



Module 1:

INTRODUCTORY GUIDE TO BECOMING A CLASS TEACHER

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1. Introduction

A class teacher plays a very important role in the life of every learner. Beyond teaching subjects, the class teacher serves as a mentor, counselor, leader, organizer, and link between the school and parents. A good class teacher helps create a safe, disciplined, and supportive environment where students can learn and grow successfully.

This guide introduces the basic responsibilities, qualities, skills, and disciplinary framework needed to become an effective class teacher.



2. Who Is a Class Teacher?

A class teacher is a teacher assigned to take **principal responsibility for a particular class of students during an academic session**. The teacher oversees the academic progress, behavior, welfare, and general administration of the class.

3. Major Responsibilities of a Class Teacher

3.1. Managing the Classroom

The class teacher:

- Maintains order and discipline
- Creates a positive learning atmosphere
- Organizes seating arrangements and classroom routines
- Ensures cleanliness and safety

3.2. Monitoring Students' Academic Progress

The class teacher:

- Keeps records of students' performance
- Monitors assignments, tests, and examinations
- Identifies students who need extra support
- Encourages improvement and excellence



3.3. Maintaining Records

Important records include:

- Attendance register
- Continuous assessment records
- Behavioral records
- Health records
- Parent communication records
- Cumulative records

Proper record keeping helps track students' growth and supports school administration.

3.4. Guiding and Counseling Students

The class teacher:

- Listens to students' concerns
- Encourages good behavior and moral values
- Builds confidence and responsibility
- Provides emotional and social support

3.5. Communicating with Parents

A class teacher acts as a bridge between school and home by:

- Reporting academic progress
- Discussing behavioral concerns
- Providing feedback and recommendations
- Encouraging parental involvement

3.6. Supporting School Policies

The class teacher:

- Enforces school rules and regulations
- Participates in school activities and meetings
- Assists with examinations and supervision
- Promotes school vision and values

4. Qualities of an Effective Class Teacher

1. *Patience:*

: Students learn at different speeds. A good teacher remains calm and supportive.

2. *Good Communication Skills*

The teacher should communicate clearly with students, parents, and colleagues.

3. *Organization*

A class teacher must manage time, records, and classroom activities efficiently.

4. *Leadership*

The teacher should guide students positively and serve as a role model.

5. *Fairness*

Every student should be treated equally and respectfully.

6. *Creativity*

Creative teaching methods make lessons more interesting and engaging.

7. *Emotional Intelligence*

Understanding student emotions helps build trust and healthy relationships.

Basic Skills Every Class Teacher Needs

- Classroom management skills
- Record-keeping skills
- Conflict resolution skills
- Time management
- Observation skills
- Teamwork and collaboration
- ICT and digital literacy

Challenges Faced by Class Teachers

- Managing difficult behaviors
- Large class sizes
- Administrative workload
- Communication with difficult parents
- Supporting diverse learners

These are managed through patience, planning, teamwork, and continuous learning.

Tips for Success as a Class Teacher

1. Build Positive Relationships

Get to know your students personally and create trust.

2. Be Consistent

Apply rules fairly and consistently.

3. Stay Organized

Keep records updated and plan ahead.

4. Continue Learning

Attend workshops, seminars, and teacher training programs.

5. Work with Other Teachers

Collaboration helps solve problems and improve teaching methods.

6. Encourage Students

Positive words and encouragement motivate learners greatly

CLASS TEACHER RECORDS

A class teacher is expected to maintain several important records to ensure effective classroom management, students' academic progress, discipline, communication, and overall welfare. These records help the school operate smoothly and provide evidence of students' development.

Here are the major records a class teacher should maintain. These records should be submitted at intervals to the year tutor and must be constantly updated and available for the auditing committee's review.

1. Attendance Register

- Daily record of students present and absent.
- Helps monitor punctuality and regularity.

2. Class Register / Admission Register

- Contains students' personal information such as:
 - Full name
 - Date of birth
 - Gender
 - Parent/guardian details
 - Admission number

- Address

3. Academic Record / Continuous Assessment & Examination Broadsheets

- Scores from tests, assignments, projects, quizzes, and examinations.
- Used to calculate students' overall performance.
- Includes exam scripts, mark sheets, and report cards.

4. Lesson Notes / Lesson Plan & Assignments Record

- Daily or weekly instructional plans prepared by the teachers.
- Shows objectives, teaching methods, materials, and evaluation. These can be accessed via our school management software.

5. Scheme of Work

- Breakdown of topics to be taught during the term or session.
- Guides teaching progression.

6. Time Table

- Daily and weekly schedule of subjects and activities.

7. Diary / Record of Work

- Record of topics taught each day and progress made to help supervisors monitor curriculum coverage.
- Captures Daily flow of class, challenges and observations to help supervisors

8. Behavior or Discipline Record Book

- Records students' conduct, rewards, punishments, and disciplinary issues.

9. Health Record

- Information about students' medical conditions, allergies, illnesses, and emergencies.

10. Inventory Record

- List of all classroom materials, textbooks, furniture, equipment and teaching aids.

11. Visitors' or PTA/Parent Contact Record Communication Log

- Keeps records of parent phone numbers, emails, and interactions on complaints & feedbacks.
- Record of meetings and communication with parents or guardians.

12. Duty Roster / Classroom Responsibility Chart

- Assigns classroom duties to students such as cleaning, leadership, and organization.

13. Guidance and Counseling Record

- Notes on students needing emotional, academic, or behavioral support.

14. Observation Record

- Teacher's observations about students' strengths, weaknesses, talents, and learning difficulties.

15. Promotion and Transfer Record

- Information about students promoted, transferred, or withdrawn.

These records help the class teacher, Monitor learners effectively, Improve academic performance, Maintain discipline and Communicate with parents.

CLASSROOM MANAGEMENT & SCHOOL CULTURE

All things must be done decently and in order.

Classroom management is the process teachers use to create and maintain an organized, respectful, and focused learning environment where students can learn effectively.

It includes how a teacher plans and presents lessons, sets rules and routines, guides student behaviour, handles disruptions, and builds positive relationships to ensure that teaching and learning happen smoothly.

Classroom management is essentially people management and task management. The end goal is to create an environment where learners can manage themselves because they understand the expected routines and the consistent consequences or rewards of both compliant and non-compliant behaviour.

Ultimately, effective classroom management helps students develop self-discipline, responsibility, and awareness of expectations so that external control gradually becomes internal control.

It is important that the class teacher pays attention to their words, actions, habits, and character when in the classroom because this creates the atmosphere. If a teacher is too agreeable to the point of not setting any boundaries of behaviour, it will become a problem. If a teacher is too strict and never smiles, the tension can lead to intimidation and rejection. If a teacher is too closed off and detached, the students will find it hard to connect and build a solid relationship with the class teacher.

5 Golden Classroom Standards for Class Teachers

Class teachers are expected to train students on expected behaviour. Class teachers are also expected to manage the smooth running of their assigned classrooms. They are to train students on the expected behaviour in and outside the classroom and ensure compliance of their wards with these 5 GOLDEN standards:

1. Neat and Complete Uniform

Students must always maintain proper presentation of their uniform. This includes well-ironed tops and bottoms, blazers, ties, black socks, and a black belt.

2. Proper Hygiene

Students in the class must maintain neat hairstyles or haircuts, clean fingernails, clean teeth, well-bathed skin, a fresh smell, and overall good personal hygiene.

3. Good Posture & Conduct

Students in class should sit properly, walk with confidence as trained, and speak eloquently. They should greet visitors and members of the school community within and outside the classroom, and be reminded of our school values “We are royals, not rogues,” “We do things decently and in order,” also addressing conflict management as outlined in the class handbook.

4. Stimulating & Lovely Class Environment

The floors should be swept and mopped, and the walls should be neat with sufficient learning aids such as timetables, subjects offered, and relevant educational materials. The board, lights, and fans should be in good working order, with no exposed wires or faulty switches, and the classroom should have good ventilation.

5. Arranged Students’ Property

Students should keep their notes and personal effects in their lockers when not in use.

These golden standards are the first duty of the class teacher. At no point in time should your students be dressed roughly, exhibit poor hygiene, bad posture or conduct or leave their materials scattered in the class without you taking action. When the state of the beauty of the class declines, notify support staff to correct it.

If any of these 5 Golden Standards are being compromised, the class teacher is expected to speak up and correct it immediately or reporting the deviation to the Year tutor or delegating tasks to students, support staff or class tutors.

Class Routine & Values System

Class teachers should hold **weekly class meetings (e.g. Tuesdays and Fridays)** to:

- Reinforce values
- Resolve conflicts & manage noise.
- Review performance often
- Set goals

Movement & Behaviour Culture

Royal Identity Principle

Students are trained with the mindset:

Call: “WE ARE ROYALS...”

Response: “NOT ROGUES”

FREQUENTLY ASKED QUESTIONS (CLASS MANAGEMENT)

1. Feeding in School

- Students eat in the dining hall to build order and community
- Breakfast may be eaten before 8:20am or during short break
- Eating during class is not allowed except for health reasons
- If a child has no food, the teacher should notify the head tutor and contact parents if needed to pay for food gotten from school kitchen.

2. Movement in and Out of Class

- Students must behave as “royals” (calm, orderly, respectful)
- Misconduct is corrected by focusing on actions, not identity
- Light consequences include warnings, detention, or community tasks for repeated issues

Students are expected to avoid:

- Running in corridors
- Pushing or shouting
- Rough or disorderly movement

Movement should be calm, respectful, and orderly.

- Students move in **straight, orderly lines**
- No pushing or crowding
- Walking calmly in school corridors
- Running is restricted to play areas

3. Family Meeting Or Circle Time:

The class teacher is expected to have a “Family meeting” with the classes every Tuesday morning and Fridays to discuss and remind everyone of their values, , goals and review

performances of the week. It is also important to regulate emotional states of children, address all conflict resolution. See CIRCLE TIME DOCUMENT for the mode of carrying out the meeting. Failure to achieve these effectively will have the class teacher penalized as these values may forget their goals and values over a period of time.

4. Administering Discipline as a Classroom Teacher:

As a general rule, Most misbehaviours can be corrected with a **calm, firm verbal notice**, however, persistent cases require structured disciplinary tools. Here are some common offences and their required action.

COMMON STUDENT OFFENCES & RECOMMENDED ACTIONS

	<i>OFFENCE</i>	<i>RECOMMENDED ACTION / CONSEQUENCE</i>
1	<i>Wrong presentation of school uniform</i>	1. <i>First Offence:</i> Student should be notified to correct the dressing. 2. <i>Repeated Offence:</i> Student wears Discipline Vest.
2	<i>Eating in the classroom during lunch break</i>	1. Warning. 2. Student cleans the area immediately. 3. Repeated offence attracts Discipline Vest.
3	<i>Unsafe conduct during rainy season (stepping into water/puddles)</i>	1. Warning and safety reminder. 2. Repeated offence attracts Discipline Vest.
4	<i>Being careless with personal, school, or others' property</i>	<i>Strike One:</i> Warning and quick replacement/repair. <i>Strike Two:</i> Discipline task and parental caution. <i>Strike Three:</i> Parents notified officially.
5	<i>Cutting in line or disorganizing the hall while leaving</i>	1. Kneeling down briefly. 2. Repeated offence attracts Discipline Vest and orderly practice.
6	<i>Speaking loudly in class</i>	<i>Strike One:</i> Warning. <i>Strike Two:</i> Change of seat or Discipline Vest. <i>Strike Three:</i> Parent notification/counseling.
7	<i>Littering the school or classroom</i>	Student picks litter and cleans assigned area.

	OFFENCE	RECOMMENDED ACTION / CONSEQUENCE
		Repeated offence attracts Discipline Vest.
8	<i>Improper carrying of materials (laptops, chairs, equipment)</i>	Warning and proper demonstration of handling procedures. Repeated offence attracts supervised handling duty.
9	<i>Failure to do assignment</i>	Completion of assignment during break/free period. Repeated offence reported to parents.
10	<i>Incomplete notes</i>	Student completes notes before next lesson.
11	<i>Failure to return chairs or materials after use</i>	Student returns and arranges materials properly. Repeated offence attracts classroom duty.
12	<i>Running in the hallway</i>	Warning and safety counseling. Repeated offence attracts Discipline Vest.
13	<i>Delaying the school bus after school or in the morning</i>	Warning. Repeated offence leads to parent notification and community service.
14	<i>Arriving late to class</i>	Student records reason for lateness. Repeated lateness attracts counseling and parent involvement.
15	<i>Failure to report complaints or suggestions appropriately</i>	Guidance on proper communication channels and respectful reporting.
16	<i>Attending class late</i>	Warning and recording of lateness. Repeated offence attracts disciplinary action.
17	<i>Making noise in class</i>	<i>Strike One:</i> Warning. <i>Strike Two:</i> Seat change. <i>Strike Three:</i> Discipline Vest and counseling.
18	<i>Fighting or bullying classmates</i>	Immediate intervention, counseling, apology, and parent notification.
19	<i>Using foul or abusive language</i>	Warning and apology. Repeated offence attracts counseling and parent

	OFFENCE	RECOMMENDED ACTION / CONSEQUENCE
		notification.
20	<i>Playing during lesson period</i>	Warning and confiscation of distracting items if necessary.
21	<i>Failure to obey prefects or teachers</i>	Counseling and corrective task. Repeated offence reported to school authorities.
22	<i>Vandalizing school property</i>	Repair/replacement by student or parent and disciplinary action.
23	<i>Sleeping during class</i>	Student awakened and counseled. Repeated occurrence investigated for underlying issues.
24	<i>Unauthorized movement around the school</i>	Warning and restriction from unnecessary movement.
	<i>Bringing prohibited items to school</i>	Item confiscated and parents notified.
	<i>Examination malpractice</i>	Report to school authority and disciplinary measures according to school policy.

VERBAL CORRECTION & COMMUNICATION SKILLS

How to Administer Verbal Corrections Effectively.

Always remember that we are training students to develop appropriate behaviour both now and in the future. We don't want them to become aggressive or timid and develop low-self esteem because of our words and actions of today. Rather, we want them to be able to reflect on their actions and choose better in future even when we are not with them simply because they were able to understand what we were communicating.

This can be tricky to do when a teacher is emotionally triggered or stressed by what the student has done wrong, but we must try to pause and think of the best responses based on our core values of self-discipline, remember that we are all after all, (i.e. students and teachers alike) **royalty and not rogues**. Therefore, what we say and how we conduct ourselves in moments of correction should reflect our eloquence, maturity and dignity. This will also significantly influence how students learn to regulate themselves and even how they correct and relate with others.

We should avoid destructive criticism which may seem effective in the moment but leads to rebellion, disobedience and poor self-image in future. Instead, we use constructive language that is designed to address bad behaviour and choices without damaging the mind of the student and teacher. We correct their actions, not identity. There are no bad children, only badly trained/badbehaving ones. We must not label children negatively; rather, we should describe behavior we don't want clearly and guide them to improvement. Most importantly, you must show or communicate that you still care and believe in the child's ability to grow.

A good verbal warning should be:

- Calm, not emotional
- Clear, not insulting
- Focused on behaviour, not character
- Firm, but respectful

Poor ways of issuing verbal corrections:

- "Are you mad? Come on, sit down properly."
- "You don't have sense. Always making noise. Mchew."
- "I've warned you about this already, can't you just listen? You are always like this."
- "I don't blame you, you can never change."

These kinds of negative statements can seem shocking to read, but unfortunately, they are common examples of harsh classroom language that show up in many places where discipline practices haven't been refined into more constructive communication.

They tend to appear in teacher training discussions globally because they reflect a universal problem: when adults are stressed or trying to correct behaviour quickly, the words can shift from guiding behaviour to attacking identity.

In some cases, a child asking the teacher "What did I do?" can be interpreted as being disrespectful because the child thinks the child knows what they have done and are just pretending when studies show most times, they really don't know which of their many actions have caused an issue. However, this reaction makes sense—because in real school

environments, especially where discipline is strict and fast-paced, those exact expressions do get used more than they should. The important rule is to always remember that you should name the child, name the behaviour you don't want, and (where applicable) state the behaviour you want.

Examples of appropriate verbal warnings:

- No, put that chair back nicely, We don't leave the class disarranged.
- "Sarah, This behavior is not acceptable. Please stop it and correct it now."
- "You have been warned. I expect you to make the right choice immediately."
- "This is your first warning. Let's see improvement right away."
- Paul, Remember, we are royalty, we are not rogues. So We don't do chew gum here.
- Everyone, Please use your indoor voices when talking in the classroom. Thank you.

1. Use Positive Language: Correct the Behaviour, End with Encouragement

It seems strange to say "Correct using positive language", this is not to praise the child, but it implies not to insult the child. If you are honest and observant, you will see agree that if correction is consistently delivered in negative terms, a child may begin to lose confidence in their ability to improve and may even become resistant or defensive. However, when a teacher identifies something positive about the child while still addressing the issue firmly, the child is more likely to feel respected and motivated to change.

A useful structure is:

Positive observation → Correction of behaviour → Encouraging closure

Examples:

s/n	Bad Correction (Negative / Harmful)	Improved Correction (Constructive / Supportive)
1	"You are so lazy. You never do your homework and that's why you are always failing."	"You are capable of doing well, but your homework is not being completed. Let's change that and improve your performance."
2	"You are very dirty! Don't you have a brush at home?"	"Your appearance is untidy today—your shirt is not tucked in and your hair needs grooming. Please take time to present yourself neatly, as the responsible student you are."
3	"You are so careless. You always make	"I noticed some mistakes in your work. Let's go

s/n	Bad Correction (Negative / Harmful)	Improved Correction (Constructive / Supportive)
	mistakes in your work.”	through them carefully so you can improve accuracy next time.”
4	“You are too slow. Everyone else is ahead of you.”	“You are taking your time to understand the task. Let’s work on improving your speed while keeping your accuracy.”
5	“Why are you always talking? You can never behave properly.”	“I need you to stay focused during lessons so you don’t miss important instructions.”
6	“You are a troublemaker in class.”	“Your behavior is distracting others. I need you to choose actions that support a calm learning environment.”
7	“You don’t listen at all.”	“I notice you sometimes miss instructions. Let’s practice active listening so you can follow directions better.”
8	“You are always late. It shows you are irresponsible.”	“Punctuality is important. Let’s work on arriving on time so you don’t miss key parts of the lesson.”
9	“You are just not good at this subject.”	“This topic is challenging right now, but with practice and guidance, you can improve your understanding.”
10	“You never try hard enough.”	“I would like to see more effort in your work so you can achieve better results.”
11	“You are so disorganized.”	“Let’s work on organizing your materials so you can find and complete tasks more easily.”
12	“You failed again because you are not serious.”	“This result shows you need a different approach. Let’s identify areas to focus on for improvement.”

1. ***AVOID A LONG LECTURE*** OR COMPLICATED INSTRUCTION

Giving instructions may appear simple, but it actually requires strong communication skills. This is because students tend to respond better to short, focused statements rather than long explanations.

Your instructions should be *punchy and clear*. Where appropriate, you may also use light humour to make the message more memorable and reduce tension.

Avoid rambling or overly emotional explanations. Instead:

- State clearly what you want OR what you do not want (or both if applicable).
- Briefly explain why it matters
- Check for understanding by asking for feedback or confirmation

It is also important to remember that students' attention can begin to drop after about 15 minutes of continuous talking. While silence or reduced attention may sometimes feel like a consequence for misbehaviour, long, drawn-out explanations can drain both the teacher and the students and may lead to unintended or poorly chosen words being used.

As stated earlier, Most student misbehaviours can be corrected with a clear, calm, but *firm verbal notice*. However, some cases may require follow-up corrective action if the behaviour continues. We will explore more on corrective actions next.

DISCIPLINARY TOOLS FOR TEACHERS

A class teacher or subject teacher is expected to maintain a **Disciplinary Report File**, where the student's name, offence, date, and disciplinary action taken are recorded. This becomes necessary when verbal warnings are no longer effective.

Discipline should always be **corrective, consistent, and developmental**, aimed at helping students understand consequences and improve behaviour.

1. Apology Letter Writing

A student may be asked to write a letter of apology for misconduct addressed to a classmate, teacher, or the class.

For example, a student who repeatedly speaks rudely to a classmate can be asked to write an apology letter. This encourages reflection, accountability, and writing practice.

2. Library / Study Room Detention

A student may be placed in the library or study room during break or free periods for offences such as incomplete assignments, refusal to complete classwork, or disruptive behaviour.

The student may be required to:

- Read a prescribed book/article related to behaviour or academics
- Complete outstanding academic tasks
- Write a short reflection on their conduct

3. Community Service Detention (Repeated Offences)

For repeated misconduct (e.g., three recorded strikes), a student may be assigned supervised school-based community service.

Examples include:

- Cleaning classrooms or corridors
- Assisting in arranging books in the library
- Watering flowers or maintaining school environment
- Helping with approved school errands

This builds responsibility, discipline, and respect for shared spaces.

4. Behaviour Contract (Written Agreement)

A formal agreement between student, teacher, and school outlining expected behaviour.

It includes:

- Specific behaviours to improve
- Agreed positive actions
- Consequences for repeated misconduct
- Duration of monitoring period
- Signatures of student, teacher, and parent/guardian

This tool encourages ownership and accountability.

5. Referral to Principal or Disciplinary Committee

Serious or repeated misconduct should be escalated to school leadership.

Examples include:

- Fighting or physical aggression
- Bullying or harassment
- Persistent defiance of authority
- Cheating or serious academic dishonesty
- Vandalism or theft

Minor issues should remain at class level, while serious cases require formal intervention.

6. Seat Relocation (Strategic Seating)

A student may be moved to a different seat to reduce distraction or peer influence.

This is useful for:

- Off-task behaviour
- Talking excessively
- Group disruption

It should be explained calmly as a behavioural support strategy, not punishment.

7. Loss of Privileges

Temporary removal of privileges such as:

- Leadership roles (e.g., class prefect duties)
- Participation in games or class activities
- Access to certain classroom privileges

This helps students connect behaviour with responsibility.

8. Written Reflection / Behaviour Journal

Students may be required to write short reflections such as:

- “What did I do wrong?”
- “Who was affected?”
- “What will I do differently next time?”

This strengthens emotional awareness and self-regulation.

9. Parental Notification

For persistent issues, parents/guardians should be informed early.

This may include:

- Written notes
- Phone calls
- Scheduled meetings

This ensures home-school collaboration in correcting behaviour.

10. Restorative Conversation (Mediation)

The teacher facilitates a guided conversation between the offender and affected person(s).

Focus:

- Acknowledging harm
- Understanding impact
- Agreeing on how to make amends

This builds empathy and reconciliation.

11. Temporary Removal from Class (Time-Out)

A student may be briefly removed from class to regain self-control. This should:

- Be short and supervised
- Include a calm-down period
- Be followed by re-entry and correction

12. Final Escalation / Suspension (Severe Cases)

For extreme or repeated serious misconduct, suspension may be considered according to school policy. This is used only when:

- Other interventions have failed
- Safety or learning environment is compromised.

CLASS MEETING:

ALSO CALLED “CIRCLE TIME” OR “FAMILY MEETING”

Circle Time or Family Meeting Time in our school is a period where class students gather in a circle to talk about issues relating to the class, read a devotional, sing, and process their emotional, academic and spiritual growth in a Christian-centred environment.

It is a structured time for reflection, sharing, bonding, and addressing class matters in a calm and supportive atmosphere that promotes unity, emotional growth, and moral development.

The indirect aim of circle time is to make every child feel seen and heard, especially the ones who like to stay quiet, and also to help students learn to talk reflectively through specified activities in the Circle time manual.

How to Conduct Circle Time

1. Set the Environment

Arrange students (preferably in a circle) so that everyone can see and hear one another. The teacher should also join the circle as a facilitator, not a lecturer or to offer only criticism. He or she ensures the atmosphere is calm, welcoming, excited and emotionally safe.

2. Establish Ground Rules

Begin by reminding students of simple expectations such as:

- One person speaks at a time (holds the talking stick)
- Everyone listens respectfully
- No interrupting or mocking others
- Confidentiality where appropriate (what is shared stays in the circle)

Any child who fails to comply is given a strike one, strike two and is expelled from the meeting for three minutes to five minutes.

3. Opening Routine

Start with a consistent routine to create structure, such as:

- A short prayer (if Christian-centred)
- A welcome greeting or affirmation
- A song, chant, or call-and-response to build unity

“We are heirs of the father, we are joint heirs...”

4. Emotional Check-in

Allow all student to express how they feel using simple prompts like (See emotional intelligence WEATHER tool):

- “I feel happy/sad/excited today because...”
- “One word for how I feel is...”

This helps build emotional awareness and trust. See example here

5. Class Issues Discussion

Gently bring up class-related issues such as behaviour, teamwork, cleanliness, or respect. Guide students to:

- Reflect on what happened
- Suggest better choices
- Take responsibility where necessary

The teacher should guide, not dominate the discussion.

6. Value or Moral Teaching

Introduce a short value-based lesson (e.g., respect, discipline, honesty, kindness). Link it to real class experiences so students can relate easily.

7. Singing or Positive Activity

Include a short song, affirmation, or uplifting activity to end on a positive note and reinforce unity.

8. Closing Reflection

End with a simple reflection question such as:

- “What will you do better today?”
- “What did you learn from today’s meeting?”

Close with encouragement and a positive affirmation about the class.

Key Principle

Circle Time is not for punishment, but to build **connection, trust, reflection, and character building in the learners as they lead discussions**. The teacher's tone should be calm, guiding, and supportive.

Resources on Circle Time Activities:

Here are links to get started on what is achieved during circle time meetings, however, the full introduction is outlined in the circle time manual following this introductory manual.

1. **How Circle Time Increases Student and Teacher Wellbeing:**

<https://www.youtube.com/watch?v=5eggKcJI-Zc>

2. **Weekly Circles: Building Community to Foster Academic Achievement**

https://www.youtube.com/watch?v=QjVI-1XDX_Y&pp=ygUwY2lyY2xIIHRpbWUgb3IyY29tbXVuaXR5IG1lZXRpbmcgZm9yIGhpZ2ggc2Nob29s

3. <https://www.youtube.com/watch?v=1fuLSU3bE-w>

4. **60-Second Strategy: Traverse Talk:**

<https://www.youtube.com/watch?v=J4UQvt1Rn9w>

5. **60-Second Strategy: Respond, Reflect, and Review**

<https://www.youtube.com/watch?v=J4UQvt1Rn9w>

6. **60-Second Strategy: SLANT Listening:**

https://www.youtube.com/watch?v=sU9TumF_Cbo

7. **60-Second Strategy: Participation Cards:**

<https://www.youtube.com/watch?v=2L7o-By9rYo>

Conclusion

An effective class teacher does more than teach lessons—they shape character, discipline, and future behaviour. Through structured systems, respectful communication, and consistent correction, teachers help students grow into responsible individuals.

Now, complete the assessments below to get ready for the next two modules: Records and Circle Time.

TEACHER ASSESSMENT QUESTIONS

INSTRUCTIONS: Reflect on the questions asked and write an essay based on your responses. Your essay should be between 100 and 300 words.

1. Discuss the concept of “WE ARE ROYALS, NOT ROGUES” as a classroom discipline philosophy. How can this mindset influence student behaviour and classroom culture in a positive way?
2. Explain the importance of correcting student behaviour by addressing ACTIONS rather than “labeling” the child. What are the long-term benefits of this approach for student development?
3. As a class teacher, describe how you would enforce proper movement and conduct in school passages and classrooms while maintaining discipline, safety, and respect for students.
4. Evaluate the role of consistent classroom routines such as lining up “on a straight line” in promoting order, safety, and effective classroom management. Provide practical steps for implementation.
5. Discuss how a teacher’s words, emotional control, and communication style during correction can shape student self-esteem, behaviour regulation, and overall classroom atmosphere.
6. List 7 of the fifteen Administrative Records a class teacher is to maintain and why they are important.
7. List 7 offences a Student can make and what you would do when you notice them.
8. Discuss how you would like to conduct circle time with your children in the classroom and what you hope to accomplish with them.

ONLY AFTER COMPLETION READ:

MODULE 2: CIRCLE TIME MANUAL

For more Teacher Training resources, visit
<https://www.topflightcollege.com/team-3>