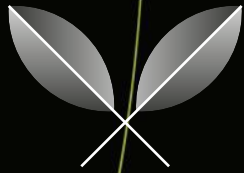


Partnering Parents in Parenting

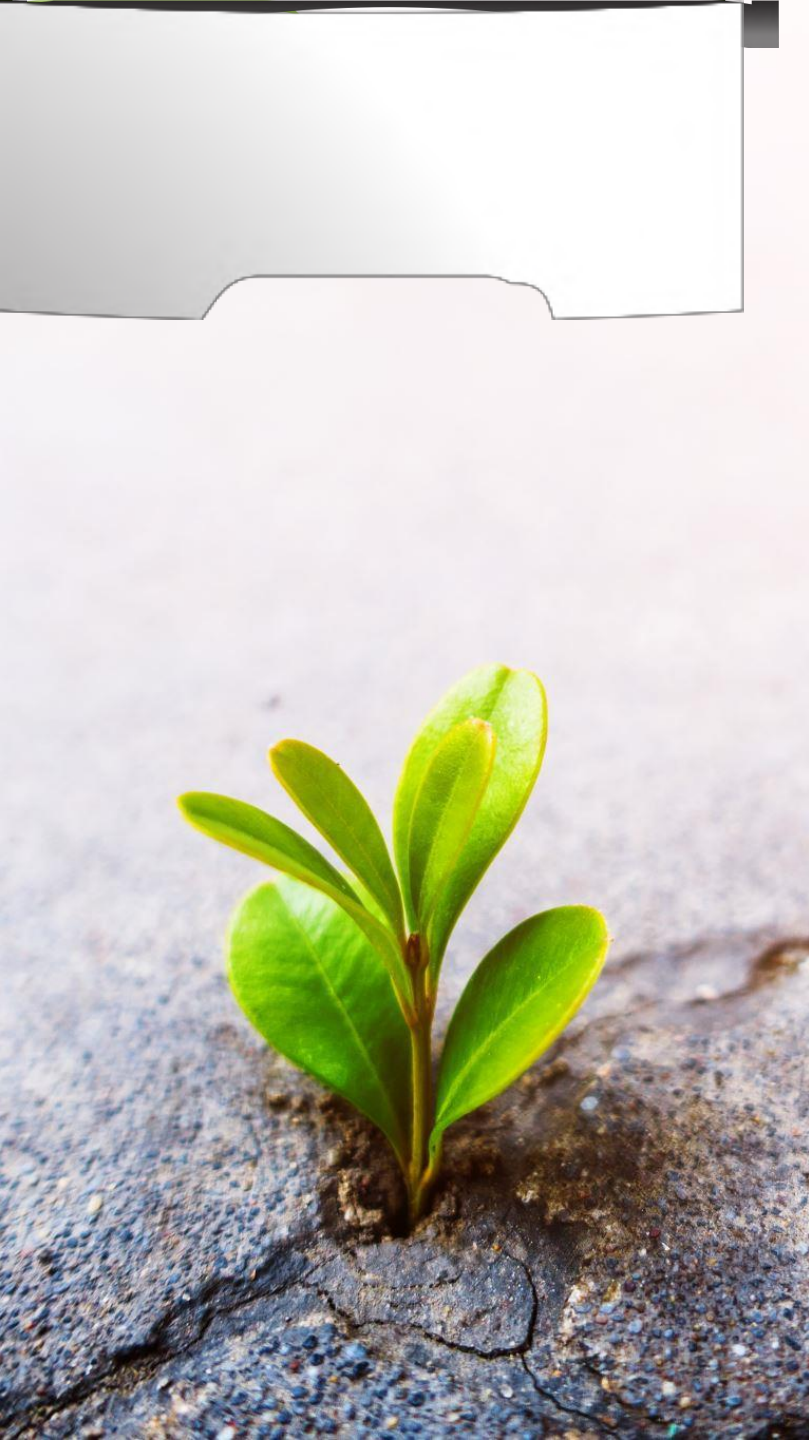


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Keeping Behaviour Disruption in Check

Fighting or Adopting the New Normal

Ability Vs Agility in Doing Things

Developing the Right Frame of Mind to Prioritise

When a child is uncooperative and prevents themselves and other children in class from working or learning



Different Types of Behavioural Disruptions



How to check?

Disruptive Behaviour - Checklist

Talking without permission

Eating and drinking in class

Out of seat

Brushing hair

Passing notes

Shouting

Talking or texting on mobile phone

- Throwing objects (paper aeroplanes)
- Chewing gum
- Playing with equipment
- Attention seeking
- Singing
- Crawling on floor
- Attacking pupil or teacher

Classification of Disruptive Behaviour

- **Work skills** – Care of books, homework, settling to work, following instructions, requesting appropriate help, accepting advice.
- **Verbal behaviour** – refuses to follow instructions, talks when teacher talks, talks to teacher when should be working, shouts out, mimics, threatens other pupils or teacher, makes inappropriate noises.
- **Non-verbal behaviour** – leaving classroom, wanders about classroom, fidgets in seat, horseplay, disrespect for other people's property.
- **Emotional profile** – cries easily, tantrums, isolated from peers, physical self-abuse, cannot express emotions.
- **Personal organisation** – Not punctual, leaving text books, notebooks, shoes, failing to bring books or kit, etc

A ten-step approach for dealing with disruptive students



1. Don't take the disruption personally



Focus on the distraction rather than on the student



Remain positive and give students the benefit of the doubt.



2. Stay calm



Take control of the situation before you become impatient, upset or irritated. Don't become angry or sarcastic as this will make the situation worse.



Save your energies for your teaching.

A ten-step approach for dealing with disruptive students

- **3. Decide when you will deal with the situation**
- It is very important that you allow students to save face where possible. In front of others do not put students down.
- If the nature of the disruption requires you to have a lengthy discussion with the student, then arrange to meet after class, but address it quickly
- **4. Be polite**
- Don't get into an argument. It is far better to say "I'd like to continue with the class" or "It is important that you concentrate for the next few minutes" than telling "Don't talk when I'm talking."

A ten-step approach for dealing with disruptive students

5. Listen to the student

Where it is practicable let them finish and don't interrupt them.

Be empathetic

6. Check you understand

Ask questions until you have enough information to understand the situation.

7. Decide what you're going to do

Think win-win but always prioritize the learning experience of the non-disruptive students.

A ten-step approach for dealing with disruptive students

- **8. Explain your decision to the student**
- Tell the students what you have decided, explain your rationale and check they understand.
- **9. Follow through - You must do what you said you would do!**
- Don't threaten actions you are not prepared to carry out
- Only in the most drastic of situations should you ask a student to leave the class - what will you do if a student refuses to leave?
- **10. Document your decisions**
- Document the nature of the disruption, your actions and the rationale. This will help you to reflect and evaluate.

Dealing with disruptive students online

- More a challenge as you can't interpret his/her emotions
- Disruption can be:

direct such as abusive emails,

student posting material which offends some others.

chatting, muting others, muting teachers, inappropriate noise

Following are some methods for dealing with disruptive students online:

- Set ground rules
- Delete any inappropriate postings on the discussion board.
- Phone or email the disruptive student and objectively inform the problem and how they were disruptive and explain what the possible consequences will be
- Persistent offender, consider blocking the student or removing from the group
- Save any postings for future reference.

Ineffective ways to deal with disruption

- Reacting aggressively. shouting at students – teacher loses respect
- To intimidate students (challenge you or reduce their engagement).
- Ignoring the disruption
- Resort to sarcasm
- Wait for chattering students quieten down (Punishing non disruptive students)
- locking the door with in five minutes (penalizes the student with genuine reason)

- **A far better way - to focus on maintaining control without resorting to aggression or sarcasm.**

Don't let a crisis turn into a
drama!



A case study...

Efforts from Schools

- Effective Parenting Skills Workshop
- Role of PTA
- Super Mom
- Akhlaq chart

AKHLAQ CHART

CHARACTER BUILDING

LKG TO V STD

	JUNE	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DEC.	JANUARY	FEBRUARY	MARCH	APRIL
CLASS	DISCIPLINE & SAFETY	CARING	CHARITY	IBADAH	SUNNAH	COURTESY	REVISION OF ALL THE VIRTUES	RESPONSIBILITY	PUNCTUALITY	EXCELLENCE I	EXCELLENCE II
LKG	Good Turnout Smile Take your seat Say salam	Keeping in Place: Bag, Water Bottle, Shoes & Tiffin Carrier	Drops Money in Charity Box Kept in School Every Week on a Specific Day	Pillars of Islam	Eating Drinking	Wishing Thanking Saying Sorry Saying please		Keeping Books and Notes Clean, No Scribbling	Punctual to School	Friendliness	Truthfulness
UKG	All above + Be friendly Take turns Observe silence	All above + Keeps his soiled Dress in place	Drops Money in Charity Box Kept in School Every Week on a Specific Day	Iman e Majmal Iman e Mufassal	Sleeping Clothing	Avoid Quarrel Screaming Personal Hygiene		Doing Home Works Regularly	All Above + in Assembly	Helpfulness	Kindness
I STD	All above + Use things properly No play with electrical fittings	All above + Brushes teeth Brushes shoes	Gives Money for Charity in Masjid	Salah and their Raka'at Timings of Salah	Attending Natural Calls	Be Friendly Share Things Give Preference to Younger Respect Elders		Taking Care of Personal Belongings Not to use Other's Belongings without Permission	All Above + Doing Assignments in Time	Honesty	Curiosity
II STD	All above + Importance of punctuality Safety on stairs	All above + Prepares school bag as per time table Tie shoe lace Comb hair	Gives Money for Charity in Masjid	All that is Needed to Complete a Salah (Tashahud, Qunoot)	Etiquettes of Sneezing, Yawning	Table Manners		Taking Care of Class Room Objects	All above + Punctual in All Activities (PET, Class, Home Work, Report Card Submission)	Obedience	Creativity
III STD	All above + safety in play ground	All above + Independent Bath Wash Inner garments	Gives Money for Charity in Masjid and Encourages others	Fard in Wudu & Tayammum	Sunnah of Wudu Tayammum	Manners in a Classroom		Maintaining Personal Belongings at Home	All above + All Functions in School	Orderliness	Assertiveness
IV STD	All above + safety in home	All above + Small domestic	Gives used but Clothes in Good Order	Fard in Salah	Sunnah in Salah	Manners in Play Ground		Maintaining Good Relationship with Friends	All Above + All the Salah in Time	Appreciation	Patience

EDUCATIONAL QUALIFICATION:

FATHER				MOTHER			
Professional	College	School	Illiterate	Professional	College	School	Illiterate
	✓					✓	

OCCUPATION:

FATHER					MOTHER			
Professional	Business	Managerial	Skilled	Daily wages	Housewife	Business	Skilled	Daily wages
	✓				✓			

PRE TEST

Make a ✓ mark in the appropriate columns:

Character Focused: **CARING**

Sl. No.	Character / Trait	Always	Some times	When said	Never
1	I take care of my belongings and need less time to retrieve any items that I need	✓			
2	I use laundry basket to keep my soiled clothes	✓			
3	I brush my shoes and polish them myself	✓			
4	I bath every day		✓		—
5	I wash my inner garments myself		✓		
6	I help my mother in her domestic works		✓		
7	I make petty purchases for my home		✓		
	I can stitch a button if it snaps				✓
	I can take care of a guest in the absence of my mother				✓
	I take care of my mother or any family member who is sick		✓		

Research Based Chart

Conclusion

- No two classes are alike and so your dealing with disruptive behaviour can't be same
- Students are less likely to be disruptive if they know that you know them.
- If you are available to students outside class time and if you invite students to contact you with concerns and questions, both these actions can prevent many problems arising in class time.
- Deal with each distraction objectively.
- If you do anything in class to address a non-disruptive behaviour, you transform it into a disruption. You could therefore choose to ignore the behaviour initially but not regularly
- Often the best course of action is; to ask the disruptive students to stop what they're doing.
- Finally, remember that most students are polite and helpful and want to learn!
-

New Normal

- Fighting
- Adopting



Pandemic

- It is almost a year
- 108 million confirmed cases and 2.38 million deaths
- Every sphere of activity affected including schooling
- Many saw this as a blessing in disguise

Not prepared for this sudden lockdown,

We shifted from offline to online, Technology-enabled teaching

Infrastructure to deliver content arranged

In the long run, these investments will help ensure personalised teaching-learning in the classroom,

Teachers upskilling happened and a new concept in teaching emerged

Partnering with parents in Pandemic

- Psychological support system needs to be established through courses/curriculum and training.
- Focus should be on maintaining mental well-being in these difficult times.
- Though we invest huge amounts to establish a tech-enabled teaching-learning network, liberal in fees collection
- Avenues for scholarships are tried to help students to continue their education

Partnering with parents in Pandemic

We must remember that this is only a phase, and this too shall pass. However, we must make sure that it does not create a long-term impact, which is difficult to mend.

- Permit students to visit school for one-to-one clarification of doubts
- Permission to pay fees in flexible terms
- Those who do not attend school for long time, talk to parents
- Visit homes and counselling sessions conducted
- Min Level of Learning MLL (mind maps, charts are being prepared by our teachers)

Ability Vs Agility



Ability Vs Agility

- Ability - capacity to do, high level of skill
- Agility – quickness in action (body & mind)
- The latter starts where the former ends. Ability takes you to a certain point. Thereafter, Agility becomes important.
- Learning ability is more IQ-based, whereas learning agility is behavioural and relates to your emotional intelligence.

Learning Agile

People who are learning agile :

Constantly look out for new experiences to learn from.

Thrive on complex problems and challenges.

Enjoy making sense out of the different experiences they encounter.

Deliver better performance as they have new skills ingrained in them.

Organizations need leaders with learning agility in order to move ahead successfully in volatile times.

Table 1: % Children enrolled in school. By age group, sex and school type. 2020

Age group and sex	Govt	Pvt	Other	Not enrolled	Total
Age 6-14: All	64.6	27.5	1.6	6.2	100
Age 7-16: All	67.9	25.2	1.8	5.0	100
Age 7-10: All	60.4	29.0	1.9	8.7	100
Age 7-10: Boys	56.4	30.5	2.3	10.8	100
Age 7-10: Girls	65.0	27.2	1.5	6.2	100
Age 11-14: All	72.2	23.1	1.7	3.0	100
Age 11-14: Boys	66.1	29.3	2.1	2.6	100
Age 11-14: Girls	78.5	16.8	1.3	3.4	100
Age 15-16: All	73.9	22.2	1.8	2.2	100
Age 15-16: Boys	72.8	24.5	0.5	2.2	100
Age 15-16: Girls	74.8	20.1	3.0	2.1	100

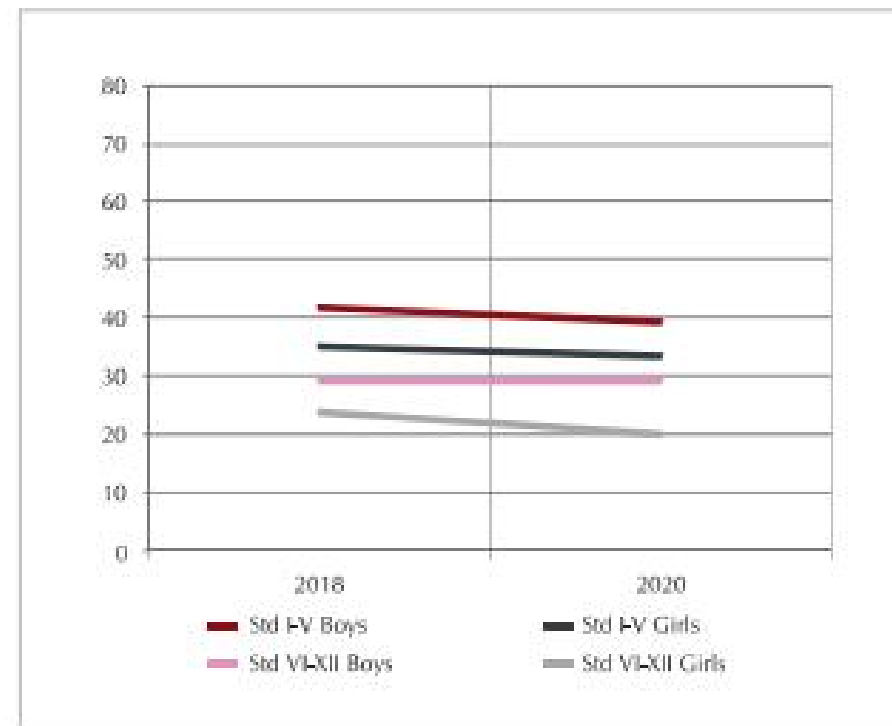
'Other' includes children going to Madarsa and EGS.

'Not enrolled' includes children who never enrolled or are not currently enrolled.

Table 1 summarizes enrollment data for different age groups in the ASER 2020 sample. For children in the 6-14 age group, this data shows that overall, close to 65% of all children are enrolled in government schools and close to 28% are enrolled in private schools.

This does not show much change from two years ago, when the last comparable ASER survey was conducted (Chart 1). The proportion of boys enrolled in Std I-V and girls enrolled in Std VI-XII in private schools decreased slightly.

Chart 1: % Children enrolled in private schools. By grade and sex. 2018 and 2020*



Agility and Parents

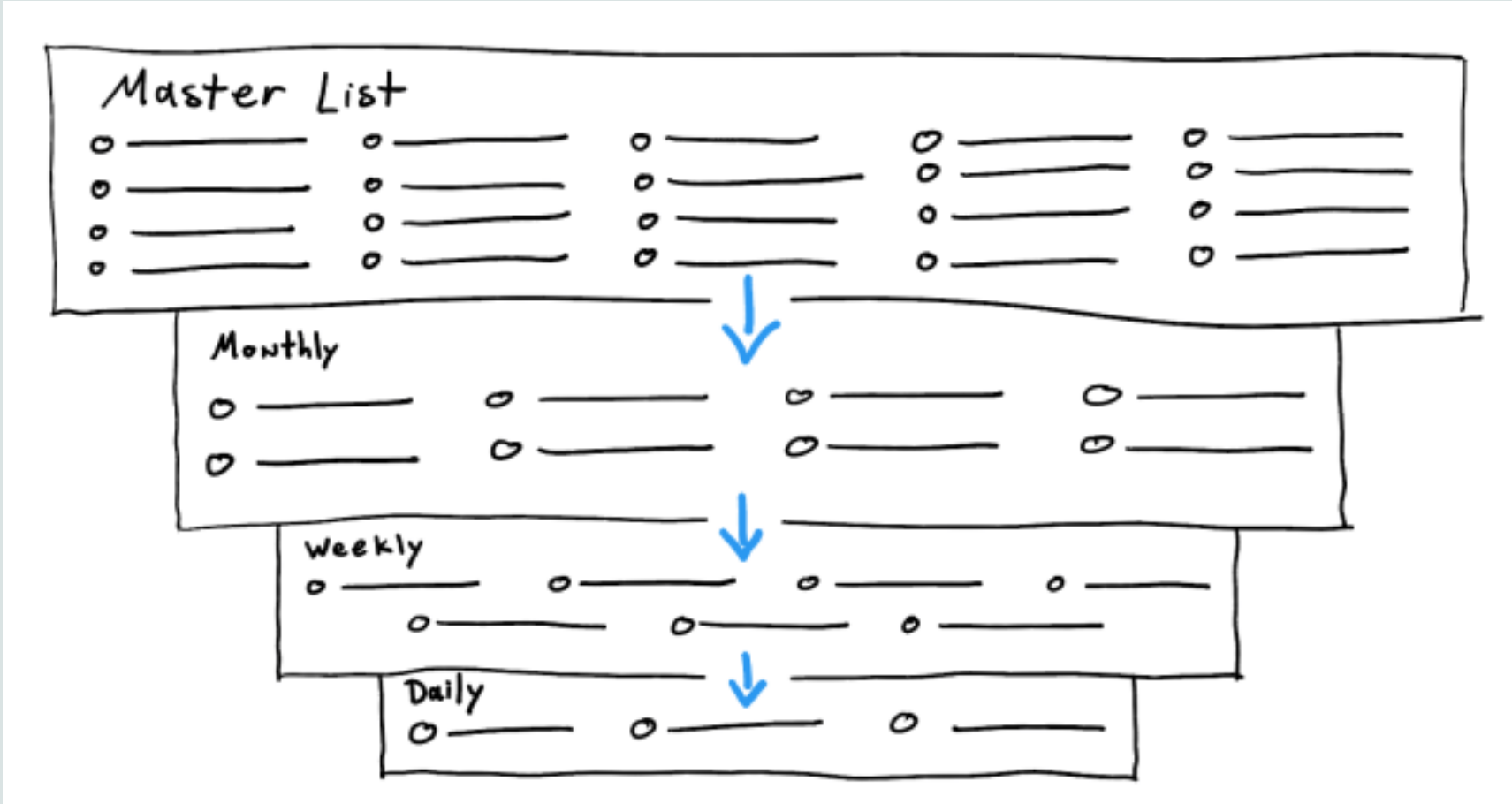
Agile learners are proactive; they look for opportunities to learn and experiment with new approaches.

- NEP 2020 - MFERD has a different approach, and the team is working on proactive steps that will benefit our schools and bring the negativities to the bare minimum
- Make efforts to update the developments to our parent community to make them learning agile and gain their support

Prioritise

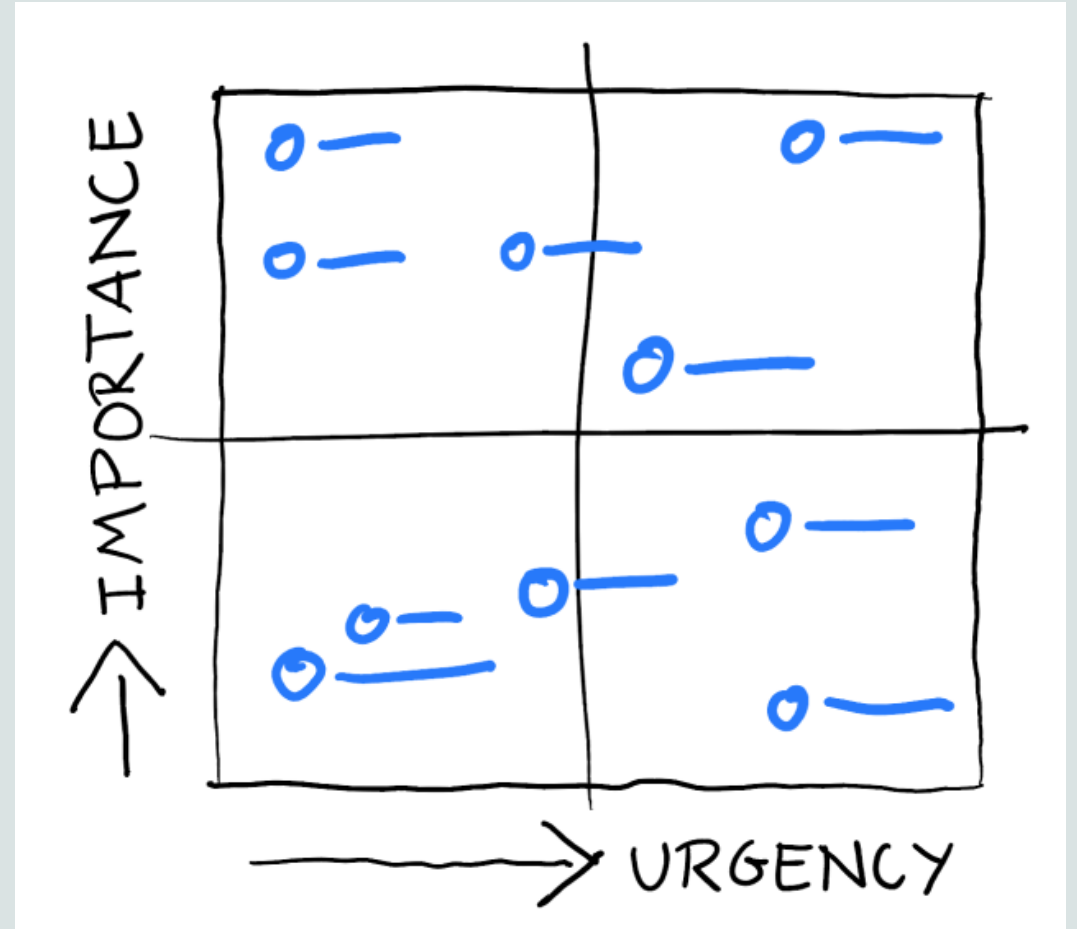


Master List



Educate

- **Urgent and Important:** Do these tasks as soon as possible
- **Important, but not urgent:** Decide when you'll do these and schedule it
- **Urgent, but not important:** Delegate these tasks to someone else
- **Neither urgent nor important:** Drop these from your schedule as soon as possible



إِنَّمَا الْمُؤْمِنُونَ الَّذِينَ إِذَا ذُكِرَ اللَّهُ وَجِلَتْ قُلُوبُهُمْ وَإِذَا تُلِيَتْ عَلَيْهِمْ

آيَاتُهُ زَادَتْهُمْ إِيمَانًا وَعَلَىٰ رَبِّهِمْ يَتَوَكَّلُونَ ﴿٢﴾

For, believers are those who, when “Allah” is mentioned, feel a tremor in their hearts, and when they hear His signs rehearsed, find their faith strengthened, and put (all) their trust in their Lord;

حِزْبُكُمْ بِاللَّهِ خَيْرًا

MAY ALLAH REWARD YOU WITH GOODNESS