example, you might reduce the number of spelling words you give a child each week or be more explicit about each step of an important social skill such as lining up for lunch. If your direction to the group is, "Line up for lunch," you might want to be sure that the little girl who gets distracted between circle and the lunch line each day

hears at least three separate directions: “Put your work away.” “Get your lunchbox off the shelf.” “Go stand in line at the door.” In another situation, in preschool, you may expect certain children to learn one shape at a time, whereas others are mastering circle, square, and triangle all at once.

Reference: Krogh, Suzanne, and Kristine Slentz. The early childhood curriculum. Routledge,

2008

ROLE OF A TEACHER IN MANAGING A ECE CLASSROOM - 2**Topic – 114****Instructional strategies that promote a positive ECE classroom 2:****3: Build patterning and association into each lesson.**

At one time let the children store only about 4-5 bits of information in minds. Do not over stuff your children 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 children 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 starts from the same word. Chunking is a good associative technique that helps children to retain information.

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

While teaching multiplication, tell children that multiplication is similar to addition. 3×5 is the same as $5 + 5 + 5$.

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

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

When children 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 children proper time, information  needs to be chunked and children are learning from association, especially in primary classes.

Sometimes children have difficulties learning new skills and acquiring new knowledge if they have gaps in their earlier learning. It is a good practice to identify the important skills students need in order to master new learning and to check to see if all students in fact are in possession of the prerequisite information. In an integrated curriculum, this means checking across developmental domains and subject areas. If you are designing a graphing activity as part of a social studies lesson

on families, for example, children need to know basic math concepts and skills as well as concepts and terms about families in order to benefit from instruction.

Reference: Krogh, Suzanne, and Kristine Slentz. The early childhood curriculum. Routledge, 2008

Topic – 115

Instructional Strategies that promote a positive Early Childhood classroom 3:

5. Have children work in cooperation, not competition.

ECE 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 children. Children learn in cooperative learning from each other, it is very powerful instructional strategy. There is a sense of motivation, collaboration and cooperation in the class during cooperative learning. Most cooperative learning classroom are well-behaved because children are motivated to learn and are actively engaged in learning activities. (Slavin, 1990: 115)

Drama as a classroom activity can contribute much to children's development. Because it requires interaction, negotiation, and cooperation, and because social themes are often explored, drama promotes social development. Children are encouraged to express their feelings through drama and most children find it a positive experience that promotes self-esteem; consequently, drama enhances emotional development. Creative movement is often a part of drama, providing physical experience. Cognitive development is fostered when drama is integrated with what is happening in the curriculum. Finally, young children's drama experiences provide opportunities for creativity in problem solving, movement, and use of the imagination.

Reference: Krogh, Suzanne, and Kristine Slentz. The early childhood curriculum. Routledge, 2008

6. Ensure success by getting to know your children's strengths.

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

Multiple Intelligence:

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

Topic-116

Instructional strategies that promote a positive early childhood classroom 4:

7. Teach children to take responsibility of their learning.

Draw contracts with children's which children and teachers follow and adhere to. An important part of the duty of a teacher is to make children responsible for their learning. For example, A child

wants to learn the present perfect tense, draw a contract with a student, and divide the time for this activity. Help your students through the internet, dictionary, and worksheet, etc. Learning comes with a lot of practice. Some independent learning exercises must be given to the children. These independent exercises internet addresses must have a teacher all the time for the children. When a teacher develops a contract with children, the teacher makes responsible for the child for their learning outcomes. We need to teach young learners, how to be organized and systematic toward the development of their own learning. Make contracts a part of your instructional strategy.

8. Increase child 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)

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

Divide the unit or theme into logical segments and plan each one:

For these very young children, dividing the theme into individual colors makes sense. A teacher might create enough activities for one week per color, remaining flexible enough to move on to the next color if interest flags, or to add activities if interest is high.

Reference: Krogh, Suzanne, and Kristine Slentz. The early childhood curriculum. Routledge,

2008

- Do not vary methods too much as to confuse children

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

Topic – 117**Instructional strategies that promote a positive early childhood classroom 5:****9. Provide assessment that helps the child 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?

Another form of assessment is the teacher's observation of a previous lesson or activity. For example, perhaps the class has been energetically memorizing addition tables, but it has become apparent that many of the children are having trouble using their knowledge within the context of real life. Having made this assessment, the teacher decides to create a series of lessons that provide the children with practical applications of their learning, such as adding boys and girls each morning to determine how many are present.

Reference: Krogh, Suzanne, and Kristine Slentz. The early childhood curriculum. Routledge, 2008

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:****Young Learner differences:**

Children 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 child is very good in art, he shows his ability through art work.

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

Lessons to accommodate LD:

Lessons need to be built keeping in mind the various ways in which young 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 children seating in the classroom not just choosing a few.

In a classroom for young children in which the teacher believes that the theory of multiple intelligence is a meaningful guide to make curriculum decisions, the program would include various material, but lessons would not be repeated to address every type of intelligence. At least once during each week, however, information would be presented through each of the intelligence so that every child could learn through her strongest skills some of the time. For example, if the children were investigating simple machines, they would take apart old appliances looking for the simple

machine parts, work in small groups to invent their own appliances using simple machines, write description of their appliances, and present their appliances to the class and try to persuade others to buy them.

Reference: Brewer, J. A. (2007). Introduction to early childhood education preschool through primary grades sixth edition

Topic – 119

Accommodate the learner differences 2:

Differentiated learning:

ECE teachers may want to prepare differentiated tasks for various types of young learners to ensure that all learn. Teacher must have differentiated learning tasks for child in the classroom. Teacher must have differentiated learning tasks for the children. When a teacher design differentiated learning tasks, he or she must feel that it is a hard work but your children 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 children can benefit. All the children 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 types of children. Through this kind of lesson planning teacher will be able to accommodate all kind of young learners in a single classroom from the very basic to the above average. The main issue is clarifying the concept.

Differentiated instruction:

Differentiated instruction has been defined by various authors as a philosophy of teaching and learning that acknowledge and responds to students' differences in readiness, interests and learners' profiles or styles. Some examples of differentiated instruction strategies are as follows:

- ‘Flexible grouping that considers strengths and room for growth of all children.
- Exploration/hands-on centers or stations where children are responsible for their own learning
- Directions that are short and concise
- Questioning techniques that enable answers based on each student’s readiness and comprehension and
- Children as well as teacher initiated tasks and projects that provide for hands on learning.

Reference: Afurobi, A.O., et al. "Differentiating Instruction in Early Childhood Care Education: Teachers' Practice." *African Research Review* 11.3 (2017): 105-114.

Lesson No. 18**PHILOSOPHIES OF HOW TO MANAGE A LARGE CLASS****Topic – 120****Listen to all**

All children have the right to be heard.

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

No 'Chosen Few':

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

A healthy early childhood classroom:

- Give children a patience hearing.

Give your children 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.

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

- No children should be allowed to dominate

Early Childhood teacher should listen to all the children at all-time but not only a single child.

- Shy children are encouraged to speak

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

- An atmosphere of cooperation needs to be built.

A teacher is an authority figure in the classroom but he or she must be cooperative with the children not only in classroom but also in school and outside the school. Early childhood teachers support learning by providing activities and materials that children find engaging. By facilitating learning, supplying a developmentally appropriate environment, interesting materials, and adequate time to explore, play, and interact, children find learning easy and fun. Teachers must be sensitive to the ever growing various population of students within a classroom. Moreover, teacher must provide their classrooms in order to create an environment that welcomes all children and their families.

Reference: Phajane, Mase lo Helen. "Exploring the roles and responsibilities of early childhood teachers." *Mediterranean Journal of Social Sciences* 5.10 (2014): 420.

- Have a good child-teacher reputation.

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

Topic – 121

Management Style 1:

1. Strong Control:

ECE teacher is in a strong control of what happen in the classroom. Teacher must support and encourage appropriate behavior, prevent inappropriate behavior, and guide or redirect misbehavior when it does occur.

Reference: Reference: Morrison, G.S. (2015). *Early Childhood Education Today*, [Access Card Package]. Pearson

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 child 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 ECE classroom management approaches and strictly watch young learner behavior. Teachers do not tolerate:

- Latecomers:

Develop classroom rules and follow up them strictly. A teacher does not give permission to the children to come late at any situation.

- Side talking

Sometime children 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 time.

Violence in schools is an area of growing concern. There is evidence that aggression and violent behavior begin early in children's lives; therefore, many schools have adopted violence prevention program. Anderson (2001) suggests that schools can help prevent violence by providing experiences that do the following:

- Help build and foster relationships that support learning
- Promote social and emotional competence
- Provide frequent and positive interactions between adults and children
- Strengthen children's skills to interact meaningfully with others
- Demonstrate good and positive role models
- Foster problem solving with respectful words and actions

Reference: Brewer, J. A. (2007). Introduction to early childhood education preschool through primary grades sixth edition

Topic – 122**Management Style 1:****Strong control:****ECE Teacher's role:**

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

embarrassment when I give you punishment publicly. Self-esteem of the children is very important



in the school. Children should try their best to maintain their self-esteem. Self-esteem may be damaged when a teacher publicly punishes a child.

In this management philosophy, the ECE teacher is not afraid to act as the policeman. Sometime children 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 children's behaviors.

Behavioral observation:

Watch children to see if they are participating or not, are able to achieve the objectives or not. Behavioral observation can be informal or formal. Informal observation is a basic component in teaching young children, should be daily and continual, and is used for both assessment and evaluation. It is important to realize that some children participate by watching happily while others are not engaged unless their whole bodies are involved. Furthermore, some children will be more able to reach a higher level of participation than others. Thus, informal observation, usually including brief notes to yourself, is a successful evaluation tool only when a teacher knows the children intimately.

Reference: Krogh, Suzanne, and Kristine Slentz. The early childhood curriculum. Routledge, 2008

Topic – 123**Management Style-2****1. Laissez-Faire:**

This is totally apposite to the strong control philosophy exercised by a teacher in the early childhood 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 children. Teacher gives full permission to their children that they can do anything in class which children want to do. The teacher has lost control and children have the liberty to do anything 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 young learners’ problems and do not bother about adhering to certain rules for classroom discipline. The roles and the responsibility of the teacher is to create a stimulating learning environment, to encourage experimentation, and to guide and extend children’s thinking, often using informal questioning or dialogue teaching strategies. The following guidelines address five interrelated dimensions of early childhood professional practice:

- creating a caring community of learners,
- teaching to enhance development and learning,
- constructing appropriate curriculum,
- assessing children's development and learning,
- and establishing reciprocal relationships with families.

Reference: Phajane, Mase lo He len. "Exploring the roles and responsibilities of early childhood teachers." *Mediterranean Journal of Social Sciences* 5.10 (2014): 420.

Topic – 124

Laissez-Fair ECE 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 early childhood 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 children 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. As, behaviorist believe that children learn best in a highly structured environment in which the information presented is carefully sequenced and the rewards are controlled. While Maturationists believe that each child's physical, social and emotional, and intellectual development follows an individual schedule that is basically pre-determined. They believe that a child will develop to his potential when placed in an optimal environment and that his development will be slowed or retarded if the environment is not optimal.

Reference: Brewer, J. A. (2007). Introduction to early childhood education preschool through primary grades sixth edition

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. ECE 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, young learner will come there in a festive mood, teacher needs strong control at that time to control children's disruption. When a teacher observes an environment outside of the class, he or she uses some special strategy to control the children. 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 children 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 children according to the psychological treatment that you want to give to the children.

Topic – 126

ECE Teacher's role: Moderation:

With this type of early childhood classroom management, the teacher decides which behavior is tolerated and which are not. In this philosophy, teacher guide the children in advance that which

behaviors will be tolerate and which behaviors will not be tolerated. Some behaviors are acceptable for some teachers and some behaviors are not acceptable for some other teachers. The behavior patrons are determined by the teacher.

Different studies have investigated the manner in which teacher-child relationships influence young children's classroom. Whereas many factors may have an impact on children's adjustment and behavior during their early childhood years, the child-teacher relationship has consistently emerged as an important predictor of children's concurrent and long-term social competence.

Reference: Emmer, Edmund T., and Edward James Sabornie, eds. Handbook of classroom management. New York: Routledge, 2015.

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 children 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 children who are disruptive after class (rather than calling attention to the disruptive children during class).

Respectful behaviors are the demand of a teacher. Children should not take a right on you. Children should always respect the teachers. Children 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. 19**LARGE ECE CLASSES****Topic-127****What is a large class? / Class size:**

The size of the early childhood classroom matters a lot. Class size is a vital component in: 

Educational planning:

Class size is very important in educational planning. Yearly planning is 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 adequate supplies for the children who sit in the classroom. If we do not do this we will compromise on standards. All the stakeholders are directly affected with children being the major stakeholders.

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

Anything beyond 25 is called a large class.

Materials and Classroom Arrangement:

In addition to examining programs and activities for appropriateness teachers also need to examine materials and classroom arrangements. If, for example, only two-wheel toys are available for a large group of children, there will be disputes because of the unreasonable amount of time children must wait for a turn. Similar problems will arise if there are not enough blocks for several children to be building with them at one time. Children become extremely frustrated when they start a project and then find they do not have enough materials to complete it or when storage areas are so congested and unorganized that they cannot get the materials they need.

Reference: Brewer, J. A. (2007). Introduction to early childhood education preschool through primary grades sixth edition

ECE Teacher's stance:

The teacher usually becomes a preacher by:

Lecturing: When a teacher delivers a lecture, he or she is working like a preacher. Teachers must ensure that the children are active and ask questions about the lecture.

Writing notes on the board for children to copy.

Topic-128**Advantages of Large Early Childhood Classes:****(i) More interaction among children:**

There are always enough children for interaction, and there is a rich variety of human resources. There will be all kinds of interaction, there is a possibility that children may learn from each other because of this interaction. Interpersonal relations will be improved through the large class. In a large class, one of the advantages is that the children get to 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 children can be used to help lower-level ones. More proficient children will help the less proficient children, there will be interaction again and more able children will guide less able children. This will be a very healthy interaction and this is a sound possibility in the class to learn more from more able children. Natural professional development is a 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 a large number of children. The teacher learns those coping strategies which are important in a large class. A good teacher always reflects on his or her action.

(iv) Peer Teaching:

The classroom is a primary social context in which school-age children experience various social interactions and relationships with peers. These peer social experiences have valence and can

lead to long-term impacts on children's social and academic development. Children 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 to a big class; bright children are responsible for guidance to the less able students. When you are in a large class, the teacher must have different strategies for children's peer teaching. Together, friendships and peer conflicts comprise children's important social experiences that can have significant impacts on their social, emotional, and academic development from the early phase of life through later developmental stages.

Reference: Kim, Saetbyul, et al. "Influence of Teachers' Grouping Strategies on Children's Peer Social Experiences in Early Elementary Classrooms." *Frontiers in Psychology* 11(2020):587170 .

Topic-129

Challenges in a large ECE class:

CHALLENGE-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 children have to meet. The number of pupils itself is a big problem for the successful attainment of educational goals.

2. Pupil attention in a class:

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

There are some ways to give children individual attention in a busy classroom;

- Publish children's work in a classroom
- Stay Moving
- Strategic seating
- Effective Grouping
- Peer Recognition
- Use Technology
- Avoid/Do not use Norm-referencing
- Use Project-based learning

Reference: <https://www.teachthought.com/pedagogy/ho-to-give-students-individual-attention-in-a-busy-classroom-carousel-day/>

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 children. In a large class, there are a lot of problems from the children's side. For example, if there are 50 children 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 nonacademic or may be behavioral based, and the teacher must spend his or her a lot of time in replying children's queries. That is a struggle that the teacher and children 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 the classroom.

Topic-130

Challenges in a large class-2

1: Pupil adjustment to school:

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

they like to stay in a small setup and when they come to large classrooms they are disturbed. Sometimes pupil adjustment becomes very difficult, children do not adjust in a large class and they do not meet their educational goals. They are unable to find or exist independently in the classroom because everything is constructed. The class size directly affects the children's in-dependency. The children 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.ECE Teacher's Morale, Stress, and Enthusiasm:

Class size is associated with increased teacher stress and can lead to teacher burnout.

The teacher becomes extremely stressful during he or she deals with a large number of children in the classroom. For example, when a teacher checks homework for the children, the teacher feels stressed and does not feel fresh because of the workload. When teachers do not teach with passion in the classroom then classroom learning is affected badly. There is lot of work after class time like written work checking, it also has good standers during written work checking, then you become stressed, and your morale breaks down. Teacher actions affect students' moral actions directly and lead to permanent changes in children's thoughts and actions. and in different studies teachers' responsibility is defined as "being an effective role model". Beyond being an effective role models, teachers are held responsible for establishing honest and confidential communication, constructing a learning environment where every child shares their opinions without hesitation, showing respect for other's opinions, and not forcing children to accept what a teacher considers right.

Reference:Durmus,Yeliz Temli. "Early Childhood Education Teachers' Experiences on Moral Dilemmas and Suggestions for Morality and Ethics in Education Course in Faculty of Educations." *International Journal of Progressive Education* 15.5(2019):301-314.

Topic-131

Correcting large amount of written work

(i) Group work:

- Have children 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 children that students within a group will all receive the same grade so that they take an interest in producing something good.

There are two contrasting ability grouping strategies. **Homogeneous ability grouping** is known for its positive impact on children's achievement. In addition, working with like-minded classmates may increase children's sense of belonging and support teachers' instructional differentiation. **Heterogeneous ability grouping** is assumed to enhance learning and interdependence because working with peers with diverse skills may allow children to recognize gaps in their own thinking and foster a sense-making process when more competent children provide explanations and support to less competent peers .

Reference: Kim, Saetbyul, et al. "Influence of Teachers' Grouping Strategies on Children's Peer Social Experiences in Early Elementary Classrooms." Frontiers in Psychology11(2020):587170.

(ii) Self-editing:

For all written work, have each child 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 children because it helps them later on and in their careers also. Self-editing is a very important skill that must be taught to the child.



Lesson No. 20**STRATEGIES TO MAINTAIN DISCIPLINE****Topic:132****Strategiesto maintain discipline-1****1. Discipline problems:**

More discipline problems are the result of boredom or alienation.....

If children are interested in the class, many discipline problems disappear. Teachers should convey their expectations for children 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 children take ownership of their responsibilities. Having both children and parents sign and return a copy of the classroom rules can aid communication and prevent issues later on.

Teachers must consider the long-term effects on children's self-esteem, rather than just the immediate results when making discipline decisions. Teachers must also think of discipline situations as teaching opportunities to help children how to solve problems, how to negotiate differences, how handle frustrations, and so on. Effective discipline requires thinking and planning, not only to prevent problems but also to prepare reactions that will be most appropriate when problems do occur.

Reference : Brewer, J. A. (2007). Introduction to early childhood education preschool throughprimarygradessixthedition

2.Set early childhood classroom rules:

- Ask children to work in small groups to write down rules they think are reasonable regarding classroom behavior and the consequences for breaking the rules.
- Ask children 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 children, and they consider them to be fair, they will be more willing to follow them.

Topic:133**Strategiestomaintaindiscipline-2****1. Variety of activities:**

- Plan a variety of activities that appeal to children with different learning styles and interests.
- This will usually keep the attention of the majority of children in the classroom.

The following are the best activities for Early Childhood Development:

- Movement
- Musical
- Creative Art
- Reading
- Play

Reference: <https://empoweredparents.co/activities-preschoolers/>

- You will ensure the interest of the entire classroom with the help of variety. The majority of the children will take interest in classroom proceedings because they will be working on such activities which would cater to their particular needs. When a teacher plans a variety of activities, he or she must keep in mind the academic record and performance level of the children. It will create problems for teachers in a large class but not in a small classroom. A well-experienced teacher knows the children very well and then it becomes easy to design activities.

2. Establish routines:

- Starting the class with the class agenda on the board can help children to focus and prepare for the day's class.
- Set up signals that the children understand—for quiet, for silence, and so on—using hand signals, a bell, or some other method. Set a routine and give young learners a 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 children well-disciplined in the classroom.

Topic:134**Strategiestomaintaindiscipline-3**

Discipline is important- how teachers respond to children's behavior is crucial in helping them grow and feel competent. No one would suggest that discipline be ignored; chaos in the classroom is not healthy for children or for teachers. Neither would anyone be naive enough to suggest that discipline is easy. There are no clear-cut rules to follow in providing guidance because every situation and every child is different.

Reference: Brewer, J. A. (2007). Introduction to early childhood education preschool throughprimarygradessixthedition

But, there are some strategies to maintain discipline;

1. Calling the roll number:

- **Sign-in sheet:** Give the children 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:** The teacher develops name cards for all the classes and uses them for attendance. Make children display name cards on their desks. Collect the name cards at the end of the class. Every subsequent class that follows after the one that you have taken you can do it. When children enter the classroom, you can give them cards and tell them to display them on their desks. At the beginning of each subsequent class, as the children enter the room; have them take their name cards. Those cards that aren't collected belong to children who are absent. The teacher can save 5 to 10 minutes with the help of this strategy. These are different strategies that can use for a good attendance record as well as you can go on with your lesson without compromising the time.

2. Creating a seating chart:

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

Create a seating chart

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

A ECE teacher can get better connected to the children if the teacher remembers the children's names first. This is also an important strategy to use in the classroom because you know at which corner of the classroom what group of children is sitting and you can judge the children's behavior patterns while sitting together in a particular setting.

Topic:135

Strategies to Maintain Discipline-4

1. Assigning roles to advanced children:

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

- Group leaders:

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

- Monitors:

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

- ECE Teaching assistants:

- Children can help the teachers as the teacher's assistants. Teacher guides these children that they are the facilitator of the class but not superior to 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 compromising 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 children to respect not only the teacher but the children set in the classroom also and has to be a culture of mutual respect. Teach children 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.

Multicultural education and Anti-bias curriculum: are a term used to describe educational programs that attempt to teach children respect for all people and their cultures. Multicultural education involves learning about one's own and other cultures in an integrated way. A multicultural or antibias curriculum is not achieved by superficial lessons; it is achieved by sensitive and knowledgeable teachers who help children in a context in which all cultures are appreciated.

Reference: Brewer, J. A. (2007). Introduction to early childhood education preschool through primary grades sixth edition

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 guides their children that how they can work in groups and how they can manage their activities on time because some children are not familiar with group activities. When you assign the activity, you must be sure that all the activities are smooth and simple in nature. When you assign group work to children, give them simple activities at the same time prepare them first on how to do group work and then engage them in group or pair activities.

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

Seats can be changed weekly or monthly in order to allow children to work with different classmates. When you change the group, again and again, they will not develop relations with one other then problems can start. You can make them sit at a place on weekly bases or if you want on monthly bases but not work in a group for a 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 children will be mentally prepared 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 leaders on weekly bases or monthly. Every child need importance and that importance needs to be given to that child. It is very important that all group members participate equally in a group and that all efforts of all the children are needed to complete a task.

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

Small group activities: In preschool, small group activities, instead of free play or engaging with the whole class, are typically multiple learning stations in the classroom featuring fun and engaging learning activities suited for five to six children. Some of the most notable benefits of small group activities in preschool include:

- Cognitive and social development growth
- Peer cooperation
- Interaction with peers
- Teacher observation
- Interest, abilities, and support

Reference: <https://www.thebreakiebunch.com/five-reasons-why-small-group-activities-are-important-for-preschool/>

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 children. This obliges to children 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 possibilities enhance through this method. Children are fully dependent on each other in this strategy. When you use limited handouts within a group children 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 the mother language is very much helpful for children, they learn it very easily.

Instructions of children in small groups afford both young children and their teachers invaluable and unique opportunities. Children can receive individualized attention and instruction that may not be possible in large group activities. Teachers also can better observe how individual children perform on tasks and how they interact with other children. Small group instruction, however, is probably one of the most underused and ineffectively implemented strategies in early childhood classrooms. Small groups are frequently randomly organized to respond to classroom management problems and are not plan fully integrated into classroom instructions. With some guidance and information on how to use small groups, teachers can implement small-group learning activities to enhance both instruction and assessment.

Reference: Wasik, Barbara. "When fewer is more: Small groups in early childhood classrooms." *Early Childhood Education Journal* 35.6(2008):515-521.

Topic:138**Teaching with Limited Resources 1**

- The quality of ECE still remains an issue in Pakistan due to many factors, such as the lack of trained teachers, limited resources, and a lack of awareness about the importance of the educational experience. Early childhood is not given much importance in education and

very often it is given the least priority in terms of funding. It is no wonder, therefore, that the least qualified or least experienced teachers are assigned to teach young children.

Reference: Juma, Audrey. "Improving Practices in Early Childhood Classrooms in Pakistan: issues and challenges from the field." *Contemporary Issues in Early Childhood* 5.3(2004):402-407.

- Many children 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 a chalkboard.
- Children 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. Children's personal communication improves through this method. Children try to write down notes after listening to the teacher with the collaboration of their group children.
- 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 children correct their work. All children as well as the teachers are involved 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 reading writing problems and other problems in the early childhood classroom.

Lesson No. 21**TEACHING WITH LIMITED RESOURCES & MOTIVATING CHILDREN****Topic:139****Teachingwithlimitedresources-2:****Encourage child responsibility:**

1. Ask children to bring an item from home to use as a talking or writing point for the class.

Children will feel a connection with their domestic life as well as life in school or in the early childhood classroom. There is a sense of connection that takes place between the classroom life and the outside life of the children. For example, if you want to talk about pollution, then you must tell your children one day ago they come into the class the 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. Children must understand that in a classroom it is important to build a sense of community because arise to better learning.

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

There are some ways to teach children responsibility in an ECE setting:

- Model Responsibility
- Give Time and Space
- Be Specific in Your Praise
- Phrase Things Positively
- Prioritize Work and Play
- Assign Tasks
- Find Responsible Solutions

Reference:<https://trconline.org/teaching-responsibility-in-an-ecce-setting/>

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 Resources3

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 a 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.

Print-rich environments are sometimes described as being full of print. Printed labels are posted on doors, windows, bookcases, sinks, etc. Printed signs are also used to designate the theme or purpose of different learning centers. Books, magazines, and other print materials are also provided. Creating a print-rich environment requires more than “simply ‘littering’ the places where children play with print. Play environments that become literacy learning environments must be carefully planned by informed adults. They must also address both the social and physical dimensions of the environment.

Reference:<http://earlyliteracyci5823.pbworks.com/w/page/62964327/Print-Rich%20Environments>

Use what the children say as input

Use what the children themselves say as input

Example:

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

Topic:141**Motivating children2:****Set the tone**

1. At the beginning of the year, including some information about the importance of the subject being studied.
2. Make the children take intrinsic as well as extrinsic interest in the subject. These are two good indicators for the children to remain interested in the lesson. When you set the tone of the subject, you generate interest and children get intrinsically motivated to study the subject.
3. Motivating children in the early stages of their childhood, help young minds learn to take on more responsibility and indulge in more creative and varied learning throughout their life.

Reference: <https://rubypark.com/motivation-in-students/#:~:text=Motivating%20children%20in%20the%20early,to%20behavioural%20and%20psychological%20issues.>

There are praise and reward in extrinsic motivation. If the children do well, they will get praise and reward from their teacher. Without motivation, children will not show good results and may show disruptive behaviors in the classroom. raise your children a daily bases so that they show real interest and give good results in the early childhood classroom.

Motivation is thus a key component in a child's development both at home and in school since it is the driving force which helps them to act and successfully complete any given task. It is

important for a child's parents, his teachers and other caregivers to understand the level of motivation of the youngster and accordingly guide them in their areas of interest.

Reference: <https://rubypark.com/motivation-in-students/#:~:text=Motivating%20children%20in%20the%20early,to%20behavioural%20and%20psychological%20issues.>

Supplementary Materials

1. To keep more advanced children challenged, prepare an activity resource book to keep in the classroom. A teacher must have supplementary material with him or her because some children complete their tasks early. So, with the help of supplementary materials teacher can control the class easily.
2. Children 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 children in the classroom.

Topic:142

Motivating children2:

Ensure the children speak loudly

This is a very important strategy to adopt because unless we motivate the classroom, the teaching and learning process will get affected. To ensure that children speak up loudly in class when answering questions or making comments, the teacher should move away from the child 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 into class and teach your child in a loud voice child gives you proper attention and listens to your lecture carefully. Try to focus on all children present in the classroom but not some chosen children. 

Adaptation of the material

1. Adapt the material according to the language level, age, and needs of children. The materials need to be adopted keeping in mind the needs and interests and level and language ability of the children. Look carefully at your material and adjust them to the level of the children, age level, language level, interest, and need level.

The essential things are: Active play, After school and summer learning, Arts & Crafts, Assessment & Evaluation, Block play, Carpets and rugs, Children's books, Classroom Essentials, Curriculum, Differentiated Instruction, Dramatic Play, Furniture, Great Gifts for kids, Home school, Infant and Toddler care, Language and Literacy, Mathematics, Music and Video, Outdoor Learning, Parent Involvement, Play ground, Profile planner, Puzzles and games, Resource Books, Sand and Water, Social Emotional, Social Studies, Science and Health, Special Needs Inclusions and Technology.

Reference: Chukwbikem, Peace Ebele Ilechukwu. "Resources for early childhood education(ECE)." *Mediterranean Journal of Social Sciences* 4.8(2013):161-161.

2. In multi-age, multi-level classes, plan a variety of activities to appeal to as many children as possible. Look into this fact; this is a long way to motivating children. The material needs to be adopted keeping in mind the needs and interest level and language ability of the children. Look into material adaptation because it will generate more interest in the children and also ensure good management in the classroom.

Topic:143

Motivating children3

Sequential activities

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

Importance of sequence for preschoolers:

Sequencing leads to success with so many daily activities. When children are able to use sequencing skills successfully, they can do the following:

- Recognize patterns
- Make predictions
- Put a series of objects or events in a logical order
- Understand transition words like first, next, and last
- Know the elements of a story like beginning, middle, and end
- Comprehend stories
- Retell stories and past events
- Put words and sounds together in the correct order to communicate
- Follow daily routines at home and school
- Approach an unfamiliar task in a logical manner
- Know when a task is completed

Reference: lwtears.com/blog/7-sequencing-activities-kindergarteners-and-preschoolers

Monitors:

1. Use higher-level children as assistant teachers or monitors who can help and support the lower-level children. With this child got leadership qualities in the future.

2. Encourage higher-level children to teach others in classrooms.

3: It builds a collaborative atmosphere in the early childhood classroom. We can make group leaders for those children who show disruptive behaviors in the classroom. This is one thing that a teacher can do in the classroom by making such students group leaders. One thing to need is insurance that keeps rotating the roles of leaders.

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

Children can help the teachers as teachers' assistants. The teacher guides these children that they are facilitators of the class but not superior to 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 compromising time in class.

Topic:144

Motivating children4

ECE Teacher availability

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

A trained ECE teacher can effectively utilize classroom resources to enhance learning experiences of students. Teacher's behavior, tone of language and positive feedback help children to actively participate and effectively perform during different tasks. ECE teacher with caregiver and parents develop cooperative behaviors and healthy habits among children through peer interaction and working together.

Reference:Ghafoor,MoizaAbdul,andSumbalAsghar."Teachers'PerceivedEfficacy of ECE Classrooms Learning Environment on Children Learning Experiences in Government Schools in District Sialkot." Journal of Early Childhood Care and Education(JECCE)6.1(2022).

Activity goals:

1. Make children aware of the goals of each learning activity.
 - If they understand why they are doing the activity, they will participate more willingly. Ask children to work in small groups to write down rules they think are reasonable regarding classroom behavior and the consequences for breaking the rules.

- Ask children 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 children, 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.
3. Have activities in your lesson and interconnected them with your objectives. Activities need to be success-oriented and they need to be conducted in time that children to do successfully in the classroom.

Activities to be success oriented

1. Make all activities success oriented.
2. Children will participate willingly in tasks that seem achievable.

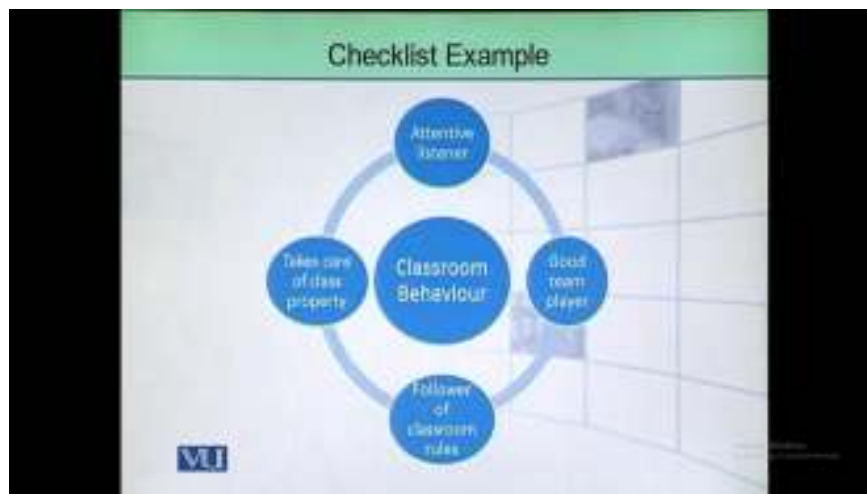
When they have confidence in their success, they will be motivated to try.

Lecture No. 22

SYSTEMATIC PROCEDURE FOR RECORD KEEPING**Topic: 145****Develop systematic procedures for behavioral record keeping:****Make checklists:**

1. ECE 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 children against that checklist.

**Attentive listener:**

For example, we want from children that they would be attentive listeners. If they are attentive listeners, they will attend your lecture attentively.

Good team player:

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

Follower of ECE classroom rules:

A child must be a good follower of classroom rules. It means that when a teacher develops classroom rules, it is compulsory for the children to obey them.

Take care of class property:

It is expected from children 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.

Professional Dispositions are the values, commitments, attitudes and professional ethics that influence behaviors towards students, families, colleagues, and communities and affect student learning, motivation, and development, as well as your own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, and responsibility. For example, they might include a belief that all students can learn, a vision of high and challenging standards for all children, or a commitment to a safe and supportive learning environment.

Reference: *Brewer, J. A. (2007). Introduction to early childhood education preschool through primary grades sixth edition*

Topic: 146

Setting benchmarks for behavioral expectations:

Benchmarks:

1. That is something that is very important for a teacher to develop understanding of the children. 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 children 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 child communicate with teacher in a classroom or outside of a classroom? What is the benchmark? What are the standers?

Communication with peers:

The standers children 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 standards. All the staff must meet the standards when they are in interpersonal relationship. Positive interpersonal relations in early years, especially with main caregivers, are

crucial. When the caregiver repeatedly pampers, feeds, cleans, talks, rocks, and cares for the child



in a loving way, the developing brain is stimulated. These interactions modulate the behavioral patterns related to the early stimulation of brain areas (hypothalamus, amygdala, hippocampus, and nucleus accumbens) and neurohormonal substances (oxytocin, vasopressin and dopamine) directly related to early parental care. Consistency in the interactions between the child and caregivers is most needed for optimal child development.

Reference: *Morales-Murillo, Catalina, Pau García-Grau, and Rosa Fernández-Valero. "Interpersonal relationships in early childhood." Interpersonal Relationships. IntechOpen, 2020.*

Material safety:

Children must take care of all classroom and school materials.

Following rules:

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

Topic: 147

Record of academic and behavioral progress:

1. It makes children 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 ECE teacher must have both records with you and try to assess the children both formative as well as summative.

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

One form of data to be shared is the anecdotal record. With this type of record keeping, the teacher or another adult record the child's behavior and verbalization for a brief period of time. Judgments about the child's intentions or motivations should be clearly labeled as such in the record and distinguished from description of the child's overt behavior. At the end of the day, these notes are placed in the child's life. Over a period of time, the notes should reveal some patterns that will help the teacher talk to others about the child's growth through play.

Reference: *Brewer, J. A. (2007). Introduction to early childhood education preschool through primary grades sixth edition*

1. Children should be encouraged to do their behavioral self-evaluation.
2. The behavioral records should have a section on self-evaluation and children should fill that section themselves
3. This exercise makes children 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 children 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 child behaviors. You need to oversee children develop their behaviors over a period of a time. Portfolio development is a systematic development of behaviors .It mean children 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 child that he or she must improve behavior in one month. In next month teacher must be check child behavior in class room that if there is any change or not in behavior of the young learner.

- Observation checklists of specific behavior

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

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

ECE teachers check here that children are achieving goals at the end or not.

Topic: 149

Faculty professional development:

1. ECE teachers get adequate training in classroom pedagogy but few training sessions are held for the behavioral development of children. Classroom management is a broad field and itself comes in different disciplines at that time faculty training is very much important. We deal 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 children at different age levels:

ECE teachers are guided that at primary level children will behave immaturity and at secondary or higher secondary level they will behave like sensible children.

b) Behavioral management:

When children 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) ECE 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 children behaviors patterns because children behave according to their age but teacher do not understand the situation. At that time teacher needs to show discipline in the classroom.

d) Positive reinforcement:

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 children's 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 child then that particular child 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 children. Sometimes, a teacher needs to know the domestic and personal life of the children for better strategies taken up in the classroom.

b) Sadistic behavior:

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

c) Extreme shyness:

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

d) Lack of self-efficacy:

Children 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.

Lecture No. 23

ESTABLISHING CARING CONNECTIONS - 1

Topic: 151

Qualities that influence child success:

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

Empathy:

Empathy is extending help to children and showing concern toward them. Teachers should try their best to put themselves in their children's shoes and solve problems. It means that if a child displays any kind of disruptive behavior, the teacher must think about and resolve that problem. A classroom is a safe place where children 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 children's problems. A teacher is a role model in the classroom for the children. ECE teachers must display helpful behaviors in the classroom for children's 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 children 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. Children must think higher themselves so that they can achieve their targets.

Caring and Efficacy:

- Both qualities affect children's sense of motivation, achievement, and value.
- They enhance academic performance and young learner behavior.
- When we are talking about classroom situations, we need to keep in mind these qualities when we want to develop a caring connection for the purpose of better academic results.

Building warm, trusting relationships with the children in your care is one of the most important things you can do as a teacher. Research shows that close relationships formed in early childhood can positively impact children's academic and social-emotional skills while conflictual relationships can

have a detrimental impact on the child's well-being and development. Additionally, Teachers who feel they have positive relationships with the children in their care tend to see their jobs as more rewarding and feel better about themselves.

Reference: <https://extension.psu.edu/programs/betterkidcare/news/2020/classroom-relationships>

Topic: 152

Self-Efficacy and Learning:

Self-efficacy is beliefs that children 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. In children, a lack of self-esteem is something that develops when a child is always receiving criticism and negative feedback about him/herself or for the actions that the child has done. A deficiency of self-esteem happens when a child is always being told off or scolded for the mistakes and accidents that he/she might have done. This can occur both at home and in school.

Reference: <https://www.alfaandfriends.com/building-a-preschoolers-self-esteem-and-confidence-in-classroom/>

Children's efficacy and beliefs serve as barriers to their academic and social development. If the children have low efficacy about themselves, they will not do better in the classroom. Children 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 children think very low by themselves, they might be able to perform better in the classroom however they have low self-efficacy. They do not believe in themselves and their own potential, they behave in odd manners in the classrooms. The clear sign of low self-efficacy is the children give up the given task very soon here the role of the teacher is very important, the teacher helps the children in a very lenient way.

The kind of academic and social experiences children get in schools have a profound effect on whether some behaviors will be continued or not.

The development of self-efficacy is very much important for a better child-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 feel that math is not a good subject and I do nothing in this subject forever. I develop very low self-efficacy as my mathematical skills were a concern. When you communicate with your children, must observe your behavior with your children. When a teacher punishes a child in front of other children, it not only lower self-efficacy but also lowers the self-esteem of the child. Particularly if a child is in the primary class, he/she has high self-efficacy and self-esteem emotion in his or her self.

Effective communication-based teaching skills for Early Childhood learners: Communication plays an important role in delivering a message to someone. Similarly in learning activities, communication is needed for learners to understand the material presented by the teacher. Early childhood education teachers as second educators after parents at home, also need to have good communication skills. Especially in delivering learning materials in early childhood. Not only in conveying the material, but also in establishing good communication with the parents. This is what underlies the need for teaching skills owned by an effective communication-based teacher. It is mattering a lot for your children's future goals.

Reference: *Nurani, Y., Hartati, S., Utami, A. D., & Pratiwi, N. (2020). Effective Communication-Based Teaching Skill for Early Childhood Education Students. International Journal of Higher Education, 9(1), 153-158.*

- In the ECE classroom, for example, poor grades and other negative assessments of ability can lower self-efficacy beliefs. When a teacher talks to the child in a harsh manner, this style of communication lower student self-efficacy and self-esteem also. Self-efficacy and self-esteem are interconnected to each other. When children achieve some goals or high grades in the classroom, children want appreciation from the teacher. Communicate at this level in a positive way so that children 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 children believe systems forming and how they are affecting children's behaviors in the

classroom, this is very important for teacher to be aware about children's observations and

beliefs. Take this in account, we help child 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, but criticism hampers it. Encouragement is non-judgmental. Encouraging statements point out specific facts but do not evaluate them. Phrases such as "You really worked hard" "Look at all the green you used in your painting" or "I bet you are proud that you finished that whole puzzle or task" are examples of non-judgmental encouragement. Children who are encouraged tend to develop stronger self-motivation and pride in their work because the encouragement focuses on what they are doing well, as compared to not what the teacher thinks about their work.

Reference: <https://childcare.extension.org/encouragement-is-more-effective-than-praise-in-guiding-childrens-behavior/>

ECE teacher behavior is very important in children's behavior modification. Verbal persuasion is very important for developing a child's personality in the school environment. The messages we receive from other, influence the belief system that we have about ourselves. If a teacher and peers of a children tell them that they do not complete the given task, the child feel lower efficacy and will not perform well in the given task. Verbal persuasion is very much important, when a teacher say that you can do this, I know that you are a good child and you can do much better in this task, child 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 a positive belief system in children it is important to have an encouraging 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 children by adopting certain behaviors which automatically promote not only good children learning but also good behaviors. First of all, an ECE teacher needs to tell children 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 children. If a teacher has authoritarian behavior in the classroom, children will display the same kind of behavior when they interact with each other.
3. We should model reflective listening- never interrupt them while they are speaking.
4. Give individual attention to children. You must convey to the children that you are there to help and give attention to all of them not only some selective children in the classroom. Some children feel frustrated when they observe that the teacher has some favorite children in the classroom. Try to give attention to all of them. Listen to their issues and try to solve them on the spot. Further, Positive attachment to parents and teachers, directly and indirectly, influences a child’s school success, such as higher grades and test scores but also greater emotional regulation and social competence, each of which in turn is connected with more academic success.

Reference: *Driessen, G. (2022). Attitudes, Behavior and Relations in the Early School Years. Education Sciences, 12(4), 283.*

5. Listen to their problems sincerely. If you are sincere with them and listen to 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. Children demoralize and feel lower efficacy. Green ink help the teacher and will not demoralize the children self-efficacy. When you use such strategies in the classroom, you help yourself for building caring connections.

Topic: 156**Communicate high expectation**

Communicating high expectation to children is a part of building caring connections in the classroom. High academic expectations from the ECE teacher influence children’s achievement. It is very important to communicate high expectations to children. Tell them that all of the young learners are performing better. They have diverse learning styles, and 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's theory. who said that "children have different abilities and they learn in different ways". The words a teacher use in classroom is very important for the children either these words are boost up their moral or lower down. Encourage them for learning in a positive way because learning is a constant process. Pupil behavior improves in response to high academic expectations.

High expectations can be achieved by:

- Believing that each child is capable of learning
- Communicating high expectations to children and parents
- Reflecting on teaching practice

Reference: Saffigna, Madeleine, et al. "Practice principle 4: equity and diversity." (2011).

Children's behavior improves through the teacher's positive response in the classroom. When child self-efficacy improves, they feel good about themselves, they will have a good belief system about themselves and will be good academically. So, naturally, they will not create problems in the ECE classroom. Sometimes we see that if a child is good academically he or she becomes overconfident, because of overconfident they show bad behavior in classroom. When children achieve good grades, it does not mean that they will be given liberty to behave negative fashion in the classroom. So, young learner's achievement and behavioral development both of them are on side by side. The ECE teacher must facilitate in children making them behavioral better by communicating high expectation to them. Teacher tells them that they can do better not only academically but also behaviorally.

Lesson No. 24

ESTABLISHING CARING CONNECTIONS - 2

Topic: 157

ECE Teacher's enthusiasm

ECE teacher enthusiasm positively affects child's behavior and improves his/her achievement as well. When children feel that the teacher is not interested in the classroom at that time management issues create in the classroom. The ECE 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 children according to their motivational level. ECE teacher must take interest in all children and talk them in parental style rest of one or two who sit in front of the teacher.

Early childhood teachers support learning by providing activities and materials that children find engaging. By facilitating learning, supplying a developmentally appropriate environment, interesting materials, and adequate time to explore, play, and interact, children find learning easy and fun,

Reference: Phajane, Masello Hellen. "Exploring the roles and responsibilities of early childhood teachers." *Mediterranean Journal of Social Sciences* 5.10 (2014): 420.

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 early childhood classroom learning activities he or she must tone the voice loudly because it is a right of all children to listen lecture clearly. Communicate to your children in a good tone because it effect to the young learner's learning. Show the children that you are fully involve in the lesson plan not only that you are involve in the life of them.

Share and articulate interest in the subject:

You are sharing the interest level, communicate to the children that the interest of the ECE teacher and the children is the same. Teacher interest in his subject it has remain uniform because that build interest over the time. Do not tell the children 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 children:**

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

2. Appreciating child work is a powerful tool to make them stay focused. Develop good self-efficacy with your children that is extremely important for their future life. For example, when you are assessing their work, you praise them. When a teacher comment on children achievement, teacher must be praised to the child, it will be elevate their self-efficacy. We are there in classroom for children help and build self confidence in them for their future life. Simply praises at the end can actually save them behaviorally but also it can help them systematically and gradually.

As motivation is a key factor in children's academic achievement. So, when children begin school with low motivation and self-perception their academic outcomes are likely to be poor, and to decrease as they move through school.

Reference: *Saffigna, Madeleine, et al. "Practice principle 4: equity and diversity." (2011).*

3. It decreases 'learned helplessness' where children 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 children for their better performance not only in academics but also in life time behavior.

Topic: 159**Child accountability**

- Once due dates and requirements are clearly established, the ECE teacher holds children to those dates and requirements giving reasonable reminders all the way. The role of a teacher must be authoritative not authoritarian in the early childhood classroom. A child 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.

Educators have identified important guidelines for the construction of classroom rules:

- Rules should be kept to a minimum to allow students to remember them. 
- Rules should contain language that is simple and appropriate to the developmental level of the students and classroom.
- Rules should be positively stated.
- Rules should be developed for various situations or contexts as needed (e.g. Physical education class, field trips)
- Rules should be consistent with the school-wide behavior plan.

Reference: Oliver, Regina M., and Daniel J. Reschly. "Effective Classroom Management: Teacher Preparation and Professional Development. TQ Connection Issue Paper." National comprehensive center for teacher quality (2007).

The caring behavior of a teacher sometimes misleads the children. Contact your children in a limit. If a child understands that the teacher is very caring and kind, they overlook their work time and again. An ECE teacher has to make sure that young learners 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, children must be following them in very systematic manners.

- When young learners feel the responsibility to be accountable for their work there is more seriousness in the classroom, hence less management issues. If the children 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 children have the sense of responsibility, they will not create management issues in the classroom because they act as a very responsible figures in the classroom. So, they need to be told that they are not small children in the classroom.

Topic: 160

Affective rules:

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

Examples:

- a) Be emotionally supportive

ECE teachers must be very careful in the choice of the words.

b) Be helpful to peers

It is observed that the teacher encourages the child individually but not cooperatively and collaboratively. ECE 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 children that teacher is a respectable person in the classroom.

d) Do not shout

If a teacher shout at the young learners 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 children must not snatch or spoil the material in the classroom.

f) Take turns before speaking

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

g) Acknowledge and appreciate others

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

In addition to establishing rules, effective teachers also incorporate routines into their efforts to organize the classroom. Routines for turning in homework or engaging in small-group activities allow the classroom to run efficiently with fewer disruptions from students, thus enabling the teacher to attend to other aspects of instruction.

Highly effective teachers teach rules and routines systematically-not only at the beginning but also throughout the school year. They emphasize these rules and routines on occasions when increased violations are likely to occur. This type of instructional approach to social behavior neutralizes the reactive or extreme approaches to behavior management that ultimately are ineffective.

Reference: Oliver, Regina M., and Daniel J. Reschly. "Effective Classroom Management: Teacher Preparation and Professional Development. TQ Connection Issue Paper." National comprehensive center for teacher quality (2007).

Lesson No. 25

INCENTIVES IN THE CLASSROOM

Topic: 161

Intrinsic Motivation:

Intrinsic motivation describes as participating in a task for its own sake. Being intrinsically motivated means to experience both competency and autonomy. Children who are intrinsically motivated work on chores because they find them delightful.

1. Intrinsic motivation is a desire to attain targets for the sake of learning. Child 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. Children cannot be driven by the outside force to learn a specific target. A child 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 children. ECE teacher is a biggest source to motivate children intrinsically.
3. Children 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 children ability and reaffirms the displayed behavior. When children put their abilities in and faith in themselves then they are intrinsically motivated.

Reference

<https://www.apa.org/ed/schools/teaching-learning/top-twentyearly-childhood/>

Topic: 162

Extrinsic Motivation:

Extrinsic motivation is describes as the utilization of outward reward to motivate a particular behavior

Extrinsic motivation occurs when a child 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. Children 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.

Children 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 children and both should be used in the classroom so that better management plan can be play and better incentives can be given at good performance.

Reference

<https://sites.miamioh.edu/exemplary-science-teaching/2018/09>

Topic: 163

Problems in getting incentives:

Despite ECE teachers efforts to present lessons in creative ways, for some children mastering educational tasks may require a great deal of skill and instruction.

Children may have problems in areas such as:

Motor coordination

Sometime children do not work properly because of some physical problem with eyes or head. Motor coordination problem made children frustrated.

Recognition of sounds and symbols

Some children have difficulty in recognition of sounds and symbols. If there is a physical or mental problem, reward system will not working there properly.

Topic: 164

Rewards for challenging students:

A child gets reward for performing tasks according to the rules specified by teachers . For example; Rewards may include include stickers, little toys, small treats, advantages (like TV time), or getting points for a distinctive gift and also includes praising comments.

1. Struggling children:

For struggling children attempts at to handle their routine task effectively meet with failure followed by:

Teasing from peers

Children develop very wrong believes about themselves when they experience teasing from peers. Criticism from peers is very negative thing, children 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 children 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 children.

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 Children:

- Rewards can provide temporary incentives to encourage persistence when the natural, invisible rewards of success and mastery are infrequent.
- If rewards can motivate the children 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).

Reference

<https://www.understood.org/en/articles/7-ideas-for-using-rewards-and-consequences>

Lesson No. 26**PRACTICE OF MODELS FOR REWARDS****Topic: 165****Value of Reward Plans:**

Rewards system is usually used by teachers to reinforce children in the classroom for improving in academics. Rewards gives a motivation to children to learn and accomplish in academics. For instance, when a child does a good effort in work, teachers give him a gift.

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 that ECE teachers, parents and others in authority need only to think about external incentives when working to encourage new behaviors. Extrinsic motivation occurs when a child 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 child is called extrinsic motivation.

Children read a lot for good grades it is called extrinsic motivation.

Intrinsic reward:

1. Those behaviors need to be supported that help children 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. Child 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. Children cannot be driven by the outside force to learn a specific target. A child 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 children.

ECE teacher is a biggest source to motivate children intrinsically.

Children are rewarded for showing keen interest in the tasks assigned to them whether they are academic or behavioral in nature.

Reference

<https://ncse.ie/wp-content/uploads/2020/04/NCSE-Resource-3-Using-Reward-Systems.pdf>

Topic: 166

Reward plans that empower

A reward system is important for management classroom plans. It can aid children to become self-confident particularly when they accomplish challenging task. 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 children 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 children. A reward plan has three steps:

1: First, an ECE teacher decides on one or more specific goals for a child. So when you are talking about reward system you need to be focus on specific goals on which children will get reward.

Design your rewards in such a way that children must struggle to attain them.

2: The ECE teacher spells out the goals concretely either on a chart or in conversation.

3: In discussing the reward plan, the ECE teacher offers a modest reward for success in meeting goals. ECE teacher must communicate to the children through wall papers or in any written form so that these rewards will be clear for children. Keep your reward system very simple so that everybody should try to get these rewards.

Reference

<https://blog.kaplanco.com/ii/using-reward-systems-in-the-classroom>

Topic: 167

Reward Components-1

When we talk about reward system it is important to understand and prepare for reward system. Sometimes, children may have the potential but because of lack of preparation or proper training even by the ECE teacher lose the importance of the reward.

Reward Ideas that are for Individual Children

- Free time for art work.
- Extra television time.
- Use of a particular pen or pencil.
- Play time with class animal.
- Eating food with their best friend.

Active participants:

Encourage children to be active participants in the process of change. When children get reward they will be happy so make them ready for this reward mentally.

Support their natural desires for:

(a)Autonomy

Teach children how they can work autonomously. Children have good belief and have good efficacy about them.

(b)Independence

We should prepare our children for future responsibilities. Tell to your children that they can work in group as well as individually.

ECE Teachers can invite children to help:

Choose goals

ECE teacher must help the children that they choose their goals.

To role-play new behaviors

ECE teacher play their role for developing positive behaviors in the classroom.

To suggest strategies they might use to meet goals

ECE teacher plays their roles and suggests strategies that might be helpful for the children to meet their goals.

Reference

<https://whatihavelearnedteaching.com/classroom-rewards-to-use-with-students/>

Topic: 168

Reward Componenets-2

Teachers use rewards to motivate and encourage children for following the rules. They do this by executing a classroom reinforcement system which is called reward.

Choose incentives:

Choose incentives that contribute in positive ways to a child development or sense of self-worth such as:

Privileges

Privileges must be communicate to the children properly . A child gets extra stars or a child 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 children.

Small prizes, e.g. books

Always design simple and small incentives or the children development.

Interpersonal rewards

Rewards that offer the opportunity to do an activity with a special person – can be powerful motivators. If the child displays good behaviors they can spend their some time with their favorite person in the school. It can motivate to the child 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.

Reference

Topic: 169

Reward Components-3

Ownership rewards:

Design reward charts that contribute to a children sense of ownership. For example:

ECE teacher can personalize a chart by including a child's photo or by inviting the child to decorate the chart.

There will be self-worth sense generated. Children 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. Children 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 Children. Children also have positive belief about themselves. So have ownership reward they must enhance achievement level in the children.

Topic: 170

Reward Components-4

There are usually two types of classroom reward systems: one in which children get a group reward and other in which children get individual rewards. Some teachers give priority to the group reward as a way to enhance collaboration and a feeling of community.

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, ECE teacher tells the children 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 ECE teacher is not a good thing.

2: While at times an ECE 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 an ECE teacher tells the children about negative thing, children 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 children 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 children performance with those of others in any way. Children are individuals and they have their own rights and they must stay as individuals in school environment.

We should not compare one child with the other. ECE teacher must have independent chart for the children and must have independent behaviors with them. ECE teachers do not work in uniformity put emphasis on individualize system and have individual charts in the classroom.

Reference

<https://iris.peabody.vanderbilt.edu/module/ecbm/cresource/q2/p07/>

Lesson No. 27

SCHOOL DISCIPLINE

Topic:171

School discipline:

Mainlining discipline limits is compulsory when you face challenging children in a ECE classroom.

At many occasions children act out to test their limits. Most children are still maturing their social skills and trying adjusting to classroom surroundings, where the rules may be different from the rules of their own home. Effective discipline is a significant component in providing a classroom environment favourable for learning.

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.

Reference

<https://www.theclassroom.com/discipline-difficult-children-preschool-classroom-5890808.html>

Topic:172

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. Children 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:** Children think that rules are not applied or obeyed by them are not an important. There should be a collective effort of ECE 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, children will follow that rules are applicable on some and are not applicable to some other people which will lead children towards disobey the rules. In any teaching-learning situation, academic environment cannot be affected at any cost.

Discourtesy, resistance, bullying, and hostility are the most usual disciplinary concerns . A defective home life can affect student behavior. Peer demands can negatively affect a student's behavior.

Reference

<https://study.com/academy/lesson/disciplinary-problems-in-the-classroom-types-causes.html>

Topic 173

Discipline problems in schools – 2

Discipline problems arise because:

- **ECE teachers and administrators disagree on the proper responses to student**

misconduct: Sometime teachers and administrators are not clear about rules. Between both of them there 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. ECE 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 children take advantage of that lack of cooperation between ECE teachers and administration which is not good for classroom discipline.

- **ECE teachers tend to have punitive attitudes:** Many ECE teachers behave with children very strictly so that students become reactive at those punitive attitudes and did not follow what their ECE 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 children are doing in schools premises, teacher ignore their misconduct. When teacher tend to ignore misconduct, then lots of other discipline problems may occur because children might think that they will may get away from certain behavior. For it children 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.

Causes of discipline problems also comprises absence of interest in the studies, aggression, stress, terror, embarrassment, or bitterness because of a physical impairment or learning disability. Fruitful planning for classroom instruction can aid decrease discipline issues.

Reference

<https://stars.library.ucf.edu/cgi/viewcontent.cgi?article=1221&context=jhoe>

Topic 174

Countering discipline problems in schools

Establishing rules aid prevent disruptive behavior and permit you to act positively in the situation. In inclusion to using your syllabus content to set instructional expectations, you can also use it to construct classroom behavioral expectations. The elements that repress appropriate and inappropriate behavior are usually dependent on the nature of class and faculty comfort level, and can differ widely from lectures to labs and across content areas.

Rules and the consequences of breaking rules that should be clearly specified and communicated to staff, children and parents by such means as:

ECE 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 children 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 children 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.

Reference

<https://dsl.uw.edu/faculty/disruptive-behavior-in-the-classroom/best-practices/>

Topic 175

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 policies 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 children and ECE teachers should know that school head may takes any discipline very seriously

Leadership skills permit children to have mastery of their lives and the skill to make things happen.

Leadership inculcate confidence, and aid children resolve issues creatively, and work collaboratively with others. Leadership gives children many chances to evolve responsibility.

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:

ECE teachers' satisfaction with school discipline policy is related to their relationship with the principal. Coordination and cooperation between them is very important. ECE 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.

Reference

<https://extension.psu.edu/programs/betterkidcare/early-care/tip-pages/all/leadership-and-children>

Topic 176**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 enforced 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.

- **ECE 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.

- **Policies are enforced uniformly across the board**

Once developed discipline policies, must be communicated to staff, students, parents and community. When once developed, then policies 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. 28

SCHOOL-WIDE PREVENTIVE DISCIPLINE PRACTICES**Topic 177****School-wide commitment to Discipline**

Commitment, on the part of all staff, to establish and maintain appropriate children 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 ECE 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.** Should 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 children 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.

In nutshell, Discipline in the classroom helps children to hold on on their academics. Over time, this educate them how to focus in other manners. A disciplined student can focused on his goals and keep his work as a top priority.

Reference

<https://educationnorthwest.org/sites/default/files/SchoolwideandClassroomDiscipline.pdf>

Topic 178

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. ECE 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 children 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 179

Clear & Broad Based Rules

- 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, children, community and everyone. Because usually schools are located in residential areas and community becomes affected by school activities.
- Children participation in developing and reviewing school discipline programs creates a sense of ownership and belonging. Especially when children 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.

- Rules should be communicated clearly, in as few words as feasible and

using simple language. For example, “Use your inside voice” is more suitable and more comprehensible for ECE children than “Talk quietly when you are inside the school.”

Reference

<https://iris.peabody.vanderbilt.edu/module/ecbm/cresource/q1/p03/>

Topic 180

Warm School Climate

A warm social climate, categorized by a concern for children 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 exist. If

staff behave with students very strictly then students become reactive. Children cannot listen them

very carefully because they know that whatever they do, a punishment will be made for them so,

punishment should be justified. In positive classrooms environments, teachers are sympathetic who

effectively attend behavior and attention challenges and also cater to the societal and psychological

needs of individual children.

Reference

<https://my.vanderbilt.edu/mnpspartnership/magic8/creating-positive-climate/>

Teachers and administrators should take interest in the:

- **Personal goals of students:** ECE teachers should enter into the lives of the children. ECE teachers have to tell them that they take interest in them. When ECE teachers 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:** ECE teacher should care about their achievements along with students personal goals. ECE teacher should know about what children 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 children 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 ECE teacher show concerned to them.

Topic 181

Delegation of Authority to teachers

How teacher can take children help in order to maintain school discipline?

ECE teacher role is very important when discipline is discussed. ECE 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 children in a time in terms of discipline. Students also need to feel that teachers are in full command. For children, it is very important to understand that teacher is in full control and for it coordination between school heads, ECE teachers is very important so that right decision can be taken to maintain the classroom discipline.
- Principals should assist ECE 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 ECE teachers so that teachers may know the discipline, its policies 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: 182

Close Ties with Communities

- Communities are important stakeholders in education. It includes those whose children learn in schools or where schools are located. Community relatedness can give children a feeling of belonging and helps them evolve social and other competencies. Children's community connections may comprise extended family and friends, neighbors and people in local organizations. ECE teacher should encourage community connections by doing things collectively with extended family members of children and people in the community.

Reference

<https://raisingchildren.net.au/school-age/connecting-communicating/connecting/helping-your-child-connect-with-others>

- 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

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.
 - o Should involve communities so that communities should become part of a school.
 - o Schools are located in communities' area, then they get benefit from these school.
 - o Communities should be aware that what actually happening in these schools located in their residential areas and can serve in different phases.
 - o 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.
 - o 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. 29

CLASSROOM DISCIPLINE - 1

Topic 183

Classroom discipline

In a classroom, an ECE teacher uses discipline to make sure Classroom routine is maintained. School rules are executed, and the students are in a guarded learning environment.

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 184

Using Rewards in the Classroom

The way ECE teachers reply right after child behaviors, determines the probability of the behavior more or less likely to happen again.

Reference

<https://www.cdc.gov/parents/essentials/consequences/rewards.html>

- A reward is a desirable consequence of suitable behavior, effort or achievement. It is a motivational value when teacher tell their children 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 children; 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 ECE teacher should inform students about these rewards before starting any academic year.

Topic 185

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:
 - o Negative effect in classroom procedure
 - o Students will become effected with that behavior
 - o 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.

In short ,positive reinforcement and positive punishment should be used sparingly in the classroom for good results. Teachers must use positive reinforcement to reward children who achieve well and have good behavior practices .

Reference

<https://www.splashlearn.com/blog/practical-positive-punishment-examples-how-to-discipline-students-in-an-uplifting-way/>

Topic 186

Avoid Nice ECE Teacher Syndrome

- Do not fall into the trap that imprisons many beginning ECE teachers. ECE 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.
- ECE teachers want their children to like them and thus give them unnecessary allowance. If there are some bad behavior happening from children , ECE teachers should stop children to doing so. Also do not give unnecessary allowances to children because if ECE 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. ECE teacher should be authoritative in the classroom.

Topic 187

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. Preventive cited strategies outlined to keep misbehavior from occurrence in the first place instead of responding when it takes place

Reference

<https://classroommanagementexpert.com/blog/how-to-use-preventive-discipline-in-classroom/>

- ECE teacher should tell children 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 children that listen their teachers very carefully. ECE teacher should plan activities that could reduce disruption in the classroom. For example, if teacher give pair work to children 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 188**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.

Children who have self-discipline can effectively deal with unwanted emotions in a positive way.

They've learned behaviour management capabilities and are able to dominate impulsive behavior.

They can react respectfully when adults correct their mistakes and they can take control for their behavior.

Reference

<https://www.verywellfamily.com/importance-of-teaching-kids-self-discipline-1095017>

GOLDEN RULES:

Teacher should teach their students which rules will they Do and which DO Not:

For example:

DO:

- ✓ Children should be kind and helpful towards others in their classroom. So that no one will be harm.
- ✓ Try to help each other.
- ✓ Children 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:

- ✖ Children 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 children 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 children. Children 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.

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Lesson No. 30

CLASSROOM DISCIPLINE - 2

Topic 189

Dealing With Disruptions – 1

How to deal with classroom disruption?

- **Stay calm and listen to student concerns:** – Identify the root cause for disruption can aid teachers to sort the situation.

Reference

<https://dsl.uw.edu/faculty/disruptive-behavior-in-the-classroom/best-practices/>

Teacher is the authority in the classroom. ECE teacher should prove that they are in full command in the classroom. They are authority figure and children should listen to them. ECE 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 ECE 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 children o certain disruptive behavior.

- o Teacher Enforce classroom: a) rules b) expectations c) consequences

- When ECE teacher enter classroom then it is important that student should maintain rules and expectations.
- Should inform students about these 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 children should sit on their seats,
 - how children wait for their turn.

Children must follow all rules and expectations and if they do not follow them then there are its consequences which they will face.

Topic 190

Dealing With Disruptions – 2

Issues a direct resist:

- **Confront the** - When child behave badly then teacher should issue a direct resist. If teacher ignore misconduct or behavior then you as a ECE 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. Children should know that for you discipline is a big issue and you cannot tolerate this behavior.

- **Objective** - As an ECE teacher should be uniform in reprimand with all children. 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. ECE teachers should outline both constructive and disruptive types of behavior. They should state the procedure by which disruptive behavior will be addressed.

Reference

<https://dsl.uw.edu/faculty/disruptive-behavior-in-the-classroom/best-practices/>

- **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. 

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Topic 191

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.

Corporal punishment and unreasonable discipline are not advisable in dealing with children, not only because the child may be physically hurt, but also because these practices always have harmful effects on the child's self-respect.

Reference

<https://www.education.vic.gov.au/Documents/childhood/providers/regulation/pracnotesdiscipline-12-05-2015.pdf>

- **Personal responses are critical.** Students will become reactive some times. Teacher should keep in mind children age while dealing with them. Also ECE teacher should keep in mind that what are their personal responses? How would they deal any kind of disruption? What is children personal response that matters?
- **Teaching calls for personal self-control.** ECE 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.** ECE 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 192

Caution with Disciplining Students 2

- o **Stay in control.** ECE teachers need should consider that the consequences of those misbehavior of children and think that how do he/she as a teacher deal with those misbehavior. ECE 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 ECE teacher listen to the child then will give any consequences to that child according to the their disruptive behavior.
- o **Never over react.** Professional training is important. Teacher should try to handle every situation very objectively. When any student misbehave in classroom, ECE teacher should

listen to him/her and do not become over react on any situation. So that classroom discipline can be maintained.

- **Timeout:** 'Time out' means different things to different people. In the context of the Rules and Regulations, time out is defined as detaching a child for a period of time to an other place and in isolation. Isolating the child has the potential to let him introspect his own behaviour ,it will provide time to student for self-reflection.

- **Never attack the personal worth of the individual.** ECE teacher should try to understand those consequences or reasons that why student behave so badly? ECE teacher should not attack the personal worth of the individual. An ECE teacher should communicate with that specific student and try to solve that matter first by their own.

- **Keep your ego out when dealing with children disruptions.** ECE teacher behave like ECE teacher, keep their ego out of the situation and do not bring personal self to the situation. An ECE 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.

Reference:

<https://www.education.vic.gov.au/Documents/childhood/providers/regulation/pracnotesdiscipline-12-05-2015.pdf>

Topic 193

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 happen. 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. ECE teachers should avoid labeling student, using sarcastic remarks and making fun of their speaking accent. It badly harm their self-respect.

References

<https://www.education.vic.gov.au/Documents/childhood/providers/regulation/pracnotesdiscipline-12-05-2015.pdf>

Topic 194

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 if one member of any group misbehaves or inappropriately behaves in a class then the 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-disciplined 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 so that students become aware of 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 tutees. Students mostly listen very carefully and understand their fellows instead of a teacher. Peer tutoring is very useful and plays an important role so students should practice peer tutoring to those who can involve in disruptive behavior.

Be Involved in the Classroom: It makes a huge difference if ECE teachers are walking around in the classroom, observing students doing their assigned activities. It will keep students attentive and make them concentrate on their work more vigilantly.

Reference

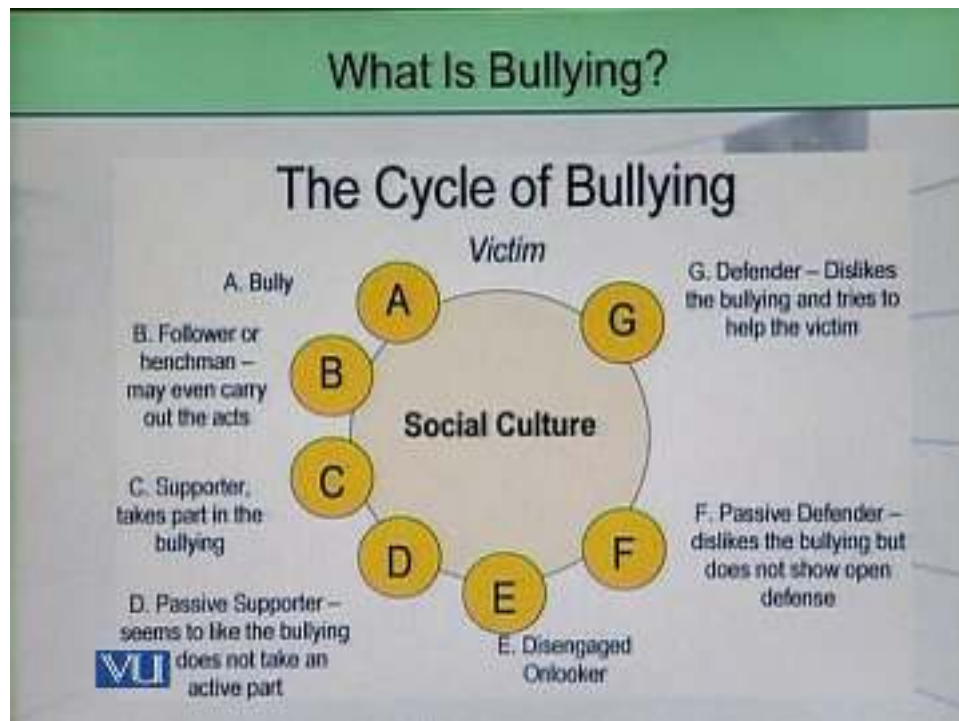
<https://sciencebysinai.com/tips-preventing-discipline-issues-in-class/>

Lesson No. 31**BULLYING****Topic 195****Bullying**

Bullying occurs when a person willfully and repeatedly exercises power over another with hostile or malicious intent. Bullying can cause physical injury. It can result in social and emotional suffering, self-harm, and even death. It also enhances the risk for depression, anxiety, sleep difficulties, lower academic achievement, and dropping out of school.

Reference

<https://www.cdc.gov/violenceprevention/youthviolence/bullyingresearch/fastfact.html>

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 bullying. There is a passive defender as well in bullying, he/she basically dislikes bullying but she/she 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 196

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 child 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 197

Consequences of Bullying – 1

Bullying is linked to many negative consequences including effects on mental health, drugs usage , and even suicide in extreme cases.

Reference

<https://www.stopbullying.gov/bullying/effects>

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 198

Consequences of Bullying – 2

- Children 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 children feel anxious, and this anxiety may in turn produce a variety of physical or emotional ailments. Keep special attention to these types of children 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. ECE 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 children 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 children so that their academic performance and behavior cannot be damaged.

Children who bully others can also take part in in violent and other risky behaviors in their adulthood. For example, children who bully are more likely to:

- Use alcohol and other drugs in adolescence and as adults
- Get into fights, damage property, and drop out of school
- Engage in early sexual activity

Reference

<https://www.stopbullying.gov/bullying/effects>

Topic: 199

Teachers as Bullies

A bullying ECE teacher is one who uses his/her power to:

- Punish. ECE teacher punishes his/her children badly that goes with the psychology of a particular person.
- Manipulate the situations. Bullying ECE teachers are manipulative in nature they blame and over blame the students.
- Ridicule a child beyond what would be a reasonable disciplinary procedure. Try to avoid this.
- Teacher bullying 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 children. Children 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.
- Children who are bullied are more likely to experience: Depression and anxiety, increased feelings of sadness and loneliness, and loss of interest in activities they used to enjoy. These problems may continue into adulthood.

Reference

Topic 200

Teacher's Knowledge of Bullyism

The ECE teacher plays significant role in the management of classroom bullying. Hence, understanding and enriching teachers' characteristics able to anticipate successful responses to bullying and victimization is a priority for prevention programs.

Reference

<https://www.frontiersin.org/articles/10.3389/fpsyg.2019.01830/full>

(Dear Dr.Hina issue no was missing in the article that is why I did not give reference in APA.)

All stakeholders should have knowledge of bullyism. Many ECE 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 ECE 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.

ECE teacher need to know explicit information about few things:

- ECE teacher should know how to talk to bullies and targeted/ victimized students in the classroom. ECE 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 stakeholders very carefully that give awareness to declare bullying as the crime or an extreme

negative behavior. Teachers should provide awareness about extreme negative behavior

consequences and informed clearly to all stakeholders that bullying is a crime. ECE 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. 32**BULLYING PREVENTIVE PROGRAMMES****Topic 201****Ineffective Bullying Prevention programs**

For effective anti-bullying interventions teachers should take a holistic, whole-school approach which include academic content that help students to develop social and emotional skills

Reference

<https://education.nsw.gov.au/content/dam/main-education>

Conflict resolution. If any child 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..

1. **Peer mediation strategies.** Fellows try to control bullies of their other fellows.
2. **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 202**Effective Bullying Prevention programs – 1**

Effective Bullying Prevention programs should aim at:

- Provide help and professional development trainings to ECE teachers to maintain a positive school climate

Reference

<https://education.nsw.gov.au/content/dam/main-education>

- Changing the culture and climate of the school. It is important to aware children 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, ECE 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 203**Effective Bullying Prevention programs – 2**

Clearly communicate the mechanism that enable staff, parents and children to report confidentially any incidents of bullying.

Reference

<https://education.nsw.gov.au/content/dam/main-education>

- Classroom level interventions targeting ECE teachers and other adults in the school.

Classroom level interventions means that ECE teachers are very trained and they know about

what are bully and how to stop these bullies in the classroom for it ECEteacher training is

very important to know that bullying is a crime. Children 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 bullying.

- Children-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. Children 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 204

Effective Bullying Prevention programs – 3

Full execution of Prevention Programs

Effective Bullying Prevention Programs should be executed to the full.

Teachers should develop preventative strategies that target key environments in which bullying is

known to occur including the classroom and the playground. It is an important means of developing a positive school climate.

Reference

<https://education.nsw.gov.au/content/dam/main-education>

“Watered-down” interventions usually result in incomplete, inadequate, or sporadic implementation.

It means sometimes execute bully prevention programs and sometimes not execute them. Children 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. ECE teacher should give consequences equally to all children on a same specific behavior done by children.
- **Reflected** in lesson plans and student materials. It is an indirectly way to control bullying.

Bullying literature should be the part of ECE teachers' lesson plan.

Topic 205

Whole School Approach in Bullying Prevention

A whole school approach to anti-bullying is a collective and collaborative approach developed by school leadership to reduce bullying and respond to it appropriately.

Reference

<https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/whole-school-and-setting-approach/what-whole-school-or-setting>

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 children 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 206

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.

In short parents should nurture children in a way that their emotional health is not harmed and do not involve in bullying behavior

Reference

https://greatergood.berkeley.edu/article/item/what_can_parents_do_about_bullying

Lesson No. 33

SOCIAL INTERVENTION STRATEGIES TO CONTROL BULLYING**Topic 207****School Level Intervention**

School-based anti-bullying interventions help to prevent bullying experiences among children inside and outside of school. Prevention measures provide group education sessions for children, training and consultation to school staff. Sessions for students may enhance interpersonal and emotional skills, such as communication, problem-solving, empathy, and emotional awareness and regulation. Teachers be trained to deliver student sessions and implement evidence-based anti-bullying policies and practices.

Reference

<https://www.thecommunityguide.org/news/school-based-anti-bullying-interventions-reduce-violence-and-improve-mental-health.html>

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 bullying can never be tolerated at all in any condition.
- Promoting adult modeling of respectful and nonviolent behavior. When ECE 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 policies 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 more worth as verbal communication may be forgotten sometime.
- The policy could include a clear definition of bullying and a reporting procedure.
- A confidential reporting system may encourage children to report if they are victimized or have witnessed bullying.

Topic 208

Classroom-level Interventions to Control Bullying

ECE teachers should discuss about bullying in the classroom. They should tell the children how it feels to be bullied. Work to instill empathy and emotional intelligence in them. Also, make sure that students know the consequences for bullying other students at school.

Reference

<https://www.verywellfamily.com/ways-prevent-bullying-in-classroom-460756>

- ECE teachers can be encouraged to integrate bullying prevention material into their curriculum. ECE teachers should teach children 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 children help increase children knowledge of how to intervene, build empathy, and encourage pro-social norms and behaviors.

It is the responsibility of a ECE 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 209

Student Level Interventions to Control Bullying

Teachers should observe children throughout the day. They should make sure that children see them anywhere bullying might occur, hallways and even in the lunchroom.

Reference

<https://www.verywellfamily.com/ways-prevent-bullying-in-classroom-460756>

Children-level interventions are designed to develop social competence by changing students':

- Knowledge. Should inform children about social competence to enhance students' knowledge.
- Skills. It is very important for the children 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 children understand that by staying calm in bullying situations, the bullying may subside, whereas responding aggressively or acting helpless may worsen the situations.

Topic 210

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 ECE 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 children 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 child becomes isolated in the classroom he/she become easily victim of bully. There should 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 children with better behaviors work with each other or in groups /peer to become instruction very smoothly and in better way.

Topic 211

Teachers and Social Structure of a Classroom

Teach kindness and empathy to children. When children are able to approach ideas and problems from multiple perspectives, they're less likely to bully others. From the earliest

ages teachers should arrange such activities for students that boost social-emotional learning.

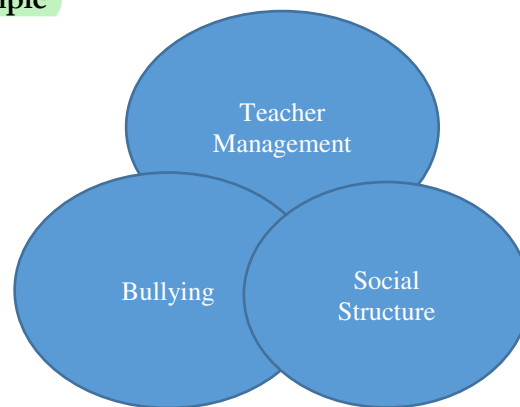
Reference

<https://lesley.edu/article/6-ways-educators-can-prevent-bullying-in-schools>

In order to prevent bullying, ECE teachers need to:

- Care about children
- Organize classrooms such that positive student relationships develop
- Manage learning and behavioral issues in positive, educative ways

Relational Matrix example



ECE Teacher management- Social structure can be developed in the classroom under the supervision of ECE teachers. Bullying is connected with social structure and it directly effects classroom management or relational matrix. ECE 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 children spend their maximum time and also society play an important role in children behavior manifestation.

Topic 212

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. Children should provide opportunities for peers for self-reflection. Children should know about what violent behaviors and nonviolent behaviors and this will help to control bullying in the classroom by using social structures. Older peers should educate younger peer on bullying. They should promote a culture which celebrates and tolerates difference and help keep their peers safe.

Reference:

<https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/whole-school-and-setting-approach/peer-support-strategies?>

Lesson No. 34**PARENT-TEACHER PARTNERSHIPS & CLASSROOM MANAGEMENT****Topic 213****Parents' Attributes**

Following are the parents' attributes that support meaningful partnerships:

- Parents can participate at school by helping with functions and activities, or communicating with their ECE teachers. They can also be involved at home in many ways, including guiding their children to manage homework and other commitments and engaging in discussions about values and attitudes regarding education.

Reference

<https://parentandteen.com/school-involvement/>

- 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 214

Teachers' Attributes

Some qualities of a good teacher include skills in communication with children, listening to them kindly, collaborating with in academic and guide them how to develop patience in oneself.

Reference:

<https://www.snhu.edu/about-us/newsroom/education/qualities-of-a-good-teacher>

In parent- teacher partnership and classroom management focus should be on attributes of teachers.

ECE Teachers should:

- Model respect- ECE Teacher should respect the children and also children must respect their ECE teachers. If teachers are not respecting their students then they are projecting their selves as a bad role model and children then do the same bad behavior.
- Have good communication skills- ECE teacher should communicate in a better way with children and parents as well.
- Show a genuine interest in the children- ECE Teacher should show interest in children themselves.
- Respond constructively to parents' concerns- ECE 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.

ECE 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 215

Parent-teacher partnership roles

Positive relationship between parents and teachers have been shown to improve children's academic grades, social competencies and emotional health. When parents and ECE teachers work as partners, children do better in school and at home.

Reference:

<https://earlylearningnetwork.unl.edu/2018/08/29/parent-teacher-relationships/>

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Parents and teachers can engage in:

- Joint learning activities. Mostly parents are professional, lawyers, engineers or doctors so ECE 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 improvement activities.
- 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 216

Strategies for Parent-Teacher Partnerships – 1

school and academic improve. They show better social skills and fewer behavior problems

Reference

<https://earlylearningnetwork.unl.edu/2018/08/29/parent-teacher-relationships/>

- 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 217

Strategies for Parent-Teacher Partnerships – 2

Classroom Management for Young learners (EDUA305) VU
When working together as partners, that parents and teachers communicate more effectively, and
develop skills to support children's behaviors and learning.

Reference:

<https://earlylearningnetwork.unl.edu/2018/08/29/parent-teacher-relationships/>

Strategies for effective parent-teacher collaborative roles:

- Home visits. To help parents in term of that a child 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 child 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 218

A Caring Curriculum

A caring curriculum addresses students' needs developmental and emotional maturity levels, experiences and current knowledge and skill levels also.

Reference

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
- Development of multicultural understandings
- 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 children 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. 35**VIOLENCE AND CLASSROOM MANAGEMENT****Topic 219****Dealing with Violence – 1**

Teachers should arrange Instructional programs for children who act in aggressive and violent ways. There should also be training programs for teachers in which guidance should be given to teachers to deal with students' aggressive behavior.

Reference:

<https://cyc-net.org/cyc-online/cycol-0306-guetzloe.html>

- Violence is an extreme form of negative behavior. Troubled children need habilitative services instead of haphazard punishment. This need counselors and full range of mental health programs in which we involve that specific child 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 220**Dealing with Violence – 2**

- The entire community is better off when troubled children 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 children 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 children need special remediation at that level so everyone should be involved in it.
- School-wide discipline policies need to be formulated and taught to all students. It happens in primary level, one should notice these troubled children 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 221

Aggressive Students

Aggressiveness in students may be because of many factors for example: as a self-defense reaction, being placed in a stressful situation, lack of routine, extreme frustration or anger.

Reference

<https://www.ambergristoday.com/content/guidance-counselor>

When we talk about violence, we talk about aggression. Violent children are those that exhibit aggression.

Aggressive children often:

- Exhibit deficits in social information processing. These children have less social information they may not be able to think that any other child 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 children may not think about that other children have also their own feelings. They are not able to think that with their bad behavior other children feelings may hurt. These children 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 222

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.

Aggressive behaviors also because of being stressed about not having control over their environment or from not being able to use words in a way to express what they want or feel

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Topic 223

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

Students exhibit minor behavior problems. Stress is a form of frustration and students 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.

Students he/she may feel confident to show their feelings. Teacher may provide proper assistance to students as he/she has full authoritative personality in the school or classroom.

Topic 224**Stages of Frustration & Responses – 2****3. Stage: Defensiveness**

Students argue and complain.

Teacher Response

Teacher can remind students of rules, use conflict resolution, and encourage students to ask for help.

4. Stage: Physical Aggression

Students lose 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

Students release tension through crying or verbal venting, or students may become sullen and withdrawn.

Teacher response

Classroom Management for Young learners (EDUA305) VU
Encourage the student to describe calmly what he or she is feeling. Guide the student to brainstorm solutions to the problem. Aid the children to decide whether the situation is important enough to think about or something that he or she could forget about.

Reference

[https://www.galenaparkisd.com/cms/lib/TX02217083/Centricity/Domain/1165/Handling Frustration in the Classroom.pdf](https://www.galenaparkisd.com/cms/lib/TX02217083/Centricity/Domain/1165/Handling_Frustration_in_the_Classroom.pdf)

ECE teachers can also 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 ECE teacher may provide knowledge to children to understand situations.

Lesson No. 36**PLANNING TO CONTROL VIOLENCE****Topic 225****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 should always try to understand the cause of aggressive behavior. Tell the aggressive child why the behavior is inappropriate and what he should do instead of it. If necessary, apply age-appropriate consequences of the exhibited aggressive behavior.

Reference

<https://www.child-encyclopedia.com/sites/default/files/preschoolers-and-aggression.pdf>

- ECE 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 226**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. ECE teacher should give 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. Verbal reprimands should be used to address behaviors they are intended to reduce.

Reference

<https://cyc-net.org/cyc-online/cycol-0306-guetzloe.htm>reference:

Secondary Prevention

It requires individually tailored interventions applied to children 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, children or any other administrative staff as well so that will be 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 mutually guide students about such bad behaviors.

Topic 227

Planning to Control Violence – 1

Make and reinforce classroom rules and norms that clearly support safe and respectful behavior. Having classroom rules helps teachers create safe learning environment for students

Reference

<https://www.cfchildren.org/blog/2012/08/key-factors-in-creating-a-positive-classroom-climate/>

1. Practice for a Crisis

Prepare children and ECE 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 ECE teachers as well as children. Children and ECE 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 child 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 children 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 child does not understand they need a treatment procedure. Crisis management is only possible if one come with response.in which ECE teacher should know that in a specific behavior manifestation what type of response he/she should give. Try not to blame those children who act aggressively in the classroom, they will become more aggressive with this act.

Topic 228

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 child in the classroom. If child become aggressive they may throw any such value items in aggression or put it on any other student. ECE 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 child.

ECE Teacher should act proactively in the classroom, separate such things from classrooms that no child 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 children become well inform about the danger of violence and about the materials that are valuable in the classroom.

5. Promote positive peer relationships

Teachers should create an environment where children support and are kind to one another. For this purpose they should reinforce casual positive interactions between students on a daily basis. They should also plan relationship-building activities and games that encourage positive interactions.

Reference

<https://www.cfchildren.org/blog/2012/08/key-factors-in-creating-a-positive-classroom-climate/>

Topic 228

Planning to Control Violence – 3

6. 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.

7. 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.

6. Have class meetings. Class meetings provide a safe environment in which children can discuss with teacher

and peers issues that are sources of frustration for them. discussions

Reference:

<https://www.cfchildren.org/blog/2012/08/key-factors-in-creating-a-positive-classroom-climate/>

Topic 229

Planning to Control Violence – 4

8. 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. Children 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 children and keep in mind that if negative behavior happened then immediate you must 

apply any consequence so that children may understand that this is a serious business as per as classroom and school is concerned.

9. Maintain a therapeutic attitude

Therapeutic adults are able to maintain a willingness to understand students and to consider their emotional fragility. ECE teachers must understand the problems of the child and must show interest in children. It is important for ECE teachers to be mentally prepared and to understand that students might display emotional fragility and teachers need to understand that fragility. ECE teachers 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. Children 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.

10. Maintain positive relationships with all students. Teacher need let children know that they

not only care about their progress in the academics but also care about them as human beings.

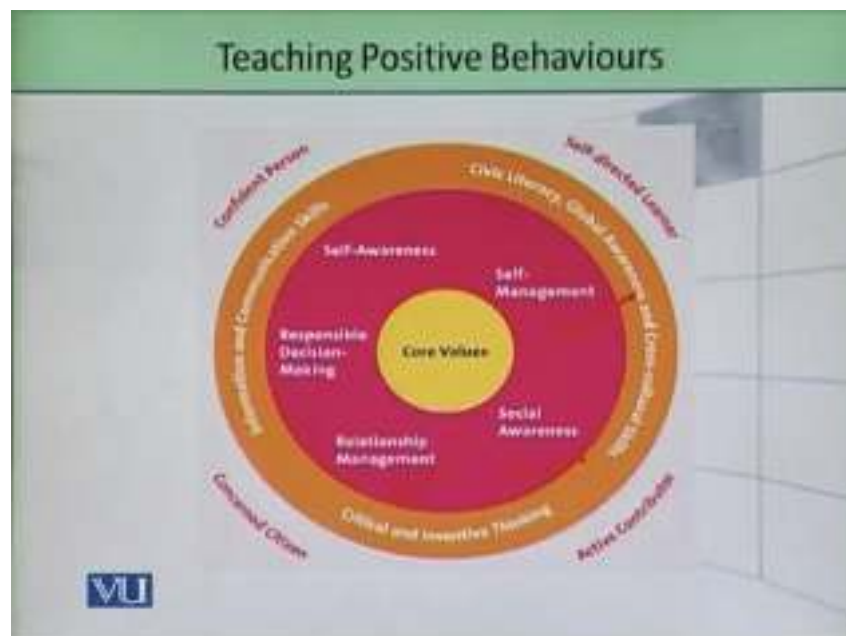
Lesson No. 37**TEACHING POSITIVE BEHAVIOURS****Topic 231****Teaching positive behaviors:**

ECE teachers should explicitly communicate behavior expectations to children. Plan, teach, and practice expected behaviors. Reinforce and re-teach routines, procedures, and expectations throughout the academic year.

Reference

<https://www.understood.org/en/articles/what-are-positive-behavior-strategies>

- ECE teachers should avoid focusing on children inappropriate behavior and, instead, focus on desirable replacement behaviors. Try to talk about positive behaviors and students must understand that positive behaviors are those that can improve classroom environment. Try to tell children what are the acceptable behaviors in the classroom so that those behaviors can be practiced. They should teach children some core values.



Core values are:

- To tell children 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 children in these behaviors:

- Self-directed learner.
- 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 232

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.

- Some useful ways to help children develop new behavior skill includes, teaching them to build relationships, adapting to their environment, changing communication strategies and developing social skills.

Reference

<https://www.edu.gov.mb.ca/k12/specedu/fas/pdf/5.pdf>

Topic 233

Developing pro-Social Behavior to Counter Violence

Developing pro-social behavior:

- Taking turns. Children 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 child 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 234

Treat Social Skills Deficits as Errors in Learning

Social competence identifies towards to a child's ability to get along with and relate to others. For young children, social skills include learning to be a friend, to negotiate personal needs and deal with difficult situations, to be assertive without being forceful and to communicate effectively with teachers and peers

Reference

<https://earlychildhood.qld.gov.au/aboutUs/Documents/aedc-social-competance.pdf>

During assessment of a children present level of functioning, the ECE teacher must determine whether the social skill problem is due to a:

- Skill deficit
- Performance deficit

ECE 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 that will become severe violence between children. Human beings are born to have social capacity 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 ECE 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. Children may become neglected by ECE teachers if they cannot find their issues regarding social situations. If ECE 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 235

Identification of Social Skill Deficit

If a child has difficulties with social skills they might: does not consistently use eye contact or stares at you fixedly. Unable to take turns when talking to their communication partner also struggle with using appropriate body language (e.g. stands too close/far to another person)

Reference

<https://childdevelopment.com.au/areas-of-coern/play-and-social-skills/social-skills>

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 child 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 child 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 child and teachers as well.

Topic 236

Arranging For Social Skills' Lessons

Social skill lessons are best implemented in groups of 3 to 5 children and optimally should include socially competent peers to serve as models. So that these children 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 child 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 child cannot work nicely in group then he/she may face some consequences. Inform child about positive and negative behaviors and if again any child 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 ECE teacher to inform children about good and bad behaviors in the start of the academic year.

Lesson No. 38**DEVELOPING SOCIAL COMPETENCE AMONG STUDENTS****Topic 237****Social Competence**

Social competence is defined as a set of positive skills compulsory to get along well with others and function productively in groups.

Reference

<https://www.childtrends.org/research/research-by-topic/positive-indicators-project/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. Children should care about no one other hurt by them which lead to classroom management and discipline.
- Develop warm attitudes. Children respond to each other very warmly.
- Downplay violence and aggression among children. 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. ECE 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 238

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 child's social competence can be improved by developing a set of social-cognitive skills with their parents' help.

Reference

<https://earlychildhood.qld.gov.au/aboutUs/Documents/aedc-social-competance.pdf>

- 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 239**Development of Social Competence**

Children who have social skills can communicate effectively with others. They take responsibility for their actions and are able to help when needed. Children learn social skills through experiences with peers, examples and instructions from their parents and teachers,

Reference

<https://study.com/academy/lesson/what-are-social-skills-in-children-development-definition-teaching-techniques.html>

- 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 240

Family Role In The Development of Social Competence

As basic and essential building blocks of societies, families plays important role in social development of children. They bear the primary responsibility for the education and socialization of children.

Reference

D.pdf

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. Children 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 children 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 children. How to sit, how to talk with others and how to show their emotions.
- Combinations of the above (using all above methods). ECE teachers should know about what social skills students have along with them while entering in the classroom.

Topic 241

Peer Relations and The development Of Social Competence

Peer social relations are based on children active participation in social interactions. Such peer-related skills are often often defined as children engaging in behaviors' that meet the social goals of the child and that are appropriate for the social context.

Reference

Child-encyclopedia.com/peer-relations/according-experts/peer-related-social-competence-young-children-disabilitie

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 child have friendship with a child 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. 

ECE 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.

Social emotional development represents towards a particular domain of child development. It is a gradual, process through which children get the ability to understand, experience, express, and manage emotions and to maintain meaningful relationships with others.

Reference:

Topic 242

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 want to learn his/her self? Or reason for social deficit is his/her family/school? Or local community 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.

