

Build or Destroy a Child

*A Teachers' Handbook and
Classroom Guide*

Chishamba Lazarus

Build or Destroy a Child

First Edition

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Classroom Guide***

By Chishamba Lazarus

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A Teachers' Classroom Guide

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BUILD OR DESTROY A CHILD

This book is divided into two sections:

SECTION 1: HOW TO BUILD A CHILD?
ATTAIN, MAINTAIN, AND IMPROVE
THAT STANDARD.

SECTION 2: HOW TO DESTROY A
LEARNER: *STOP IT!*

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SECTION 1

CHAPTER 1

Teachers' Role In Healthy Personality Development

As a professional educator, you are not merely expected to make sure that your class learn the content of the curriculum and the syllabus and end there, however, you are also expected to contribute towards the development of your children as healthy balanced people, who will be able to fit into their societies, to control their less acceptable impulses and to become what is known as *socialised*. It is important that teachers should be knowledgeable enough in as far as how the children's personal traits and qualities develop and how you can help them is

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concerned. On the other hand, there are also other reasons why you should need to know about personality development. For instance, it has been realized that mental factors are only one part of successful learning, their personal qualities also being very important influences for all learners. The personality traits of teachers themselves, especially those that influence their attitudes towards their pupils, their work, and their colleagues are important factors in the education process.

The word personality, as defined by Hendrikz (1986) refers to the more or less permanent and consistent collection of attributes that go to make up an individual. These attributes include physical ones as well as those emotional and intellectual ones that make his behavior and

reactions fairly consistent while being different from everyone else's. As a teacher, you are expected to bear that responsibility to ensure that each and every child in your classroom in particular and at school in general has successfully developed physically, emotionally, socially, and intellectually. This can only be achieved if the teacher himself/herself is willing and it is also be determined by the teacher's personality at large.

The influence of religious beliefs on behavior and personality is one that a teacher should consider, in the particular context in which he finds himself and his pupils. Hendrikz (1986:120) says that, "the weight of evidence is, then, that, within inborn limits it is possible to encourage the development of favorable

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personality traits and discourage the development of unfavorable ones, though it is not possible to be certain how any one individual will react to a given situation”.

Nevertheless, it is important for you as a teacher to be aware that you have an influence on this important aspect of human development.

As a teacher you should be aware that certain personal traits are encouraged but the learner should be to control and alter others if he is to achieve his purposes and be reasonably comfortable in, and adjusted to, his environment. An essential aspect of learning in personality development is that of self-control, or of finding ways of giving expression to temperament traits that are accepted rather than rejected by others. Hendrikz (1986) says that a

stable and consistent environment which helps a child to see clearly what are and are not accepted ways of behaving is likely to encourage balanced and stable personality traits. As you can see, personality development and discipline are closely related, since they are both concerned with making an individual who is acceptable both to himself and others.

The teacher's own attitudes towards his children and their expressions often add to, or alter aspects of the existing self-concept, especially when it strengthens or weakens their confidence in themselves. It is your duty as a teacher to help your learners build a realistic idea of their abilities and limitations while at the same time seeing himself as someone of no less

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importance or worth because of his limitations (Hendrikz, 1986).

Another way of viewing personality development is the *need-achievement* as suggested by Maslow that human beings have a number of in-born basic needs, which should be satisfied if healthy and effective personalities are to be established. His proposed needs are built up in order of importance, by which the most basic having to be attained before the next level can be fully satisfied. According to the theory of Maslow, the personality develops to the extent that the needs are or are not satisfied. The first four needs he calls *deficiency needs*, by which he means that if they are not properly fulfilled, the final personality may not develop completely or satisfactorily Maslow (in Hendrikz, 1986).

The most basic need of all is rather obvious, which is the need for those things which enable the body to survive such as food, oxygen, sleep, constant body temperature and so on. The next survival need being physically and psychologically secure environment and protection from dangers. The third need is equally important for healthy personality development although it is less consciously appreciated and that is the need for a feeling of being loved. As a teacher, you need to be aware that an inadequate fulfillment of this need can lead to problems in later emotional adjustment and may certainly be a handicap to school learning (Hendrikz, 1986). The fourth deficiency need is related to the self-concept and this includes the need for self-esteem, to feel good

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about oneself, and to be respected by others as someone worthwhile. Hendrikz (1986) says that this need may vary in the way it is fulfilled, but the need itself is a strong one and very important for healthy personal development and adjustment to life.

The fifth and final need according to Maslow is the *self-actualization or the self-fulfillment*.

According to Maslow, this is a growth need rather than a deficiency one. This need includes the way in which an individual can develop the potential that he has and it suggests that there must be a well-graded and planned opportunity for him to acquire the needed knowledge and skills and to develop his intellectual abilities. The need also suggests the necessary of opportunities for someone eventually to become

an independent individual, able to accept responsibility for himself and others while being a well-adjusted member of the society.

Although the theory of Maslow is not universally accepted, it provides useful reminders that the school organization especially the class teachers must ensure that each need is fulfilled for your children to be best of their abilities. As a teacher, you are supposed to take note that in every school there are individuals whose major traits can influence their subsequent progress in personal development. It is equally important on the part of the teacher not to attach too firm a personality-type label to your children as individuals, since it might be a self-fulfilling prophecy. Nevertheless, it is also important for you as a teacher to be able to

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recognize the weaknesses of your children and you are supposed to take action where possible. For example, some learners may consistently react suddenly and impulsively, without giving themselves time to think through exactly what is to be done and how to do it. As a teacher, you need to help by gently making the individual conscious of this characteristic and setting him a challenge to overcome it, in a positive way rather than a negative and hurtful way.

It has been sometimes said that teachers should be selected for training and appointed to posts, not only for their academic competence, but also for their personality traits, since their interaction with their pupils is an important factor in successful teaching and learning (Hendrikz, 1986). As a teacher you need to, at

intervals, look realistically at yourself, how you behave in the classroom and your attitudes towards your colleagues and to the profession of teaching and your motives for the actions that you take. If you see yourself as your pupils see you, and like what you see, then you are well on the way towards becoming the sort of person that they need you to be. All in all, it only needs teachers whose positive personality traits that can be able to help children become good people who will be accepted in their schools, societies, countries and in the whole world.

CHAPTER 2

Teacher's Responsibility for moral development

This chapter is going to look at how children develop morally and what are you expected to be aware and familiarise with how these children develop as they grow so that it will be easy for you to give them necessary help whenever need arises. I hope that you are aware that morality is, without any doubt, always an issue in schools when in most times learners end up on the wrong side of the school rules. In this chapter you are going to learn more about moral development and some skills that you require to help your children grow morally so that they will be socially accepted. What are morals? Morals can be defined as those attitudes or behaviors

that are generally accepted by the society. These can be shortly defined as socially accepted behaviors. Moral development is also another term that needs to be known and defined. This term can be defined as a way in which children learn to determine what is wrong and what is right. A moral dilemma is a situation in which there is a conflict in one's mind about what is right and what is wrong.

Craig (1996) defines morality as an individual's respect for the rules of social order and his sense of justice. Zindi, Peresuh and Mpofu (1997) also define morality as the doctrine of right or wrong in human behavior. Since morality or the view of what is wrong or right obviously differs from time to time, from place to place, from family to family or from culture

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to culture, you should make sure that you are very aware of the expected morals in the area you are teaching right now so that you will not be in trouble with the people of that area.

Morality covers a lot of issues such as respect, helpfulness, friendship, rules, authority and honest. Those who act according to the expectations of the society are said to be moral. Therefore, it is your duty as a teacher to make sure that you give necessary help to your children that will help them grow morally which is expected by that society. You are not expected to instill in learners morals that are not in line with the expectations of the society. Therefore, morality cannot be excluded from the classroom because it is part of learning and teaching. As a teacher, you must constantly drawing your

children's attention to the standards of orderliness, respect for others, honesty and responsibility. During the teaching and learning process you are expected to communicate with your pupil's basic moral values, beliefs, attitudes and concerns of the society.

For you to understand the concept of moral development, the author has decided to explain at least two theories, which have been expounded by two prominent theorists such as Kohlberg and Piaget in as far as moral development is concerned.

The theory of Kohlberg is well explained in three levels of moral development such as: pre conventional, conventional and post conventional and each of these levels has two stages.

LEVEL 1

Pre-Conventional Morality (up to 10 years)

Normally children from four to ten years exhibit this type of reasoning. This characteristic of moral reasoning is, in most cases, based on themselves that is egocentric. They always want to avoid punishment but at the same time they are interested in getting rewards. However, Mwamwenda (2004) says that children which fall under this stage are yet to adopt and internalize society's conventions regarding what is right or wrong.

STAGE 1 (Obedience and Punishment Orientation)

The first stage of this level is called Obedience and Punishment Orientation. Fear of punishment characterizes this stage of moral development. If the child does an action, whether it is good or bad, that action was influenced by only two things, punishment or reward. For example, your children in your classroom can do tasks or homework as a result of avoiding possible punishment or they can do any other activities that may be assigned to them like sweeping the classroom in order to be praised (reward). Their abilities as children are characterized by egocentrism and inability to consider others' perspectives (Kohlberg in Wasserman, 1980). Whenever you punish the

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child in this level, punishment is not related to the cause of the action.

STAGE 2 (Instrumental Relativist Orientation/Self-Interest Orientation)

This stage is characterized by the ability of the learner to distinguish between what is right and wrong for his/her advantage. The child knows that what is right always makes him/ her happy and excited. Personally as an individual, the learner now knows that the right action works for him. The search for pleasure and their personal needs are the actions that are influenced by the child's decisions. Reciprocity and fairness for them involves "*you scratch my back and I scratch yours*" but this is done not out

of loyalty, gratitude or justice. No wonder why you hear these children say, "Give me your fruit so that I give you my sweets" (Mwamwenda, 2004).

LEVEL 2

(Conventional Morality, 10-20 years)

This stage is characterized by the maturity of learners whose abilities to acquiesce to the expectations of the school, group or family. Their decisions are in line with the social conventions or rules. These children can behave as per the expectations of the school and they are also able to judge the morality of their actions by simply comparing them to the set school rules or expectations. By doing the

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school's expectations or society's, it means they have accepted the conventions concerning right or wrong. Now there is no egocentrism but rather consider others' perspectives. Pupils now actively support and justify the existing social order (Thomas, 1994).

STAGE 3 (Good boy, nice girl Orientation)

Azizi (2012) defines this stage as that which pleases others and gains their approval. Your children want your approval and you are to certify that they are good boys and nice girls. For instance, in whatever action, they first ask themselves, "What will my teacher says about this action?" They are now more concerned about others' views and intentions. This shows

that your children have now matured. Children behave in order to get approval not because they believe in given moral principles (Mwamwenda, 2004). This simply means that the motive behind the acceptance of the school rules is only one reason, which is the search for teacher's approval. The decision of these children is normally affected by the opinion of others for example; some children do certain things largely because everyone is doing them (Craig, 1988).

STAGE 4 (Law and Order Orientation)

In this stage, the law is the guiding force or principle and it should be respected and maintained all the times. This is a sign that

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morality is now determined or decided by external motives or forces. For example, all the children at school should be defined and guided by the school and classroom rules and the respect of rules and regulations is a must and priority because order has to be maintained every time. A person is doing the right thing when he does his duty, shows respect for authority, and maintains the existing social order for its own sake (Mwamwenda, 2004).

LEVEL 3

(POST CONVENTIONAL MORALITY)

On this level the main emphasis is on moral principle. Borich and Tombari (1997) argued that this stage of reasoning is rarely found at any

level. It has been argued that the person identifies universal moral values that are valid, regardless of what authority or other people say. According to Azizi, (2012) the post-conventional stage is one that Kohlberg perceived as the stage that is difficult to be reached by the majority of people. This level can also be known as the principled level. The moral standards are derived from personal values and principles and not from conventional standards. This means that as an individual you can simply change rules depending upon your values and principles.

STAGE 5 (Social Contract Orientation)

The laws that govern the society should be based on mutual agreement and should, by all means, not be based on blind obedience. This simply means that in some cases, not always, laws may have to be broken. Gilligan (1982) supports this view by saying that a sense of fairness and legality is more important than the simple maintenance of the status quo. This is clearly specifying the notion that rules are here and there to protect the rights of an individual and societies. Social contracts maybe seen as the general individual rights and standards that have been critically examined and to which society has agreed upon. By the virtue of being a member of the society, without doubt, you enter into a contract with the society and your aim is

to maintain social harmony as per the expectations of that society.

STAGE 6 (Universal Ethical Principles Orientation)

The Universal Ethical Principle Orientation is the highest stage of moral development.

According to Mwamwenda, (2004) universal ethical principles are based on human life. In most cases, people do not follow the chosen ethical principles when human life is at stake for example, stealing in order to save life.

Accordingly, your moral judgements should be based on universal principles of justice that recognize human rights and their dignity.

Everyone is expected to respect and value the

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interest of others. Mwamwenda, (2004) says that human actions are governed by the desire to do unto others, as one would have them to do unto them, which is the golden rule.

Now that you are aware of Kohlberg's theory of moral development, the educational implications of this theory should be at your fingertips.

- What you should do is to facilitate the moral development of your children so that they attain their highest possible stage of development.
- Your children should be exposed to the principles of justice and also have discussions with them on that which is right or wrong. This will help them to judge their reasoning abilities.
- You should teach your children to be aware that doing the right thing is not for the purpose of approval. This will help your children to search for the appropriate

principles underlying the basis of moral behavior (Mwamwenda, 2004).

- Children need to be aware that behavior is not judged by its consequences only but it should also be judged by its intentions. This will help them to understand why some actions are not punished.
- As a teacher, you need to reinforce good behaviors in your children.
- It is your duty as a teacher to stimulate your children's thinking by presenting them with moral dilemmas.
- Your learners should be given an opportunity to reason about their actions.
- You are supposed to encourage the development of friendship in your children so as for them to be able to solve disputes and to be cooperative, for instance, sharing of learning resources and teamwork.
- Your children need to be helped and encouraged to investigate the circumstances that led to certain behaviors and this will help them understand the intentions behind the behaviors or actions of others.
- Be a role model to your children as a teacher.

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- You need to help your children to respect school and classroom rules.
- You can show them videotapes which depict moral dilemmas as related to their values, beliefs and standards, if necessary.
- Your children should be taught to respect and value the emotions of others.

I hope you are now aware of Kohlberg's theory of moral development. This should make you aware that you are an important person in the development of morals of your learners. Be responsible for this role.

PIEGET'S THEORY OF MORAL DEVELOPMENT

Piaget (in Gordon & Brown, 1993) views moral development as a more complex process encompassing both a cognitive and an emotional side. This clearly shows that moral development is related to cognitive development and emotional development. For example, a child who is in grade seven but has a cognitive level of a grade four learner, his or her moral or emotional development levels will also be of a grade four level. It is no surprise that you know some of the old children who behave as if they are in lower grades.

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According to Piaget (in Mwamwenda, 2004) moral development falls into two categories, namely: *morality of realism* and the *morality of cooperation*.

STAGES OF MORAL DEVELOPMENT

STAGE 1

Morality Of Realism (4-10 Years)

All children from grade one up to grade four or five are most probably in this stage. Although children of 4-7 years of age behaved, especially when playing, as if they know the rules of the game, they do not follow them. What it simply means is that, when you ask them how the game

is played, they can tell you, but when they play, they do not follow the rules. Piaget noted that these children break these rules because they do not understand them. For example, it is possible to hear a young child says I do not eat from other people's homes but I have eaten from my friend's home because he is my friend. Why children do this? It is because moral development progresses parallel to cognitive development. You cannot separate the two. They are two sides of the same coin.

According to Piaget, the children from seven to ten years old perceive morality as externally made and they are prescribed to them. As children, they really understand and respect those rules as sacred and not subject to change.

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The reason why they respect and obey these rules is because they are given by adults. These rules are not perceived as something that should bring harmony in the society but are merely to be respected and obeyed as a way of gaining adult approval. What is good or bad is solely in terms of what adults, especially, parents, teachers allow and do not allow. For example, if you tell your children to be silent in the classroom during your absence, and one of them does, the other children will immediately report to you as soon as you come back.

Mwamwenda (2004) says that children feel that rules should be obeyed as directed by authority without change.

As children, nothing in their minds like good or bad, right or wrong, but they just rely on those of their authority, which is the teacher. Good behavior among children is what conforms to your wishes as the teacher (Mwamwenda, 2004). This age group always believes that their teachers are always right and correct, no wonder why some of the children do not want their parents to correct mistakes in their exercise books. Therefore, you ought to be on your guard, in ensuring the credibility of whatever you do because your children are always watching you. You should also be aware that it is during this stage of growth that your learners internalizing the concept of what is good or bad, right or wrong. They see you as someone who is always correct no matter what.

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Therefore, your actions and judgements should always be correct.

As a teacher who is morally upright, you need to try your best to praise the right behavior because the children will definitely consider that action as morally correct and accepted. Good and positive commends for good behavior of your children should be done because by so doing, you are simply instilling the right morals in your pupils. If you punish for misbehaviors, your children will see that some specific behaviors are morally wrong. It is your duty as a teacher to note that your rewards and punishments are consistent to avoid confusing your children.

Something else that is worth important related to this age group is the way they judge behavior by regarding its consequences but not considering the intentions. For your benefit to understand this, Piaget used his two-part stories as a way of testing children's morality. For instance, in these stories, he used the names Mary and John. This happens in the absence of the mother. Here is the story. Mary opens the door and the door hits against a dish full of cups. The tray crashes to the floor and all cups were broken. At the same time John wanted to steal some sweets which were on the cupboard. As a way of reaching them, he climbed on the chair and unfortunately he accidentally knocks down a cup. After telling this story, Piaget asked the question, who was naughtier, Mary or John

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(Mwamwenda, 2004). This can help you to see the level of moral development of your children if you can follow up this question.

Children of this age group just judge the righteousness or goodness by considering the consequences only not the other side of intentions. For example, in the story of Piaget, he found that children considered Mary to be naughtier than John simply because Mary broke more cups than John (Mwamwenda, 2004). The fact that Mary had no intention of breaking the cups is not taken into consideration. They are just worried about the number of cups broken. You should be aware that this age group always believes that the offenders should be punished, that is why in most cases your children tell you

to punish somebody because he/she has broken the rules. That is why these children perceive rules as sacred and unchangeable. Mwamwenda (2004) says that these children believe in imminent justice and if someone steals then hurts, for them, this person is justifiably punished for wrong behavior.

STAGE 2

Morality Of Cooperation (11+ Years)

This is the stage in which children have now developed their cognition. They are now able to justify their own actions simply because they can assume more independence in determining their own behaviors. They are now aware that the

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rules can be created and agreed cooperatively, as individuals and these rules are flexible and subject to change. For example, as they are playing their games, they can simply change the rules at their will at any given time. They now understand why certain things should not be done. For instance, if you tell them to wash their hands after visiting the toilet, they are aware that what you are telling them you are trying to protect them. At this stage, they are now adopting to actions or behaviors not for the purpose of pleasing you or seeking your approval, but they are doing because they know that it is necessary to do so.

They are now able to understand the intentions behind each and every behavior or

action. For example, in the story of Mary and John as aforementioned, they now understand that John was wrong because of his intentions of stealing. Without any doubt, this can show that your children now can reason objectively and can justify logically what is right or wrong based on the intentions of the individual not basing their judgements on the consequences. If the rule is violated with no intention to do so, the offender is likely to be forgiven (Mwamwenda, 2004).

Your understanding of the theory and its educational implications will help you to understand the moral development and behavior of your children. It will also help you to give the

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necessary help to your children whenever necessary.

EDUCATIONAL IMPLICATIONS OF THE THEORY

- ▶ It is your duty as a teacher to transmit cultural values and norms to your children as per society expectations.
- ▶ There is a need for you to be a good role model since the children's initial conception of right and wrong is based on your perception.
- ▶ Whenever you teach subjects like Social Heritage and Religious and Moral Education, you are expected to emphasis the moral values enshrined in them.
- ▶ Morals in the African sense are believed to be embedded in stories. If it is possible, try your best to make use of resource persons in story-telling.
- ▶ You need to be consistent when praising and punishing children.

- ▶ As a teacher, you should guide your learners so that they become sensitive to others.
- ▶ Always expose your children to intensive discussions of principles of justices.
- ▶ Your children should be given an opportunity to explain why they do certain behaviors.
- ▶ Always learn to involve your children when making school or classroom rules.

CHAPTER 3

Teacher As A Counsellor

As a teacher you should have acquired counseling skills. As a professional educator, you are expected to discover learners with specific social and emotional problems. These problems emanate from different sources such as home, groupings in your classroom and health conditions. You are supposed to bear in mind that learners' attitudes towards learning and generally bully behavior as well as frequent truanting will attract your attention and realize the need for counselling. The following are some of the general areas that you need to counsel your learners:

- Truancy
- Situations in which learners are not showing interest in some subjects which you find are necessary.
- When a learner is not sociable and always keeps to themselves.
- From poor and unable families to meet basic educational demands.
- Bully and show a lot of anti- social and unfriendly behavior with other learners.
- HIV and AIDS positive learners with poor health which affecting their learning performance and attendance.
- Bereaved, where a close and caring relative has died.

Your success in playing this role depends on your knowledge to carry out the process. You should develop skills of handling your learners' challenges in a professional and positive way. How do you help a child who is HIV positive in order for him/her not to be affected in his/ her learning performance? This requires an effective

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teacher counsellor to intelligently handle this matter. Do you know that some of the pressure comes from other school children for the child who is HIV positive not to perform in class at his best? When you are counselling that child you should also make sure that you would be having a counselling sessions for the other children who are continuously putting pressure to that child. Without these sessions, it is probable that your counseling time to the learner will be wasted. Hayton, (2009) says that an effective teacher counsellor holds positive beliefs about learners and recognizes and establishes a philosophy of human nature and the purpose of helping.

SHORTCOMINGS OF TEACHERS AS COUNSELLORS

A lot of teachers are facing difficulty in performing counselling to their children effectively due to some of the reasons given by Mavhundutse & Luthuli, (2014):

- ◆ There are no or little lessons of counselling for teachers at colleges.
- ◆ Some of the teachers feel that subject matter and cognitive learning is the total focus of education.
- ◆ Some of the teachers feel a sense of mystification about counseling.
- ◆ The task of counselling suggests a deeper commitment than many teachers have wanted.
- ◆ Some teachers feel they have pressure already and cannot have additional responsibility.
- ◆ The role is considered to be an adjunct, something to be done last if time permits.
- ◆ Time for meaningful interaction with the learners whose problems are limited.

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- ◆ Privacy is frequently desirable and not available in most school settings.

HOW TO HELP LEARNERS DURING COUNSELLING SESSIONS

It is your duty as an effective teacher counsellor to provide a secure, safe and nurturing climate to your learners so that they can grow as healthy individuals through:

- Listening to the inner messages that come through interaction with the learner who is being counseled.
- Keeping the learner's confidence.
- Referring to others if in-depth skills are needed.
- Enhancing a learner's perspectives, well-being through educating about the problem.
- Encouraging the learner to succeed.
- You should create goals for your learners to facilitate their improvements.
- Making options and alternatives for problem

solving.

- You should be able to help learners identify and clarify the problems.
- You must listen attentively to a learner when counselling.
- You are supposed to recognize the learner's need for intervention and build support.

How do you counsel a disruptive learner in your classroom? Glasser (1977) carries out studies on learners that are quite disruptive in the class and suggests some of the most important steps that should be taken by a teacher when counselling his/her children.

These steps are as follows:

- ▶ Choose one learner who needs counselling to concentrate attention on; analyze what has been tried but did not work.
- ▶ Formulation of personal relationship with the learner and encourage and also show concern if the inappropriate behavior continues.
- ▶ Ask the learner to decide what he/she is

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doing. If the learner does not give you accurate answer, simply tell him/her to stop misbehaving.

- ▶ You need to carry out some sessions with the learner and explore behavior problems.
- ▶ Have another session; at this time you are setting up a contract for change in writing.
- ▶ Isolate the learner in a time out procedure which is to be used to revise the plan and work on ways to regain self-control.
- ▶ If the learner continues to misbehave to the extent that he/she is disrupting other learners, removal from school and referral to an appropriate setting is the best (Sheldon, 2008).

As a teacher you must be aware that the main purpose of having children being counselled is to correct learner's behavior. That is how you build your pupils. Morseas (1971) also came up with some steps that should be taken by a teacher as a way of analyzing the learner's inappropriate behaviors. However, the ideas in

Morseas are only applicable provided that there is a good teacher-learner relationship. For example, in this case the emphasis is on interviews where pupils express self and also see other's views. It is difficult on the part of the learner to simply express himself to the teacher he does not trust. So the starting point is to have a good relationship with your children to make it easy when helping them. Morseas (1971) goes on to say that as a counsellor you have to accept the learner's feelings without agreeing to inappropriate behaviors. Morseas (1971) suggests that teachers as counsellors should analyze problems for solutions using the following steps:

- You should help the learner see and accept reality, abandoning defensive positions.
- You must help them to the extent that he/she

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- sees why the behaviors are self-defeating.
- You should always clarify values.
- It is your duty as a counsellor to suggest behaviors for the learner to change, if he does not, supply them.
- It is also your responsibility to support learners in self-exploration to avoid problems with other children.
- You are supposed to assist the learners to release anger through sympathy and understanding.
- The learner should be helped to find alternative ways.
- As an effective teacher counsellor, you must maintain open communications with friendly gestures and reminders; and
- Clarify learner thinking and decision making at crisis points (Sheldon, 2008).

Epstein (2001) has suggests the teacher power bases during the process of counselling learners. According to Epstein (2001) the power base for the counselling role of a teacher comes from Personal Power and involves two types of

empowerment that is referent power and information power. Referent power is the attractiveness of which the teacher possesses in the eyes of the learner and others. You need to be aware that your relationship with your children has a major impact and influence on the learner's behavior. On the other hand, information power helps the teacher counsellor in influencing behaviors. It is part of the confidence which learners and parents gain, as they perceive the teacher's ability to act as a center of information. Mavundutse & Luthuli (2014) say that parents and pupils alike will be amenable to the teacher's program if they believe the instructor possesses and disseminates unbiased information as well being a valuable

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resource when called upon to assist with individual problems and concerns.

REFERENT POWER

- ▷ As a teacher you need to build support with learners.
- ▷ Show your children that you are consistent.
- ▷ Establish and maintain a sense of trust.
- ▷ Share sense of security by showing care for them and their problems.
- ▷ You should maintain maturity rather than peer ship.

INFORMATION POWER

- ◆ Communicate with parents so that they become involved in school programs.
- ◆ Always send positive comments to the parents about the learner.
- ◆ Try your best to be an active, and responsive listener.

- ◆ Show respect for self and learners.
- ◆ You must make sure that you familiarize yourself with the community referrals and resources and also help parents with access.

As a teacher, you should be aware that counselling may highlight strengths and weaknesses in your teaching, therefore, it is a chance for you as a teacher to obtain feedback from your children. By providing counselled pupils a chance to open up and talk about their problems you help avoid sudden unexplained dropouts in the school. By so doing you are helping to develop a learner. It is counselling that allows assessment to become more dynamic and interactive.

CHAPTER 4

Teacher As A Guider

All teachers as guides should bear in their minds that they have responsibility not merely to ensure that the learners acquire the academic skills and knowledge which the curriculum and syllabi proposes. However, as a teacher you have the responsibility to ensure that your children mature steadily along their own personal lines. This simply means that as teachers you are responsible for effectively planning the learning experiences, activities, attitudes and relationships so that as many as possible of each pupil's basic psychological needs are satisfied through the medium of his/ her education.

In this sense, the whole curriculum and everything that teachers do within it have a guidance function, in that they play an important role in determining the direction that each pupil's development will take. In addition to the general guidance that is being provided by the total education process, each teacher, however, must be ready to accept a more direct and personal role as guide, using the term guidance to cover the activities designed to direct and promote developmental progress in a general way. As a guide you should be aware that there are several aspects of a teacher's guidance roles which are worth itemizing, as a way of focusing attention on some that he might have overlooked:

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- The teacher is a planner and manager of educational experiences for his/her pupils, which will contribute to the development of the knowledge, skills, personal qualities, habits of thought and decision making and attitudes to themselves and to others which is a preparation for adulthood.
- The teacher is on the position of being a trusted confidante to his children, not by invading their privacy but by his attitude towards them, showing that he is ready to listen and help whenever they need him.
- As a teacher you are on a unique position to monitor and guide the development and progress of all your children and thus you may be the first to be aware of individuals who are showing early signs of developmental and behavioral problems. It should be well noted that early awareness, more than anything else, can prevent serious difficulties from arising later.
- Due to your facilities of giving early help, you are on the best position to decide when additional help may be needed with a problem individual, for diagnosis and treatment.

■ Finally but not least, you are a communication center, which links not only with the children but also with their parents and other teachers.

It is clear that the general guidance role can merge into that of a counsellor, the teachers' responsibility being what is often called one of pastoral care. This simply means that your concern as a teacher is with the whole human being who brings with him into the classroom all the experiences of his out of school life.

Hendrikz (1986) says that although all teachers of children at all ages have the guidance and counselling responsibility, the circumstances and emphasis may vary at different levels. In the early school years, their main concern is likely to be with difficulties of social and emotional adjustment to school and to other children which some of their pupils may have. After the

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initial anxiety that most children feel at going to school for the first time, most settle down happily. Some, however, find it more difficult and the teachers must be on the lookout, not only for the shy, fearful and lonely individual but also for the one who shows his lack of social skill by bullying and aggressive behavior.

As a teacher, you must be aware of your role of being a guide by arranging the class activities so that everyone is involved and has a chance to practice good group and cooperative behavior, and by quietly drawing the reluctant ones in while restraining the aggressors. You must know that at this age your children are fairly easily influenced by group pressures and expectations and, if given the opportunity, are usually willing to co-operate with the teacher in helping the

lonely and the frightened. Some extra attention by you as a teacher which shows that you understand the child's worries and is able to give support and confidence usually improves matters considerably. At the same time, the disruptive, aggressive, bullying and uncooperative individual can often be helped to readjust with some personal attention from the teacher, whose natural annoyance with such behavior should not be allowed to lead to confrontation and punishment in the usual sense.

In most cases, there may be a child so remote and withdrawn or so aggressive and disruptive, that the teacher's efforts seem to make very little headway. As a guide, what do you do next to help the pupil learn? In such cases the teacher

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would be wise to talk to the parents as soon as possible, usually after consultation with the school head. You must bear in your mind that there are numerous family circumstances that can reinforce adjustment problems, including relationship with relatives and their attitudes towards the child. It is important that the teacher should not himself probe these circumstances directly, partly because he does not have the expertise to do so, and partly because direct probing is rarely successful and can be very misleading. Your role as teacher should be to express your concern that, despite all your efforts you have not been able to make much progress in improving the social and consequently the educational adjustment of the learner.

As a true and genuine guide to the learner, you should aim at making clear to the parents your causes for concern about the child and ask for their suggestions and cooperation, at the same time being careful not to give the impression that you want them to punish or penalize the child, but to reinforce his own efforts.

As your children are progressing through the upper primary school, situations in which guidance skills are called on do not change much. What you need to know is that the emphasis is still on providing learning activities and social situations that are suitable for the children and providing guidance for their behavior, while remaining watchful for individuals who may not be adjusting and progressing as they should.

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In a different category is the irregular attender who is suspected of playing truant or inventing minor illnesses to avoid going to school. As a guide to the learner, you should be aware that there are many possible causes for this, and obviously the first thing to do is to check for hidden bullying by other pupils or else the learner has lost confidence in his teacher or someone else in the school.

Once the learner has moved to the secondary school, the teacher's and school's guidance roles become wider. Important decisions and choices should be made effectively and a great deal hinges not merely on their level of academic attainment but also on their readiness for making these decisions and choices. Hendrikz (1986) says that guidance comes into play mainly

in the opportunities that the curriculum itself and the school programme offer for adolescents to learn some of the skills which they will need to run their adult lives successfully. For instance, they need to know something about what working for their living means, how to find and apply for work and the qualities sought by employers such as integrity, punctuality, honesty, loyalty and so on.

Hendrikz (1986) says that preparation for vocational choice in the wider sense is a matter, at first, for group and class guidance and should form part of the basic curriculum of the school, such as a regular programme of visits, discussions, films and talks by professionals which at least the pupils in their final year should attend. Other areas which are overlooked

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in the curriculum are the civic responsibilities of all individuals and preparation for responsible sexual behavior and ultimate parenthood.

Carefully planned programmes in which the young children have a chance to develop a basis upon which they can make well informed choices both before and after they have left school, should be an integral part of every secondary school timetable. When I was a secondary school learner, I discovered that one of the most serious problems which quite often affects secondary school children is that of disillusionment and boredom and a feeling that what they are being expected to learn is not relevant to their immediate interests. Such a feeling is not always confined to the less successful learner and the resultant lowered

motivation can have long-term harmful effects. At this point, it is necessary to say that the attitude of the teacher who is planning and presenting the guidance programmes outlined above can be an important factor in their success or failure.

Where there are choices available, the teacher has the responsibility of ensuring that decisions are made in the best interests of each individual, which implies that he must himself have a detailed knowledge of the educational and vocational effects of selecting or rejecting the available course options. Ideally, vocational guidance and counselling is a specialist matter and requires the guide and counsellor to have an extensive knowledge of the likely availability of different jobs, the formal qualifications needed

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and the actual demands of the job itself, so that the young person can make better choices to suit his/her interests and abilities. As a guide you should aim at giving the necessary information and then at widening the individual's thinking about what he could do. Therefore, the school and the teacher both have vital roles to play through the pastoral care that they offer.

CHAPTER 5

Roger's Self- Concept Theory

The theory of Rogers is well known as the phenomenological theory or person-centered approach. In his theory, the main issue is the development of self-concept and the progress from undifferentiated self to being fully differentiated. According to Rogers, self-concept refers to how an individual thinks about himself/herself. Rogers emphasizes the self-concept and its influence on behavior. He says that pupils and teachers are central figures in the actualization of their potentials while the environment can play a facilitating or inhibiting role. Rogers in (Meyer 1989) says that conditional and unconditional positive regard

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are key elements in the development of the self-concept. Let's look at the concepts that were used by Rogers to explain his theory. The moment you understand these concepts, it will be easy for you to build your children positively in terms of the way they perceive or think about themselves.

SELF- CONCEPT

This refers to how someone thinks about or perceives himself. Rogers in (Mayer, 1989) says that self-concept concerns you as an individual, how you look at yourself and your relationship to others together with the values attached to these perceptions. It also refers to the picture which you have of yourself and the value you

attach to yourself. As a teacher, you should always have positive self-concept so that your pupils will also have positive self-concept. By so doing you are building your children instead of destroying them. If you have a negative self-concept, your children will also have a negative self-concept by imitation since they are just doubting themselves, they are not confident enough, they look down upon themselves in terms of their abilities, talents, social interaction, appearance and relationship. Therefore, it is important on the part of the teacher to have a positive self-concept always.

SELF-IMAGE

It is the real self-concept that enables an individual to be aware of both who he is and what is he able to do. The ideal self-concept is the self-concept one desires to have. This provides guidelines for growth and development because you will be clear of that which you want to achieve. According to Rogers in Meyer, et al, (1989:376) "the purpose of all life is to become that self which one truly is". This clearly shows that all human beings have a natural tendency to strive for utmost development of their potential regardless of setbacks. This is where you should get in as a teacher to help learners develop positively as they are trying to fulfill their potentials. You should be aware that self-concept plays a pivotal role in determining

behavior. According to Rogers, a person behaves in accordance with his/her image. If the self-image is positive, it simply means that the behavior is also good. This is only achievable provided that the teacher himself/herself has positive self-image.

UNCONDITIONAL POSITIVE REGARD

Unconditional positive regard refers to the situation in which the teacher loves his/her children for who they are. There are no conditions set for the teacher to gain the approval. You build children who are emotionally good as you accept pupils with their needs which are peculiar to them without comparing with other learners. Most of the

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teachers in schools have a weakness of comparing siblings and in the process affect the self-actualization of those pupils. MacLeod, (2007) says that positive regard is not withdrawn if the child does something wrong or make a mistake and at the same time you do not have to do certain things in order for you to be accepted. This simply shows that child should motivate themselves (intrinsic motivation) as a result of positive self-image.

Due to unconditional positive regard which you always show to your learners, they will feel free in trying things out even if they make mistakes. Your children will be confident enough in every endeavor. It is unconditional acceptance that leads to the complete realization or actualization of potentials and enables the child

to realize all of his/her innate potentials.

MacLeod, (2007), observes that people who are able to self-actualize are more likely to have received unconditional positive regard from others, especially their parents in childhood. In the classroom situation, it is the role of the teacher to give unconditional positive regard to his/her children to help learners self-actualize and realize their potentials.

CONDITIONAL POSITIVE REGARD

According to this theory, conditional positive regard refers to the situation in which the teacher loves his/her learners according to the set conditions for acceptance. MacLeod, (2007) says that conditional positive regard is where

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positive regard, praise and approval depend upon the child, for instance, the child only gets approval when he/she behaves in ways acceptable to parents. At the extreme, a child who keeps on seeking approval from others is likely to have experienced conditional positive regard as a child (MacLeod, 2007). The moment you say to a pupil "*If you do this I will give you this*" it means you have set conditions for that learner, hence you do not show love the child for who he is but on condition he behaves the way you want him to behave. So as a teacher you are expected to build standards in your learners to the extent that they will be able to realize their potentials as well as self-actualize.

POSITIVE REGARD

All human beings are in need of being respected, honoured, loved, appreciated and admired by others. Positive regard includes how others evaluate and judge an individual in social-interaction. It is well noted that sometimes people end up adopting the wishes and values of other people so as to get those people's love and approval. Therefore, it is your duty as a teacher to make sure that all learners in the classroom are loved, respected and appreciated. By so doing, you are really building good children of tomorrow.

SELF POSITIVE REGARD

Self-positive regard is closely linked to positive regard. You are in need of that esteem from others so that you feel positive about yourself (Meyer, et al, 1989). It is not enough to rely only on what other people say about and end there, but there is a need to use what they are saying about you and come up with your own position, thus your positive self-regard. That's exactly what you should instill in your pupils so that they become confident of themselves when they are doing their things.

ACTUALISING TENDENCY

Rogers discovered that each and every form of behavior is energized and directed by a single

unitary motive which he calls it the actualizing tendency. It represents the inherent tendency of the organism to develop all its capabilities, which serves to maintain or enhance the individual (Chikoto, 2014). According to Meyer, et al, (1989), this tendency is available even at birth. It is clearly seen in babies who, despite numerous falls, persist in their effort to learn to walk until they are able to. This is the drive to actualize through persistent striving thereby becoming the best which they can become. Rogers also believes that there are some forces which direct one's best behavior and these forces are positive regard and the need for positive self-regard as explained above.

CONDITION OF WORTH

Rogers in (McLeod, 2007) believes that the feeling of self-worth develops in early childhood as a result of mother-child relationship. As parents pass bad comments about their children, they end up looking down upon themselves and obviously having a feeling of worthlessness. This is the same applies to you, teachers in your classrooms, you are not expected to label your learners since this may lead to the picture of uselessness and unworthy on the part of the children. Your pupils will end up having a very low self-esteem. Chikoto (2014) says that a person who has a high self-worth is confident enough and has a positive feeling about himself/herself and such a person is ready to

encounter challenges in everyday life, accepting failure and unhappiness at times.

CONGRUENCE

Makoto (2014) postulates that congruence occurs where there is no difference between what the child is capable of doing and that which he is doing. Congruence is all about that which matches what you truly think and feel. For someone to achieve self-actualization, there must be a state of congruence. Rogers in Meyer, et al, (1989) says that congruent person sees himself as he or she really is and has a self-concept that is in line with his or her actual potential. Makoto (2014) says that if you are in a state of congruence, it means that you are aware

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of all your experiences and you incorporate them into your self-concept. It simply means that as an individual, you are aware of what exactly are you good at and that is exactly what you do, not necessarily for the purpose of pleasing other people. However, the need for positive regard can hinder the actualizing process when the quest for appreciation by others is in conflict with the organism's actualization potential. For example, there are a lot of learners especially at secondary levels, who are doing careers for the sake of pleasing their parents. Some parents rather force their children to do Science subjects, for example, yet the child's line is that of Commercials or Arts. The unfortunate part of it is that a lot of these

children end up failing and their potential is not realized.

INCONGRUENCE

Incongruence refers to the situation in which children do that which they are not capable of. This simply means that one's career path may not be in line with his/her inherent potential. This disturbs the achievement of self-actualization. If someone waits for an approval from someone, it may cause him/her to abandon what he/she is capable of, thereby becoming incongruent with himself/herself.

DEFENCE MECHANISM

As long as there is a conflict between the real self and the ideal self you are in a threatening situation which leads to anxiety. This distorts an individual's perception of reality so as to feel anxiety less threatening to the individual. It is good for us if we continuously see ourselves in consistence with our real self. The moment we are not, we normally use defence mechanism in order to feel less threatened by undesirable feelings. According to Rogers, there are about two defences, namely: perception distortion and denial.

Perception distortion refers to the reinterpretation of the situation as a way of lessening threat. For example, an intelligent child

who fails the test blames the teacher or the grading system or luck. On the other hand, denial involves the blocking out of a threatening situation altogether (Makoto, 2014).

Now that you understand the theory of Rogers of self- concept, here are some of the educational implications that you should employ so that you build emotionally good children in your classroom:

- ▶ Provide an open, accepting atmosphere in which children can explore problems of value and meaning to them.
- ▶ It is your duty as a teacher to create an environment where your learners accept themselves exactly as they are so that they fully actualize their potentials.
- ▶ Do not force your feelings on your children but be sensitive and sympathetic;
- ▶ Accept your pupils unconditionally empathizing with them;

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- ▶ Place yourself and your knowledge at the disposal of your children offering a wide range of sources and materials;
- ▶ Treat your pupils as unique individuals;
- ▶ Have trust in the children's potential for self-actualization;
- ▶ Provide opportunities which require creativeness and self-initiated learning;
- ▶ Always treat your learners with genuine respect; and
- ▶ Never embarrass your children in front of the class as this destroys self-esteem in pupils.

CHAPTER 6

The Qualities Of A Good Teacher

Teachers are the role models of their children and they tend to rub off something about themselves on the students they teach. Teachers should therefore aim to develop those qualities of personality and character that will provide a lasting and inspiring example to learners. Before looking further into the qualities of a good teacher, it is important for you to be aware of some of your duties. The moment you effectively perform these duties, you will be credited as a quality teacher. These general roles or duties are as follows:

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- ◆ As a teacher, you are responsible for instilling discipline in your pupils. For any successful teaching to take place the pupils should be disciplined and they should conform to lay down rules both inside and outside the classroom.
- ◆ You are an implementer of curriculum and so you must be competent enough to earn respect from your children. You impart knowledge and therefore you should know your subject matter well to avoid embarrassment.
- ◆ The teachers plan what to teach using the school syllabus. They plan the programme of learning and teaching for their children.
- ◆ Teachers are decision makers and decide what is best for their students and they also decide whether children will benefit from the plan or course of action they decide to take.
- ◆ Since you are responsible for imparting knowledge to learners, you should choose appropriate teaching methods and should always do this with your children in mind. As teachers apply a teaching method or approach which best suits his/her pupils for effective teaching and learning to take place.

- ◆ Teachers monitor and guide students learning in the classroom. You are responsible for the coordination of learning in the classroom with learning from other sources. You also monitor students during co-curricular activities.
- ◆ You are responsible for the provision of reports on learner's progress and you are also supposed to evaluate the children's performance and effectiveness of their work.
- ◆ It is your duty to check on smartness and general appearance of your students and you are also responsible for the general upkeep of the school environment.
- ◆ Teachers are responsible for monitoring records of school assets, books, sports equipment, agricultural equipment and they should keep an inventory in which all these items are recorded.
- ◆ Teachers are responsible for checking students' attendance through marking the register.
- ◆ You are supposed to check on your children's welfare—is the learner sick, troubled or has any other special needs.
- ◆ Your role as a teacher is to take a parental role

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by being sensitive to learners' needs.

- ◆ You are also expected to administer guidance and counselling sessions to your children.
- ◆ Good teachers always act as mediators between the school and the community--- student and parent that is communicating with students and their parents.
- ◆ Teachers give and mark tests.
- ◆ They record the marks.
- ◆ Evaluating learners' progress.
- ◆ Attend to administrative duties.
- ◆ You are responsible for the organization of routine matters and student learning activities.
- ◆ Enforcing and implementing any new strategies which improve the quality of education.
- ◆ Teachers are innovators (Farrant, 1980).

The above duties constitute the quality of a good teacher who is aware of his roles. Any teacher who fails to perform his/her duties is regarded as an incompetent teacher who has

nothing to build in his/her pupils. A lot of teachers are mere ordinary teachers by name not in character. If you want to be a good quality of a teacher who has an input to build in children, you need to aspire for a level of competence appropriate to the stage of inside and outside the classroom practice. Competence can be defined as the consistent, observable and measurable ability to perform a defined task or element of a task (Clutterbuck, 2004).

Certainly, a mature teacher can and should find personal satisfaction in his/her work, but this should be because of his/her achievements in educating his/her pupils in the fullest sense. Also, good relationships with his/her colleagues, the ability to communicate freely with them and

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with his pupils' parents and above all, a commitment to the total job, are also the qualities of a mature and successful teacher.

Below are some of the qualities of a good teacher that you need to be aware of and should also try your best to be such a teacher.

Morally Sound

The good teacher's personal life is beyond reproach. Your children learn by imitation and example so you must set a very high standard of life and ideals for them to copy.

Just

Each and every teacher should aim at being completely just, since your children are

extremely sensitive where justice and truth are concerned.

Perseverance

As a teacher, you should be aware of your goals and persevere in the pursuit of them, despite obstacles and perhaps even oppositions from other teachers.

Responsibility

A sense of responsibility requires that you should be aware of what has been entrusted to you and that you should always work and act in the best interests of the children.

Initiative

The teacher who is an initiator will never be a dull teacher. Always his/her lessons will be unusual and interesting because he is always thinking and bringing new approaches. A good teacher is the one who is always a learner, that is, he knows that he does not know everything and he/she spends his/her spare time learning how to improve his work. He should be even ready to learn from his children.

Self-Control

Are you able to control yourself especially when you are angry? If you cannot control yourself, you are not likely to be suitable person to control others especially your pupils. Unless you can control your anger, you will do more harm

than good in the school and classroom. Real contact with the children is lost—when this is lost all is lost.

Decisiveness

As a teacher, you need to be aware that your children can only respect those teachers who are businesslike, knows what he wants and means what he says. They only understand the teacher who makes clear his intentions and instructions. These are essential elements of leadership.

Sincerity and honesty

Sincerity and honesty means doing a thorough job in the classroom, not just to impress other people, but because it is right, and to achieve sound results.

Humour

Humour shows itself in pleasantness, cheerfulness, a sympathetic, understanding manner with children and a balanced attitude towards events both good and bad.

Loyalty

Loyalty to a person or organization means doing the best you can for them. When loyalties conflict, you must decide which loyalty has prior claim to “*your services*”. Loyalty requires a high sense of duty often involving self-sacrifice.

Leadership

By the nature of your job as a teacher you are a leader. Leadership requires that you have aims which you believe to be worthy of your

children's effort and ideals and standards of behavior which you make the basis of your relations with them. The pupils must see you as an image worthy of their respect. However, you should realize that you are not a dictator but your role as a teacher is to guide the children in the learning processes rather than imposing your ideas on them.

PROFESSIONAL DRESS CODE

The Public Service General Letter No. 16 of 1980 directed that the following standards of dress must be maintained by public servants during the normal course of their duties in

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order to maintain the dignity and formality expected of them:

Winter Dress: Men

During the winter months, from May to August inclusive, dress must include collar and tie. There is no objection to the wearing of tailored safari suits with slacks, with the alternative dress suits or sports jackets (or blazers) and slacks.

Summer Dress: Men

During the summer months, from September to April inclusive, tailored safari suits with slacks may be worn without collar and tie. Safari suits with shorts may only be worn at the discretion of head office by junior staff who are not in

regular contact with the public. If suits or sports jackets are worn then collar and tie must be worn.

Formal Occasions: Men

On formal occasions, to which staff members are invited as representatives of their ministries, suits with collar and ties will be worn.

Exceptions: At the discretion of head of office, normal standards of dress may be departed from when public servants are working in rural areas or when the duties they are performing require different considerations.

Women:

Due to the complexity of women's fashions, it is impossible to set down rigid rules, but a correspondingly high standard of dress is expected of women public servants. In general, women should at all times wear decent clothing, avoiding any dressing which may attract disapproval from the community they serve. Such disapproval may be in the response to any of the following:

- ▶ Slacks;
- ▶ Tight fitting dress;
- ▶ Dressing with slits and low necklines; and
- ▶ Dressing that conflicts with cultural norms and values of the community.

If you are on the right side of wearing cloths decently as per expected, it means you are a good quality of a teacher who is participating in

the building of good learners. Your children will also be wearing decently because they are seeing you wearing smartly. If you put in shoddy and shabby cloths, it means the same to your children; they also wear shoddy and shabby uniforms. So, be an exemplary in terms of dressing to the whole school. As a teacher, especially women, you should not wear clothes that attract the attention of your pupils but rather your children should be attracted by what you are teaching them.

CHAPTER 7

Teacher As A Learner's Creativity Booster

What is creativity?

The Oxford English dictionary defines the word creativity as the quality or ability to create or invent something. It is the power to create something original which requires intelligence, not merely mechanical skills. Creativeness is inborn. All human beings are creative in some sense of the term.

What helps creativity?

- a. Knowledge and experience can work as a drive to creativeness. So it's possible to expect older pupils to be more creative than the younger ones.
- b. Creativeness uses imagination, so as a teacher you are expected to do everything in your

power to develop the imagination of your children.

- c. Appreciation and praise stimulate a pupil to further efforts, while fear of criticism may inhibit a child's efforts to be creative. This means that your children should feel free to ask you questions. A lot of teachers usually criticize their learners when they ask questions and to make matters worse, the learner will fear to ask questions next time. Once your children begin to hesitate to ask questions, the next thing is that they will become lazy thinkers, hence, creativity is hindered. You are not supposed to manufacture lazy thinkers in your classroom. Always motivate children whenever they do good work and performance. Don't be so hard to praise and appreciate pupils when they deserve it.
- d. Copying (imitative expression) should be discouraged. Your children cannot be creative enough if they always rely on copying. As a teacher you must discourage this wrong act from your pupils. Always move around the classroom when children are doing their tasks and help those learners who seem to be lost

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during the lesson presentation. If you rest on your chair during this time when children are doing their tasks, some of the pupils will be busy copying others.

The following are some of the areas where you can easily see the creativeness of your children in the classroom:

- When a child writes a composition that is original;
- Builds a model of his ideas of a farm;
- When a learner paints a scene;
- When a child designs a costume;
- Interprets and role playing in a drama effectively;
- When a child makes a bookcase of his own design;
- When a pupil invents original dance steps;
- When a child plans and lays out a garden plot;
- When a child composes a simple tune;
- When a child uses a musical instrument spontaneously;
- When he/she prepares an oral report without

someone's dictations;

- When he/she does a piece of embroidery choosing his/her colors; and
- When a pupil arranges a display.

The list is endless but what you are supposed to do is to always check on the creativeness of learners and help them from there. Remember that as a teacher you are the facilitator of learning, hence, you are on a position to improve and boost the creativeness of your children.

You also need to be aware that creativity may be spontaneous or it may come from training. For example, a five year old boy who invents his own steps while dancing to music is regarded as acting spontaneously. If you have children in your class who do such things you need to be

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very observant and praise and appreciate them. If you develop that positive habit of making sure that you always increase the interest and desire of learners to do things for themselves spontaneously, you are in the right direction of being a learner's creativity booster.

A child who writes a poem or a composition that shows careful regard for grouping of ideas is creating something original that is based on training. As a teacher you have a fundamental responsibility to give your children training which makes possible some satisfying creative activity. Most of the children are not creative due to their teachers who are not creative. It begins with the teacher to be creative. If the teacher is not creative enough, it will also be difficult for him/her to give appropriate training

to his/her children to be creative. Without creativity on the part of the teacher, it becomes an obstacle that hinders the achievement of your goals. A good training for creativity should be preceded by the creative mind of the teacher. You cannot give that which you don't have. The first thing that you should do as a teacher is to build yourself in terms of creativity so that you will have the capacity to train your learners.

How can you encourage creativity?

These are some of the things that can help you to have a creative mind and that can help your children to be creative also:

- ◆ Show pleasure at any signs of creativity and praise what is good in all creative work;
- ◆ You must encourage originality while at the same time discourage uniformity and copying;

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- ◆ You need to be resourceful so that you provide to your children abundant materials of enlightenment, techniques to try, and alternatives to explore. A lazy teacher can never be successful in his work. Laziness becomes a major hindrance to the attainment of goals, objectives and intended learning outcomes. Be an industrious teacher who is willing to collect every material that helps the learner to learn. By so doing, you are not only a facilitator of learning but also a learner's creativity booster;
- ◆ Reward learners for diverse contributions;
- ◆ Help the creative child to co-operate and to be tolerant of the efforts of less talented pupils. The best form of co-operation is assistance of others. If you manage to do this, it means you have successfully annihilated the issue of labelling in the class. Those who are less talented will feel free to think and participate in each and every lesson. Show that you love your children and they will love each other and one another. If they love each other, it means co-operation and tolerance are inevitable.
- ◆ Always be on a position to help your children

to cope with their fears and failures. You need to know that any failure in which the child has experienced can affect him/her but however, it can be easily turned into success by the teacher's finding something about the product which is praiseworthy and by a suggestion that the child make a change in one minor feature rather than several alterations. This will relieve that child of his/her discouragements and disappointments and renew within him the hope that he can improve.

- ◆ Allow time for creative work and occasionally release a pupil from other activities and give him/her the opportunity to do some creative work.
- ◆ You are expected to always plan lessons which will lead to creative work for example, building a project or model connected with a series of lessons or you can simply give interesting imaginative titles compositions or giving them an opportunity for spontaneous drama activities.
- ◆ Always set up a relaxed atmosphere because creativity does not take place where there is tension. The classroom should be attractive

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always. Children should be attracted by the classroom more than their homes. This cannot be achieved by a mere teacher but it needs an extra effort and creative mind to do it. A classroom that provides a truly educational environment is a place where the pupils learn effectively. There will be interesting pictures, charts and models, relevant to current lessons. There will be toys and books which they can use whenever they have finished their set work satisfactorily before the rest of the class.

Perception

Perception can be seen as a conscious understanding of something. Without perception, it is difficult to learn effectively. It is the application of one's intelligence to the impressions made on one or more of his/her senses that he/she is able to perceive.

How do someone perceive?

- There should be a stimulus from the senses;
- This stimulus must be understood;
- The stimulus must have a colour, shape, pattern, a tone of sound, or a quality of taste or smell;
- Perception depends on separating what is being perceived from its surroundings;
- Perception can be learned; and
- Perception requires attention.

Perception plays a pivotal role especially in all school activities such as writing, reading, in the learning of all subjects, in games and so forth.

Perception is one of the most important aspects in education, so it is your duty as a teacher to maintain and improve the perceptual capacities of your children, both by creating good habits of perceiving and by training them to perceive the important aspects of a school subjects and

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activities. You must make sure that you train them to use efficiently their natural capacity for perceiving—to have eyes that see and ears that hear. The whole process will help you to build a creative mind in your learners and effective teaching and successful learning is obviously inevitable.

Training children in perception

- ▶ Children should be given an opportunity to explore their surroundings, to handle, feel, taste, smell and play with real objects both at home and in schools. If learners are taught abstractly without the use of media, it will be a challenge to both of you as a teacher and learners. Children should have an opportunity to touch the learning materials for them to remember and understand what they are learning.
- ▶ Always select the learning materials that are likely to encourage and arouse interests you

have already observed in your children. Relevant teaching and learning media should be used. In the process of teaching, ask relevant questions that direct a pupil's attention to details that may have escaped his attention. Test their observation by simply allowing them to describe orally or in writing what they have observed. In this case a competition can be used as a stimulus.

- ▶ Since we have already seen that perception involves attention, it is worth important to note that we can attend to only one thing at a time. We attend best when we are interested. If you are expecting your children to perceive clearly, you have a role to play in order to achieve this. What you need to do here is to make sure that you secure their interests. You need to strategically and intelligently provide the right kind of stimulus to enable learners remain attentive. The stimulus should be vivid for example, bright colours for younger children and bold and clear diagrams for older learners.

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The secrets of maintaining attention are:

- Active and interested children;
- Vivid presentation of lessons; and
- A teacher who knows that he is able to sharpen his learner's perceptual powers during the process of learning.

LEARNING CORNERS

Natural learning corner

It is a place where nature specimens including living ones like tadpoles, mice and so on can be displayed and studied. The specimens should be labelled and changed regularly.

Features of a good nature corner

- The learning corner should be educationally useful and suitable to the learner's stage of development;
- It should consist of the specimens collected by both teacher and learners;
- The corner should be well organized;

- Everything in it must be clearly labelled;
- It should be always clean and withered and rotten specimens must be removed when necessary;
- Let children take care of the specimens;
- Seeds, leaves, soil and so on should be sorted and classified;
- Take the responsibility of appointing your children weekly to take care of the nature corner;

Curiosity Table

This is the kind of a table that can be put in the classroom by a teacher as a place of both teacher and learners to put their things they have found to be interesting to study. The main aim of this table is to arouse learner's curiosity and encourage them to explore and find out for themselves.

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Everything that is found on the discovery or curiosity table should be clearly labelled and have a card beside it with relevant information. For example, let us say on your curiosity table you have a cell phone, you can simply write, “*What is this?*” “*what is it used for?*” Traditional ethnic ornaments, implements and instruments could be accompanied by the questions, “*Which tribe uses this?*” “*What work do they do?*”, “*Where do they live?*” If the curiosity table has pictures of different and famous people like government workers and celebrities, you can write questions like, “*Who is this?*” “*What does he/she do?*” You also need to be aware that each and every card should be numbered and cards with corresponding numbers and answers should be kept in a wall pocket near the curiosity table.

Older and more familiar items may be removed as soon as newer items are added onto the curiosity table.

Why Learning Corners

- ◆ The learners are exposed to activity method, therefore, they discover and find out for themselves and as a result, they will have a greater understanding of what they are learning;
- ◆ The interest and curiosity of the children is aroused;
- ◆ The skills and abilities of observation will be developed;
- ◆ It helps the learners to be autonomous thinkers rather than heteronomous thinkers;
- ◆ A sense of responsibility is developed in learners since they are given an opportunity to take care of the resources on learning corners;
- ◆ The development of emotional intelligence is inevitable since children are willing to participate in sharing, helping each other and co-operation;

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- ◆ Your children's vocabulary will obviously enriched;
- ◆ A good learning environment will be created and it also makes learning enjoyable;
- ◆ The less-talented or less-gifted children will be helped successfully since they have an opportunity to manipulate the resources on the learning corners;
- ◆ More often than not, it reinforces what the children have learned; and
- ◆ It occupies free time usefully.

THE VALUE OF A MODEL IN THE CLASSROOM

- ▶ Children will be learning actively while building a model, therefore, their understanding of the concepts will be deepened;
- ▶ Your children are more likely to remember what they have learnt, since they have a visual image of what they have learnt theoretically;

- ▶ The learning process will be enjoyable;
- ▶ Children are more likely to learn numerous art and craft skills while building a model;
- ▶ Creativity and qualities of leaderships are cultivated;
- ▶ It helps learners revise and reinforce learning;
- ▶ Social or emotional intelligence may be developed since children are working together as they build their models;
- ▶ The development of language skills is possible since children are participating in describing and discussing the model; It enables the teacher to assess the talents, aptitudes and gifts of his/her learners;
- ▶ It fosters good teacher-pupil rapport; and
- ▶ A colourful well-labelled model makes the classroom attractive.

Evaluating a good model

- *Any good model should be relevant to what children are learning;
- *Your model should be accurate;
- *It should be self-explanatory-well labelled;

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- *It must lead to discussion; and
- *It should be colourful and contribute to the attractiveness of the classroom.

Freire, (1970:78-87) proposes the **problem-posing or dialogic approach** to education which is learner-centered and characterized by the “I-We” relationship as opposed to the banking method or approach which is teacher centered.

Characteristics of the dialogic approach

- Engages real problems, life situations being experienced by the learners and their communities;
- Encourages creative thinking resulting in the generation of new ideas;
- Require active participation by learners in the learning process;
- It involves the identification of problems and finding solutions; It is characterized by analysis, suggestions, planning, decisions

through cooperation between the teacher and the students;

- Places emphasis on dialogue, love, respect, listening, learning from each other and partnership between the teacher and the pupils in the investigation of the challenges that learners encounter;
- Seeks to transform structures of oppression;
- Seeks to reconcile teacher-pupil contradiction; the teacher becomes the educator educate while the pupils become the educate educators;
- It cultivates freedom rather than dominance;
- Liberates both the oppressed and the oppressor and in the process restoring their humanity;
- It develops social and political responsibility;
- It encourages learners to discover themselves;
- Encourages the learners to know the problems they face; and
- Fights passivity among the poor and oppressed.

The development of creativity in children

requires varied strategies and ways that should

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be used by the teacher in his everyday teaching and learning process.

Afrika Bhukus Specimen Copy

CHAPTER 8

Teacher As A Remedial Tutor

The oxford English dictionary defines remediation as the process which intends to correct or improve deficient skills in some subject. Therefore, remedial teaching can simply be defined as the correction of mistakes or gaps in the pupils' knowledge. The teacher should detect that the class or a group within a class or an individual is making a common error or have not grasped the concept. He then knows that remedial teaching is necessary.

Unfortunately, remedial teaching is only done by a few teachers who are interested in their work and profession. Among the few who are

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helping children through remediation are the student teachers and more interestingly they are doing this not because they want but because they want to pass Teaching Practice. It is not part of the lesson plan like extension work but you should be prepared to help those children. It's hard to plan a remediation since you are not knowing who will be missing the concepts and what exactly will be missed but however, the point here is that you need to be ready and willing to help your children whenever they miss the concepts.

Some of the teachers take it as an extra work that demands extra time to do. What you need to remember here is that you are trained for those children who are lagging behind others. You need to build those learners to the extent

that they become more effective like others in the class. Lazy teachers usually concentrate on fast and talented children.

In most cases, screening in one way or the other is a sure sign and clear evidence that teachers are too lazy at that school. Sometimes the way remediation is done in most schools in Zimbabwe is too bad. For example, a child who is in grade five can be taken to a remedial class which is equivalent to grade three. The learner will be having almost a year as a remedial child. The content that is being taught to that learner is equivalent to that of grade three and after a year the child will join his/her former class mates now in grade six. Does this make sense? It does not make sense at all! The content covered by his/her peers in grade five he/she

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did not do it but still the school authorities allow him/her to jump into grade six. What problem did we solve by sending him/her to a remedial class and after a year make him/her join his/her former class?

There are other two options that are more effective than the above one. The first one is that, if you have suggested to bring a learner to a remedial class from any grade for example grade four, after a year it is best to bring back that learner to the same former grade that is grade four. By so doing we are helping and building our children.

The second option is that you teach your children in the same class without bringing

children to the remedial class. You know the learning levels of your children, why can't you plan your lesson plans according to their levels? There is nothing wrong if you can group your learners according to their learning abilities, what is important is that children should learn effectively. But when you group children according to their abilities you need to be careful and sensitive to avoid labelling that can hinder the achievement of learning outcomes.

From my own personal experience I discovered that this is possible but it only needs teachers who are sacrificial and committed, not lazy teachers. For you to achieve this, you need to sacrifice your time and effort. Sometimes I used to take only fifteen minutes of the learner

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for his/her break-time and twenty to twenty-five minutes of his/her lunch time for remediation. The first thing that I did is to agree with the learner then the school head and finally the parents. The class was now recognized as one of the best classes at the school through faith, commitment, dedication and sacrifice. “*Faith, commitment, dedication and sacrifice*” was our motto as a class and for sure we achieved our goals. It only takes a positive heart of the teacher to help our children.

Unfortunately, a lot of teachers simply say, those who did not master the concept may you please write corrections and end there. Sometimes those corrections may not be marked or they may be marked without looking

at whether they did it correctly or wrong. What I am saying here is from experience as a teacher who is doing and as a learner whose teachers did for me. Take your time to help your children that is the reason why you have chosen this teaching profession.

How remedial teaching can be done?

It can be done:

1. With the whole class
2. With a need group within the class
3. With individual children

The whole class

Usually a practical lesson with a plenty of media is planned if the trouble is with concepts, as in a mathematics lesson. When you are carrying out the remedial lesson, you should do

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it slowly using media while children are actively involved in learning. If the whole class fails to understand what you were teaching, in most cases, the fault falls on you as a teacher. The first thing you should do is to find out the problem. Is the problem lies on the inefficient teaching and learning media, did I use inappropriate teaching methods and so forth. A lot of teachers have a tendency of blaming children only without looking at themselves also.

During remediation, your children should make use of the media and often work in groups. Let your children manipulate their learning materials. If the challenge lies with oral language, you may plan a practice lesson with perhaps a game to make it interesting. If it is

written language, you must suit the lesson to the common error being made.

With a need group

The teacher can do or assign seat work to those members of the class who do not have a problem, and takes those who do for a special lesson as above. For reading lessons, there is usually a group of slow or non-readers which he/she forms into a “need group”.

With individual learners

The remediation with the individual is often done while seat work is in progress. The teacher detects a child having difficulty and helps that child on the spot, while others are getting on with their work. A child may be given extra help

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while other children are doing something like practical work.

RULES WHEN DOING REMEDIAL TEACHING

- »Never use any procedure or activity used previously;
- »Gauge the correct extent of any task by the learner's potential;
- »Provide interest-arousing activities;
- »Make use of plenty of learning materials;
- »Discuss with the learner very carefully all the details of the task before he/she starts doing it;
- »Make sure that the child is aware exactly what he/she is going to do and how is he/she going to do the set task;
- »You need to provide a variety of exercise to be done by a learner;
- »Let your learner list the important items if necessary and let him/her complete the assigned task and use the new skill at once;

- » You are not expected to jump into another concept or item before the learner understand the one he/she has missed; and what applies to re-teaching an individual also applies to re-teaching a group or the whole class.

In all remedial lessons, there must be a plenty of pupil involvement, a lot of learning materials and time for much practice in the skill or concept to be taught. You need to know that the lesson should be taught at a slower pace than normal. You need to exercise great patience, present the facts in as many different ways as possible, and keep the atmosphere happy and relaxed. Always generate great confidence in the children that they are capable of mastering what you are teaching them.

SECTION II

This section is going to deal with how teachers can destroy learners instead of building them. The chapters of this section are going to look at the misconducts that are laid down in the statutory instrument 1 of 2000 as amended. The more the teachers continue to misbehave, the more they are destroying their children. The more the lazy the teacher, the more the children are destroyed.

CHAPTER 9

Bad Behaviour/Misconduct

Children always entrust you not only as their teacher, but also as their counsellor, advisor and guide. Whenever they encounter a challenge, they simply tell you because they trust you. Do you know that most children trust and rely on their teachers than their parents? Even their behaviors they imitate their teachers. It means if you don't play carefully you will destroy your children academically, socially, intellectually and emotionally due to your bad behaviors. A lot of teachers are now not wanted and trusted by the people in the communities they teach because of their misbehavior. Parents are suggesting for other teachers to replace those whom they are

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suspecting to be more dangerous to their children. A good relationship with the parents due to good behavior is one of the first priority wherever you are teaching.

The following misconducts were extracted from the Statutory Instrument 1 of 2000 as amended of which your conduct is controlled by the Public Service (Disciplinary) Regulations. You can be better still acquainted yourself with these acts of misconduct so that you will be on the right side.

1. Absent from duty without good cause, including any abuse of sick leave.
2. Improper, negligent, inefficient or incompetent performance of duties.
3. Failure to perform any work or duty properly assigned, or failure to obey lawful instructions,

including circulars, instructions or standing orders issued by the Commission, the Treasury or the Accounting Officer.

4. Improper, threatening, insubordinate or discourteous behavior, including sexual harassment, during the course of duty towards any member of the Public Service or any member of the public.
5. Hindering or obstructing any member of the Public Service in the discharge of his duty.
6. Unbecoming or indecorous behavior during the course of the duty, including the consumption of intoxicating liquor or dangerous or prohibited drug.
7. Unbecoming or indecorous behavior, including the consumption of intoxicating liquor to excess or of dangerous or prohibited drugs, or improper association with minors, at any time or place in any manner or circumstances likely to bring the Public Service or any part thereof into disrespect or disrepute.
8. Theft of, or failure to take reasonable care of or to account for, or making improper or unauthorized use of, public moneys or the

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moneys of any statutory body, statutory fund or local authority.

9. Theft of, or failure to take reasonable care of or to account for, or making improper or unauthorized use of, State property or the property of any statutory body, statutory fund or local authority, including motor vehicles, or the failure to take adequate steps to ensure that reasonable care is taken or any such property, or failure to report at the earliest opportunity any loss thereof or damage thereto.
10. Failure to repay, within the stipulated period of repayment, any moneys advanced by the state or by any statutory body, statutory fund or local authority.
11. Willful damage to any State property or the property of any statutory body, statutory fund or local authority.
12. Unauthorized or improper disclosure of use of classified or confidential information.
13. Corruption or dishonesty, including---
 - (a) Any contravention of the Prevention of Corruption Act[chapter 9:16];
 - (b) Making a false report, accusation, or statement against any member;

- (c) Willfully giving false or incorrect evidence or information or failing to disclose material evidence or information in relation to an inspection, examination, investigation or inquiry in terms of these or other regulations made in terms of the Act;
 - (d) Falsify or attempting to falsify any document with fraudulent intent or uttering a forged document;
 - (e) Making any false claim or return, including any claim for travel or subsistence;
 - (f) Failing to disclose material information, whether personal or otherwise, in any application for employment in the Public Service, or any false information for the purpose of gaining employment in the Public Service.
14. Failure to report improper conduct on the part of any member of the Public Service
15. Failure to disclose to a superior any conflict of interest or other personal information relevant to any matter connected with the discharge of the member's duties.
16. Contravention of section 29(1) of the Act (prohibiting the cession by a member of his

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- salary, allowance or other remuneration without the written consent of the Commission or his head of Ministry).
17. Control, direction or management, whether directly or indirectly, of any business or other income earning activity, including appointment as a company director.
 18. Undertaking or engaging in any other employment or service for remuneration without the written consent of the commission.
 19. Practising nepotism or any other form of favoritism in making or recommending any appointment or promotion to any post of office.
 20. Being an office-bearer in or addressing a meeting or any political party, organization or movement.
 21. Proceeding on any period of leave without having obtained the prior approval of the Commission, head of Ministry or department, as the case may be.
 22. Becoming insolvent or assigning one's estate for the benefit of or compromising with one's creditor generally, or being issued with a writ

of civil imprisonment, unless the member shows that his financial difficulties have been caused by circumstances beyond his control.

23. Engaging in illegal collective job action, including---

(a) Incitement of members to engage in such action;

(b) Damaging government property or forcibly disrupting public services in furtherance of such action;

(c) Calling meeting of members at the work place or during working hours in furtherance of such action.

24. Any act or omission which is inconsistent with or prejudicial to the discharge of official duties, including the abuse of authority.

For any good reasons, teachers should not be involved in these aforementioned misconducts. Since you are now aware that your children put their trust in you and that they rely on you, you should learn to behave well in the presence of

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or without your children. Children imitate you in terms of behavior. Whatever you do, your children will also do the same.

For example, absent from duty without good cause, including any abuse of sick leave. If you are not honest to your employer or superiors at your school, do you think your children will be honest to you? Never think like that. You need to bear in mind that every good tree will bear good fruits and a bad tree will bear bad fruits. Your children will practice absenteeism and unpunctuality because they are imitating their teacher. By so doing you are just ruining your children instead of building them in such a way that they come to school every day and they are always punctual.

Acts of misconduct number 6 says, unbecoming or indecorous behavior during the course of duty...in this case unbecoming means not in keeping with the expected standards of one's position and indecorous means improper, immodest or indecent. This means that whatever behavior you exhibit to your children, they will do the same. For example, the issue of indiscipline in the classroom can be initiated by the teacher himself/ herself due to his/her unbecoming behavior.

Acts of misconduct number 8 says, Theft of, or failure..., which is the behavior of a teacher. There was a certain teacher at a particular school who used to steal the exercise books especially for those learners who had no interest in

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learning for him to make his record books. Unfortunately, one of the learners discovered it one day and the matter was reported to the school head. The teacher was embarrassed and some of the children began to do the same, which is a total destruction of the children due to the teacher's misbehavior. Let's behave in such a way that when our children see us they give respect and honour and desire to be like their teachers as a result of good behaviors.

Some of the teachers have no strong sense of duty. They don't want to work hard because they are not being watched. Know that you are not working to impress someone but to help your children to progress in their learning. If you work in a remote area where you are not

regularly visited by your District Schools Inspector (DSI) do not become slack and neglect your duties, or pass them to student teachers. It is difficult for a teacher who has no strong sense of duty to build or develop children who are intrinsically motivated. Learners learn from their teacher. If the teacher is lazy, then don't expect you children to be industrious. Even if you give your children the task to do, it's possible that they might not finish the task at the stipulated time because they are lazy thinkers like their teacher.

In most cases, lazy teachers are the ones who are quoted on Acts of Misconduct number 2: Improper, negligent, inefficient or incompetent performance of duties. These teachers left the

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work unfinished in most cases. These teachers are the last to come at the school in the morning and they are also the first to go home. If you are like this teacher, what kind of behavior do you expect from your children? If you are not punctual, do you expect your children to be punctual? If you are rude, do you expect your pupils to be good learners? There is no such a miracle.

Children are very easy to train especially if you want them to behave the way you want without punishment. For example, be a charismatic leader who employs the charismatic leadership styles in your dealings. Charismatic leadership style is based on the magnetic personality and influence of a teacher. The teacher possesses

special personal characteristics such as eloquence, attractiveness and so on. Such a teacher exerts lasting and unchangeable influence on the part of the learners. Be a teacher who is willing to and interested in building learners positively.

CHAPTER 10

Lack of supervision and evaluation of pupils' learning

Some of the teachers are not concerned about their learners' learning, progress as well as their social, emotional, physical and intellectual development. They are only concerned about their pay-roll. These teachers are no longer interested in supervising and evaluating their teaching and learners' learning to enhance and facilitate the effective teaching and learning and progress of learners.

For the purpose of this discussion in this chapter, supervision can simply be defined as the management by overseeing the performance

or operation of your children. Evaluation can also be defined as the process whereby you will be integrating, interpreting and summarizing the comprehensive assessment data for the purpose of decision making.

EVALUATION

PURPOSE OF EVALUATION

There are a number of reasons why evaluation is necessary in the teaching and learning process as outlined below:

- Evaluation helps the teacher improve the structure and delivery of lessons in ways that improve the learner's learning experience;
- Evaluation can be used as a tool that focuses on some or all of the components of a learning environment and is a way of thinking

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about teaching and learning;

- It is used as an effective tool to determine whether a standard based on established criteria has been reached;
- It is also a useful tool that informs for future decision-making.

It is your role as a teacher to make sure that you integrate evaluation into all aspects of the curriculum that which will provide you with relevant and useful data to gauge progress and determine the effectiveness of materials and procedures used. But it seemed that some of the teachers are not concerned about this and rather concerned about any other things that are out of their profession and duties. This is bad and to a greater extent they are simply destroying their children instead of building them.

During the evaluation of pupils' learning process, a variety of evaluative tools is necessary as a way of providing accurate assessment of learners' learning and progress. However, a lazy and unconcerned teacher will simply depend on one type of tool to the exclusion of others and this may deprives the valuable learning opportunity of your children and robs you of measures that help both pupils and the overall growth of the programme.

TYPES OF EVALUATION

There are several types of evaluation but for the purpose of this discussion, the author has decided to explain only three which are:

1. Formative evaluation;
2. Summative evaluation; and
3. Monitoring evaluation.

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Formative evaluation is an ongoing process which is intended to improve an individual learner's performance, pupil learning outcomes and overall institutional effectiveness. It, in most cases, takes place during the actual teaching process whereby you ask your children questions to check whether they understand or not. When you mark your learner's work on daily basis, you are also evaluating formatively. It is formative evaluation that enables you to quickly act and adjust your teaching approaches and strategies. For example, it's possible that, after you have reviewed the performance of your learners at the end of the first lesson, you revise the next lesson.

Summative evaluation is different from formative evaluation in that it occurs at the end of a course, unit, or programme. Weekly, termly and yearly tests and examinations are usually the forms of summative evaluation. The determination of whether or not overall goals have been achieved is the major purpose of summative evaluation. This type of evaluation helps the teacher to acquire the necessary information concerning the learner's performance. The grades that you give your pupils as the final result are the forms of summative assessment. The goals for this type of evaluation are expressed as summative to describe what you intend your learners to be able to do or the skills your children are expected to achieve or acquire at the end of a

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course or programme. Formative evaluation and summative evaluation work hand in glove to improve learning.

Monitoring evaluation is an ongoing process for supervising learners during the learning process. It is usually done during the actual teaching and learning process, during group work and individual written work. It is monitoring evaluation that informs formative evaluation. It also informs planning research.

APPLICATION OF EVALUATION

LESSON EVALUATION

At the end of each and every lesson a teacher should do evaluation. When evaluating your

lessons, you should consider the observations you made during the lesson presentation and the observations you made on the learner's performance and work you have marked. Your lesson evaluation should be able to answer the following questions:

1. Did all instructional media related to the content taught?
2. How do you know?
3. Did some new learning objectives or goals emerge during the teaching process?
4. What were the most effective instructional strategies used?
5. What made the lesson presentation not to be a successful one?
6. How are you going to revise and resolve it?

When evaluating a lesson, three major items should be clearly emphasized and these are:

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- Strengths
- Weaknesses
- Suggestions/Way forward

On the strength of the lesson, an industrious teacher, not a lazy one, can emphasis on almost three areas such as

- (i) the teacher
- (ii) the learner
- (iii) the content.

On the area of the teacher, what exactly have you done that made the lesson to be successful? What learners have done to make the lesson presentation to be successful? What made the content taught to be completely covered within a stipulated time?

A teacher who is willing to help his/ her children progress cannot hesitate to find out all these aspects that will help him for future decision- making.

This is the same applies to the weakness of the lesson. What made it not successful? After you have given the factors that contributed to the failure of the lesson presentation you should now provide ideas for the way forward. For the suggestion or the way forward, you must now provide solutions or resolutions for the weaknesses or failures of the lesson. For example, let's say you have discovered that your teaching methods were irrelevant and the teaching media were inadequate as the weaknesses of your lesson, when suggesting you should say that on the next lesson, the teacher

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will be using suitable or appropriate teaching methods and he will be using adequate teaching media.

Tests can be given to children as a form of evaluation. A test or examination is a form of assessment meant to measure the learner's mastery of concepts, knowledge, skills, aptitude or physical fitness. Some of the teachers don't want to give their children these tests as revisions during the term but they rather prefer to give them tests at the end of the term because they want to avoid marking the children's work. Let us be committed to our job.

SUPERVISION OF TEACHING AND LEARNING

If teachers can motivate themselves, it is also clear that they can supervise themselves. A teacher should be able to supervise himself/herself as well as supervising his/her children. Unfortunately, some of the teachers are not interested in supervising themselves as well as their children. They are just practicing what we call the Laissez- faire leadership style which is characterized by the *Do-As-You-Like* approach. This teacher is not concerned about the learning and progress of the pupils. Rules and regulations are not followed according to the laid down standards. It is a typical example of a classroom running on *Organized Chaos*

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Syndrome. There is no learning that take place in such classrooms.

PURPOSE OF SUPERVISION

1. To ascertain your knowledge, attitudes and skills;
2. To enhance the teaching and learning process for your development;
3. To enhance teaching and learning for pupil achievement;
4. To help you make appropriate decisions on the performance of you and your learners; and
5. It helps to provide motivation to both of you as a teacher and your pupils.

As a teacher, you should be able to supervise yourself so that it will be easy for you to effectively supervise your children. How do you supervise yourself? You need to effectively supervise yourself in the areas of:

- Documentation;
- Class organization;
- Class control;
- Effectiveness of teaching; and
- Personal characteristics

If you manage to supervise yourself in these areas, your supervisors will see everything in perfect conditions and other teachers will start to copy from you. They will desire to be like you. Only lazy and unconcerned teachers become jealousy of you.

DOCUMENTATION

All the necessary documents should be well organised and clearly labelled. Unconcerned teacher normally keep shabby and shoddy documents for his/her learners. Some of the documents that need to be kept by teachers as a

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way of facilitating learning and progress of learners are:

1. Attendance register;
2. Scheme of work/Scheme-Cum;
3. Test record book;
4. Social record book;
5. Progress record book;
6. Reading record;
7. Remedial record;
8. Extension record;
9. Assert register/inventory;
10. Toddler- caregiver record;
11. Infant-toddler-caregiver record;
12. Anecdotal record;
13. Developmental checklist;

CLASS ORGANISATION

- ◆ Classroom procedures;
- ◆ Arrangement and distribution of materials;
- ◆ Use of space and equipment;
- ◆ Use of educational media;
- ◆ Seating plans;

- ◆ Organization and planning for group and individual activities;
- ◆ Marking and displaying of pupils' work.

CLASS CONTROL

- Ability to establish suitable conditions for learning to take place;
- Ability to secure and retain learners' attention;
- Anticipation and avoidance of misbehavior; and
- Firmness and consistency.

EFFECTIVENESS OF TEACHING

- ▶ Ability to elicit pupils' interest and enthusiasm;
- ▶ Purposefulness of learners' activity;
- ▶ Pacing of learning activities;
- ▶ Initiative and resourcefulness;
- ▶ Varied use of educational media;
- ▶ Adaptability and sensitivity to the learners'

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needs;

▶ Positive attitude;

▶ Clarity and audibility of teachers' voice; and
Subject know how.

PERSONAL CHARACTERISTICS

- Appearance;
- Punctuality;
- Ability to accept constructive criticism; and
- Relationship with pupils, colleagues, staff and administration.

The ruination of children by their teacher is normally seen when he lacks the knowledge of subject matter. For example, the teacher has no ability to discuss and present content accurately, with evidence of solid understanding. The same teacher does not connect knowledge to deeper, broader principles of content area. The clear presentation of knowledge with ample examples

and illustrations is out of the mind of the teacher. He does not show the usefulness and relevance of knowledge to his/her pupils.

The teacher is not concerned about the knowledge of pupils' development and learning. Consequently, he does not make instructional decisions based on pupils' ages and developmental levels. He does not provide opportunities for active learning and is not concerned about including all aspects of the knowledge-action-achievement-fulfillment cycle.

The destruction of children can be easily facilitated by the teacher who is not concerned about the diverse learners in his/her classroom.

As a result, he does not provide for the instructional needs of all children, including

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remedial activities and enrichment activities. In most cases he does not pace instruction appropriately for varied needs of learners.

A lot of children are not effectively learning in certain schools because of some of the teachers who are practicing what we call the Laissez-faire leadership style in as far as classroom environment and management is concerned.

The children are ruined because the teacher lacks the ability to set a positive classroom tone, does not provide a positive role model in speech and action. He is not concerned about communicating and maintaining clear expectations for appropriate student behavior and he lacks the ability to monitor and address issues appropriately as they may arise.

It is very easy for a teacher to destroy his/her pupils especially if the teacher lacks what we call communication skills. For instance, it is only effective communication that can display adequate clarity, accuracy and fluency. If the teacher lacks the communication skills, it is impossible to achieve this. Those teachers do not realize that communication models interest in the subject matter and questioning strategies are used effectively as a result of communication skills. Beginning and ending with the main idea or wholeness and using review effectively at the beginning and end of the lesson can only be achieved by a teacher who acquires these necessary communication skills.

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Instructional planning skills are out of the mind of a teacher who is not concerned about the learning and progress of the pupils. For example, this teacher does not prepare completed lesson plans that are clear, logical and sequential. All his/her learning activities are designed in such a way that they are not clearly connected to the intended instructional objectives.

It is possible that children can spend the whole day at the school without learning anything due to the teacher who always uses ineffective teaching strategies during his lessons presentation. The teacher does not use a variety of teaching strategies to engage his/her learners. He is not concerned about using instructional approaches that are appropriate to his/her

learners and curricular goals. Meeting learners at their level and scaffold their further development is normally out of the teacher's mind. This teacher does not generally employ strategies that facilitate higher order thinking.

MARKING YOUR LEARNER'S WORK

Some of the teachers do not mark their learners' work in time willfully, not realizing that marking of children's work is also a way of supervising and evaluating pupils' learning, progress and providing feedback. The performance of your children especially on their written work will help you make appropriate decisions on how are you going to teach on your next lessons. When you are marking the children's written work, you are simply

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communicating with your children about their errors through written comments. Whenever you comment pupils' work, you should emphasize what is positive in the work and identify areas for improvement and should make suggestions as to how the learner can carry out activities for the improvement. Your comments must be always motivational.

Unconcerned teachers normally do not give motivational comments to the extent that children will no longer be interested in learning at all. In most cases, these teachers do not give feedback to their learners that is related to clearly understood criteria which will be appropriate to the individual learner. The feedback given by this teacher does not promote

dialogue and reflective self-assessment. The feedback does not focus on what the learner has done well and then does not give positive comments on what has been achieved. This lazy teacher always makes comparisons between learners which demotivates them.

A lot of children are being corrupted and destroyed by the teacher who does not put emphasis on the value of what the learner has achieved whilst at the same time he/she provide discouragement instead of encouragement. The time they spend on marking usually dominates their week's work. They are not aware that well thought out and coordinated planning and timing of assessments can simply ease their workloads since, for example, more time spend

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on the preparatory stages of a task can reduce the need for remedial work and working with a pupil in class and give verbal feedback this can ease workload.

Stop it! Be a good and willing teacher in as far as the learning and progress of your children is concerned.

Also By Lazarus Chishamba:

- *A Mastery Behind Effective Teaching And Learning*

Afrika Bhukus Specimen Copy

Build or Destroy a Child

"BUILD OR DESTROY A CHILD" is a book which is focused on the classroom practitioners' responsibilities and duties in developing and building school children socially, physically, emotionally and intellectually. The first eight chapters clearly elaborate what teachers should do in order to help learners develop into balanced people. However, the last two chapters help teachers on what they should not do as a way of grooming their children and if they avoid these practices, children will learn effectively.

About The Author

Lazarus Chishamba was born on 1992 at Chidamoyo Hospital. He attended his primary school at Zvarai School which is in Hurungwe, Mashonalend west. He also attended his secondary school from form one to form three at Mshowe School in Tengwe and he completed his form four at Nyamangara Secondary School in Zvimba in 2010. In 2012, he completed his Advanced level at Nyamhunga High School in Kariba. In 2017, he graduated for a Diploma in Education at Morgan Zintec Teachers College in Harare.

He is a passionate teacher whose desire to ensure that children succeed in their academic careers. He is interested in reading Professional Studies and Educational Psychology books.