Book 5:

Managing Inclusive, Learning-Friendly Classroom

TOOL GUIDE

This Booklet will give you practical advice about managing diverse classrooms. It explains how to plan for effective teaching and learning, how to use resources effectively, how to manage group work in a diverse classroom, as well as how to assess your students' progress and thus your own progress.

Tools

Tool 5.1
Planning for Teaching and Learning

Razia is a teacher in a mobile community based school for Kuchi children in Afghanistan. She has not had much training, but she volunteered to teach when there was no teacher willing to work with the nomadic children, so far away from the town. Although she loves children, she finds teaching very challenging. There are so many things to think about: what to teach, what materials to use, where to get the materials from, how to teach a large class with different grades, how to plan lessons for different grades, etc. How can one teacher do everything?

Many teachers find their work challenging. Although we should be able to react to the interests and needs of individual children, we also need to be structured and well organised. We need to manage teaching and learning. This Tool will give you many ideas on how to plan your lessons, optimising the use of available resources, as well as managing an inclusive, learning-friendly classroom with a large number of children, all with diverse backgrounds and abilities.

CLASSROOM ROUTINES

Regular and routine classroom activities help children to start work quickly and meaningfully at the beginning of their school day. The children should agree on the rules and routines, better yet, they should organise them. For example, a student committee can be in charge of taking the register and reporting to the teacher about absences.

When developing routines with children, it is important to explain and decide upon: (i) what should be done; (ii) who should do it; (iii) when should it be done, and; (iv) why is it important to do this routine activity on a regular basis (at the beginning and end of every class, day, or week). Here are some ideas about routine activities that you can organise with your children:

* What children should do while waiting for the class to start;
* What the consequence should be of coming late for class;
* How books and other learning materials should be distributed, collected, and stored, and who should take responsibility for these activities (perhaps rotating this responsibility among individual children, or teams of children);
* How children can get help from each other when the teacher is unavailable;
* What the children should do when they have finished an activity;
* How to get the attention of the teacher in a polite and non-disruptive manner;
* What are acceptable levels of noise;
* How to move around the classroom in a considerate and non-disruptive manner, and;
* How to leave the classroom.

Children should actively develop some of these rules because they are more likely to abide by them if they have participated in setting the rules. However, some rules may be non-negotiable, especially when they are intended to protect children; for instance, rules about when they can leave the classroom, or rules about asking permission of the teacher before leaving the school grounds.

CHILDREN'S RESPONSIBILITIES

All children should participate in helping with classroom duties and tasks. In this way, you will be helping yourself to manage the classroom while also teaching your children responsibility. Here are examples of some of the responsibilities you can assign to your children:

- Teach younger children;
- Teach those who may need additional help in learning;
- Lead groups or committees who makes sure that a learning activity or routine is completed, and who reports back on what has been learned or accomplished;
- Participate in a health committee who makes sure there is water and soap for washing hands, and clean water for drinking;
- Take attendance register and recording it on an attendance chart, and;
- Empty the class suggestion box, and record the suggestions.

Choosing which responsibilities to give to children depends upon their age, skills and level of maturity. However, it is very important not just the "brightest" or the most "sensible" children should benefit from being given real responsibilities, but all the children in your classroom should be involved. We also need to be careful not to reinforce gender stereotypes by asking girls to water the plants and boys to move the desks. Given the right support, all children can participate in, and benefit from, all classroom tasks and routines.

LESSON PLANNING

To make the best use of your time and the time available for learning, lessons need to be well planned. Of course, this takes time at first, but it is an important professional skill for all teachers, and a time-saver in the long-run.

Start a lesson with a "name game" to get children to remember each other's names at the start of the year. This activity helps to build solidarity and friendship among the children in the class. Another activity is called "gift giving." Children work in pairs, talking to each other and asking questions. After a few minutes, they write down what they have discovered about their partner and then report back to the class on their partner's personal qualities or "gifts." They can report back like this: "My friend's name is Parween and she brings the gift of a sense of humour." "My friend's name is Abdullah and he brings the gift of being a good listener." This activity shows that everyone can bring something to the class and that these personal qualities are valued.

Children learn best when they are active and thinking. They also learn well when activities are based on real life experiences and contexts so that they can apply their knowledge more effectively. Teachers who know their children and community well can more easily include local examples when planning lessons.

Unfortunately, many teachers have never been guided in planning lessons. They have been taught to rely on textbooks. This is because textbooks are often the only available teaching aid in the school.

In any case, they must plan how to communicate the information in the textbook in a manner that their children will understand. For the inclusive classroom, this planning is a necessity because we must consider the needs of children with diverse backgrounds and abilities.

We need to know at least the following:
- What are we teaching (topic, content)?
- Why are we teaching it (goals/objectives)?
- How are we going to teach it (methods/process)?
- What do the children already know (prior learning; pre-testing)?
- What will the children do (activities)?
- How will we manage the lesson (including organising the physical and social environment)?
- Will activities be appropriate for all children?
- Will the children have the opportunity to work in pairs or small groups?
- How will children record what they have been doing (learning products, such as drawings)?
- How will we know if the children have been learning (feedback and assessment)?
- What do we do next (reflection and future planning)?

Some of the ways we can organise ourselves and plan our lessons well is through using a simple lesson planning matrix, and a lesson plan outline, as in the examples below. These tools will give you a good start in organising your teaching; a way to monitor whether or not children understand what is being taught; and a chance for you to think about what to do next and how to improve your teaching.

Lesson Planning Matrix

Topic	Objective	Teaching methods	Pre-Test	Classroom arrangement	Children's activities	Learning products	Feedback	Comments (Reflection)

Lesson Plan Outline

Subject: _____

Class or Teaching Group: _____

Number of Children: _____

Time: _____

Learning Objectives:
- What do you want the children to learn in this lesson?
- Think about the knowledge, skills, and attitudes you want them to learn.
- Choose two or three to focus on in one lesson.

Resources:
- What resources do you need for the lesson?
- What materials do the children need?
- How can the children help to obtain resources?

Children with Different Learning Needs:
* Are there children in the group who will need extra help?
* What kind of support will you need to provide to these children?
* Do you need to help them on an individual basis?
* Do you need to make sure that they sit in a special place in the classroom? (Often it helps to have children who need extra help at the front of the room where you can easily help them, especially if your classroom is crowded, or near the window where the light conditions are better.)

Introduction:
* Tell the children what you want them to learn in this lesson.
* Some teachers write this on the board at the start of the lesson.
* Think about how you will start the lesson.
* Remember to review briefly what the children learned in the previous lesson.
* Try starting with a problem for the children to solve, with an open-ended question, or with a picture to discuss that can lead on to your main activities.

Main Activities:
* What do you want the children to do in the main part of the lesson?
* Make sure that your tasks ensure that the children will reach the learning objectives.
* Try to include a variety of activities; for example, try asking the children to work in pairs or small groups.
* Decide how you will introduce and explain the tasks.
* Decide how you will spend your time when the children are working on a task (this is often a good time to support children who need extra help).

Conclusion:
* Choose an activity or discussion at the end of the lesson that reinforces the learning objectives.
* Ask the children what they have learned.

Self-Reflection After You Have Taught the Lesson:
* Use this space to write a quick note for yourself on how the lesson went and how you could improve it the next time.
* Did the children achieve the objectives?
* Were all of the children involved?
* What could you do differently next time?

Teacher's Daily Lesson Planning Format		
Date:		
1.	Learning Objectives:	Resources:
	Lesson Structure:	
2.	Learning Objectives:	Resources:
	Lesson Structure:	
3.	Learning Objectives:	Resources:
	Lesson Structure:	
4.	Learning Objectives:	Resources:
	Lesson Structure:	
5.	Learning Objectives:	Resources:
	Lesson Structure:	

Tool 5.2
Optimising Available Resources

Successful teachers maintain an interesting learning environment for all children without regard to age, sex, abilities, or backgrounds. Their classrooms are exciting and stimulating places in which to learn. Even if learning materials and furniture are scarce and furniture is poor, the classroom can be well ordered, clean, and be made interesting by using creative ideas and decorations made by low-cost or waste materials. Here are some ideas!

If it is possible, desks or chairs should be able to be moved easily to facilitate group work. There may be more than one blackboard or other suitable writing surface. There should be adequate display space for the art work of the children, so they can take pride in showing others how well they are doing. There may be learning or activity corners for specific subjects or even a small "library."

We may find it hard to maintain an organised and stimulating classroom, especially if animals, insects, or vandals have easy access, and can destroy classroom materials. For this reason, we need to work with parents and community leaders to protect displays and learning materials. Some materials may have to be put away each day in a cupboard. Children may have to take responsibility to take things home and bring them back the next day.

PHYSICAL SPACE

Room to Move
- Children, both with and without disabilities, need to be able to move freely between groups of desks or chairs, or between other children sitting on the floor, without disturbing others.
- Vary the seating arrangement so that you and the children can find the best seating arrangement for the entire class and small groups.
- Children with diverse backgrounds and abilities need to be sitting together with all the others (and not being segregated and placed separately)?

Light, Heat, and Ventilation
- Arrange the desks so that the children do not have to work facing into direct sunlight. The light should come from the side of the child.
- Brains need oxygen! Classroom corners can be very stuffy. If there is poor ventilation in your classroom, you may need to allow children to do some activities outside of the class.
- Rotate the seating position of children so that they are not always sitting in corners with poor light and ventilation.

LEARNING CORNERS

Children are often curious about the natural world around them. Science and mathematics corners can stimulate their curiosity and improve learning. Children can collect and organise all of the things that interest them, and these resources can be available for use by all the children. Children may grow seeds in these corners, collect fruits, and display objects they have found, such as feathers or the empty shells (of snails). You will need to think carefully where these learning corners should best be located so that all children can work in these areas without disturbing others.

- For science and nature corners, living things like fish can be very appropriate in an active classroom. However, children need to learn how to care for living things, to reduce cruelty, and to return them to the wild after the study, if possible.
- In the mathematics corner, empty cans (with lids) and bottle caps can fill the shelves. They can serve as learning materials themselves (for instance, equating numbers with objects), as well as places to keep other materials, such as beans and seeds. The children can make "paper money" from cardboard and paper and use them in role-playing activities, such as going to the market.

Objects found, labelled, displayed, and used by the children, help them to make the link between school, daily life, and the local community.

Children should participate fully in organising and managing the classroom and these learning materials. There can be small groups, teams, or committees that can establish and maintain the different learning corners. Their participation will help to manage classroom learning materials, and help the children to develop responsibility and citizenship skills. Classroom committees can comprise a coordinator and secretary who are held accountable by the rest of the class to take their responsibilities seriously.

Some classrooms are not large enough to have separate corners. In some schools parents would therefore weave baskets that are stacked on the floor, full of shells, stones, seeds, and anything else that can be used in science and mathematics lessons. The important thing with all of these learning materials is that they are used by the children.

DISPLAY AREAS

Proper displays of teaching devices, learning materials and children's work in your classroom will help children take an interest in their learning and feel a sense of belonging to the class. Parents will also be more interested and will understand better about the work going on in the classroom. The work of all children should be appropriately displayed to show their unique abilities.

Children like to see their names by their work because it makes them feel proud. Change the displays regularly so the children remain interested and to allow each child to have some good work displayed during each term. Work displayed and then taken down can be used to build children's portfolios for assessment and reflection (see Tool 5.4 to learn about portfolios and portfolio assessment).

An interesting display board will provide a lively focus in the classroom. Display boards can be made from local materials, such as woven palm, with help from the local community. Display boards are important because they give you the opportunity:

- To give children information;
- To display children's work and improve their self-esteem;
- To reinforce the lessons you have taught;
- To encourage children to work together and support each other, no matter what their background or ability, and;
- To make sure all children can learn from each other's work.

You can also hang children's written work or drawings on strings across the classroom or along the walls. Work can easily be attached to the strings with tape, staples, or thorns. This "washing line" can also be used for language and mathematics information ("hanging learning corners").

CLASS LIBRARY

Many communities lack library facilities, children would therefore not have access to many books. A class library can be created just by using a cardboard box that is decorated and then filled with locally made books. When children create their own books, no matter how simply these books are made, they take pride in seeing their story "in print." They also learn about how books are made, classified, and cared for. You can even have children make "zig zag" books. These books are made from pieces of paper that are folded two or three times, with text on each "page," like a brochure. The children can illustrate these "books," and they can become treasured reading materials when few books are available.

Books made by children can be very effective teaching devices. The explanations or illustrations that children include in their books may help other children understand important concepts. Children look at problems in different ways than adults; they use language that is easier to understand; and they may communicate important information in a more simple way than most teachers.

Moreover, books can be used to teach other skills, especially for children who may have difficulty seeing. For example, a "book" can be made by gluing objects onto pages. A child learns what these objects are by feeling them; for instance, a triangle is pasted onto a page so that children with sight impairments can learn what a triangular shape feels like. Even children who can see well may enjoy creating and "reading" tactile books, and they can practice using them by closing their eyes. Tactile posters can also be made and put in display areas.

A classroom or school library can also be an important community resource, especially when children "publish" the results of their community data collection projects (such as school-community maps as presented in Booklet 3). Information about weather, rocks and soils, agricultural calendars, the locations of specific houses, etc. can oftentimes be used by community workers and non-governmental organizations when planning community development activities.

Action Activity: Assessing Resources
Look around your own classroom and identify what resources you have now, as well as what you and your students may be able to make during this school year. Ask the children what they would like in their classroom and add it to the table below.

Classroom Resources	When should we start this project	What resources are needed?	Who can help us?	What can children learn from using these additional resources?
Display board for the work of children				
Learning corner or basket for mathematics and science.				
Language area for storytelling, a small library, etc.				
More than one blackboard				
Class committees who can organise learning materials				
Small class library containing books or other materials made by children				

Tool 5.3
Managing Group Work and Cooperative Learning

APPROACHES TO GROUP WORK

Effective teaching means combining different teaching and learning approaches. You can use the following approaches.

(1) Direct teaching to the entire class.
This approach works especially well for introducing topics, provided that you prepare questions in advance to ask children at different grade levels and different abilities. You can use whole class teaching for telling a story or making up a story together with children, for writing a song or poem, for problem-solving games, or for doing a survey. Since every class has children at different developmental stages, you have to choose and adjust the content to make it suitable for all the children in you class.

To encourage all children to participate in all the different learning activities, you may have to provide different tasks for different groups of children. For example, you can give story-writing to one group, completion of sentences to another, and tactile model-making to yet another. It is also possible to give the same task to all of the students, but you should expect different results. Remember: No two children, or groups of children, are the same. All classrooms are diverse.

(2) Direct teaching to one group of children in your classroom (very useful in multi-grade settings and large classes).
While you are teaching one group, the other groups do their own work. Peer teaching can be useful in developing confidence among the children in your class. At first, groups will not have developed the skills to be able to work consistently without guidance. But with practice and specific skills-based activities, they can learn to work cooperatively, and independently.

(3) Individual teaching
Individual teaching is when you work with a child on a one-to-one basis. This may be to help a child who has fallen behind because of absence, who experience learning difficulties, or who is new to the class. You may also need individual teaching to assist "gifted" children and encourage them to do tasks that are more challenging. However, you need to keep individual teaching brief during lesson time so that you can focus most of your attention on the majority of children in the class.

(4) Small group teaching
You can divide your whole class into small groups (of two to six children in each group) for learning. This is a very effective strategy, but you need to be well organised, and well prepared. It can be time consuming in terms of preparation, and children also have to be prepared to work together. However, this is a very effective way of meeting the needs of all your children, especially if you have many children in your class, as well as if the children in your class have different mother tongues, different abilities and disabilities, or if they belong to different age groups.

EXAMPLES OF DIFFERENT CLASS GROUPINGS

You can group children in many different ways; for example;
- Single grade or age groups (all the children in the same group should have the same age or be in the same grade);
- Mixed grade or age groups (each group should have children of different ages and grades);
- Same sex groups (with boys and girls in separate groups);
- Mixed sex groups (with boys and girls in the same group);
- Same ability groups (the children in each group should have level of development and abilities);
- Mixed ability groups (children with different abilities should learn together in one group);
- Interest groups (children with similar interests, i.e. physics; literature; environment; sports; crafts, etc.)
- Social or friendship groups;
- Pairs (two children learning together), and;
- Groups of four to six children.

Children gain a great deal from being grouped in different ways and at different times.

Be flexible. Move children between groups.
Children need to be given the chance to sit and work with as many of their classmates as possible, younger or older, as well as those with diverse backgrounds and abilities. This helps to teach the children patience and to recognise the talents of all the children in the class.

Beware of labelling children as slow learners.
Some children may learn mathematics slower than others, but they may be particularly bright in doing practical, hands-on work, such as conducting science projects or making books for children. We need to be careful when we give feedback to children, because if we make children feel like "failures", they will actually fail! They may lose interest in school, because they don't receive any rewards and positive experiences from learning, so they may eventually drop out.

Prepare materials to facilitate group work.
Games, work-cards, and other materials can be time-consuming to make, but do not forget that they can be used over and over again. The children in your class or school can help you to make these materials as part of group works or "projects" which will save work for you and your teacher colleagues, at the same time as it will help the children to learn, and share.

Think about your classroom layout.
How best can the furniture be arranged quickly and easily for effective group work? Children should learn to organise and re-organise the classroom depending on the activity. Work with them to decide the best classroom arrangement for everyone.

Make sure routines are firmly established.
Children need a clear understanding of how to move to a group, how to get started, what to do when they have finished their task, etc. Develop routines as early as possible.

ALL children should be given the responsibility of leading groups.
Group leaders have a key role to play in helping the teacher, such as passing on instructions, distributing materials, leading the group through the activity, and reporting back to the teacher.

COOPERATIVE LEARNING

Cooperative learning occurs when children share responsibility and resources, as well as when they work together toward common goals. The development of cooperative learning skills involves time, practice, and reinforcement of appropriate behaviours. The teacher plays an important role in establishing a supportive environment, where children feel they can take risks, and where the opinions of all the children class are valued.

To succeed with group work and cooperative learning all children need to develop positive speaking as well as active listening skills. Some children may not have learned how to value the ideas of others. This can be particularly obvious when children work in mixed groups, with girls and boys, or children with different abilities and disabilities, or with different backgrounds.

If some children continually dominate discussions, other children will miss out on opportunities to express their ideas and clarify their opinions. How can children with diverse backgrounds and abilities become confident in expressing their thought, ideas and opinions? In some cases, it may be necessary to have groups of children with similar abilities, or similar backgrounds at first so that skills and confidence are developed. These groups can then be mixed later on as children develop their communication and interpersonal skills.

In some cultures, people believe that learning only comes from the teacher. They do therefore not see the value or the benefits of children working and learning together in groups. It is therefore important to inform parents of changes in teaching and learning approaches, and help them to discover the advantages of cooperative learning. Cooperative learning skills can be most effectively developed within meaningful contexts. Activities that include problem-solving tasks are particularly suitable for developing cooperative learning skills.

DEVELOPING INTERPERSONAL SKILLS

Building a group spirit will lead to the success of the whole class. Competitions that divide girls from boys, segregate children with diverse backgrounds and abilities, or promote favouritism hinder the learning of all children. As a teacher, you can help children to think of themselves as a **learning team** or a **learning community** where the success of one child helps everyone to succeed.

Effective communication involves listening, speaking, and taking turns. These are skills needed for cooperative learning and for democratic citizenship skills. A good teacher **manages** communication to be sure that none of the children, or groups of children always answer all the questions, or dominate discussions. Using the local language (if it is different than the language of instruction) in class may also help all children to participate.

ESTABLISHING GUIDELINES FOR GROUP WORK

Guidelines for group work will help you to organise discussion sessions with your children. These guidelines provide the basis for open, respectful dialogue and allow all children to participate. The best way to create guidelines is to allow the children to generate a list.

1. Listen actively, respect others when they are talking, but participate fully.
2. Speak from your own experience ("I" instead of "they").
3. Do not make personal attacks; focus on ideas, not the person.

It is also important to set a ground rule for how participation will be managed. For instance, so that everyone has a chance to speak, the group can use a "magic microphone." This can be a stick or stone that is passed around, and when someone receives it, it is their turn to speak if they want. If they would prefer to "pass," then they pass the stick or stone onto the next person. This can reduce domination by one or two confident speakers.

Re-visit the ground rules occasionally and, if time allows, ask whether the children would like to add any new rules or change old ones.

Action Activity: Assessing Interpersonal Skills
Observation is a key skill for assessing interpersonal skills. Try to analyze the way one particular group works.

Skills	Child A	Child B	Child C
Listens well			
Expresses clearly			
Takes a leadership role			
Accepts the leadership role of others			
Supports others			

Based on your observations, you can provide extra activities for some children in order to develop a particular skill that is necessary for group work.

MANAGING PEER LEARNING

Peer Tutoring

Peer tutoring, also known as peer teaching and child-to-child learning, occurs when more able or older children finish their own work, and then they help younger or other learners to finish their assignments. Tutors help these children with their work, but they do not do the work for them! A special time each day may also be set aside for children to help each other to learn mathematics or language, either one-on-one or in small groups.

Peer tutoring is very a worthwhile educational technique because it helps to meet the individual needs of children. It also promotes a cooperative, rather than a competitive, approach to learning. Mutual respect and understanding are built between the children who are working together. Child "tutors" takes pride in teaching, while they also learn from the experience. It also helps to solidify what they have learned, and they benefit greatly from being given responsibilities in the classroom. When children are learning with their "peer tutors," learners also develop a better ability to listen, to concentrate, and to understand what is being taught in a meaningful way. Children explain problems in a different way than adults, and they often use language that is more learner-friendly.

Peer Teaching in Reading

Peer teaching is often used to make sure that all the children get as much time as possible reading aloud, it can also help slower readers, or readers who are shy when reading in front of the whole class. It also has a positive effect, both educationally and socially, for all the children, both those who read and those who listen.

However, it is necessary to explain carefully to the children exactly what you want them to do. Tutors and learners must understand what you expect of them. Tutors should work with the learners in a quiet, friendly, and supportive way. Impatience should be avoided.

SELF–DIRECTED / INDEPENDENT LEARNING

This is important because children need to learn independently of the teacher. This allows both the students and teachers to make optimal use of their time. Here are some ideas on how you can increase independent learning in your classroom.

- Ask children to learn part of a lesson from the textbook or prepare for a new lesson.
- Ask them to make a survey so that they have their own data to work on during a lesson.
- Give children in higher grades practical exercises to develop new concepts and introduce new content.
- Evaluate the results afterwards.

PLANNING FOR DIFFERENTIATION

Differentiation means to attend to the learning needs of a particular child or small groups of children, rather than the teaching the entire class as though all the children were exactly the same.

Here are some of the fundamental principles that support differentiation:

- **Flexibility.** Teachers and children understand that materials, ways of grouping children, assessing learning, and other classroom elements are tools that can be used in a variety of ways to promote individual and whole-class success.
- **Effective and continuous assessment of the needs and progress of learners.** In a differentiated classroom, student diversity is expected, appreciated, and recorded as a basis for planning lessons. This principle also reminds us of the close connection that exists between assessment and instruction. We can teach more effectively if we are aware of the individual learning needs, interests, and progress of the children in our class.
- **Appropriate work.** Every child needs to feel challenged and appreciated, and finding what he or she is work on interesting and relevant.
- **Collaboration.** The teacher assesses learning needs, facilitates learning, and plans an effective curriculum. In differentiated classrooms, teachers study their children and continually involve them in decision-making about the classroom. As a result, children become more independent learners.

What Can be Differentiated?

Content:
Content consists of facts, concepts, generalisations or principles, attitudes, and skills related to the subject and topic being studied. Content includes what the teacher plans for children to learn, as well as how the child learns the desired knowledge and skills, as well as how they develop understanding. In a differentiated classroom, essential facts remain constant for all learners. What is most likely to be "differentiated" how children gain access to core learning, what materials they will use, and what level of skills they will develop.

Some of the ways a teacher might differentiate access to content include the following:
- Using objects with some learners to help children understand a new mathematical or scientific concept;
- Using texts at more than one reading level;
- Using a variety of reading-partner arrangements to support and challenge children who are working with text materials;

- Repeating for children who need another demonstration; and
- Using texts, posters, and tactile learning materials as ways of conveying key concepts to different learners.

Activity:
Effective activities involve children, allow the children to use skill the master, provide understand of key ideas, and the activities have specific learning goals. For example, you can differentiate activities by providing different options; all with different levels of difficulty (such as option 1 is easy, option 2 is somewhat difficult, or option 3 is very difficult). You can also differentiate activities by providing several options that are based on the different interests the children may have, as well as offer different levels of teacher support for each activity.

Products (Tangible results):
You can also differentiate products. Products are something tangible that the children can use to show what they have learned and understood. Products can be portfolios containing the work the children have made; exhibitions; models; etc. Different groups or individuals can make different products, based on their interests, skills and abilities.

Good products cause children to rethink what they have learned, apply what they can do, and extend their understanding and skills.

MANAGING BEHAVIOUR IN INCLUSIVE CLASSROOMS

Children may misbehave if they are not noticed or cared for. They may just need attention, particularly if they do not receive adequate care or attention at home. We (as adults) may disapprove of certain behaviours, but this should never mean disapproving of the child as a person. It is important to separate the behaviour from the child! Some of the ways to deal with misbehaviour include the following.

- Classrooms need one main rule, namely: Respect One Another;
  - Teachers should respect the students;
  - Students should respect the teacher, and;
  - Students should respect all their peers.
- If we create an interesting curriculum with materials that are meaningful and relevant to children, they will be interested, become involved, behave better, and pay more attention.
- We need to determine what causes a particular behavioural problem, discuss with our students, and decide together (with our students) what to do about it.
- **Most importantly,** we need to create an environment where children are actively engaged and motivated. That will be good teaching for all children. It also means the teacher is not always the person in control, but she or he is part of a team of problem-solvers including children, parents, and other teachers.

Other common strategies for content area instruction and solving behaviour problems include peer tutoring and cooperative learning, as discussed above.

Problem-Solving Approach

A problem-solving approach involves a team consisting of the child, parents or caregivers, teachers, and external professionals. The team discussed issues related to the classroom environment;

- Learning environment;
- Physical environment;
- Social environment;
- Emotional environment, and;
- Non-school or community environments.

As we will learn in the Tool on bullying (Booklet 6), it is not just the behaviour we are interested in but the reasons for this behaviour. We need to know something about children's needs and what they are trying to communicate.

Needs that Children are trying to Communicate

Self Needs	What it sounds like
Gratification	I want it now!
Task avoidance	I don't want to!
Panic	I am scared!
Social needs	What it sounds like
Attention seeking	Look at me!
Power seeking	I want to be in charge!
Revenge	I didn't want to be part of this group anyway!

Action Activity: Analyzing Problem Behaviours

Choose one child who concerns you because of his or her inappropriate behaviour, and note down why this behaviour concerns you. Is it that it disrupts your lesson? Does it affect the learning of other children? Is the behaviour related to a particular time of day, day of the week, or a particular curriculum activity? How is the situation at home for the child? You might want to consult the child's profile if your school has it (see Booklet 3).

Start to undertake a study of the child so that all of the factors are considered that might affect the behaviour of the child.

What actions can you take with the child, their peers, parents, and within your classroom that might help the child to change his or her behaviour? Try out each of these actions.
Which actions appear to help the child? Keep a record of successful actions. You might need them again with other children.

Teachers need to observe children's behaviour and to note it down consistently so that patterns can be observed. Once the classroom is a safer and more cooperative place to learn, there are likely to be fewer difficulties with behaviour.

Positive Discipline

There are times when discipline is necessary. But the question is: What type of discipline is the best? Remember that the goal of discipline is not to control children, make them obey, or punish! Discipline must never involve physical punishment, ridicule or public embarrassment, as this is forms of abuse!

The goal of discipline is to give children skills for making "smart" decisions, gradually gaining self-control, and being responsible for their own behaviour.

Reflection Activity: What is Your Approach to Discipline?
Read through each of the boxes in the table below and put a tick in the box that you think you are most likely to use. Be as honest as you can. Use this table to explore your approach to discipline and to maintaining order in your classroom. By reflecting on and confronting your approach, you may discover areas in which you could adopt alternative actions as well as those areas in which you are using discipline effectively.[1]

Negative Disciplinary Measures	Tick if yes	Positive Disciplinary Measures	Tick if yes
I tell learners what NOT to do, often beginning with a negative statement.		I present learners with possible alternatives and focus on their positive behaviours.	
I attempt to control the behaviour of learners by punishing bad behaviour		I focus on rewarding learners for their efforts as well as good behaviour	
My student follow the rules because of fear threats or bribery		My students abide by the rules because they participated in making them and have agreed to them.	
The consequence of breaking a rule are often punitive, illogical and unrelated to the learners behaviour		The consequences of breaking a rule are directly related to the learner's behaviour.	
When I used time out, it is meant to isolate and banish a learner for a set time period.		When I use time out, it is open-ended and managed by the learners, He or she determines their readiness to gain self-control and return to class.	
I do not take the needs and circumstances of learners into consideration		I base my actions on empathy and an understanding of the individual and his or her needs, abilities, circumstances and development stages.	
I regard children as in need of control from an external source. For instance myself, the principal or the children's parents.		I recognise that children have an innate sense of self-discipline and can be self-directed. They can be guided to learn self-control on their own.	
Even for minor issues or mistakes, I am constantly reprimanding or punishing my children		I regard mistakes as an opportunity for my children and myself to learn. I treat my children with empathy and give them opportunities to sincerely regret their misbehaviour.	
I criticize the learners because of his or her behaviour.		I focus on the behaviour not the learner and on helping the child to change it in a positive, constructive way.	

If you have ticked "yes" many times in the left column, you need to reassess (change) the way you create discipline in your class!

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[1] Alternatives to Corporal Punishment: The Learning Experience. (2000) Department of Education, Ministry of Education, Pretoria, South Africa.

Approaches to Positive Discipline
How can you establish a positive disciplinary environment in your classroom? Here are some ways to create a positive culture of learning and teaching.[2]

Adopt a whole school approach and make sure that your classroom discipline reflects the school's policies.

Establish ground rules in your classroom and get your children to participate in setting them. Be serious and consistent in implementing these rules.

Know your children and focus on developing positive relationships with them.

Manage the learning process and the learning environment enthusiastically and professionally. Be always one step ahead through good planning. For example, anticipate that some children may finish their work before others, and have something for them to do while they wait, such as involving them in setting up classroom displays. Be self-critical. If something doesn't work, consider all of the reasons why this may be so, including that perhaps you could have done something differently.

Develop learning materials, teaching methods, and classroom management practices that include conflict management, problem-solving, tolerance, anti-racism, gender sensitivity, and so on.

Be inclusive. Leaving learners out, or not understanding their needs and circumstances, can alienate them.

Give learners the opportunity to succeed. Learners who feel positive about themselves and their ability to succeed will make better learners.

Allow learners to take responsibility. Provide them with opportunities to be responsible, be it in the way they conduct themselves in class, in running a community project, in taking care of a class pet, or in filling in the class attendance sheet for the teacher.

Give attention seekers what they want – ATTENTION! Even if a learner constantly seeks attention through misbehaviour, find ways that you can engage him or her in a positive way, even if it is through simple strategies like giving them a task to do, sending them out of the room for a few minutes on an errand, giving them responsibility for something, or anything else that will acknowledge them.

Be a model. Children always imitate the adults in their lives. They will copy manner, tone of voice, language, and actions, both appropriate and inappropriate. The most powerful teaching skill you can learn is to model the behaviour that is expected from the child. Setting a good example is critical in teaching. For instance, how can we expect children to resolve conflicts in a non-violent manner if adults use physical punishment to punish children?

Focus on solutions instead of consequences. Many teachers try to disguise punishment by calling it a logical consequence. Get children involved in finding solutions that are related, respectful, and reasonable.

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[2] Adapted from: Alternatives to Corporal Punishment: The Learning Experience. (2000) Department of Education, Ministry of Education, Pretoria, South Africa, as well as the MCH Early Childhood Development and Parent Education Program at http://www.health.state.ok.us/program/mchecd/posdisc.html

Talk respectfully. Communicating with a child cannot be done effectively from a distance. The time spent talking to a child and making eye contact with him or her is quality time. Many teachers have noticed a dramatic change in a "problem child" after spending five minutes simply sharing what they both like and do for fun.

Tell them what you want. Children respond better to being told what to do rather than what not to do; for example, instead of saying, "Stop kicking the desk!" say, "Please keep your feet on the floor."

Give choices. Giving a child choices allows him or her some appropriate power over his or her life, and it encourages decision-making. The choices offered must be within acceptable limits and the child's developmental and temperamental abilities. As children grow older, they may be offered a wider variety of choices and allowed to accept the consequences of their choices.

Use professional assistance. If there are learners who display particular difficulties in class, and especially if it involves bullying or other aggressive behaviours, seek help from your colleagues and, if necessary, from other professionals, such as counsellors.

Tool 5.4
Active and Authentic Assessment

Aziza is a young girl from a very poor family. She is very smart but she does not participate actively in the class. Whenever the teacher asks her something, she will answer, otherwise she will sit quietly. She got good scores in her examinations, but she has a lot other responsibility at home, taking care of other sister and brothers. She has good manners and has many friends in school. She is very supportive for all her classmates. In the last month of school year she fell ill and she couldn't attend school for many weeks. When came to join the exam, her teacher told her that she couldn't join the exams because she had been absent for too many days. Aziza was really sad, and decided not to come to school. She always thinks about her friends in school, and that she cannot play with them anymore, and that she will never be able to complete her education.

Many children drop out of school due to demands from home, demands by their teachers and, sometimes, because they do not enjoy school. The story above illustrates this problem, and it also highlights the problem of testing children just once or twice a year to assess their progress. As teachers, we need to understand children better and to learn how to assess their learning in many ways. Consequently, a more complete picture of children's development and achievement can be created.

WHAT IS ASSESSMENT?

Assessment is a way of observing, collecting information, and then making decisions based on that information. Continuous assessment means making observations continuously (throughout the year) to identify what children knows, what they understand, and what they can do, and what they still have to learn. These observations are made at many times during the year, for instance, at the beginning, middle, and end of terms, or even more frequently. Continuous assessment can be achieved through: observations; portfolios; checklists of skills, knowledge, and behaviours; tests and quizzes; and self-assessment and reflective journals.

Continuous assessment ensures that all children have opportunities to succeed in school. By using continuous assessment, the teacher can adapt his or her planning and instruction to the needs of learners so that all will have the chance to learn and succeed.

With continuous assessment, all learners have the chance to show what they know and can do in different ways according to their different styles of learning. Continuous assessment can tell you which children are falling behind in their understanding of particular topics. You can then design new learning opportunities for those particular children. The continuous feedback that children receive helps them to know if they are learning well, as well as what they need to do to further improve, and what they still need to learn.

Continuous assessment can also help you when you talk with parents and caregivers about the strengths and weaknesses of their children. This will help the parents to participate more actively and support what you do in school, such as linking classroom activities with those at home. Usually, the results of end-of-year exams arrive too late for parents to help children who are not learning well.

LEARNING OUTCOMES

As we learned in the last Tool, each learning activity should have an objective that needs to be assessed in some way. Assessments should describe learning outcomes, and tell us how well a child has developed skills, knowledge, and behaviours over the course of a learning activity, topic, or a larger curriculum unit. Descriptions of learning outcomes are often called learning standards or objectives, and they may be identified for specific subjects, skills, and grade levels.

Learning activities and assessments improve when the teacher identifies specific learning outcomes. When planning a new learning activity, begin by identifying the learning outcomes. You may wish to answer the following three questions when planning your activity:

•   What skills will be used or developed by the children?
•   What information will be learned?
•   What behaviours will be practiced?

The answers to these questions can be phrased as learning outcomes. For example, if you create a unit in which fifth-graders learn about time-distance equations in mathematics, you might develop the following outcomes.

•   The learner working independently will use multiplication and division to solve time-and-distance equations as a homework assignment.
•   The learner working in a learning pair will write his or her own mathematics story problems that express time-and-distance equations in space-travel scenarios.

When we are looking at specific outcomes, such as in science or mathematics, it is helpful if we have a guideline stating the different levels of outcome we expect for a specific activity. Below is one such guideline based on classifying and grouping fruits and vegetables:

Outcomes for a Classifying Activity

Very Good
The child puts the fruits and vegetables into the right groups. The child discusses the important characteristics of each group. The child makes conclusions.

Good
The child puts the fruits and vegetables into meaningful groups. The child discusses the important characteristics of each group.

Must Do Better
The child puts the fruits and vegetables into groups that do not have much meaning, or doesn't try to do the task.

AUTHENTIC ASSESSMENT APPROACHES AND TECHNIQUES

Authentic assessment means involving children in evaluating their own achievements. Observation, along with talking with children about their learning, can take place at any time during the assessment.

Observation

During systematic observation, young children should be observed when they are working alone, in pairs, in small groups, at various times of the day, and in various contexts.

Observations can include the following:

- **Anecdotal records**
  These are factual, non-judgmental notes of activities that children do or participate in. They are useful for recording spontaneous events.

- **Questions**
  A useful method of gathering information is to ask children direct, open-ended questions. Open-ended questions, such as; "I'd like you to tell me about …", help you to assess the their ability to express themselves verbally. In addition, asking children about their activities often gives insights into why they behave as they do.

- **Screening tests**
  These tests are used to identify the skills and strengths that children already possess, so that teachers can plan meaningful learning experiences for their students. Results should be used along with more subjective materials, such as that contained in portfolios as discussed below. Assessment information should not be used to label children.

Observation can reflect learning successes, learning challenges, and learning behaviours.

Portfolio Assessment

Content

One method of authentic assessment is to create and review individual portfolios of children's work. Portfolios are records of what children have learned and how they have learned it. Portfolios enable children to participate in assessing their own work. Portfolios keep track of their progress, and follow successes rather than failures. Moreover, portfolios should follow children if they move to different schools.

Samples of work that can be placed in portfolios can include: written samples, such as essays, stories, and reports; illustrations, pictures, maps, and diagrams; as well as mathematics worksheets, other assignments, and graphs. Non-curricular activities can also be recorded, such as taking responsibility in a class committee.

You can select samples that demonstrate specific aspects of their work. You can also invite children to select what they would want to put in their portfolio for their parents to see and, if possible, sign. Then every semester or term, the whole range of work is given to the children and their families for review.

When children are advanced to a new grade level, teachers may pass on specific sections of the portfolios to their new classroom teachers. This will help these teachers to become familiar with the varied talents and needs of their new students.

Each portfolio entry should be dated and the context of the piece be given. The context might be stated like this: "This was a piece of unaided free writing. Only the theme was given and some basic vocabulary. Thirty minutes were given for this task."

Using the Portfolio in Evaluation
The material in a portfolio should be organised in chronological order. Once the portfolio is organised, the teacher can evaluate the child's achievements. Appropriate evaluation always compares the child's current work to his or her earlier work. Portfolios are not meant to be used to compare children with each other. They are used to document the progress of individual children over time. The teacher's conclusions about a child's achievements, abilities, strengths, weaknesses, and needs should be based on the full range of the child's development, as documented by the items in the portfolio.

FEEDBACK AND ASSESSMENT

Feedback is an essential element in assessing learning. Before giving feedback, it is important that a safe, secure, and trusting relationship exists between the teacher and the child.

Children benefit from opportunities for formal feedback through group and class sessions. When this works well, there is a shift from teachers telling pupils what they have done wrong, to pupils seeing for themselves what they need to do to improve, and then to discussing it with the teacher.

Negative feedback is illustrated by: "Why can't you improve your spelling? You're always making mistakes." Negative feedback reduces the self-esteem and confidence of children and do not lead to improved learning and better results.

Positive and constructive feedback is illustrated by the following: "Aziz, I like the way you started your story and the ending was quite exciting. If you ask a friend to check some of your words, then this will help you with your spelling." Positive feedback acknowledges strengths, identifies weaknesses, and shows how improvement can be made through constructive comments.

Characteristics of Effective Feedback
*   Feedback is more effective if it focuses on the task and is given regularly while it is still relevant.
*   Feedback is most effective when it confirms that the pupils are progressing well and when it stimulates the correction of errors or other improvements in a piece of work.
*   Suggestions for improvement should act as "scaffolding;" that is, pupils should be given as much help as possible in using their knowledge. They should not be given the complete solutions as soon as they have difficulties. They should be helped to think things through for themselves often in a step-by-step manner.
*   The quality of discussion in feedback is important and most research indicates that oral feedback is more effective than written feedback.
*   Pupils need to have the skills to ask for help and feel comfortable in doing so in the classroom.

Self-Assessment

Children need to:
- reflect on their own work;
- be supported to admit problems without risk to self-esteem, and;
- be given time to work out the problems.

Self-assessment takes place whenever children are asked to describe their own abilities, knowledge, or progress. Self-assessment builds knowledge, the love of learning, and a realistic self-image. In addition, self-assessment can occur in discussions with children or through their own journals.

As soon as children can write, they should be asked to record their learning experiences in journals. When a learning activity or unit of study is completed, you can ask each student to reflect on their progress.

ASSESSING SKILLS AND ATTITUDES

It is difficult to assess many of the goals in education, yet skills and attitudes are fundamental to the learning and future development of children. Consequently, we should try to assess these as best we can. Below are examples of the criteria used to assess four levels of skill and attitude achievements.[3]

Overall skill: Cooperation. Cooperation means being able to work with others and accept a variety of roles that involve listening, explaining, negotiating, and compromising

	Child A	Child B
Level 1: can work with a partner taking turns to listen, speak, and share ideas and resources		
Level 2: can accept and negotiate others' differing and critical viewpoints		
Level 3: can work in a mixed group (age/ability/sex)		
Level 4: can lead any mixed group can suggest alternative solutions to problems using cooperative strategies		

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[3] This section is based on: Miriam S. (1993) Learning from Experience. World Studies. Trentham Books Ltd., United Kingdom.

Attitude: Empathy is to be willing to imagine the feelings and perspectives of other people, trying to put oneself in the position and situation of others ... walk a mile in their shoes ...

	Child A	Child B
Level 1: can accept that there can be more than one side to a disagreement can share feelings and explain behaviours		
Level 2: can describe the feelings of characters in stories can recognize that another child or adult has reasons for wanting something different from you		
Level 3: can explain that people do things differently because of their background and situation is able to challenge the use of insults in school based on gender, disability, nationality or poverty		
Level 4: can challenge stereotypical statements made about people different from themselves		

Activities that are often used in continuous and authentic assessment include both performance and product assessment.

Performance assessment may include:
* Science investigations;
* Mathematical problem-solving using real objects;
* A music or dance performance;
* A role play with one or two others;
* Dramatic reading;
* Pitching in a cricket game;
* Etc.

Products that can be assessed may include:
* An illustration or drawing;
* A model related to a science phenomenon;
* An essay or report;
* A song which has been written and composed by the child;
* Etc.

WHAT CAN GO WRONG WITH ASSESSMENT?

The final outcome for students should be related to what they could do **before** and what they can do **now**. It should not just be related to a standardised test at the end of a year. Children in the same year group (class or grade) may have at least three years difference in general ability between them, and in mathematics there may be as much as seven years difference. This means that comparing children using one standardised test is unfair to many children.

A teacher, parent, or caregiver should not view this end-of-year test as the most important assessment as far as the child is concerned.

One of the greatest sources of low self-esteem in children is the use of comparisons, particularly in school. The end-of-year test should just be one component of an all-round, comprehensive assessment of the progress children have made. This assessment is aimed at raising the awareness of the teacher, the child, and their parents or caregivers about the abilities of individual children. It should also be used to develop strategies for further progress. We should not emphasise the weaknesses of a child, but we should celebrate what the child has achieved and decide how we can help them to learn even more.

Authentic and continuous assessment can identify what the children are learning as well as some of the reasons why they are not learning (sometimes described as "learning faltering"). Some of these reasons include the following:

- The children have not learned the skills to do the task. Many learning tasks are sequential, particularly in mathematics and language. Children need to learn one skill, such as counting to 10, before they can attempt subtraction of numbers.
- The instructional method was not the right one for the child.
- The child may need more time to practice what he or she has learned.
- The child is suffering from hunger or malnutrition.
- The child has emotional or physical problems that cause difficulties in learning.

If a child is having difficulties, continuous assessment using authentic methods may reveal these difficulties, thus allowing us to intervene and help the child. We should understand that not all children learn in the same way and at the same speed. Some children may have been absent during an important step in the sequence of learning. Additional instruction, when used at appropriate times, can provide children who are falling behind with other ways to learn knowledge and skills. "Learning partners," who have attained skills to a good standard, can be asked to help those who have been absent or who need more attention.

Reflection Activity: Assessing Progress
Think about last term. Think of one subject, such as mathematics or science. How did you assess your children's progress? Through observation, weekly pencil and paper tests, something they produced (product), a portfolio, an end-of-term exam, etc.?

How will you report to parents or caregivers? Through an informal discussion, a report card, or at a parent-teacher meeting?

Awareness to Action.

- Now that you are better aware of the value of continuous assessment, what actions can you take to get a better picture of the strengths and weaknesses of your children?
- Can you establish portfolio assessment at your school, or at least in your class?
- Try to work out an assessment plan for the entire year.
- Try to think of ways that are manageable in your context, yet give a full picture of children's progress throughout the year.
- Remember also that assessment should be included in your initial planning of topics and lessons.

Tool 5.5
What Have We Learned?

In this Booklet, we explored many of the practical management issues that need to be dealt with if our classrooms are going to provide learning opportunities for all children including those with diverse backgrounds and abilities.

Some questions we need to consider are:
*   Can children learn to take more responsibility for their learning in the classroom?
*   Can we make better use of local resources for learning materials?
*   Can children help each other through peer teaching?
*   Can we plan differentiated lessons so that all children can gain success at their own pace?
*   Can we be proactive when we are managing behaviour in the classroom?
*   When needed, can we use positive discipline as a tool for learning?

If a classroom is well managed, lessons well planned, and all stakeholders have an interest in children's learning, then all children can be successful in their learning.

We also reviewed some of the ways that children's learning can be assessed over the course of a year. We need to know where each child is starting from, because we know that children of the same age may learn at different rates. We need to provide them with feedback as they are learning (sometimes called "formative assessment"), and we need to know what progress they have made by the end of the year ("summative assessment"). We looked at authentic assessment as a means for providing formative assessment for children and parents or other caregivers.

We learned that authentic assessment involves a variety of ways of assessing children's progress including direct observation, portfolios, problem-solving activities (perhaps in pairs or small groups), presentations (an example of a product of a learning activity), and some appropriate pencil and paper questioning.

Are you confident when reporting to parents or caregivers on the progress of all of the children in your class during the middle of a school year? Are there any ways in which you can include children in the process of assessment, for example, by asking them to choose pieces of work to include in their portfolio?