

LEARNING ENVIRONMENT MEANING, NEED, PROCEDURE AND PLANNING PHASES

INTRODUCTION

Learning occupies an important position in the whole field of psychology. Learning plays an important role in determining the behavior of an individual. It is not possible to understand the behavior of human beings without knowing the basic principles of learning. The process of learning studies the changes that occur in an organism's behavior as a result of its previous experience. Hence learning is a relatively permanent change in behavior that occurs as a result of experiences in the environment. Because the process of learning cannot be seen, psychologists study changes in behavior or performance that are due to learning.

Education is to bring certain desirable changes in the behavior of children through the process of learning. All living creatures learn. As a man comes in contact with his environment, he starts reacting and in this process of interaction of the individual and his environment, the foundation of learning are laid down.

Learning is the focus of all educational programs. The main aim of education is to produce desirable changes in behavior in children. Educators are interested mainly in the promotion of the learning process. One of the most important characteristics of human beings is their capacity to learn. Our personality habits, skills, knowledge, attitudes, interests and our character is largely the result of learning. Learning is basic to human behavior. Besides the learning of skills and academic subjects, it also focuses upon the fundamental problem of emotional development, motivation, social behavior and personality.

Learning is a life long process. It starts from the day when a child is born and it continues up to his death. Hence learning process is from womb to tomb. An individual begins to learn soon after his birth and goes on learning throughout his life time. An infant is quite helpless at birth, but slowly he learns to adapt himself to the environment around him. There are usually two factors involved in his learning this adjustment to the environment; i.e., maturation and the ability to profit by experience. The process of socialization is primarily one kind of learning. There is much importance of learning in human behavior due to the nature of learning and the conditions under which it occurs.

MEANING OF LEARNING ENVIRONMENT

In the student achievement, classroom is the learning environment. Classroom management emerges as the maximum impact on the learning of the students. Infact classes are the special types of environments. They have distinctive features that influence the pupils in their studies. "Classrooms are multidimensional, as they are crowded with students, tasks, and time pressures. Many individuals-all with differing goals, preferences, and abilities-must share resources, accomplish various tasks, use and reuse materials without losing them, move in and out of the room, and so o". (Woolfolk, Anita, 2012).

In the classroom, sometimes, actions can have multiple effects. The low ability students may be encouraged for their participation, but they may slow down the discussion, which may lead to some management problems, if the student is unable to answer the question put by the teacher. Teachers have literally hundreds of exchanges with their students during a single day.

There may sometimes, be physical or natural factors which may disrupt classroom teaching. In such situations, events are predictable. When a teacher is fully prepared to present his and he is ready for demonstration, the lesson can still interrupted by electricity, or some other technical fault or some hot exchange.

In the classroom, no productive activity can take place without the co-operation of all the students present in the classroom. Even if some students do not participate, they must allow others to do so. Sometimes, it so happens that one or two students bring an entire class to a halt. So the basic management task for teachers is to achieve order and harmony by gaining and maintaining student's co-operation in class activities. This is really a big challenge for the class teacher.

Gaining student cooperation means much more than dealing effectively with their misbehavior. It includes planning activities, having materials ready for presentation, making appropriate behavioral and academic demands on students, accomplishing transitions smoothly, foreseeing problems and stopping them before they start, selecting and sequencing activities so that interest is maintained. Also, different activities require different managerial skills. For example, a new or complicated activity may pose a greater threat to classroom management than a familiar or simple activity. Moreover, the nature of appropriate student participation varies across different activities.

In the high schools when the students are in adolescent stage, some students begin to test and defy authority. The management challenges at this stage are to deal productively with these disruptions and to motivate students who are becoming less concerned with teachers' opinions and more interested in their social lives. By the end of high school, the challenges are to manage

the curriculum, fit academic material to students' interest and abilities, and help students be more self-managing. The first few classes may be devoted teaching particular procedures for using materials and equipment, or for keeping track of and submitting assign But most students know what is expected of them.

Concept of Learning Environment

The psychological sciences have a long history of producing change threat be ab competing methods and theories for understanding the complex phenomena associated with human learning.

The term *environment* in a broader aspect denotes t totality of the surroundings and conditions in which something or someone lives or functions. Environment is dynamic which means that it is ever changing in response to influences aria from outside or inside.

A learning environment includes a number of participant ranging from administrators of various levels, academicians, experts, instructional designers, theorists, researchers, faculty and students. The need to adapt to an ever-changing environment is crucial for survival and require educationalists and teachers to impart operational knowledge which must change as fast or faster than the environmental changes that threatens viability. The new strategy for learning space has to be about constantly adapting to change in an ever changing environment.

The term '*learning environment*' suggests place and space- school, a classroom, a library. And indeed, much 21" century learning takes place in physical locations like these. But in today's interconnected and technology-driven world, a learning environment can be virtual, online, and remote; in other words, it doesn't have to be a place at all. Perhaps a better way to think of 21" century learning environments is as the support systems that organize the condition in which humans learn best-systems that accommodate the unique learning needs of every learner and support the positive human relationships needed for effective learning. Learning environments are the structures, tools, and communities that inspire students and educators to attain the knowledge and skills, which the 21" century demands from us. 21" century learning environment as an aligned and synergistic system of systems helps in:

- Creating learning practices, human support and physical environments that support the teaching and learning of 21" century skill outcomes.
- Supporting professional learning communities that enable educators to collaborate, share best practices, and integrate 21" century skills into classroom practices.
- Enabling students to learn in relevant, real world contexts (e.g., through project-based or other applied work etc.)

- Allowing equitable access to quality learning tools technologies, and resources.
- Providing 21" century architectural and interior designs for group, team, and individual learning.
- Supporting expanded community and interior involvement in learning, both face-to-face and online.

1. Role and Responsibility of Educational Institutes: Understanding the role and responsibility of educational institutes in context of the entire environment is absolutely critical, much like the racing vehicle which is being driven at high speed around a circuit where the extreme weather elements and changing direction are throwing up dramatic challenges every second.

2. Physical Space: A discussion about learning environment starts with a physical space, a virtual equivalent, or at least a set of organizational principles that had their origins in a conventionally space-influenced model. A learning environment consists of a wide set of features that affects learning. Learning environment refers to the diverse physical locations, contexts, and cultures in which students learn. Since students may learn in a wide variety of settings, such as outside- of-school locations and outdoor environments, the term is often used as a more accurate or preferred alternative to classroom, which has more limited and traditional connotations-a room with rows of desks and a chalkboard, for example. There might be other learning spaces, but they are also likely to be places outside the educational world. The idea of a learning environment implies a setting where intentions and design cannot account for everything that happens; some elements escape control or are at least unintended.

3. A Wide Set of Features that Affect Learning: A learning environment consists of a wide set of features that affect learning. Space becomes environment when it is stretched to include a broader sense of place, as well as the people who participate and the culture in which these these elements are situated .The term learning environment implies a multiplicity of players, forces, and systems interacting. It recognizes complexity in causes and effects,

4. Needs and Demands of the Individual: such an environment fosters learning tailored to the needs and wants of the individual. This sort of learning occurs anytime and anyplace, when and where the learner desires. It takes place in a context of relevance, 'just in time, rather than just in as And such learning offers 'just what I need' - that is, the opportunity to acquire knowledge and skills through learning strategies that are personalized and adapted to the learner's own learning styles and preferences.

A positive learning environment means that a student feels comfortable, has a sense of rapport with their teacher and peers, and believes they can be successful (Elizabeth F. Barkley, 2010).

NEED FOR ORGANIZING LEARNING ENVIRONMENT

The classroom management is the learning environment, The classroom management includes techniques used to maintain a healthy learning environment relatively free behavior problems. The aim of classroom management is to maintain a positive, productive learning environment. But it is unethical to use classroom management techniques just to keep students docile and quiet. What then is the point of working so hard to manage classroom?

The ways to define a learning environment includes the physical, mental and social environment which effects on the learning situation and motivation .Children of the 21 century need to think critically and creatively, embrace diversity and ambiguity, and create as well as consume information. They need to be resourceful and self-reliant, while also skilled at collaboration and group process. They need to understand the many languages of modernity - such as mathematics, science, and technology-and be fluent in varied forms of communication - such as persuasion, presentation, and self-expression. Therefore, we must re-design schools that reach far beyond the traditional classrooms, many adults experienced when they were young. The learning environment must encompass a rich mix of media and devices, cultures, and virtual and real-life relationships Educational agencies must serve as the steering mechanism to qui creation of positive learning environments that are both expansive and more inclusive-spaces for learning that more people, more access to more places and information w also allowing for close-knit social relationships among community members to flourish.

Characteristics

Although specific learning environment may van according to the needs, demands, and relevance to the child in the classrooms; the listed essential characteristics are common in a developmentally and culturally approved learning environment:

- Focuses on child-centered approach
- Allows positive reinforcement
- Helps in building strong classroom communities.
- Motivates student for discovery and exploration they learn by doing
- Provides numerous methods and teaching techniques allowing to meet different learning styles
- Structures child interaction

- Allow students to make decisions.
- Clear communication between teacher-taught
- Develops a sense of responsibility in students
- Encourages cordial teacher-taught relationship
- Allows for teaching in small groups/individually
- Encourages the students to verbalize and develop social relationships

A good social and communicative atmosphere is the basis for creating an appropriate learning situation. Learners in a supportive environment have high levels of self-efficacy and self-motivation. Research demonstrates that academic achievement improves in schools where students feel physically and emotionally safe and where school cultures support reasonable rules that are carefully explained and fairly enforced. A healthy learning community that is physically, emotionally and intellectually safe is the foundation for comprehensive high-quality education.

PROCEDURE FOR CREATING POSITIVE LEARNING ENVIRONMENT

Many of the modern learning environments being built today effectively promote and support a range of pedagogies including delivering, applying, creating, communicating and decision-making. Often they are centered around a 'student home base' where a lot of the teaching and learning occurs but these bases also allow access to other learning spaces. Environments that enhance student learning require attention to the health and safety needs of all school community members. Safe and healthy learning environments require attention to the physical condition of the settings as well as the assurance of frequent, consistent and positive teacher-student and student-student interaction. Not all classes will need all spaces all of the time, but students should have access to them when the need arises. Modern learning environments support strengths-based teaching. For example, two classes collaborating on a science project that requires them to publish what they've learnt in the form of an educational poster will achieve much better results if both classes have access to one teacher who has considerable skill in graphic design and one teacher who has excellent knowledge of science and scientific inquiry.

Students learn best when physical settings are clean, well maintained, bright and secure; individuals respect themselves and others; and the emotional climate supports positive, respectful and meaningful relationships.

Intellectually safe learning environments allow students freedom to excel, focus on learning, participate in daily academic challenges, explore interests with teacher's encouragement and

support, and engage in activities that develop skills such as leadership and perseverance. Modern learning environments that align better with what we know about the brain and student learning can facilitate traditional pedagogies such as direct instruction if needed, but they typically offer students and teachers much more:

- **Flexibility:** The ability to combine two classes into one for team-teaching, split a class into small groups and spread them over a wider area or combine different classes studying complementary learning areas.
- **Openness:** Modern learning environments traditionally have fewer walls, more glass and often use the idea of a learning common (or hub) which is a central teaching and learning space that can be shared by several classes. They provide opportunities to observe and learn from the teaching of others and be observed in return. They also provide access to what students in other learning areas and level are learning, so that teaching and learning can be complemented and enhanced.
- **Access to resources (including technology):** Typically a learning common is surrounded by breakout spaces allowing a range of different activities, such as reading, group work, project space, wet areas, reflection, and presenting. There is often a mixture of wireless and wired technology offering access as and when students need it, within the flow of their learning.
- **Supports Teaching:** Modern learning spaces can support teaching as inquiry better than single-cell classrooms. Working in an open, flexible learning environment where inquiries are shared interventions devised collaboratively and reflections based on both self and peer observations, leads to a more robust, continuously improving community of practice.

All school personnel, administrators, families, students and community members share a role and responsibility in creating and nurturing learning environment that Fosters individualized and personalized setting and increase positive and meaningful relationships. When students feel welcome, accepted, valued and safe, they will challenge themselves academically and their readiness for learning is significantly enhanced. Intellectual safety refers to students being able to take academic risks, engage in necessary dialogue when one does not know and to feel comfortable questioning when confused.

Maintaining supportive and positive learning space is joint responsibility of educationists, school administration, teachers, students, family and community, Supportive learning environments encompass the universal supports, strategies, and programs available to all students in the school that promote overall well-being and positive educational outcomes. These strategies and

programs include school-wide behavioural supports, classroom-wide prevention initiatives, and community programs that are available to students.

School Responsibilities

The core business of schools is to provide students with a rich learning environment that is open, respectful, caring and safe. This ideal learning environment optimizes wellbeing. It reflects a positive school ethos that makes the school an exciting, stimulating and welcoming place, Schools do this by:

- Developing and communicating commitment to wellbeing
 - Acknowledging individual differences and providing opportunity for all students to learn and succeed.
 - Ensuring students have opportunities to participate in school decision-making processes.
 - Applying consistent school-wide rules and consequences that are:
 - collaboratively developed with students and the broader school community
 - clearly explained
 - positively enforced
 - rewarding of good behaviour
 - providing care for students
 - maintaining a physical space, that maximizes staff and student safety
 - supporting staff wellbeing.
- ensure that the learning environment is healthy and safe.
- Create personalized and nurturing learning environment
 - Provide opportunities for students to engage in activities (e.g., clubs, leadership activities, service learning and peer mentoring) that promotes a positive school climate and benefits the greater community.
 - Monitor and supervise all areas of the school (e.g classrooms, hallways and stairwells, cafeterias, playgrounds, shop areas, lavatories and locker rooms) to ensure the health and safety of all students, staff, families and visitors
 - Take immediate actions to identify and address all acts of mean-spirited words and actions including, but not limited to name calling, teasing, exclusion, harassment and bullying behaviours.
 - Work with and support families to identify and address their critical role to assist in providing a safe and healthy productive learning environment

- Send clear and consistent messages to students regarding their individual responsibilities to behave responsibly and respectfully toward others
- Ensure that school personnel models positive behaviors that reflect respectful and responsible treatment of others
- Enforce rules fairly and consistently and provide opportunities to develop and foster ethical reasoning self-control and a generalized respect for others
- Use academic subjects and teachable methods for examining and reflecting upon respect and responsibility toward self and others
- Maintain school environments that are welcoming and friendly
- Maintain a welcoming school atmosphere that recognizes the relevant transitions and mobility of students and families that occur throughout the school year
- Ensure that schools provide students with a safe environment in which to share their questions or concerns on matters concerning sexuality, violence, gender dynamics, and abuse and family issues.
- Provide leadership in identifying and disseminating research and best practice related to healthy supportive and respectful school environments
- Provide planned, ongoing and systematic professional development, technical assistance and resources for program implementation to schools and community partners to increase the positive learning environment for all students
- Partner with appropriate education organizations to recognize, promote and support exemplary schools that model safe and productive learning environments
- Partner with higher education institutions, business and industry to strengthen the skill base of teachers and students in creating and maintaining healthy learning environments

Teacher/Staff Responsibilities

- Develop positive and meaningful relationships with students.
- Participate in professional development activities that address educational concerns of students
- Communicate and collaborate with families to address the needs of individual students .
- Identify student's uniqueness and strengths
- Make the classroom more attractive and well maintained
- Establish a positive rapport; a sense of belonging and a sense of security in the classroom
- Provide a stimulating and motivating environment for learning

- Establishing procedures that promote student self reliance and self-discipline
- Use research-based practices to inform instruction, programs and services to honour all learning styles
- Differentiate and individualize instruction to ensure the educational needs of all students are met.
- Display student's work in the classrooms and school Corridors When they look around and see their own writing and thinking, they certainly experience a higher level of comfort than if they see store-bought posters
- Establishes a rapport that results in a high level of mutual concern and respect with students, parent and administration
- Provide students with opportunities to share about their backgrounds and cultures
- Seek to connect students with the greater community, through field trips, current events discussions, bringing guest speakers, etc
- Give students a chance to solve problems on their own
- Encourage academic risk taking of all students by actively participating in challenging and reflective discussions and expanding their knowledge base
- Work from student's strengths and interests Ensure that instruction is challenging, relevant and engaging for all students.
- Model respectful and appropriate treatment of others
- Apply school policies and classroom rules consistently and fairly

Community Responsibilities

- Develop and implement policies and procedure assist all staff and administrators in creating safe and healthy learning environment that address the needs of every student.
 - Promote efforts to improve school climate as a critical component for effective learning and school reform
 - Review all disciplinary policies and practices to ensure that they encourage students to stay in school rather than excluding them from school.
 - Provide appropriate resources for a broad array of extra-curricular programs to maximize the number of students involved and connected to school in constructive, adult supervised activities (e.g., clubs ,leadership activities, service learning and peer mentoring) .
 - Ensure compliance with all health and safety standards pertaining to the school building and outdoor facilities so that every student has the maximum opportunity to learn in a safe and healthy school environment

- Provide opportunities for students to connect to the school and to those within the school by developing positive, healthy relationships, experiencing a climate of fairness that fosters safe and healthy environments, and creating a positive school culture that benefits individuals, the school and society
- Personalize academic and social settings for all students
- Provide sufficient professional development that will enable school personnel to create and maintain positive and supportive learning settings
- Incorporate research-based approaches and practices that contribute to the creation of productive, healthy and safe
- Use data to inform decision making and implement policies, practices, programs and initiatives
- Adopt a vision and action plan for creating and sustaining positive and healthy learning environment.
- Implement action plans that systemically seek to incorporate health and safety of all students into existing school improvement efforts and evaluate the effectiveness of the implementation of the plans
- Provide opportunities for students to deepen their understanding of cultural diversity
- Involve families in planning, development and implementation of programs and policies supporting a positive school environment.

Student Responsibilities

- Follow the laws, rules, policies and procedures of the classroom, school, community, state and nation
- Take advantage of the teaching and learning opportunities that are provided
- Recognize individual differences and diversity and demonstrate respect toward all people
- Contribute in creating and sustaining safe and healthy learning environments
- Serve as positive role models toward others in school, at home and in the wider community
- Actively participate in school activities in addition to satisfying academic requirements
- Work with school personnel to create individualized student success plans that include individual health and safety needs
- Assume leadership and /or supportive roles in the school to support a positive and productive learning community
- Develop positive and meaningful relationships with peers and school personnel
- Use effective verbal and nonverbal communication skills as a means of enhancing health and promoting healthy relationships, such as refusal and conflict resolution skills
- Plan and engage in school sponsored wellness activities, including participation on health and wellness committees in school

Family Responsibilities

- Model respectful and appropriate treatment of others
- Maintain a physically and emotionally healthy home
- Contribute to a physically safe and healthy community, for example, take an active role in maintaining a recreation area or supporting a community welfare program
- Provide emotional support, set strong examples and correct inappropriate actions (e.g., resolving conflicts peacefully, demonstrating tolerance and respect for individual differences and encouraging lifelong learning)
- Become involved and engaged in school programs, practices and activities
- Stay connected to children's academic and social lives (e.g., know where children are, know who children's friends are, and have regular conversations with children about their interests, activities, etc.)
- Communicate regularly with classroom teachers and other relevant school personnel
- Volunteer at school as appropriate and as time allows Participate in collaborative school and family functions
- Participate in educational open house opportunities and become familiar with school strategies for creating and sustaining physically emotionally, a intellectually safe and healthy learning environment and know how families can support and contribute to these strategies
- Ensure that children are prepared for school by getting adequate sleep, healthy meals, daily physical activity and provide an area at home that is conducive to studying
- Ensure that children receive regular health care (e.g. immunizations, dental care etc.)

PLANNING FOR EFFECTIVE CLASSROOM MANAGEMENT

A classroom management plan is designed to help a teacher get maintain control of the classroom. It helps them know how to deal with unwanted behavior such as coming up late, a rude attitude, or incomplete assignments etc. The ability of teachers to organize classrooms and manage the behavior of their students is critical to achieving educational outcomes.

Classroom management strategies need to be planned, be thoughtful, and in line with curriculum fidelity. It is important to prioritize curriculum fidelity when selecting classroom management strategies. While some classroom management strategies focus more on setting clear rules and some focus more on transitions, the strategies should not change how the lesson is taught. Classroom management strategies should add organization for the students and classroom, but not change the content of the lessons or the fidelity of the curriculum. Effective classroom management requires a comprehensive approach which includes the following:

- Structuring the school and classroom environment
- actively supervising student engage
- implementing classroom rules and routines.

- enacting procedures that encourage appropriate behavior
- using behaviour reduction strategies.
- collecting and using data to monitor student behavior and modifying classroom management procedures as needed

Some important points to keep in mind when creating a classroom management plan or classroom management contract with students:

- Involve students in all aspects of creating the classroom management plan.
- Create no more than five rules or class norms-Keep things as simple as possible. If you create too many rules, students will feel overwhelmed by the classroom management plan.
- Work with the classroom teacher ahead of time to know what some appropriate consequences might be if a student breaks a rule. Students often times come up with very harsh consequences, so having the conversation with the classroom teacher ahead of time might give you some ideas to suggest to students if needed. The classroom teacher may have some very valuable insight into what might help keep students on track or what is currently working well in the classroom.

1. Classroom Management Strategies: Proactive classroom management strategies focus on implementing strategies emphasizing how students should behave in the classroom, the expectations in the classroom, and how to make the classroom as structured and predictable as possible to avoid disruptive behaviours. Class-wide strategies are implemented with all students within the class and address the needs of most students in terms of behaviour, while individualized strategies might be needed for a small number of students who will not respond appropriately to class-wide strategies.

1 .Create a classroom management plan - Although creating a classroom management plan is a short activity, it is crucial in establishing how the classroom will function. The classroom management plan should be posted during every lesson, reviewed often, and referred to when challenging behaviours arise.

2 .Understand the power of first day - Day 1 in the first day you are in the classroom with the students, Day 1 in the most important day you will spend with students because you set the tone for the classroom and the rules and class norms are established. Work to create a classroom that is warm, inviting, and inclusive, Show enthusiasm for the lessons you are teaching and show students you are excited about being able to spend time with them.

3 .Greet students as they enter the classroom - Even in the beginning when you aren't certain of student's names, it is important for students to feel a sense of belonging and to know you are excited about being at school and are happy they are a part of the class, Simple phrases like, "I am glad you are here today" or "welcome to class" can help students feel connected and engaged.

4. Create an agenda for each day - Start each lesson on time and quickly review what is listed on the agenda for the lesson. Check off agenda items as they are completed to build on a sense of accomplishment and to help students know what is coming up next. This helps students understand there in a routine followed during your class time and a predict ability of what is coming up next.

5.Be genuine and sincere with praise -While praise is very important and is often times a great prompt to the class acknowledging appropriate behaviour, empty praise or praising for small tasks or less than adequate work can actually cause students to disengage and lose interest in your feedback. Be thoughtful in what you say to students and work to find ways to offer genuine praise and feedback.

6 .Be effective when giving instructions - It is important when giving instructions to provide information in a way that is clear and concise. Once we have gained the student's attention it is important to:

- Wait until students are seated and not moving around the room .
- Give one instruction at a time.
- Use a clear firm voice and repeat each instruction.
- Wait for student compliance.
- Provide an opportunity for students to acknowledge understanding of the instruction given. This can be done by asking for thumbs up or thumbs down and answering questions or concerns of the students with their thumbs down.
- If a class is struggling with following verbal directions, you might want to write out ahead of time and post directions for an activity. Having a posted copy of the instructions allows students to refer to this information if they are confused or have questions or concerns.

2. Handle disagreements with respect - Let students know throughout your lessons, information may be presented that a student might disagree with. Create a classroom atmosphere where students know it is alright to disagree, but disagreements are always to be respectful.

3. Integrate student's interests when appropriate During activities, such as role plays, try to use language which youth can connect with and names they connect with as part of their culture. It is important to remember the goals and messages of the role play must remain unchanged and prioritize curriculum fidelity.

II. Rules & Procedures: The use of rules and procedures powerful and preventive component of classroom is a organization and management plan. Rules establish the behavioural context of the classroom by specifying what behaviours are expected of students, what behaviours will be reinforced, and the consequences for inappropriate behaviour.

Well-planned rules and procedures help establish and maintain orderly classrooms. An effective list of rules should be short, clear, and positive. Understanding reasons for rules is essential, and allowing student input promotes understanding, gives the students a sense of control, and contributes to self-regulation. Procedures organize classroom routines. Rules and procedures must be carefully taught, monitored, and reviewed. Rules and procedures should be treated as concepts; learners should be provided with examples and non-examples from which they construct understanding of both. The first few days of the school year are essential for establishing long-term routines. Educators have identified important guidelines for the construction of classroom rules:

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

Highly effective teachers teach rules and procedure systematically-not only at the beginning but also throughout the school year.

Rules for Elementary School:

1. Be polite and helpful: This applies to behavior towards adults (teachers) and children. Examples of such polite behavior include showing respect to others, not calling them by names, waiting for your turns, following instructions etc.

2. Respect other people's property: This might include picking up litter, returning books and instructional material supplied by teachers, not marking on walls, tables, desks and get permission before using any other people's things

3. Listen quietly when others are speaking. This applies both to teachers as well as students in large classrooms or in group discussions

4. Respect & be polite to all people: Give clear explanations of what you mean by 'polite', including not hitting, fighting or teasing.

5. Obey all school rules: This reminds students that all school rules apply in your classroom e.g., they can't chew gum or bring phones to the classroom.

Rules for Secondary School: Emmer and colleagues (2003) suggests six examples of rules for secondary school classes:

1. Bring all needed materials to class: This might includes specific material asked by the teacher to bring in the class such as type of pen, pencil, paper, colors, notebook, textbook etc.

2. Be in your seat and ready to work: Many teachers combine this rule with a standard beginning procedures for the class such as warm up exercise or a requirement that students have paper with a proper heading ready etc.

3. Respect and be polite to all people: This covers fighting, verbal abuse and general troublemaking. **4. Respect other people's property:** This means property belonging to the school, the teacher and other students.

5. Listen and stay seated when someone else is speaking: This implies in large classrooms and /or during group discussions.

6. Obey all school rules: As with the elementary school rules, this covers many behaviours and situations, so you don't have to repeat every school rule for your class.

Strategies to Promote Student Use of Rules and Procedures: After classroom rules and procedures are established, strategies to acknowledge and encourage students appropriate use of these rules and procedures must be incorporated. A large number of behavioural strategies are effective (Brophy, 2006; Stage & Quiroz, 1997), including specific, contingent praise (Becker, Madsen, & Arnold, 1967), a token economy system, in which students earn rewards for behaviour (Higgins, Williams, & McLaughlin, 2001) and behaviour contracts (Kelly & Stokes, 1984). Highly effective teachers are able to implement such strategies appropriately to manage

class-wide behaviour, the behaviour of targeted groups of students and the behaviour of individual students as part of comprehensive classroom management plan.

III. Planning Spaces for Learning: *"A learning space should be able to motivate learners and promote learning as an activity, support collaborative as well as formal practice, provides a personalised and inclusive environment, and be flexible in the face of changing needs."*

Designing Spaces for Effective Learning A guide to 21st century learning space design (JISC, 2006, 5)

Spaces for learning should invite and support the activities increasing planned in the classrooms and should respect the inhabitants of the space. Students of 21st Century have a diverse background with a range of learning styles, preferences and an awareness of digital technologies. Learning spaces therefore need to be responsive both to the needs of the individual student and a range of pedagogies. Truly creative learning spaces should have the following characteristics:

Flexibility to accommodate both current and evolving pedagogies

- Provide group collaborations
 - Easily reconfigured and modelled
 - Responsive to the needs of diverse students
 - Encourages cross-fertilization of thinking
 - Accessible to all inhabitants to discuss, share and argue ideas
 - Future proofed to enable space to be re-allocated and re-configured
 - Bold and creative to energise both staff and students
 - Supportive to develop the potential of all learners
 - Enterprising to make the space capable of serving different purposes
- Supports experimental and innovative pedagogies and collaborative working

The learning spaces should be designed to support the development of capable and enthusiastic active learners and endeavour to provide or encourage them the following:

- Collaborative, innovative and social learning
- Flexible environment
- Feeling comfortable in an open, accepting work and classroom environment that encourages experimentation and risk taking
- Student-owned spaces.
- Enjoying a sense of physical freedom, with the ability to get up, move around, join others, and demonstrate ideas Contemporary and technologically rich environments.

- Independent and responsible use of the spaces facilitated through a self-supporting layout and management approach, clear sign posting and information provision both within the building and on the website
- Support for the diversity of groups in terms of access and learning styles
#Freedom of interacting with teachers in a space that eliminates traditional teacher/student hierarchies
- Collaborating in visualizing ideas and concepts and successfully producing superior outcomes
- Having easy access to cutting-edge visual technologies and staff with relevant technical expertise

In terms of classroom arrangement, there are two basic ways of organizing space:

Interest Areas: Interest areas offer various materials and opportunities for hands-on learning at individually appropriate levels. This area is chosen to reflect children's natural interests.

Personal Territories: Room arrangement should be made such that every student gets an equal chance for participation. To provide a fair chance to everyone, teacher should be aware of the action zone (area with greatest participation). This can be possible if the teacher move around the room establishes eye contact and ask direct questions to students seated far away. Seating arrangement can be planned as

Horizontal Rows: To work more easily in pairs/wholegroup presentations.

Clusters/Circles: Student Interaction & Independent seatwork

Fishbowl: Provides feeling of group cohesion and helpful in demonstration, brain storm techniques .

The following guiding principles should be used in the planning of learning spaces in schools:

- Parent/family engagement is a critical factor in creating and/or supporting safe and supportive learning environments.
- Time and resources must be allocated to provide instruction in social-emotional skills that are strengths-based and that encourage the acceptance of personal responsibility for decisions and behaviors.
- Each school should have school wide positive behavioral management system in place as well as a continuum of supports to meet the needs of all students.
- Opportunities for youth to engage in positive leadership activities and positive skill development should be afforded to all segments of the student population.

- Policies and procedures governing behaviour should be appropriate, communicated broadly, and applied equitably and be in the best interest of students, their families, schools, and staff
- It is the responsibility of the entire community (individuals, businesses, community associations, etc) and community-based service providers to work in partnership with schools and families to help generate and maintain safe and supportive learning environments, and systems of coordination and accountability should be developed to manage that partnership.
- Multiple indicators of school climate, culture, and safety should be used to inform the decision-making process to most effectively assess needs and utilize resources with performance being monitored on an ongoing basis.
- Students require and deserve facilities that are conducive to learning.
- Each school must develop a data-driven, school-based plan for creating and sustaining a safe supportive learning environment that is periodically updated.
- Think carefully about what you are trying to accomplish. The construction of an effective learning environment requires thoughtfulness about what you are asking of-and offering to-students who participate in it.
- Keep an eye on technology. Information technology is in large part responsible for the re-examination of learning spaces that has led us to consider now learning environments. In many ways, it has been the proverbial game-changer, and technology developments will continue to pave the way for new opportunities to change and improve higher education.
- Look beyond technology. Factors including people, culture, pedagogy, and assessment can be as important as technology in thinking about what makes a successful learning environment. In certain situations, a highly effective learning environment might be devoid of anything digital or electronic.
- IT needs to acquire competencies in pedagogy. Faculty should see IT staff as partners in the educational enterprise, not simply service technicians. IT should have a cadre of staff, largely academic in background, who can coach, encourage, and support faculty as they develop their pedagogy in new directions. These staff will need to work collaboratively with librarians, teaching and learning centres, and technical specialists.
- Question everything, and listen to all ideas. The opportunity to fundamentally rethink not just the space in which learning takes place but also the environment that supports education depends on looking at teaching and learning with new eyes.

- Think about culture. Work to understand both the culture that exists on campus today and the kind of learning culture your institution might want to cultivate. Creating effective learning environments will depend on implementing structures and activities appropriate to the way students and faculty view learning.

IV. Responding to Challenging Behaviour: Along with implementing class-wide strategies, facilitators can implement any of the strategies below to help deal with disruptive students and challenging behaviours:

- **Use proximity to stop disruptive behaviour:** Place yourself in close proximity to the student and conduct a few minutes of the lesson standing by them. You don't need to be overly obvious about moving toward the student, but many times having you near will subdue the disruptive behaviour.
- **Stop and wait:** On occasion you might need to simply stop the lesson, pause, make eye contact with the student and wait for the student to quiet down and focus.
- **Use your voice:** Students often match the volume of the teacher's voice in the classroom. If you want to gain a student's attention or the attention of the class, instead of increasing the volume of your voice try decreasing your volume. Silence can be very effective and sometimes it is very appropriate so students have to focus and really listen to hear you.
- **Stay cool:** Remember to stay calm and keep your composure when presented with challenging behaviours. You don't need to accept or tolerate the behaviour, but you will lose credibility if you lower yourself to his/her level.

It is important to stay professional at all times and even when students are disruptive, it is important to reach out to the classroom teacher for assistance, but to refrain from sharing frustrations, venting, and complaining.

If you encounter a student who was consistently disruptive during class, you can use the following steps to try and work with the student to correct behaviour:

- **Speak with the student after class.** Never try to engage in a conversation about behavior during class or while other students are able to hear the conversation.
- **Speak only for yourself** and don't speak for the classroom teacher or the other students in the class.
- **Make the conversation** very centered on just you and the student.
- **Try to understand** and see things from the student's point of view.

- **Help the student** understand your point of view, but understand many adolescents are not able to see beyond that moment or understand how their behaviour can affect others.
- While it is important to state what the disruptive behaviour was, focus more on finding a solution so next class period the student knows how to handle the situation and knows what the expectation for behavior is.

SOME IMPORTANT TIPS FOR CREATING POSITIVE LEARNING ENVIRONMENT

Tips for Arranging the Classroom

1. Have extra supplies available at a location in the classroom where students who have forgotten supplies will be able to go without disrupting other students (i.e. a cup of pencils at the centre of each table or the back of the classroom).
2. Set a good example to your students by providing a neat and organized classroom.
3. Make your classroom look attractive. Use plants, bulletin boards, banners, warm colors, or anything to help make your classroom look aesthetically pleasing.
4. Structure your classroom as to avoid chaos and promote learning for instance do not place a talkative student next to the pencil sharpener because this creates many opportunities for disruptive behavior.
5. The teacher should be able to observe all students at all times and be able to see the door from his her desk.
6. Students should be able to see the teacher/ presentation area without having to move or turn around.
7. Arrange the room as to allow easy movement.
8. Main idea: Make your classroom fun, attractive, motivating, and functional

Tips for Building Positive Student/Teacher Relationships

1. Follow the Golden Rule-Treat each student with respect and kindness,
2. Identify a few students each class period and find ways to individually praise them so that by the end of the week every student in your class has been praised.
3. Be available before and after school in case a student needs help or simply needs to talk to you.
4. Praise students for good work and efforts.

5. Establish appropriate levels of dominance and cooperation.
6. Create one-to-one interactions with students.
7. Display students' successful work in the classroom.
8. Disclose appropriate personal information that your students might find helpful (i.e. share a personal story that helps you describe a particular point of the lesson).

Tips for Creating Congenial Environment

1. Use humour.
2. Greet students at the doorway and in the halls.
3. Show enthusiasm and be animated.
4. Provide opportunities for every student to succeed.
5. Model good listening skills by paying attention when student speak.
6. Create anticipation for lessons or tasks.
7. If a particular student is struggling, provide the student with a classroom buddy who is mature and responsible.
8. Create classroom rituals and traditions which build a sense of community,
9. Encourage parental and community involvement.

Tips for Preventing Misbehavior.

1. Establish realistic and age appropriate rules and procedures.
2. Have discussions with your students about the rationale and purpose of each rule. When appropriate, incorporate student opinions and thoughts into your classroom rules and procedures.
3. Walk throughout the classroom during lectures and seat work to provide assistance and monitor behaviour.
4. Keep class work and assignments separate from behaviour issues.
5. Carefully plan each class time and have extra plans in case you finish early.
6. Have extra activities available for students to do when they are bored or finished with all their work.

7. Establish routines for transitions (leaving the room, using the bathroom, etc.) and prepare students for transitions by warning them ahead of time.

8. Reinforce and praise appropriate behavior

9. Establish a program that teaches self-discipline and responsibility to students. When appropriate, give students extra duties that will help save you time and teach them responsibility.

Tips for Handling Student Discipline Situation.

1. Remain calm and composed.

2. When correcting misbehavior, communicate in the most private, respectful, and positive manner.

3. Make all discipline decisions after the "heat of the moment."

4. Use appropriate humour to de-escalate conflict situations.

5. When you feel as if you or your student is too emotional to handle a particular situation, suggest postponing the discussion until both are prepared to talk it out.

6. Use positive self-talk to reduce stress and help to remain control.

7. Attempt to de-escalate situation by providing distractions. These distractions give people the opportunity to cool off.

8. Exaggerate issues to help students put the situation in perspective.

10. Use stress management techniques such as deep breathing or repeatedly tensing and relaxing your muscles.

11. Address only student behavior rather than personal traits.

CONCLUSION

The discussion of learning environments should also include assessment and evaluation of the effectiveness of the environments that institutions create. Much has been said in recent years about new kinds of learning and new methods of assessing educational outcomes. Adaptability to change, mastery of complexity, and intuition for abstract concepts and objects are some of the mental qualities required in the technology-infused world. Problem-solving, critical thinking and innovation are among the most-cited general objectives when learning outcomes are discussed. The value of authentic learning is clear, whether sponsored and directed by institutions or acquired by students through work, time off from study, volunteerism, or prior learning

experiences. A thoughtfully designed learning environment allows for both authentic learning and appropriate assessment. As new models of learning environments are developed, new forms of learning will emerge, and educators must include assessment as a component of this evolution. In creating such learning spaces, we will have come closer to the vision John Dewey articulated over a century ago: "...to make each one of our schools an embryonic community life, active with the types of occupations that reflect the life of the larger society, and permeated throughout with the spirit of art, history, and science. When the school introduces and trains each child of society into membership within such a little community, saturating him with spirit of service, and providing him with the instruments of effective self-direction, we shall have the deepest and best guarantee of a larger society which is worthy, lovely, and harmonious.

