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Editor-in-chief's note



There are many reasons to celebrate childhood.

It is an age of the most innocent mind, the brightest smile, purest feelings, a time when children enjoy stress-free life, away from complexities and anxiety of life and work, a phase of life when children grow a strong mind and body.

If wisdom starts with wonder, and childhood is full of wonder, then we as parents have a great opportunity to return to a state of wonder with our children and, as a result, grow in greater wisdom alongside them. We can instill in ourselves a creative moral imagination by exploring nature, poetry, stories, art, and music with them. We can spend this special time marveling at the beauty of our world through the eyes of our children as we rediscover the art of playing.

As we consider the necessity of our children learning through play, let's commit to re-learning the art of playing with them. Please join me in this call to return to that sense of playful wonder, to celebrate the beautiful gift of childhood that has granted to us through our children? Our family has committed to gadget free Tuesdays. Do drop us a note on your commitment to your little ones. Childhood is a celebration of curiosity—not just for our children but also for us.

A few more weeks left in this new year, let us make it count.

Shankar Jambulingam

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Contents



**06 - Teacher's bookshelf:
Creating reading spaces**

08 Why We Celebrate Children's Day



**11 - Interview with
Mrs. May Ruth D'souza**



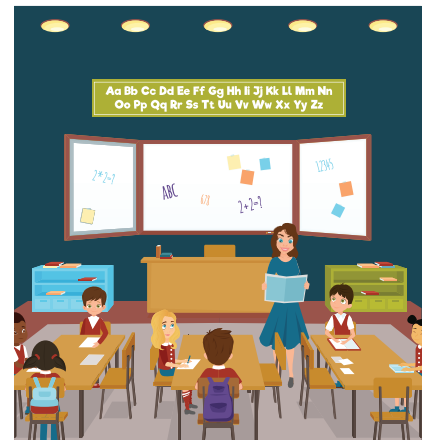
**13- Christmas traditions
around the world**



**17 Cinephelia; Using cinema in
education**



**20 - An innovative preschool
in Qatar**



**25 - Five Essentials for
Creating a Positive Classroom**

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TEACHER'S BOOKSHELF: CREATING READING SPACES

Award-winning Teacher Librarian Megan Daley's new book *Raising Readers: How to nurture a child's love of books* features practical advice, book recommendations and activity ideas for educators and parents. In this extract for Teacher readers – taken from the chapter *Spaces for Reading* – Daley shares her tips for designing and stocking a dedicated recreational reading area in your classroom and how to create inviting library spaces for your school.

The reading classroom

While there are some fabulous reading spaces in classrooms all over Instagram and Pinterest, I think it's important that you work with the interests of the students and allow them to create the space with you. It can even become a curriculum-related task. The main things for students to think about should be how the books will be arranged, how key books will be displayed and 'advertised', how to make the space comfortable (chairs, cushions or bean bags), how often books will be changed and by whom, and what colours or innovative features should be used to invite and welcome readers to the space. When the students are a part of the process, it gives them a sense of ownership and they are more likely to feel comfortable using the space.

This is also a perfect way to involve reluctant readers in a reading-related task that will have a positive outcome for everyone.

How you stock your classroom library is also an important consideration and books should be changed up regularly to keep interest high. With most of the classroom libraries at school, we library staff send new books each term ensuring a mix of fiction, non-fiction, chapter books and illustrated texts. There are also a number of classrooms where students are assigned the weekly task of 'librarians'. These students manage the books in the classroom reading zone and swap some out each week, tidy them and refresh displays.

Inviting library spaces

School library spaces are public

spaces and should consider the needs of the learners as well as the needs of the educators and the entire school community. Our students need a balance of spaces from expansive, active and social, to small, intimate and quiet with technology infused rather than glaringly obvious. Teachers need spaces to withdraw individual students for testing and areas for whole class research. Social learning spaces might be needed for small groups to discuss and debate or for students to read aloud in a group context. Conversely, students also appreciate and seek refuge from a busy day in small reading nooks and quiet, reflective spaces.

A final point on library spaces: if at all possible, extend your space into the outdoors.



IMAGE CREDITS: Wiki_Author_Khemchand_Jay

WHY WE CELEBRATE CHILDREN'S DAY ON 14TH NOVEMBER AND SOME TIPS TO MAKE IT FUN



Before Pandit Nehru's died in 1964, India celebrated Children's Day on November 20, the day observed as the universal Children's Day by the United Nations.

Children's Day is celebrated each year on November 14 in India as a tribute to the country's first Prime Minister Jawaharlal Nehru. Jawaharlal Nehru, fondly called 'Chacha Nehru' was born this day, that is November 14, in 1889. 'Chachaji' or Jawaharlal Nehru was known for his love for children which is why his birthday on November 14 is celebrated each year as Children's Day.

Brief history of the day's celebration all over the world

Children are the future of the nation and the world at large. In fact, the first children's day was celebrated in Geneva in October 1953 which was sponsored by the International Union for Child Welfare. It was India's representative at the United Nations, Shri V.K. Krishna Menon who mooted the idea of celebrating children's day universally throughout the world. The United Nations General Assembly accepted the idea and decided to celebrate children's day in 1954 so as to bring about exchange and understanding among the children belonging to the different communities of the member countries of the UN. The United Nations also aimed at bringing about the benefits of development in the world to be utilized for the welfare of children globally. Thus children's day came to be universally celebrated in the month of October. However the date was changed to November 20 from the year 1959 for the children's day to be celebrated universally. This date was chosen since it marked the adoption by the UN General Assembly of Rights of the Child at the convention held for the purpose in 1989 which was signed by 191 countries.

In India, the date of the celebration is changed from November 20 to November 14

The Indian government changed the date for celebration of Children's Day in India to 14th November to coincide the date with the birthday of the first Prime Minister of India, Pandit Jawaharlal Nehru who was born in November 14, 1889 and played a very crucial role in India's freedom struggle. Pandit Jawaharlal Nehru is known to have a great love and affection for children who called him Chacha Nehru (Uncle Nehru) with an equal love and respect. This is the reason that the date to celebrate children's day in India was changed to 14th November from 20th November. So,

Nehru's birthday is celebrated all over India on Children's Day.

On the occasion of Children's Day, schools organize several programs and functions for children. The programs aim to celebrate the spirit of childhood in a fun-filled and stress-free environment.

Here are some ideas for teachers to celebrate Children's Day or any free day with their students which are guaranteed to impress them.

1. Switch the roles: For one day, switch the student-teacher role. Let your students take the reign. Let them teach whatever they want. Children

have a unique way of viewing the world. Instead of the run-of-the-mill subjects, ask them to invent a subject and teach it to the class.

2. Organize a potluck: In school, children eat lunch with their own set of friends. Potluck could be a good idea for the students to mingle with others outside their friend circle and the whole class gets to eat a meal together. In case of a potluck, however, you need to regulate the event carefully so as no student ends up doing more work than is required. You can make a list and assign easy-to-make dishes or lunch items to multiple students.



IMAGE CREDITS: Pixabay



IMAGE CREDITS: Wiki_Bernard Gagnon

3. Outdoor picnic: The most tried and tested way to celebrate Children's Day. You can take your students for an outdoor picnic. Select a location which is not too far. Arrange for snacks and outdoor games that children can play together.

4. Decorate the classroom: You can create an art board, or if you already have one, then allow the kids to plan and execute the decoration of the art board. Let the class choose a theme and decorate the board and the

class around the theme. Make sure that each student participates and learn the values of working in a group.

5. Talent show: Organize a talent-cum-fashion show for students. Do communicate to students that only singing and dancing is not talent and they can show anything they want. Encourage students to participate. Students can show their stamp collection to the class or tell stories of their vacation or share some unique experience they had. Instead of

keeping prizes for winners, encourage students to write a 'thank you' note for all the performers they liked. This will not only encourage more students to perform without the fear of losing but will also strengthen the bonding between students.



INTERVIEW WITH

MRS. *May
Ruth
D'souza*

Q1: - Role of teachers in this technology generation

Technology should not and cannot substitute teachers. It should be used to enhance the quality of teaching. I certainly agree that the use of technology in education is the need of the hour, but it will best serve its purpose when it is used to reduce the clerical work, giving more time to the teachers to extend a human touch and feel to each student's individual needs and varied aspirations.

Q2: - How do you differentiate all the children in your class so that the children get an individual and personalized learning experience?

There are different kinds of learners, auditory, visual and kinetic learners. I ensure they are placed appropriately in the classroom. The auditory learners are placed in the front rows, the visual learners at the back and the kinetic learners get to choose their seats. They

are rotated depending on the teaching method adopted during the hour.

"I have seen children with low grades exhibiting marvels in the sports and arts fields. I have also seen children excelling in academics passionately."

Q3: - Interactive teaching is the order of the day! Your take on this.

I second this thought. And certainly, agree that this is the best way to involve and ensure active participation of the students in the Teaching-learning environment.

Conscious efforts by the teachers to involve the students during the sessions leads to effective assimilation of information. Forgoing passive learning, contributions from the students, beyond the scope of the textbooks is encouraged.

Q4: - What philosophy guides your success?

'Inclusion in education' and 'Teach the child in the method the child understands' are the two simple strategies which I have adopted. Today, trotting on the path with these two philosophies as my guiding light, I have led my school to success.

Q5: - What professional qualities would you particularly encourage in your staff?

Patience, empathy, punctuality and tolerance are the basic needs I look in my staff. I encourage them to be the solution providers to every child's issues.

Q6: - As the Principal how would you create a culture of academic excellence in a school?

I provide a unique platform to each child and its needs enhancing the skills the child is born with. Marks being the last scale of judgment, I thrive for the holistic development of each child at Insight Academy. I have seen children with low grades exhibiting marvels in the sports and arts fields. I have also seen children excelling in academics passionately. To drive each child to its aim, elocutions, Quiz, debates and various extracurricular activities are made an integral part of the curriculum.

Q7: - At an adolescent age of 15, choosing a desirable stream is crucial for a student, how could parents help with this process.

I feel it is the parents who should go through a career counseling and guidance session before the students

do. Every parent should accept their child as is. They should refrain from loading their child's shoulders with their expectations which blurs and confuses the young minds.

Q8: - What is the best thing about being a teacher?

It is the reward. Watching my students soar to much greater heights than what I imagined them to rise, is an invaluable reward in itself.

Q9: - One book you would recommend every parent to read.

Wings of fire: An autobiography written by Dr. APJ Abdul Kalam

Q10. How do you view Neverskip's Partnership?

Our journey together has been worth the while. I look forward to a further

extension of our mutually beneficial partnership to keep ourselves updated with the latest offerings from the field of information and technology to enhance the teaching learning process.

Q11 You have blessed and empowered children across generation – what is the one value you wouldn't want children to change.

Having adopted 'Inclusion in Education' I vouch, that the involvement of children with difficulty in the lives of neuro- typical children has made a big difference. I am molding students who will be a part of the future founders of a society of artists, sportspersons, engineers, doctors etc., as ones who have hands which care and a heart which feels. I hope that this value which my students have imbibed at Insight Academy, do not change.



IMAGE CREDITS: WIKI_THORSTEN VIETH



CHRISTMAS

TRADITIONS AROUND THE WORLD

It's the most wonderful time of the year. For a couple of weeks every year the world takes on a magic glow, people seem merrier and even winter somehow feels cosy.

Whether you're celebrating a religious festival, like Hanukkah or Christmas, or a more secular occasion, you're sure to have your own selection of rituals or customs that make the holiday season so special. Our favorite Christmas traditions around the world are loud, proud, and guarantee oodles of festive fun.



IMAGE CREDITS: Wiki_Ramon FVelasquez

Giant Lantern Festival, Philippines

The Giant Lantern Festival (Ligligan Parul Sampernandu) is held each year on the Saturday before Christmas Eve in the city of San Fernando – the “Christmas Capital of the Philippines.” The festival attracts spectators from all over the country and across the globe. Eleven barangays (villages) take part in the festival and competition is fierce as everyone pitches in trying to build the most elaborate lantern. Originally, the lanterns were simple creations around half a metre in diameter, made from ‘papel de hapon’ (Japanese origami paper) and lit by candle. Today, the lanterns are made from a variety of materials and have grown to around six metres in size. They are illuminated by electric bulbs that sparkle in a kaleidoscope of patterns



IMAGE CREDITS: WIKI_AUTHOR_TONY NORDIN

Gävle Goat, Sweden

Since 1966, a 13-metre-tall Yule Goat has been built in the center of Gävle’s Castle Square for the Advent, but this Swedish Christmas tradition has unwittingly led to another “tradition” of sorts – people trying to burn it down. Since 1966 the Goat has been successfully burned down 29 times – the most recent destruction was in 2016. If you want to see how the Goat fares this year when it goes up on December 1st, you can follow its progress on the Visit Gävle website through a live video stream.



Krampus, Austria

A beast-like demon creature that roams city streets frightening kids and punishing the bad ones – nope, this isn’t Halloween, but St. Nicholas’ evil accomplice, Krampus. In Austrian tradition, St. Nicholas rewards nice little boys and girls, while Krampus is said to capture the naughtiest children and whisk them away in his sack. In the first week of December, young men dress up as the Krampus (especially on the eve of St. Nicholas Day) frightening children with clattering chains and bells.

IMAGE CREDITS: WIKI_AUTHOR_JOHANN JARITZ





IMAGE CREDITS: WIKI, AUTHOR: WEI-TE WONG

Kentucky Fried Christmas Dinner, Japan

Christmas has never been a big deal in Japan. Aside from a few small, secular traditions such as gift-giving and light displays, Christmas remains

largely a novelty in the country. However, a new, quirky “tradition” has emerged in recent years – a Christmas Day feast of the Colonel’s very own Kentucky Fried Chicken. The festive menu will soon be

advertized on the KFC Japan website and, even if you don’t understand Japanese, the pictures sure will look delicious with everything from a Christmas-themed standard bucket to a premium roast-bird feast.’



IMAGE CREDITS:WIKI_AUTHOR_DAVID STANLEY

The Yule Lads, Iceland

In the 13 days leading up to Christmas, 13 tricky troll-like characters come out to play in Iceland. The Yule Lads (jólasveinarnir or jólasveinar in Icelandic) visit the children across the country over the 13 nights leading up to Christmas. For each night of Yuletide, children place their best shoes by the window and a different Yule Lad visits leaving gifts for nice girls and boys and rotting potatoes for the naughty ones. Clad in traditional Icelandic costume, these fellas are pretty mischievous, and their names hint at the type of trouble they like to cause: Stekkjastaur (Sheep-Cote Clod), Giljagaur (Gully Gawk), Stúfur (Stubby), Þvörusleikir (Spoon-Licker), Pottaskefill (Pot-Scraper), Askasleikir (Bowl-Licker), Hurðaskellir (Door-Slammer), Skyrgámur (Skyr-Gobbler), Bjúgnakrækir (Sausage-Swiper), Gluggagægir (Window-Peeper), Gáttapefur (Doorway-Sniffer), Ketkrókur (Meat-Hook) and Kertasníkir (Candle-Stealer). Visit Iceland this Christmas and catch them all!



IMAGE CREDITS:WIKI_AUTHOR_PIXABAY

Day of the Little Candles, Colombia

Little Candles' Day (Día de las Velitas) marks the start of the Christmas season across Colombia. In honour of the Virgin Mary and the Immaculate Conception, people place candles and paper lanterns in their windows, balconies and front yards. The tradition of candles has grown, and now entire towns and cities across the country are lit up with elaborate displays. Some of the best are found in Quimbaya, where neighbourhoods compete to see who can create the most impressive arrangement.



Cinephelia

using cinema in education

Showing a film in class may engage students, but engagement cannot be the only reason for showing movies in the classroom. Teachers must understand that the planning for viewing a film is what makes it an effective learning experience for any grade level. Before planning, however, a teacher must first review the school's policy on the use of film in class.



Incorporating cinema into classroom practice

Here, we take a look at ways to incorporate the use of cinema into our classroom practice, with the aim of developing more deeply engaged students.

It is crucial to acknowledge that not all moving images are created equal. In France, there has been a long tradition of 'cinema' as a distinct form of expression to other forms of moving image, such as television or online instructional videos.

Cinema, is the visual form of

moving pictures that is most closely associated with personal, artistic expression. Unlike a YouTube video, which may simply be about displaying some random action, cinema will employ filmic techniques, such as camera angles, sound, scripting and performance, to generate emotional reactions and engage its audience.

Teachers can utilise this enormous power of cinematic film to engage students in any learning domain. Its power should not be confined to a single, longer session, in which students sit, en masse, to watch an entire film

over a couple of hours; a practice that tends to disconnect students with short attention spans, and one whose positive impacts fade rapidly. One major consideration is the use of film clips as opposed to an entire film. But rather, that this kind of cinematic engagement should occur regularly, over many sessions, delivered in small, self-contained 'clips'.

Curating film clips for the classroom

Each clip needs to include a question or problem and some indication of the stakes at risk for key characters



in order for emotional engagement to occur. The clips don't need to include the resolution of the problem. In fact, for the purpose of engaging the mind, it may be best for the resolution of the problem to be withheld from your students, until after the learning has been achieved, as a kind of reward. In this way, a lesson could begin and end with a short excerpt or clip.


The clips you show can be excerpts from long or short films, live action or animated, narrative or documentary, famous or otherwise. The source of the clip is not as relevant as whether it engages your students in the topic of your choosing. Of course, declaring 'let's use film clips in the classroom!' is

very easily said. The difficulty for any teaching team considering the use of film clips in the classroom quickly becomes, 'how do we find the right clips?' It may require a sizeable amount of research or some considerable prior knowledge of film and film history (and copyright requirements), to navigate all the cinematic content of the world for your students' needs.

There are websites dedicated to helping teachers create effective lesson plans for use with film. A well-chosen 10-minute clip from a film should be more than adequate to launch a meaningful discussion.

Pros of Using Movies in Class

1. Movies can extend the learning beyond the textbook. Sometimes, a movie can really help students get a feel for an era or an event. Movies can be used as a pre-teaching or interest-building exercise. Adding a movie can build interest in a topic that is being learned while providing a small break from normal classroom activities.
2. Movies can be used to address additional learning styles. Presenting information in numerous ways can be the key to helping students understand topics. For example, having students watch the movie "Separate But Equal" can help them understand the reason



behind the court case Brown v. Board of Education beyond what they can read in a textbook or hear in a lecture. can help them understand the reason behind the court case Brown v. Board of Education beyond what they can read in a textbook or hear in a lecture.

3. Movies can provide teachable moments. Sometimes, a movie can include moments that go beyond what you are teaching in a lesson and allow you to highlight other important topics. For example, the movie “Gandhi” provides information that can help students to discuss world religions, imperialism, non-violent protest, personal freedoms, rights and responsibilities, gender relations, India as a country, and so much more.

4. Movies can be scheduled on days when students could be unfocused. In

day-to-day teaching, there will be days when students will be focused more on their homecoming dance and the big game that night, or on the holiday that starts the next day, rather than on the topic of the day. While there is no excuse to show a non-educational movie, this could be a good time to watch something that complements the topic you are teaching.

Rich in values

Entertaining, yet rich in values and ethics, the movies are like a hipper version of Moral Science classes. With interesting names such as “Dedh Footiya” (that deals with self-confidence and self-esteem), “Aiyyo Paaji” (on national integration), “The Graveyard” (on bullying) and more, the films sure are going to be a hit with children. They are bilingual – in Hindi and English.

While there is no questioning the fact that movies can be a competent method of education, there are still several challenges it needs to overcome to be accepted universally. The older generation still hasn't come to terms with the educational aspects of the cinematic universe and many parents still carry the perception that screening movies is an inadequate form of teaching.

An innovative preschool in Qatar is teaching toddlers empathy



Early childhood education has increasingly become just one more opportunity to cram toddlers full of knowledge in order to “prepare” them for formal schooling. An unusual preschool in Ar-Rayyan, Qatar is proposing a radical alternative.

Academyati won’t make little kids fill out piles of worksheets that measure their likelihood of successfully entering first grade. Instead, they’ll learn to connect with nature and the world around them, have plenty of time to play outside, and build meaningful relationships with their classmates—all in an enthusiastically tech-free environment. They’ll learn to tie their interests and passions to real-life challenges, and figure out what they can do about them, in a fully personalized way.

The idea: Raise the next generation of empathetic, socially conscious problem-solvers.

Academyati’s learning philosophy is underpinned by the notion that early childhood is a great time to instill values children will keep with them as they grow up, including empathy, social awareness, creativity, and respect for others and for the planet. That tracks with what developmental science tells us about how kids

learn. The first few years of life, from birth to age five, lay the foundation for self-awareness and social and emotional skills. The values kids learn at that age mostly stay with them.

Academyati opened its doors to an initial preschool class of 40 three-to-six-year-olds. It hopes to expand to 480 students through grade 12 by 2030. The school is a project of the Qatar Foundation, a nonprofit closely tied with the state, which invests in education and research.

The best compliment anyone could pay a preschool is probably to compare it to a Finnish school. And that’s exactly what Kristiina Kumpulainen, a professor at the Playful Learning Center of the University of Helsinki, did when she reviewed Academyati’s planned curriculum and pedagogy. Finland’s preschool system, which is entirely personalized, has been held up as a gold standard for its focus on creating a holistic learning environment and fostering the teacher-child relationship. Can Academyati do the same?

A preschool is teaching kids what they need to know if it is building upon their natural curiosity about the world, allowing them time to

play, and encouraging them to spend time in the outside world, away from screens. Kids under six don’t need to be sitting in college-seminar-like atmospheres completing phonetic assessments designed for first graders. Those exercises might please the admissions board of a fancy elementary school, but it won’t necessarily do much to build a child’s brain architecture and emotional intelligence.

Academyati thinks it can do better. A typical day starts between 7:30 and 8am and lasts five hours. Kids first choose a personalized “quest” to take part in. They might want to hear about what lives in trees, or learn how to make paper for example.

Once students complete their quest, they get a free hour to play, eat, do yoga, and learn music or martial arts. The kids finish their day in one of six “discovery rooms,” which teachers set up according to certain themes and stay in to guide children’s experiences. In the “living things room,” children can observe how insects live. They can take care of plants and some domestic animals—the school even has a chicken coop. The day has a simple structure where independence and choice are the main drivers, and creativity and curiosity are always the focus.

Teacher wellbeing: Practicing mindfulness

Hassed is a mindfulness expert and a Senior Lecturer in the Department of General Practice at Monash University. His teaching, research and clinical interests include mindfulness-based stress management, mind-body medicine, meditation and health promotion.

He says that mindfulness could be seen as a form of meditation but it's also a way of being. 'The two essential elements of training mindfulness, I think, are attention and attitude,' Hassed says.

'So attention - a capacity to pay attention in the present moment to what's happening ... but attitude -

to cultivate an attitude of openness, acceptance, curiosity, of equanimity, with which we're observing those events.'

Hassed says the area of mindfulness research in education is expanding quite rapidly. Research shows that when students learn to be more mindful, their mental health improves, they are more resilient and have better memory retention. They also tend to form stronger relationships and communicate more, Hassed says.

'For teachers, there are similar kinds of findings. [Mindfulness results in] better mental health and capacity to manage stress, and better resilience, which are all important in their own

right. But also, teachers who are more mindful tend to be more organised in the classroom, more attentive to the students and so it actually affects how the teacher communicates and teaches as well,' he adds.

So, how do you practice mindfulness?

According to Hassed, there are both formal and informal practices of mindfulness. One simple strategy, he suggests, is before setting out for school in the morning, you make sure you punctuate your day with a full stop.

'What I mean by that is, you know, if you don't punctuate a book, the book becomes a blur, it becomes





meaningless, and it's a bit like that with our life. If we don't punctuate it with spaces, it becomes a bit of a blur. So you might punctuate your day with say, two full stops. So, that is, practice five or 10 minutes of mindfulness meditation before you get into your day, before you set out for school in the morning.

'But you might also, when you get home, have five or 10 minutes at the end of the day – between the school day and then whatever you're going to do that evening. During the day, you may not have time for a full stop, but you might just take a number of commas.'

A comma, Hased explains, may be a moment between classes where you give yourself 30 seconds to centre yourself, walk attentively to the classroom, or enter the room with purpose.

'If we've got a lot on our plates, you know, we might be walking from one

building in the school to another and we fill that two minute walk with worry about how much we've got to do and will I get through it all today? What am I going to cook for dinner tonight? Rather than just walking mindfully and having a two minute space in your day. We have to reduce that mental or cognitive load on a regular basis to give the mind space to then be able to engage with the next complex thing we need to do, like manage a classroom.' Hased says teachers can also practice mindfulness by being calmer in their interactions with students, and avoiding multi-tasking altogether.

'You need to be able to efficiently switch attention to be awake and aware as a teacher, but multi-tasking – trying to do multiple, complex things at exactly the same time – is fraught with disaster. It increases the mental load, it increases stress, impairs communication and impairs memory. So a teacher shouldn't do it and they shouldn't have their

students doing it,' he says.

It's also important, according to Hased, to be aware of what's going on in the classroom. 'Classrooms can be pretty busy places but sometimes they're overly busy and overly noisy and a teacher needs to be present enough to actually see what their classroom needs,' he says. 'Perhaps at any given moment, it might be a little bit of quiet or a little circuit breaker, time to stop.'

Being mindful also improves communication between the teacher and students.

'If a teacher is more mindful when they're communicating with the students, the students feel better heard but also it helps the students to engage their attention more effectively, so it helps the students to learn. So it improves the teaching and the learning process when both have got their attention better engaged.'

Tackling difficult situations

When we're not mindful, Hassed says our mind switches to a different mode called 'default mode', which has a direct impact on our ability to learn. 'That's where we're worrying about the future or reliving the past or having an internal conversation with ourselves,' he says.

'A teacher might be trying to teach some mathematics, and the student is not getting it because the student's attention is not on the mathematics, the student's attention is on an internal dialogue they're having with themselves about "why I'm so

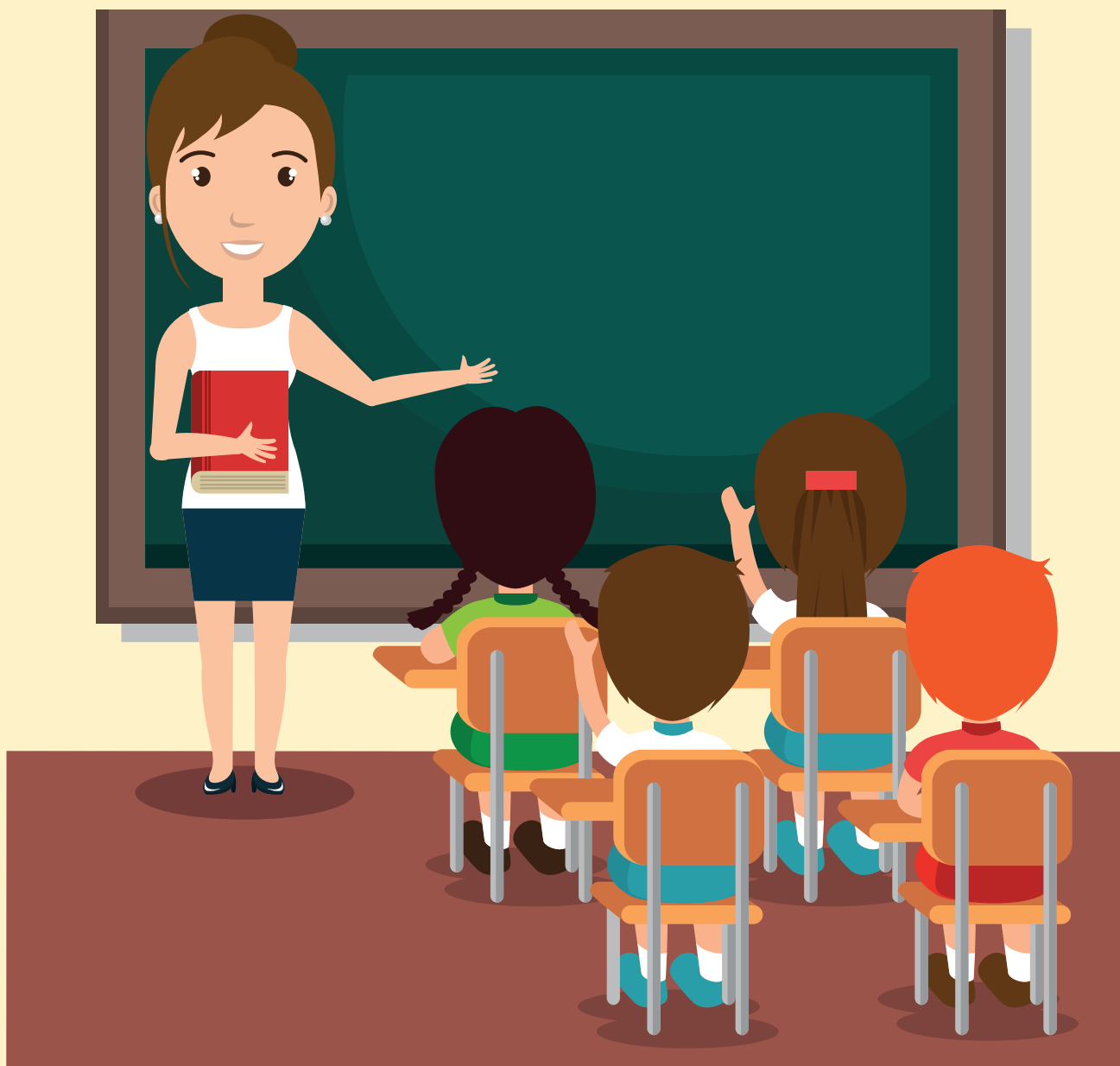
hopeless" and "I'm stupid" and "I can't do maths" and "I wish I didn't have to learn it" etcetera.

'The student is not able to actually engage their attention with what the teacher is trying to show them. So if the teacher can help the student to be aware of that, and cut through the internal dialogue and to engage their attention with what's on the page in front of them, all of a sudden a lot of kids discover that maths is not quite as hard as they thought.'

'Very often, in anticipation, we anticipate things going badly, we relive things from the past that didn't

go well, and that zaps a lot of energy. It zaps a lot of motivation and it also makes it harder for us to learn from our experience.

'So we really need to pay attention to experiences, even the uncomfortable ones so that we learn something from them. But that capacity to observe, to learn, to notice – but not to get caught up in or attached to the things happening around us – gives us a lot more freedom to respond,' he says.



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FIVE ESSENTIALS FOR CREATING A POSITIVE CLASSROOM



Positive learning environment is key to a student's academic, emotional and social success in school. But this learning just doesn't just happen on its own—it must be created!

This article will highlight five tips to help you to start making small changes to your classroom routine that may create a more optimistic classroom setting:

Relevance learning:

The more relevant a subject is to a student, the more engaged they'll become in the learning process. On the whole, when teaching math, science, social studies, even history, find ways to adapt the lesson or lecture to the interests of students.

It's also helpful to discover the interests, talents, and learning styles of each student.

Help Students Develop Intrinsic Motivation:

Feeling good about themselves is an intrinsic motivator to students at elementary age. Such positive actions help children feel good about themselves.

So, how do you help students consistently engage in positive actions?

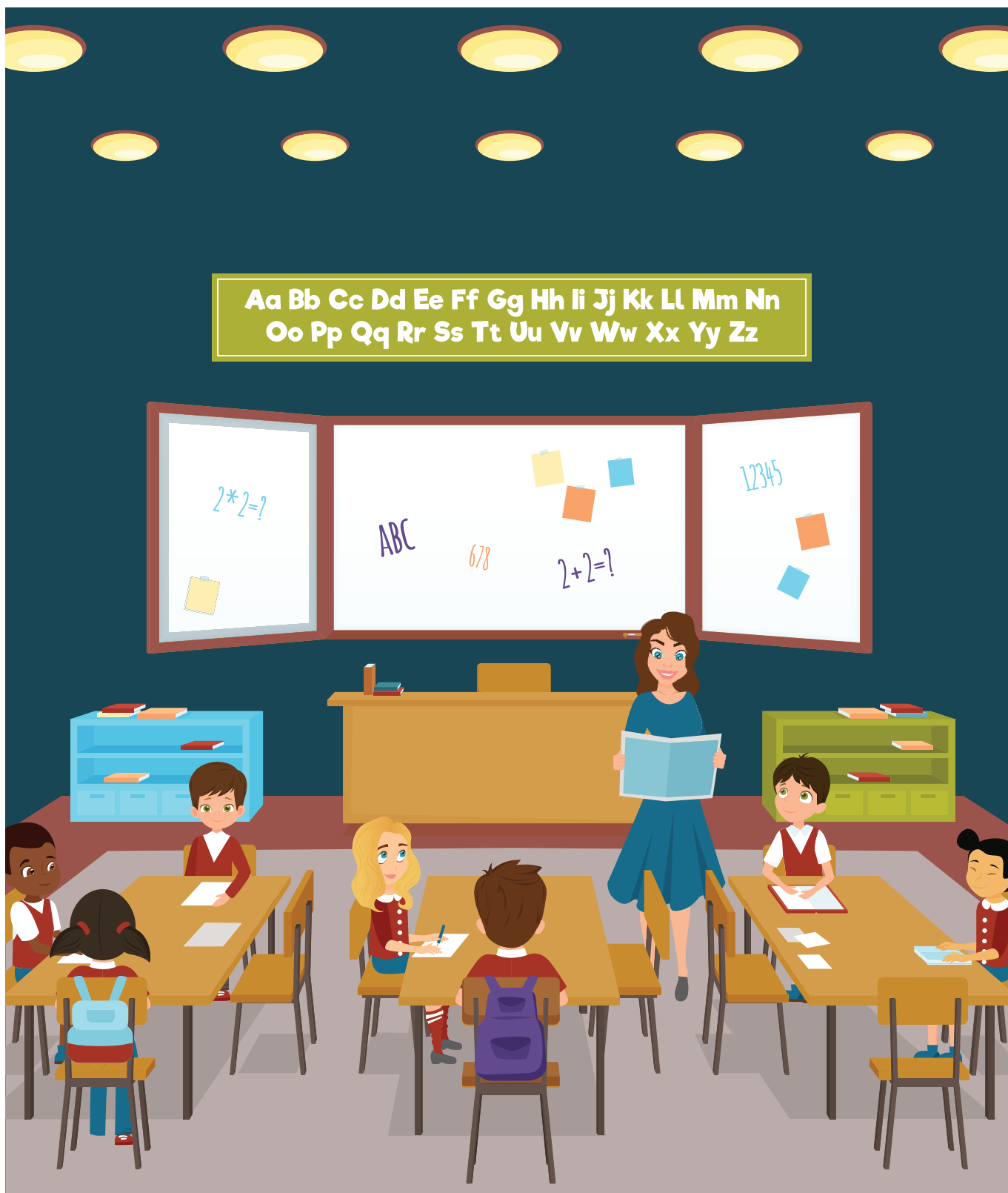
1. Actions are always preceded by thoughts.
2. Actions and behaviors are typically consistent with thoughts.
3. Feelings, children experiences about themselves, are based in large part by their actions.
4. Helping students learn that by changing a negative thought to a positive they can produce positive actions, and that positive actions will help them feel good about themselves is a powerful intrinsic motivator.

Relationships first, school second:

Do not jump straight into school works on the very first day of school. Break the ice and get students out of their comfort zone by playing some interactive games and conducting team building exercises.

Focus on the positive:

Each student is unique. Each day find something good in each student and point it out to them. Focusing on the positive in every student will enable you to create and maintain a truly positive learning environment for your students. This is the most important way help each student build self-esteem and self-worth that will last a life time.



Get students to think on difficult questions:

For example, if you're a science teacher introducing students to the atom, you might ask challenging questions such as the following:

Who can guarantee the existence of the atom?

How could we affirm that atoms are composed of protons, neutrons, and electrons? How these discoveries were originally made?

What role do atoms play in our physical world? Does it matter that we can't see them?

When you expose your students to creative questions like these that don't merely have straightforward "Yes" or "No" answers, you'll awaken their curiosity and desire to learn more. In the end, you don't want your students to be regurgitating whatever they learn in class. All you want them is to become great critical thinkers.

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