Plan for Managing the Learning Environment

1. Classroom Culture and Climate:

Write a reflection on what you think constitutes a positive classroom climate. List 3-5 strategies that you would like to try in your own classroom. The strategies should rely on professional learning communities and address the physical, social, and emotional needs of the whole child.

Classroom Culture and Climate

Reflection:

As a person, it is deeply important to me to get to know others on a personal level in order to build deep connections. This transfers into my work and is something I believe is deeply important for teachers. A positive classroom climate can be built by the teacher getting to know his students on a personal level; that is their strengths and areas for development within the academic discipline as one thing, but also their interests, background, motivations and ambitions. Then in addition, students also getting to know and respect one another on a personal level. This can build a sense of family and community within the class, which will set the climate for everyone, students and teachers alike, being ready to learn and grow together. In my kindergarten class (age 5-6) this year, it has been beautiful to see students being respectful of each other's interests, even with as small things as the equipment they like to play with outside, and the seat they like to sit at at lunch.

An atmosphere where people really know one will helps students feel they have an individual place and to develop themselves as individuals.

With my class and our teachers spending a lot of time together, it has been easier to build this environment. However, even with fewer contact hours, time could be dedicated in and between classes for getting to know each other.

Going further than this, an atmosphere in which students feel they are listened to by the teacher and each other is important. I have spent time this year in my kindergarten class on student presentations, as well as discussions on a range of topics, emphasising the important importance of the skill of active listening. Over time, I have seen this have impacts on how much interest students have in our class and classroom and how much they have opened up to share their ideas. It has created a sense of belonging. I have been really happy to see this help shyer students open up also.

Related also, a culture in which students help and support each other, for example, through

assisting each other with work, giving each other constructive feedback and advice, and also caring for each other emotionally, all further build an atmosphere of belonging where students are comfortable and inspired to do their best.

I have always put a big focus on repetition of routines. The impact of these have always been interesting to observe. Sometimes in the moment when we are practicing routines, students have shown some despondency at having to continually do the same things. However, over time these same students have shown a great sense of pride towards being familiar with our routines. It really does show that even routines that may seem tedious or dull, if they are important, really do help build up safety and security, making students at home and in the correct frame of mind for learning and creating. Of course, having the students develop the routines as norms where this is possible, will support with building positive attitudes towards routines.

Over the past four years working in China, a big part of my teaching has been in EAL (English as an Additonal Language) for young children. Routines have proved to be a great way to introduce language - you will be exposing the students to the instructional language and sentence structures that can come from it, related to the routine.

Next, as much student involvement in the development of classroom life environment as possible can further build the sense of autonomy over classroom life. Having students help decide where items should go in the class, and build routines and norms, will help build a sense of pride. This year, students have helped us build norms, and have been proud to introduce them to other teachers and students who come to visit. Having documentation of students work and work processes, including work samples and photos can help bring the learning and thinking journey they are going on to life. Have many student photos up this year has allowed students to go back and remember old projects, then going to use these ideas in newer constructions. Leaving out student work has also attracted visitors from other classes, and, giving students the opportunity to practice 21st century skills as they introduce and describe it.

Finally, as many student centered activities throughout the day as possible will help keep them active through hands-on learning and developing multiple 21st century skills.

To summarise then, a key factor to a positive classroom environment is one centered on the students and their unique personalities and needs. If they feel they are known, respected and listened to, support each other and have had involvement in the development of the class community, they will have a feeling of trust and belonging. This is what will inspire them to do their best.

As a side point, more strict rules and consequences for not following them should be very clear to students; these consequences should be implemented consistently, so that students feel fairness and that there is no pigeon holing. Along with students being kept active and busy, and having a sense of belonging, there are then far less likely to be discipline problems,

and those that do exist can be dealt with as efficiently and with as little escalation as possible.

This all said, a first practice that I will avoid in the future is having exactly the same expectations of all students. All students are different and so having the same expectations undermines personalized learning and a feeling of personal belonging in the class. This year in my kindergarten class for example, I have struggled with some students. There are a small group of boys who genuinely do really struggle to sit down and stay still for long periods of time. They really need lots of movement. Previously I did try to be really strict with them with following exact routines for sitting on the mat for a long time for example, as I have got to know them better I have realize that even if other students can do it, this really is a high expectation to place on them. It is not that they don't want to cooperate - I have come to see that they really do - they are still young and developing themselves and it is difficult for them to have control. Being vigilant of this and allowing them space and time for movement and release as necessary has lowered the burden on them and everyone else and allowing them to engage with fewer problems with our daily life. In addition, many students in the class are at very different levels of emotional development and so I have grown to see that I do need to be understanding of this.

Of course, this isn't to say that you become overly flexible with expectations. With important and realistic ones, it may be that you should expect them of everyone. It is about being vigilant to knowing your students and professionally considering each expectation.

A second practice to avoid is blaming. During the class and day, things will go wrong. Indeed they could go wrong because of the way students are behaving or acting. However, rather than having students be quick to correct their behaviour in shame, depending on the student and situation, it can damage confidence, trust, respect and bonding. It is always better to focus on the behaviour and why it was maybe inappropriate, rather than the student. This is even the case for purposeful and serious negative behaviour. As teachers we need to show love, understanding and believe in our students, no matter what. This is especially the case for students who may be particularly challenging. These are the ones that need our trust and understanding the most. Even when a more severe punishment is necessary, we should always make the focus on the behviour, but show trust and believe in the student in what we say to them.

As teachers if something goes wrong, it is far better to think what could I have done differently to avoid it, or how can we change things in the future, or support students in the aftermath. Be fully accountable.
This idea of not blaming others and accountability I think goes beyond our teaching to work and life more generally!

Strategies for Positive Classroom Climate
- End classes or project time (kindergarten) with reflection discussions. Students can both share what they did and what they learnt, or something they observed from a peer. Emphasize the importance of listening. Students can then ask each other questions and give feedback. Over time, this can help students get to know one another better, support each other and develop listening skills. If necessary, as a teacher, I can highlight many positive things that I observed.
- Similar to the above, weekly circle times, where we share anything that happened in the week from a more social perspective. For example, saying thank you to someone who helped us, or noting something really kind that another student did. This will help develop a sense of understanding and recognition and promote loving and positive behaviors.
- Have circle time's where students can discuss any activities from outside of school. This helps everyone share experiences and get to know one another better.
- Keep visible documentation of student work - both work samples, and photos of students in the work process. To show respect for students and their work, and to give them ownership, the process for this can be discussed with students.
- Have as many student-centered activities as possible with students in pairs and bigger groups. Vary the groupings if necessary. Students will be developing 21st century skills as they work together. As they struggle and have achievements together, it will develop a sense of "togetherness". The hands-on learning will be more meaningful and impactful.
- In planning and implementing classes and activities consider how the interests and personal lives of the students can be brought in or are related. Specifically mention this as the activity is introduced to show students that they have been noticed.

Strategies or Modifications for Virtual Learning Environment
- Start each class by greeting each student by name and individually, even if it is a bigger group and this has to be quick. This small touch will help make the students feel recognised and acknowledged on a personal level.
- Similarly, address students by name as often as possible throughout the class.
- Have a clear system for choosing who will talk. For example hands up, with the person chosen by the teacher. This will build up a sense of respect for listening to each other.
- Involve activities involving everyone. For example, miming activities. This will help keep an active and hence engaging environment.
- Still allow varied interaction patterns rather than simply teacher to student. For example, allowing a student to lead the activity, or student dialogues with pairs taking turns. This helps create further student autonomy over the class.
- Clearly go through expectations and routines at the beginning of class so that it is reminded to students, that even though it is online, it is still a class. This can help build the sense of engagement and belonging towards the class.
- Stay consistent with routines across online classes. If the online class period is only for a short time, keep activities and routines, for example (for kindergarten English), a warm up and warm down song, and fast paced games and activities. In both cases,

these can build up security and familiarity with expectations.
- As with offline, consider students personal lives and interests when planning activities. Specifically mention the interest when you introduce the activity.
- Still ensure personalized feedback after activities and allow students the chance to reflect themselves and offer feedback to each other.

2. Classroom Norms and Behavior Expectations:

Classroom norms are the foundation of a safe, engaging, and student-centered learning environment. List 3-5 clear, concise, and positively framed norms and expectations that will guide the learning environment.

    a. Universal and Simple: Focus on some themes or big ideas that might include respect and integrity. Do not include every possible rule or policy you might need; rather generate a few overarching norms that encompass many rules.

    b. Positive: Norms are positive statements about what students and teachers do in order to learn and collaborate effectively. Avoid negative norms (i.e. "Do not…" "No…").

    c. Collaborative: Involve your students in developing and discussing norms and expectations. This allows them to contribute and gives ownership of the class.

Classroom Norms and Behavior Expectations

Here are some norms that we discussed with our students at the beginning of the academic year. All ideas came from the students. We helped frame it into positive language so it focused on the things we can do, and responsibility, rather than what we can't do. Writing them in English was also a great way to practice English sentence structures and words. My students are English language learners.
- Walk inside.
- Talk at a friendly volume.
- Hands and feet to yourself.
- Ask first. (If you want something that someone else has or wants.)

Walking inside promotes safety and can help keep students in the more composed frame of mind needed for indoor projects and learning. Talking at a more friendly volume will ensure students and teachers all across the classroom can easily hear each other and are able to think clearly. Asking first will build strong social skills and behaviors, important for social harmony, peace and belonging which is important for a strong climate for learning. Similarly,

"hands and feet to yourself" will promote safety and focus.

Although these ideas had come from the students, the first and third do prove difficult for students. As kindergarten students, they are still young and there is a group who do find it difficult to move appropriately inside for long periods of time.

Looking at the true definition of a norm as adaptable over time based on its effectiveness and feelings towards it from both students and teachers, we have now introduced an area just outside the classroom, where students can go, with discretion, to do jumps, star jumps and let off energy as necessary during indoor time.

The first norm could for example be reframed to,
"Walk inside. Use the 'Let off Energy' corner if you need to jump and let off some energy."

For "Hands and Feet to Yourself", in some activities for example dancing and drama activities, physical contact may be appropriate.

To make it clearer, this norm could become,

"Hands and Feet to Yourself, Unless You Need to for the Activity".
This sounds long, but from experience, students would become used to it over time.

These norms came from kindergarten aged students, but are important behaviours that could be applicable for older students also.

In our kindergarten, we also eat snack and lunch in our classroom. Here are some norms that again our students came up with. Again, we helped them frame them positively, although for playing with your foods, students were very insistent on using the language - "don't play" with your food"!

- "Swallow first, then talk."
- "Stay in your chair."
- "Eat your food, don't play with it."
- "Use spoon or chopsticks."
- "Cover your mouth while coughing or sneezing."

Applying these allows a safer, more civilised atmosphere during eating times. This helps develop social skills and can also build an atmosphere in which students are able to more focus on having deeper conversations with teachers and each other, allowing them to express themselves and learn from each other.

Returning to my class, I may now discuss changing the third expectation to.
- Eat an appreciate food.

Thanks so much Diana for the great suggestion. This can actually allow opportunity for a short

deeper discussion with students about how we appreciate food!

Similar developed norms and expectations could be applicable more generally in eating times, even outside of my current class.

The following are norms we have introduced more recently based on events within the class. We did discuss these with the students, although the ideas have more come from teachers as we have shown them possibilities for more appropriate ways to behave. However, students have shown positive attitudes towards them

- If you want to call someone a different name, first ask them, "Do you like this nickname - _____?" If they do, it is OK. If not, then don't."

(Again, we made this one more positive than simply "Don't name call.". It was another great way to introduce new English."

- If you are playing a game with someone and you win, at the end, you should shake hands and say, "Good game. Well played."

(One of our students even suggested that the winner could say, "It's OK. I won this time, but maybe next time, you can win.")

- If someone is doing some thing that you don't like, you can say, "I am really sorry, I don't like this. Please don't do it."
- If you have had a disagreement with someone, say sorry. If they are sad, comfort them.

Of course, there is a fine line between norms and expectations. However, looking at expectations as more what a teacher may 'expect' of their students, rather than behaviors that have been come to together, here are some expectations I have of my students. Again, for kindergarten, aged 5 - 6, but they could also be applied to older students.

- Listen when someone else is talking during class and circle time, both a teacher and other student.
- Do your best in every class and activity.
- Be open to listen to and receive feedback from others, for example, on your weekend presentations.

Looking at expectations as things that students might need support with or need differentiation, it has been tough for many of my class this year to meet these, and they have needed different levels of support. In fact we actually had a discussion about why it is important to listen to others and have agreed that it will make them happy and you may be able to learn something from them.

I have had to discuss and work individually with some students about why it is important to be open and participate fully in all and new activities, including things you think you won't

enjoy. The expectations have become easier for students to meet over time.

The following is an expectation I have introduced more recently. It is more focused specifically to my kindergarten grade, where we have project time and indoor exploration, but it could be adapted to other grades.

- Be open to trying new activities and play during indoor play time.

Students may need some guidance here. It does however help them diversify their skills and creativity.

The following is an expectation I am only starting to introduce as students are beginning to give each other feedback. It would definitely be applicable to older grades.

- Give each other feedback on work.
- (To help each other with growth and development.

A final expectation that I haven't really introduced, but think is important to introduce in the future is,

- If you need help, ask for it.

Strategies or Modifications for the Virtual Learning Environment

Although I do have experience in online teaching, this is often only been for a short period, and I have probably not placed enough focus on norms and expectations.

However, here are some specific ways in which some of the norms and expectations would need to be adapted for the virtual learning environment.

- Use hands up, (or the appropriate signal agreed upon by the class) to indicate that you want to speak.

This can help, build up the atmosphere of listening and respect, important for focus and collaborative learning. After some practice of the routine, students will become used to it. This is of course relative to the activity. There will be activities when it is necessary for everyone to be active. The teacher can indicate this.

- Listen carefully to the teacher or classmate. When they have finished talking you can put your hand up to indicate that you want to talk.

Again, this will help promote students listening to each other, rather than only focusing on what they want to say. The routine can be practiced and teacher can indicate when a new student can volunteer.

- Greet each other at the start of the class and say goodbye at the end.

This will help contribute to the positive class atmosphere important for belonging and

learning.

- Be ready to cooperate and work with your classmates during activities.

This will be important to ensure an interactive environment, with varied interaction patterns, especially if the focus of the class is language development.

- Say 'thank you' to your classmates after working with them.

This will again contribute to the development of a positive atmosphere.

- Indicate to the teacher if you need to leave the computer.

This allows smooth running of the class as the teacher will know if someone is away from their screen.

- Have your camera on. Have any materials with you.

This allows for fuller participation in class. With regards to materials, parents can be collaborated with.

- Ensure you are in an environment free from distractions.

Again, the importance of this can be communicated with parents.

3. Routines and Procedures:

Clear and consistent routines and procedures assist teachers in managing their learning environment effectively. List out your top 3-5 routines and procedures that you would implement in your own classroom. Following a routine lets students know what to expect each day in class. While moving away from the routine periodically can be effective for special days, doing it often causes students to be unprepared. (Add more rows as needed to the table.) Include modifications that you would make for situations when students don't adhere to a particular routine or procedure.

Clear Routines and Procedures	
Situation	**Steps (and Modifications, if any)**
Arrival *(8 - 8:30am, students arrive at school.* *At 8:30am, we go to have our morning exercise - dancing activity - with the whole kindergarten.)* *A routine here is important to ensure students start the day with order and security putting them in the right frame of mind. An arrival activity makes it productive.*	● Students do "Morning Check" - temperature check - at the school door. ● Students walk down the corridor to our class. ● When students arrive at our classroom, they go to their cubby and change from their outdoor shoes to their indoor shoes. ● Students enter the classroom. ● Students take their water bottle out of their backpack and put it on the trolley. ● Students put their smart watches if they have them in their backpacks. ● Students put their backpacks in the cupboard. ● Students hang up their jackets on the hangers in our classroom. ● Students join the "Arrival Activity", being organized by one of the two class teachers. If they are unsure of what to do, they ask the teacher, "What is the arrival activity?" ● Clean up from the arrival activity just before 8:30am to go to morning exercise. Modifications to support students meet expectations: - Have a large poster up in the corridor to the classroom saying, "Remember, walk inside." with visuals to support with meaning. This can support with all movement along the corridors. - Have the portable whiteboard up outside the classroom, with a large visual poster for "Morning Checklist",

	- reminding the steps for when students arrive. - We have two class teachers. One is running the arrival activity. The other can be available to greet students and support them as they arrive at following the steps if necessary. - For any students who might not comply with "coming straight to the classroom", the second teacher could also watch out and meet them from the door. (In younger classes, one teacher will always meet the students at the door. We are the oldest year in kindergarten and do not do so so as to support the development of independence. - Ensure the arrival activity is such that it is inviting and can be joined by students at any time, requiring only a small amount of direct teacher management, so that the teacher leading it can support students already participating and introduce it to the new ones. For example, mark making or a student-student game. - Manage the timing of the Arrival Activity carefully so that students are ready to finish on time and aren't reluctant. For any students arriving too late to commence it, they could be directed to a shorter alternative activity, for example, looking at books.
Morning Snack into Morning Circle *(After our Morning Exercise, we have our snack and then our Morning Circle.)* *This is important to ensure students are settled and know what to expect going into Morning Circle. Students also finish their snack at different*	● Enter the classroom after Morning Exercise. ● Wash your hands with soap. ● Line up to get your snack. ● Allow a space at the front of the queue for snack, so that the student who is getting their snack has space to get out. Wait until they have left to go

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time. Early finishers can be given something to do.	forward if you are second. ● Sit down at a space to eat your snack. ● Stay in your seat until you have finished snack. ● Finish snack and put your plate away in the box. ● Tuck in your chair. ● Walk to the mat. ● Take off your shoes. ● Choose a book and read it on the map. ● When the timer goes off, put away your book and sit down ready for morning circle. Note that we previously had an extra step where students would sit down after they had washed their hands and wait to be called to line up, to make things smoother, without lots of students going straight to line up for snack. However, as students grew more responsible with their behavior and lining up, we were able to remove this step. It could be added if necessary for a new class. Modifications to support students meet expectations. - Have posters up above the sink, with visuals, asking, "Have you used soap?" These could be accompanied with posters students make on bacteria or the importance of using soap. One of our students who gets a little over excited when he washes his hands and can use lots of soap and spill water, even wrote himself a reminder.
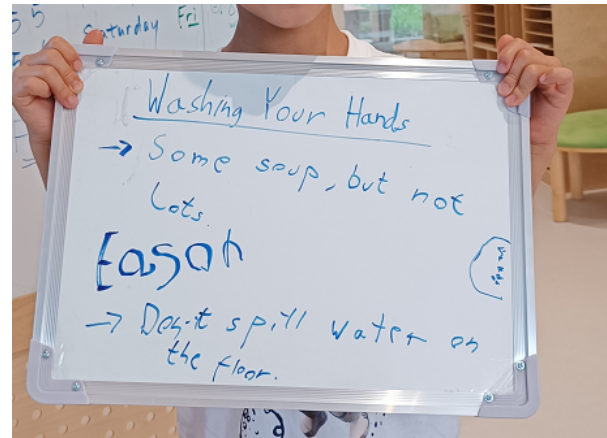
- Have footprints on the floor to show people at the front of the queue for snack, where to stand.
- Visual poster by the snack table, asking, "Have you washed your hands?"
- Tape on the ground next to the mat, with large pictures of shoes next to it, reminding students to take off their shoes and place them on this line.
- Have a timer on the board and give students time reminders for when it will be time to put books away ready for morning circle.
- When it is time to put books away on the shelves for Morning Circle, have a song to act as a more animated prompt and transition. This will focus and engage students, allowing them to slowly put away there books if they still want to look at the last few pages for example and then settle down with the teachers non-verbal guidance, ready for the start of Morning Circle.

Project Time *(At our school - a Reggio-Emilia inspired kindergarten, this happens every morning, immediately after the morning circle.)* *This is where the key development of skills and expression of creativity takes place. It is hence important that it can run productively and smoothly.*	● Leave the mat at the end of Morning Circle and choose your first activity. There will be a lot of variety in this. Some students may be working on specific activities with one teacher. Some students may be starting new free-play. Some students may be continuing with a previous personal project. ● Continue to engage with the activity or play for as long as it remains engaging and is progressing. ● Communicate with the teachers as they move around the classroom and discuss your play with you. ● Take materials you need for your play or constructions from free areas of the room, however leave those that are needed for specific activities. ● When you have completely finished with materials or toys, tidy them away. ● Go to the teacher if you need any guidance with your project or ideas for an activity or type of resource to engage with. ● When you have finished an activity or type of play, move to a new one. ● If you want a break from your current creation, construction or game but do want to return to it soon, you leave your name tags by it. ● Apply with class norms and procedures throughout - "Walk inside", "Talk at a Friendly Volume", "Ask First (if you want something that someone else has)", "Hands and Feet to Yourself". (For a new class, these may be adapted based on the class norms.) Note that Project Time is a balance between free play in some cases, and guided activities or continued project activities , as continually discussed with students and based on

continued developments.

A routine with different processes that students become familiar with is still necessary to ensure it is engaged with properly for maximum skill development and for thinking to be developed and taken further.

Modifications to support students meet expectations.
- If students find it difficult to get settled down to different play activities and may be unproductive at the beginning of Project Time, ensure Morning Circle prepares them for it. Do breathing and settling exercises at the end of Morning Circle and allow them to think about what they might want to do, so they are ready. They can then have a minute to discuss with friends also. Where necessary, we can introduce new activities and resources around the classroom.
- If students do find it more difficult to settle down to productive play independently, provide guidance with more direct provocation activities.
- Some students who are very energetic do find it difficult to refrain from moving inappropriately inside. We have a corner of the classroom where they can jump and run on the spot, as a break.
- If certain resources do need to stay as part of specific activities, have clear visual signs as reminders that these cannot be taken elsewhere. Similarly, have clear visual signs for resources that can be taken and used freely for different activities.
- Have photos of students previously leaving name tags by their constructions and cleaning up, around

	the classroom, as visual reminders.
	- Have a large poster with the norms for indoor etiquette up in the classroom to remind students.
End of Project Time *(Here we reflect and feedback, then need to clean up.)* *This is important to ensure smooth transition into the next activity, and also build skills of reflection and responsibility for cleaning up and allowing projects to continue to the next day where possible.*	● When you hear the bell for the end of Project Time, come straight to the mat. ● Sit in a circle for sharing time. ● Breathing activity as a settler to help everyone relax and focus. ● The teacher leading the activity introduces how we will share. Sometimes it may be volunteers, sometimes it may be individuals working on a particular project, who have previously discussed with the teacher that they will share. ● Individuals sharing will hold our panda toy. Other should be silent and listen respectively. ● If necessary, the student can bring over their work. If it is a bigger construction, we walk over to it and line up to look at it as they present. ● After the sharing, other students can ask questions and offer suggestions. ● After sharing, we settle again in a circle with breathing exercises. ● Students give any feedback for specific positive behaviors or activities they noticed in others to say thank you and well done. Again the student talking can hold the panda toy. ● Next, the teacher gives some general feedback as necessary. ● Next, it is clean up time.

	- Students leave the mat and go to finish cleaning the areas of the classroom they had been working in. If students will be continuing with their project work, for example construction, the next day, they ensure this is left presentably and leave their name tag by it. - Once students or groups have finished organising areas of the classroom they were working in, they go to the mat to read a book as transition ready for the next activity. Note that this is a long routine and was and would be built up to over time, starting with just a small number of students sharing each day, building up to more and then including the feedback also. Modifications to support students meet expectations. - It can easily be the case that students are reluctant to immediately finish Project Time and want to keep working. To give guidance here, we have a timer on the board and give time reminders during project time to support students in their time management of their projects. Reminders will be given when there is only a short period of time left so that students know to start finalizing their current work and are prepared for finishing. - The teachers can be responsive to student activity and be flexible to finish Project Time a few minutes earlier of later based on when student activities are coming to a natural close. (Although not to the extent that this would disrupt the day's schedule.) - Teachers can similarly be responsive to adjust the length of the reflection

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<td>and feedback session based on student focus and energy level. Outdoor time follows Project Time and it may be more productive to make the reflection and feedback short and more to the point, if students need to get outside to let off energy.

- A song video can be used to emphasize the end of Project Time and the need to now come to the mat. Again, this will guide students to gentle settle down on the mat.
- If students do struggle with the clean up process, photos of how resources should be set can be placed around the classroom. Students who find it easier to manage the tidying up process can be given the responsibility of guiding others. An extra step where students are to come to the teacher to check if they have tidied up appropriately before going to the mat to read a book can be added.
- Students who do find it difficult to remain focused respectively during the feedback and sharing can be given the opportunity to go to a quiet area of the classroom as before to let off energy.</td>
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Routines for the Online Classroom:

As part of my current teaching, online classes when they do occur, will be in the form of English or math classes for kindergarten aged students with English as a second language.

Most likely the class size would be small.

Start of Class *This will be important to settle students down, making them feel welcome and excited to be in the class, settled down and engaged ready to learn.*	● As soon as students enter the class, they switch on their camera and mic. ● In the time leading up to the lesson start time, an easy to follow song video can be played that the students can quickly join and engage with along with the teacher and their classmates. This will ensure energy leading up to the beginning of class. ● At the lesson start time, say, "Hello everyone!" ● One at a time, say "Hello" to the students, inviting them to say "Hello back", quickly centering their camera if necessary. ● As doing this, note in a relaxed and friendly way if I cannot see or hear them. Give them time to switch these on. ● Note that I can see and hear everyone where this is the case. ● Invite one student at a time to have the stage and say hello to his classmates. This will help build the atmosphere between everyone in the class. ● Ask "How is everyone", inviting responses together for energy, then one at a time to give each student a chance to speak. Over time, this "entry" question can be changed and varied appropriately to the students for greater interest. ● Tell everyone it is time for a welcome song. Invite everyone to stand and sing and dance to the welcome song together. ● Use breathing exercises as a settler. ● Go through key class norms. ● Ask students if they can remember what we did last class. They can put their hand up or use another signal

agreed by the class, to speak. Others should listen.

- After one student speaks, students can be invited to respond to what that student said, by saying if they agree with a hand signal and then indicating appropriately with hands up if they want to add anything. Further ideas can be taken also. Students responding to each other is to help make the session interactive.
- Coming from the students' points, consolidate what we did last class.
- Briefly review any kept points as necessary.
- Introduce what we will do in this class.

Modifications to support students meet expectations.

- Have a large visual picture on at the beginning of class as a further reminder to switch cameras on.
- During the reflection part, remind students that we will need to switch their mic off if necessary to allow us to focus on the student speaking.
- Be prepared to adjust the breathing exercise and the length of it to help students focus, even allowing a short student lead section of this for further engagement, without allowing this to take too long.
- For students who really don't want to turn on their camera, be prepared to communicate with them between lessons to find out the reason so they can be supported appropriately.
  If the student doesn't feel comfortable, be prepared to act silly in front of the camera to ease any tension and show that "I don't always look good on camera, either."
  As a compromise if necessary be

	prepared to say that they can be free to put their camera off for short periods if they give me an appropriate visual signal first. They can ensure they have their camera on at times when it is necessary. - The start of class song should always be adjusted based on knowledge of students. - Students themselves can choose the song for after greetings to increase autonomy and keenness for participation. There can be a rota for this. This can be flexible so that if for example a student seems a little down at the start of one class, they can be allowed to choose the song if they would like.
Transitioning to Beginning a New Activity *(I will begin from the point where the previous activity has ended.)* *This will be important to ensure students know it is a new activity, are refocused and know what is required of them for the new activity.*	● Use a breathing activity as a settler. ● Then use the refocusing technique to get everyone's attention. Say "Eyes on me." for everyone to say, "Eyes on you". ● Tell students what the next activity will be. ● Describe the process in small steps with visuals on a slide to help. ● After each step, review with an "Instruction Checking" question graded at the appropriate language level - most likely closed. ● Depending on the activity, model it next. This may only be me or me together with a student for a more interactive activity. ● In modeling, I can do it both correctly and incorrectly and ask students to comment on whether it was correct or not. ● Allow strong students to model the activity first and get feedback from other students to comment on this.

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Highlight how it was correct or any adjustments needed myself as appropriate.
- Ask any final instruction checking questions.
- If it is not an activity involving all students at the same time, allow a strong students to go first if necessary for further modeling.

Note that the level of detail in the instructions will vary according to the complexity of the activity.

Modifications to support students meet expectations.
- If students do not enjoy or respond to the refocusing techniques, be prepared to vary it, or even discuss a new one with students or individuals.
- Similarly, vary the breathing exercise if necessary.
- In planning specific activities, be prepared to adapt the way students can participate while still practicing key skills to give some choice and encourage full participation.

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End of Class

This will be important for consolidation of learning content, reflection and closure so that students can leave class in a positive and constructive frame of mind.

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- A final breathing activity as a settler.
- Tell students we need to close the class now and it is time to consolidate.
- As a reflection, ask for keycovered today.
  This part can be run as for the reflection on the previous class at the beginning with students responding to each other.
- Final consolidation together of key points from the class.
- Ask students to give any feedback on great participation they noticed on each other. After this we can say well done to that person.
- Give overview specific feedback as a

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	teacher, as necessary. ● Students stand to sing and dance for closing song. ● Say goodbye to each individual student. Again this routine, with the student reflection and feedback would need to be build up to over time with one of the two introduced first for example. Depending on the lesson content, the length of this would be variable. - During the reflection and feedback part, remind students that we will need to switch their mic off if necessary to allow us to focus on the student speaking. - Be prepared to give extra modeling and examples for what reflection and feedback might mean as necessary. - Do the consolidation before the reflection to provide extra encouragement as necessary. - Be open to discussing with students which closing song they like and allow different students to choose on different days for increased autonomy, belonging and motivation to participate. Be flexible with this; if any students may have struggled this class, allow them to choose the closing song if they would like to help lift mood and confidence to finish the class.

4. Transitions:

Plan your transitions with a step-by-step process in the table below, and model with students within the first weeks of school. Review and practice these transitions with students after extended breaks, midyear, and anytime you add a new student to your class. Include specific instructions you would use with students with special needs and English language learners.

Transitions	
Situation	**Steps**
Coming in from Outdoor Play (From here we will always be transitioning into a specialist class or to get lunch. Students will need to relax and calm their state of mind.)	● Teachers will give time reminders starting from 5 minutes to go. ● When it is time to finish outdoor play, teachers will ring a bell. ● First two students to return inside will hold put away any equipment, then hold the doors to the storage room, for their classmates to put away equipment. They will stay here until the end. ● Once students have put away their equipment, they will drink water. (The water trolley is by the door to go outside.) ● Then they will line up by the door to outside. ● Once everyone has finished, a teacher will do breathing and refocusing activities to get everyone relax students before the next activity. ● The teacher will then lead the class to walk in a line back to the classroom. The "trolley pusher" - person on duty for pushing the trolley, will walk beside the line. ● Back outside the classroom, students go to their cubbies and change from their "outdoor shoes" to their "indoor shoes". Then they will line up again

	ready for the next activity.
	Extra Supports - Students who may have physical impairments can be allowed to come inside first, or a little earlier. If necessary, they can be given a set a little down the corridor to rest if necessary. A friend or other student can be given the opportunity to support them and be with them as necessary. - Students with learning disabilities that may make the need for the transition difficult to process, can be given more regular time updates before the transition and have the process broken down and explained clearly to them as necessary. - Visuals, for example previous photos, can be used as supports for different parts of the process to support students who may have learning disabilities. For example, where items can be stored in the store room. Similarly, more regular instructions can be given at each stage of the process, with demonstration as visual support. Students can also be paired up to support each other. All students in our school are English language learners. However, their English may be at different levels. - To support with the language barrier, physical demonstration and visuals can be provided and again, students can be put in pairs to support each other.

	Rewards and Consequences
	As far as possible with these, I want the focus to be on positive reinforcement or correction, not something more extrinsic. Rewards: - In the future, students following the transition well can be allowed to collect equipment for outdoor play first, or go outside first. - Positive feedback can also be used in front of the class. Consequences: - For students taking time to comply with transitions, they can be asked to "give back" some of that time, by going outdoors to play a little after others. During this time, a short corrective conversation can be had with them and any aspect of the transition they didn't want to engage with can be practiced to enforce the importance.

| Transitioning from Group Discussion to Task

(Although we run a project-based curriculum, we sometimes run whole class activities, which will start with a discussion and activity introduction, leading into a hands-on activity.) | Students have been sitting on the mat for the discussion of content.
● Use refocusing technique to settle students ready for task introduction.
● (Normally, depending on the task) show instructions, the sheet, or other details of the task on the board.
● Explain the task, asking concept checking questions as necessary to keep the giving of instructions interactive.
● Give some examples for completing the task, some correct, some incorrect, to check for understanding.
● One or more students come up to model examples of the activity and we give feedback as a class to check for further understanding.
● Final instruction checking questions if necessary.
● Consolidate norm for collecting necessary resources. Either students will line up to collect, or resources will be given out.
● As students have collected their resources, they move to their place to commence.

Extra Supports

- Students with physical impairments can be allowed to get their equipment before others when there may be less crowd. Alternatively the teacher or another student can get materials for them. They can be allowed to sit close to the mat to complete the task.
- For students with learning disabilities, further concrete modeling and demonstration for the task itself and getting set up for it can be provided. Again students can be paired up. If the students as a specialist teacher or |

other class teacher - we always have at least two class teachers present - this teacher can be given full information in advance, in order to best support.
- For students who may have lower levels of English, slower language with input made comprehensible by demonstration, visuals and modeling can be used. There can also be a visual representation of the process on the board.
- Students of this kindergarten age who may need lots of fast movement to help them stay relaxed and focused, can be given a place in the corner of the classroom or just outside, to let off energy and help them refocus after instructions and before beginning the task.

Rewards and Consequences

Rewards
- Students who comply well can be given positive, specific feedback on the spot, and during a possible later reflection at the end of the activity.
- Students can be given the opportunity to model in front of the class in the future.

Consequences
- Students can give some of their own time - for example, outdoor play time - back, in order to practice the transition.

Transitioning to Specialist Classes (We have these classes in Art, Music, PE and STEM. They are run my other teachers in different areas of the school. Students will have to move here and settle down for a class with a new teacher.	● Refocusing technique used to settle students. Ask students to remind us what class we are going to now so that we can all be reminded in an interactive way. ● Line up outside our classroom. ● For PE, we will be taking water bottles with us. Everyone hold their water bottle up in the air to show that they have it. If it is a bottle with a strap, they put it round their head now. ● We walk across the school to the appropriate location. ● As we walk, we have some interactive activities. For example, quick questions about places we are going to around campus, and moving in particular ways - jumping, big steps, small steps - based on instructions. ● At doors, either have a "door holder" to hold the door for us, or follow a routine of "pass the door to the next person". ● At stairs, walk on the right hand side. ● In elevators, follow the routine of going in and coming out, one by one. ● As we arrive at specialist class, line up outside, refocus and settle students as necessary. Then specialist teacher will come to the door to meet us. Extra Supports - Students with physical impairments can be allowed to leave a little early as necessary. One of the class teacher's can be there with them for this. The specialist teacher can be communicated with as necessary in advance. - Students with learning disabilities that may make the need for the transition difficult to process, can be given

direct, one-one descriptions of the process, scaffolded as necessary.
- To support students who may have learning difficulties, again students could be paired up to walk and move together and support each other.
- For students who may have lower levels of English, clearer and direct visual modeling of different stages of the process can be provided. Students with stronger English can be used to model for other students.
- Students of this kindergarten age who may need lots of fast movement to help them stay relaxed and focused, can be given the opportunity for this, for example, through jumping, before we refocus and move to the specialist class.

Rewards and Consequences

Rewards :
- On the spot positive and public feedback can be given.
- For this and other transitions, photos can be taken for further public recognition and demonstration of the process.

Consequences:
- Students can again give some of their own time back, for example, outdoor play time to discuss and practice the transition as necessary.

Transitioning Between Activities During Project Time (Project Time is a very active time of the day. Sometimes students will be engaged in one task or flowing project throughout. Sometimes they will transition between activities. Because this is free time, the transition will require more independence from students.)	● Pack away any resources that haven't been used into appropriate boxes. ● Any finished artistic creation can either be put in the cubby to be taken home, or left in the box for work to be kept at school for display or later reference. ● Painting or other work that may need to dry is put on the window sill. ● If students want to return to work later, for example construction, unused materials can be tidied away, and their name tag place on their construction. ● Once materials are packed away, student can move around the classroom in search of the next activity. Extra Support - Students with physical impairments can be given support by a class teacher or another student as necessary for moving around the classroom and packing resources away. - Visuals, for example photos of students previously tidying, or putting away artwork can be placed in the classroom. These can also be used as clear labels for where to put things. Class teachers can give students who may need, extra support with transition times as necessary. If there are specialist teachers working with them, the specialist teachers can be informed of the details of the transition processes in order to provide support. Further concrete demonstrations of the different processes, for example, where to put different materials, can be provided over time, to support the

	- student gain further independence. - Similarly, visuals can be provided for students who may have a lower level of English. Slower language and comprehensible input through modeling can be provided when the routine processes are being set up. - Students of this kindergarten age who may need lots of fast movement to help them stay relaxed and focused, can be given a place in the corner of the classroom or just outside, to let off energy and help them refocus as necessary. <u>Rewards and Consequences</u> Rewards: - Positive and public feedback on the spot and later during reflections and review discussions on the processes during project time if these occur. - Photos taken to use as visual demonstration around the classroom. Consequences: - Reminders during project time. - Students can again give some of their own time back, for example, outdoor play time to discuss and practice the transition as necessary.

Transitions for the Online Classroom:	
Switching from Pre-Class into Class (As students are arriving, most likely, I would be doing an interactive song, or possibly chatting to students. It will be necessary to transfer from this into the main class content.	● Finish up the song or interactive activity. Finish any final pre-class talks with students. ● Say, "It's time to start our class now." If there have been students who have only recently arrived and hadn't been there for the interactive arrival activity, say "Hello!" or a similar greeting, in a strong, energetic voice. If nearly all students have been there and been interacting, can go straight into a refocusing techniques. ● In either case, the strong focus on energy will help capture students' attention and reiterate that we are starting class now. ● Say hello to all students who haven't had a chance to yet and ask them how they are, or ask other opening questions to be practiced. ● Give students the stage to greet each other and ask opening question. ● Use refocusing as necessary and commence into the review part of the class. <u>Extra Supports</u> - For this, and all the other transitions for virtual classes, students who may have physical impairments can be excused from any activities involving standing up or other more intense movement. No activity in the class will make this compulsory. Dancing and other fast movement activities from songs can be done sitting down. - For students with special needs, extra visuals on slides can be provided as

necessary, showing that it is a greeting and start of class time.
If there is an entry question or student - student dialogue - this can also be modeled first, either with a stronger student, or with a puppet for example.
- Further visuals and demonstrations can also be provided to support students with lower levels of English.
- Students can be greeted individually based on their individual needs and interests with more time and care given to greetings as necessary.

Rewards and Consequences

Rewards
- Positive and animated public praise for students quick to settle and focus.

Consequences
- Public praise not given. Students may have to wait longer to get recognition or a participation opportunity in the arrival dialogue.

However, I will always do what I can to full welcome and support those who need longer to settle down.

Switching from Class Warm up into Main Class Content (Most likely main class content will begin with a review of what was covered last class.)	- Final questions or practice from consolidation of last class. - Give final feedback. - Drill with class together, "last time we _____." - Using a calming refocusing technique to settle as well as refocus. - Say, "Now let's see what we will do today." with strong and captivating expression. - Using a captivating slide or other provocation as a hook for what will be covered in this class. - Either emphasize now what will be covered in this class or have a short discussion based on the hook first. Extra Support - Students with special needs could be given support by a clear symbol on a slide that they become familiar with to indicate that it is new content. - A short pause and initial slower use of language can be used to emphasize the change. The above will also support students with lower levels of English. - Interaction can be had with students to directly ask how they are feeling. This can be applied throughout all transitions in the class as well as this. - If it is know that the student might have a specialist teacher or parent supporting them during the class, this person can be informed in advance of the class content, and the new content we will be transferring in to, so that they are prepared to support the student. - For this, and all other transitions,

	slower refocusing or opportunities for movement before the transition can be introduced to support students who might generally find it difficult to settle and focus. Rewards and Consequences Rewards: - Positive and animated public praise for students quick to settle and focus. Consequence: - No positive feedback received. Quick reminder of class norms and procedures can be given as necessary.
Switching from Introduction of New Content into Activities.	● Final drilling or practice from the introduction. ● Give any feedback ● Introduce, "Now we will move on to our first activity". ● If the activity has a name, introduce and drill the name. ● Use an engaging hook to pull students in to the activity. ● If class have done similar activities before, ask if people can remember what we did previously. ● Go forward to give instructions for first activity. Extra Support - Students with special needs could be given support by a clear symbol on a slide that they become familiar with to indicate that it is now time for an

	activity.
	- A short pause and initial slower use of language can be used to emphasize the change of class stage. These two, along with use of gestures and body language can help provide extra support for students who may have lower levels of English.
	<u>Rewards and Consequences</u>
	Rewards:
	- Positive and animated public praise for students quick to settle and focus.
	- Students will be able to participate in an activity first.
	Consequence:
	- No positive feedback received. Quick reminder of class norms and procedures can be given as necessary.
	- Students may have to wait longer before they have the opportunity to participate in an activity.
Switching from Activities into Lesson Consolidation	● Consolidate final activity and give final feedback. ● Using calming refocusing technique. ● State, "Now we are going to review what we did today." ● Ask students for feedback and their ideas, for brief discussion, before appropriately leading into clear consolidation.

	Extra Support - Students with special needs could be given support by a clear symbol on a slide that they become familiar with to indicate that it is now time for the lesson consolidation. - A short pause and initial slower use of language can be used to emphasize the change of class stage. These two, along with use of gestures and body language can help provide extra support for students who may have lower levels of English. **Rewards and Consequences** Rewards: - Positive and animated public praise for students quick to settle and focus. Consequence: - No positive feedback received. Quick reminder of class norms and procedures can be given as necessary.
Switching from Lesson Consolidation into Warm Down song and Lesson Close	● Final drill of content and feedback. ● Give final positive feedback to class on the day's activities to end the class on a positive note. ● Praise all students with a "well done (name)" and anything more specific as necessary. ● Say, "We will now do our closing song." and move into it appropriately.

<u>Extra Support</u>

- Students with special needs could be given support by a clear symbol on a slide that they become familiar with to indicate that it is now time to say goodbye.
- A short pause and initial slower use of language can be used to emphasize that we are now ending the clas

These two, along with use of gestures and body language can help provide extra support for students who may have lower levels of English.

<u>Rewards and Consequences</u>

Rewards:
- Positive and animated public praise for students quick to settle and focus.

Consequence:
- No positive feedback received. Quick reminder of class norms and procedures can be given as necessary.

5. Responding to Traumatic Stress:

Create a data gathering exercise to understand students' backgrounds and identify if any of them have experienced traumatic stress. Tip: Previous teachers are sometimes a good source of information. Complete the chart below with possible strategies that you would use for specific types of trauma.

Response to Traumatic Stress	
Trauma Symptoms	**Response Strategies**
Sexual Abuse Signs will often be behavioral. In younger children - younger elementary school age - they may include the following. - Bed wetting. - Nightmares. - Difficulty sleeping. - Excessive crying. - Clinging to parents. - Fear of particular places or situations, which may bring back memories of the abuse. For adolescents and older children, it may extend to, - Aggression. - Substance abuse. - Running away from home. - Eating disorders. - Suicidal gestures.	The most important response initially is listening carefully to the victim. It is vital that you are sensitive and nurturing to helping them redevelop their sense of self-worth and trust in adults. Listen to them carefully. Allow them to open up at their own rate. Don't push them. - Make sure that you tell them they did the right thing by telling someone. This is assuring them that they are not doing something wrong by getting someone else in trouble. It will help them redevelop their self-confidence and address fear or loss of self-worth. - Similarly, make it very clear to them that they are not to blame for what has happened. - Ensure them that you are there for them and will protect them. This will help them redevelop their feelings of trust and safety. Depending on the details, the next steps will involve working alongside other professionals. In the US, the National Childhood Abuse

	Hotline, as quoted in the video, can be called initially to give support. Similar support lines and organizations will exist in other countries. Medical professionals and therapy can help support the victim overcome the effects of the trauma.
Bullying Effects of bullying can be wide-ranging, and show both in terms of emotions and behaviour. Emotions: - Depression. - Anger. This in particular can cause one to then show aggressive behaviours themselves. - Often feeling on edge and easily startled. This may be as a result of fear. - Guilt and self-blame. Behaviors: - Difficulty sleeping. - Poor concentration. - Nightmares. - Fearing certain places or situations that may trigger memories.	If the bullying is still going on, it is of course vital to address this as an absolute priority, so that healing can begin. Depending on the situation, this may involve working closely with the teachers most involved with the bully and victim, the bully and victim themselves, parents, school psychologist, and even social services or any other relevant individuals if the bullying is happening outside of school or the bully is not from the school. Importantly first, in school, there can be discussions involving the school councillor if necessary. A plan for how we can work together can then be discussed. If necessary, the victim may need to go to a councillor or therapist. Possible work that could be done to play one's own part in supporting the victim include the following, as per the list in this link. - Spending time with them so they know they are not isolated. Work with the child's friend's also if possible, so they know there are people there for them. This can help develop mood and worth.

	- Remind them that they have control over themselves and the things they do. Use examples and situations with them to help them see this. This will help develop feelings of control that may have been impacted. Similarly, remind them that the bullying was not their fault. Help them reflect on all of the positive qualities they have as a person. Their friends could also be brought in to support this. This will help address feelings of negative self-worth that may have been brought on by the bullying. - Help them remember the things that are important to them and that they are passionate about so that they can move focus back to these. Guide them with this if necessary.
Traumatic Grief **(Loss of a close attachment figure.)** Symptoms here will often be physical and emotional. - Anger - Irritability - Sleeping difficulty - Decreased concentration - Drop in grades - Stomachaches - Headaches - Fear of safety for oneself and others	- Spend time in nature or the community through project and wider school works, to take advantage of the healing effects of nature. - Give students much opportunity for autonomy, choice and freedom in their learning. This will help them redevelop their feeling of control. Maintaining high levels of free play time and project based learning in a kindergarten will support with this. - Find moments throughout the school day and week to allow students to enter flow state through activities. This too will help students build focus, control and passions. Such opportunities will come from a

	sufficient length of time offered for students to engage in an activity at the correct difficulty level, about something that interests them. - Allow gentle opportunities for self-awareness and reflection. These may for example be free private discussions or reflection sessions, where students have the opportunity to open up in a risk-free environment at their own pace.
Refugee Trauma Trauma may come from having viewed or experienced difficult or tragic events in their home country, including natural disasters, wars, and other forms of violence. Possible symptoms will be physical and emotional. ● Stomach aches. ● Headaches. ● Lots of crying. ● Fear or anxiety. ● Extreme sadness or irritability. ● Thoughts about the event that won't go away. ● Avoiding thinking or talking about anything that might bring back memories of the traumatic event. ● Acting as if the event is happening right now. ● Difficulty regulating behaviour or emotions.	Support will best be provided by mental health providers and families should be worked with to build up a support system for this. As a teacher or other individual supporting and initiating this process, some strategies to think about are as follows, ● Work to build trust with all family members. Then they will listen carefully and follow your advice and recommendations. It will also enable to support you better going into the future as they are settling down in the new country. ● Listen carefully to the family's concerns, and acknowledge their primary problems to ensure their most basic needs are being met. ● Find specific areas of mental health services that focus on the families key requirements, for example, ensuring academic success. ● When making recommendations, discuss with the family exactly what support the institution can provide, and offer to help facilitate the initial contact, and going forward if necessary.

6. Technology Tools:

Technology can improve the way you manage the learning environment by helping save instructional time, track trends in student behavior, create lines of communication with families, and even empower students to take leadership roles. Integrate some technology tools for managing the learning environment in a physical and online classroom into this planning document and explain how you plan to use each.

Management Technology	
Technology	**Rationale and Use**
Seesaw	This can be used to share student work and create student portfolios. A big part of my work in a Reggio kindergarten is documentation and communication with parents. This would make the process easier. It would help manage the communication process. Documentation could also be viewed by students to ignite memories of the past work, to motivate possible future project work. I would use it for: - Making student portfolios to be viewed by parents, students and teachers, and shared with new schools if necessary. - Weekly newsletters on class activities. - Short project books on class projects.
Epic.com	One area of managing classroom activity that is challenging is supporting students to learn more and do research about topics they are interested in. A second is allowing all students to find books they are interested in to have read to them without a teacher having to do it for everyone. Assigning books on particular topics, Epic.com would support with this. I would use it as follows: - Finding books that students might be interested in during reading time. Books could be looked at on the iPad where the audio function would support, or the physical book could be printed. - Find books for students to use during project time to support in their projects.

Starfall.com	In a kindergarten, we can often have gaps of 10 - 20 minutes in the day, where it can be difficult to find something productive to do, that keeps all students active. In addition, finding engaging support for transition time can be difficult. Finally, it is always important to find new activities for learning English as a second language. With English songs and animated games in math and phonics, Starfall can support this. Uses: - Songs for during transition time and when short lengths of time are free in the day. - Activities for when short lengths of time are available during the day. These could be done as a group on the board, or individually by small groups on iPads.
Animated Drawings	Opportunities for drawing will often come up in our day, for example, during art activities, as reflection activities on what we have done, and as part of project work. Bringing drawings to life can bring this to life in a new way, helping them to reflect even more deeply. Uses: - Drawing arrival activities. - Bringing drawings to life at other times of the day when drawing opportunity comes up.
Kahoot	As for Seesaw, often times in the day will come up where there is a 10 - 20 minutes gap in which it can be difficult to find something productive for everyone. Kahoot quizzes either as a class or individually can be used here. If set up as team games, they can help build the social skills of working in a team. In terms of use, quizzes could be done on the following. - Phonics. - Math skills. - Project related content.
ClassDojo	Along with Seesaw, profiles can be provided here. Then it could be used as another alternative to quizzes. A particularly good function here is the ability to make presentations. We have introduced student presentations as an activity and new and easy ways to manage the preparation process can always be looked into.

	A novel use would hence be as follows. - Students make their own presentations on project activities or out of school activities.
Book Creator	As kindergarten students are developing a knowledge and love of books and literature, many can begin to make books. It can be enriching, especially in the digital age, to show how these can be created in different ways. Uses: - Students make their own books as part of project work, or as stand alone projects.
Canva	Similar to for Book Creator, within student lead projects, the need to create posters or similar documents can arise. It can always be great to have alternative platforms available for students to use. Uses: - Making posters and other documents as part of projects.
Pic Collage	Documentation is an important part of the Reggio philosophy in order for students to remember the project process and what can be learned from it, and also to ignite new thinking and ideas. If possible students can be involved in the documentation process. Use - Students prepare their own documentation or projects.
Super Simple Songs	This is a collection of English language learning songs for children on a number of different topics, and that cover different vocabulary and sentence structures. Again, it can be used to support English language development, for transition and when there are gaps for a short activity in the day. Use - Transition - Short English practice activities.
YouTube	A range of videos on all topics that can support large and small project work. Use - Information for project work.

Scratch Jr	In the current digital age, students can be introduced to programming, which will have uses everywhere, even at this age. Use - STEM activity and short project work.
Shadow Puppet Edu	As part of the Reggio philosophy, students should always be guided to explore new possible ways to express themselves. In this platform students can add photos, pictures and their voice, and create a final video. Use - Alternative form of expression. - Small project work, or part of larger project.

Technology for the Online Classroom:
See below the technologies that could still be used in the online classroom and how they could be adapted for there.

Platforms not included, for example, Book Creator and Scratch Jr, that might be a difficult and inefficient use of class time, due to difficulty managing them, could still be shared with parents for use with students during periods of online learning. As one possibility, students could share projects made on these platforms during class time.

Apps, for example, Starfall, could be used by students at home during online learning periods.

Seesaw	- Communication with parents could still happen here. Screenshots of activities from online class could be added as an example. - If students are doing any project work at home during the online period, they could upload pictures and other details of it here.
ClassDojo	- Students could still use this for presentations and share their screen. Parents could be there to support them if necessary.
Kahoot	Quizzes are one way in which online classes can be kept engaging and also help everyone be active at the same time. Use: - Quiz activities during online class. It would need to be ensured that all students have access to the APP first, and the routine practiced.

Epic.com	During online classes, you may still want to include looking at books and storytimes. A book could also be used as a focus during project or topic discussions. Use: - Screen shared when looking at a book during an online class. During online periods of learning, Epic is a great resources that parents could use to support English learning and love of books at home, with the videos, books and audios.
Starfall	Songs can work well to engage students during online classes. Songs can be shared from here. Use: - Transition. - Focus on English practice activity.
Animated Drawings	Allowing students to do their own drawing to share would be an alternative activity for the online classroom, and help students feel more like it is a physical class. Drawings could be sent to the teacher to animate, or if students and parents are familiar with the App, they can create the animation themselves and then share the screen. Use: - Drawing related to class content. - Drawing showing what students have done recently as a sharing at the beginning of class. To save time, students could do their drawings in advance of class.
Super Simple Songs	Songs can work well to engage students during online classes. Songs can be shared from here. Use: - Transition. - Focus on English practice activity.

YouTube	During online classes, we may still wish to find a quick way to view information about project or discussion content together. Use: - Transition song. - Focus for an English practice activity. - Informational video to explore content together and for discussion.

7. Communicating With Families:

Use the box below to describe tools that you would use to communicate regularly with families about students' progress, achievements, or behaviors?

Family Communication	
Tools for Regular Communication: What tools will you use to ensure that you regularly communicate students' progress, achievements, and behaviors to families?	At my current school, we use the following process for family communication. ● Daily communication in the class WeCom group. Here we will communicate with families the key activities the class as a whole did during the day. This will include circle time discussions, special class content and project activities. Also, the skills that were developed from it. Photos and message will be sent. （NOTE: WeCom is the work version of WeChat, messaging APP here in China.) ● Daily communication in individual student family WeCom groups. This will include the specific contribution of students in activities, how they coped in different classes, and individual project work. Again, it will be in the form of photos and message. These Wecom groups can also be used by parents to share their questions or concerns also. ● Weekly class newsletters highlighting key class activities. This will be much more photo and visual documentation focused, also for display in the classroom. In all three methods of communication above, we will put a focus on students quotes and conversations, where we can, as

part of the Reggio philosophy. Extracts can then also be put up as visual documentation in the classroom to remind students and to support them in taking their thinking further.

At the end of projects, we will also share project books with parents. Similarly, these will focus on photos, concise wording and student quotes. It follows the Reggio philosophy of documentation.

The above will all be focused on positive elements and skills developed, or strong social skills shown.

If there are any bigger issues that need to be discussed directly with parents, this will be in the form of a face to face meeting, arranged with parents.

In addition, we then have monthly Progress Reports and English Acquisition Learning assessments. The former is a report on overall progress within the month, with sections for English, Chinese, Social Development, Physical Development, Art and STEM (incorporating mathematical development.) The later gives students a more formal current level for their English, based on criteria, with evidence.

Once a semester, we will have a parent teacher conference. This is a 30 minute meeting, and will normally be run so as to be tailored towards the specific parent, focusing on the areas that we know they care most about.

Overall, this is a lot of work in terms of parental communication and at the beginning of the year, it felt very repetitive. However, over time, I have become more efficient at it.

The daily class communication will focus on specific details. Then the weekly class newsletter, again more picture focused and summarizing the overall themes of the week. The daily individual communication, I will keep concise, but very specific and personalized, focusing on evidence that shows development over the days and weeks. Then the monthly progress reports serve as an overall summary. In both cases, the different forms of communication complement each other.

The parent teacher meetings serve to put everything together, with a specific focus on development in the personalised learning pathway of the student.

	As reflection, I would prefer it if the progress reports were made slightly less regular than once a month, and perhaps changed with two parent teacher meetings a term. Sometimes it can be easier to communicate meaning clearly in a conversation than through writing. Sometimes after progress reports, parents ask for face to face meetings anyway if things aren't clear.
	Apart from this though, I am generally happy with our methods. Even after becoming more efficient, it is a lot. However, it does mean that we have been able to build really close relationships and trust with parents and families, which has made it easier whenever challenging situations have come up and also means ultimately we can work together better for the good of the students. Documentation and close work with families are a big part of the Reggio philosophy that I deeply believe in also.
	It would however be useful to try new platforms for communication, for example, Seesaw or Class Dojo. These could make feedback quicker and more efficient, and also make it easier to keep individual, class, or project profiles
Reporting Requirements for Suspected Child Abuse:	Dealing with child abuse is difficult in China. There is still a disciplinarian culture and to some extent, there is still the belief amongst many that what happens at home stays at home and that it is OK corporal punishment is OK.
	This said, people have become more aware of it in recent years and organizations do exist, for example China Children and Teenagers' Fund (CCTF), China Foundation for Poverty Alleviation (CFPA), China National Children's Center (CNCC), China Women's Federation (CWF), Child Protection Hotline 12338, and local Social Welfare Organization and agencies.
	My school is in its first year and we don't yet have a clear policy.
	I have had an incident with one of my student's this year where she seemed very down at home. She opened up to me herself and told me that her parents were arguing often at home and maybe getting divorced and that it was making her and her younger brother very sad. In this case, my coteacher and kept an eye on her and in contact with each other. We had a close relationship with both the parents - both really care about their children. Fortunately, the situation did settle down on its own very quickly.

	In a more severe case, I would follow the following procedure. - Discuss and work with my co-teacher. - Go to our department leaders. This is where we go first for any issues. - Then the school leaders and school counselor would most likely be contacted and the best cause of action established. Here are some links on China and child abuse. https://asiafoundation.org/2017/03/01/safeguarding-children-domestic-violence-china/ https://www.unicef.cn/en/what-we-do/child-protection