



MBS INTERNATIONAL SCHOOL

WORKSHOP FOR TEACHER

SESSION 2018-19

TOPIC	: Capacity Building Programme for Classroom Management
DATE	: September 28th, 2018
ATTENDED BY	: Ms Kalyani Jha
VENUE	: Salwan Public School, Rajendra Nagar
RESOURCE PERSON	: Ms. Kirti Tondon(PGT English) and Dr. Indu Khetarpal(Principal, Salwan Public School)

DAY-2 (September 28th, 2018)

The second day of the programme started with the recapitulation of first session held on September 27th, 2018.

In the second session Conduct Management and Covenant Management were taken up. The difference between rules, procedures and routines was explained. Rules are fixed principles that determine conduct. They need to be precise and clear. It is better to involve children while making classroom rules. Consequences and rewards can strengthen children's appropriate behavior. Each group once again enacted different situations and shared some of their experiences. The most effective teacher-student relationships are characterised by three specific teacher behaviours -

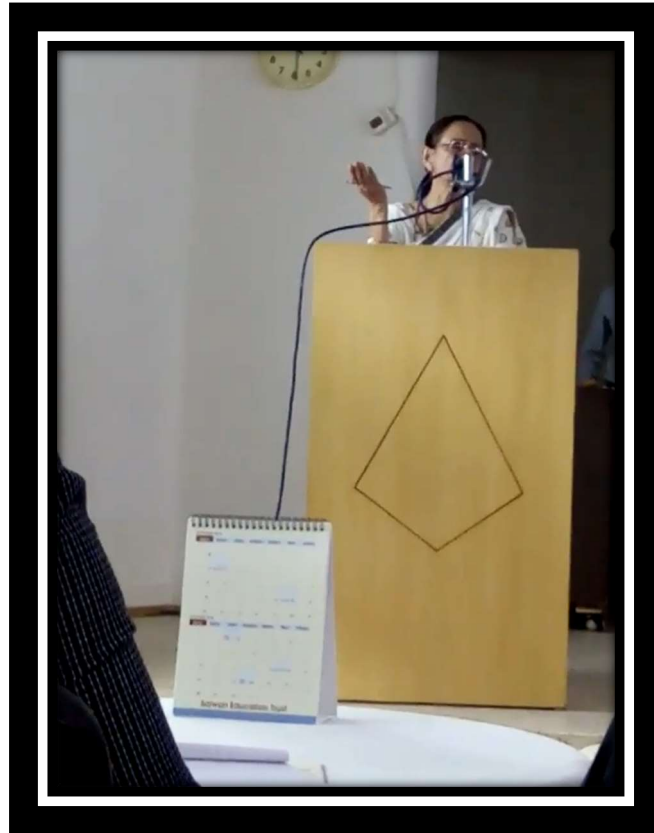
1. Exhibiting appropriate levels of dominance
2. Exhibiting appropriate levels of cooperation
3. Being aware of high-need students

KEY POINTS OF THE SEMINAR ATTENDED

- a) Classroom discipline is integral part of classroom management.
- b) Rules and procedures are a prerequisite for effective classroom management.
- c) Rule is a fixed principle that determines conduct.
- d) Routines are what the student does automatically without prompting or supervision and when procedures are rehearsed, reinforced, they eventually become routines.
- e) A teacher can use different rewards (social, activity, token and material rewards) in conjunction with feedback to strengthen student's appropriate behaviour.
- f) Management is the teacher actions to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.
- g) To establish rapport with the student a teacher should avoid criticism, treat students as individuals, manage needs of all the students in the class.
- h) A teacher should encourage positive peer relationships.
- i) Dealing with parent's criticism can be hard at times but a teacher should use active listening to defuse parent's emotions, look genuinely interested, etc.
- j) For teaching effectively in large classes, it is important to make the best use of your time and the time available for learning. This means planning in advance.

The training session finally concluded with the distribution of certificates. It was a fun-filled and enriching session, full of hands'-on activities for the teachers to indulge in and learn from. Teachers look forward now to applying these strategies effectively in the classroom.

GALLERY



DR. INDU KHETARPAL

