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| **UNIT:** Primary Education | **NAME OF STUDENT :** Tharushi Dhananga Edirisinghe | **STUDENT ID NO:** |
| **NAME OF LECTURER :**Mrs. Priyadarshani Hewawitharanagamage | | **DUE DATE :** 18/08/2021 |
| **Topic of assignment :** Individual assignment 1 | |  |
| **Group or tutorial :** | **Course :** Diploma in primary education | **CAMPUS :** York graduate campus |
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**WHAT IS THE ROLE OF PRIMARY TEACHER?**

The main responsibility of a primary teacher is to provide instruction in math, English, social studies and other subjects in the classroom.

The role of a teacher is clearly not just about designing and implementing lesson plans. Because of some sensitively, the teacher spends a lot of time with the students, and he or she may become the student’s third parent. Teachers can always be a positive role model for their students, especially children who do not have a strong family base. Of course, the role of the teacher depends largely on the age and grade of the children being taught by the half parents. The primary school teacher the basic skills needed to excel next year. An intermediate grade teacher teaches specific information about a specific subject.

Primary school teacher is one who has the responsibility of teaching children of primary education institutes belonging to the age group of 5 to 11 years. As a primary teacher you will responsible for educating and bringing about social development of those children. You will be required to deal with teaching, reporting, managing schedules and performing other administrative activities in your role.

**Aims of Primary Education**

The key objective of the primary education is to teach children to think analytically, to achieve high living standards, to face the challenges posed by technological development and advancement of citizenship and basic values. Primary education providers must provide safe and positive environments where effective learning can take place.

Primary education will boost your kids’ self-confidence and offer your child the skills they need for the long success in this competitive world. Elementary education enables students to make friends who facilitate acquisition and development of communication skills as children attend school. The primary education is the phase where students may be influenced positively or negatively. The future of a child is totally depending on the primary education.

**Role of the Primary Education**

Primary education is the first stage of compulsory education. Primary education is the foremost and basic right of every child. In order to compete with the word, children are ready for the starting phase of their lives. From the age of four or five years, the children grew up in their home were they learn about family life, hoe to interact with people. The role of primary education is to ensure the development of children. This means that all children are able to develop their social, cognitive, cultural, emotional and physical skills according to the best of their abilities. To get a quality primary education, it is very important to attend a good pre-school and primary school which and make more influence on children’s academic progress than their family background or their gender.

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Varying the level, structure and mode of instruction and pace of lessons to meet individual needs

Adapting lessons to take account of pupils’ interests

Matching tasks to pupils’ abilities and needs

Adapting and utilizing resources, including the use of technology

Aspiring towards suitably challenging learning outcomes and assessing accordingly

Teachers can make lessons accessible to a broad range of pupils through the use of a variety of appropriate teaching approaches and methodologies, including active learning, small-group tuition, individual teaching, and scuffled instruction. This may also require environmental adaptations to promote curricular access.

**Nature of students**

The primary focus of a kindergartner is to please the teacher. They may struggle to distinguish between fantasy and reality. Some may explain cause and effect through intuition rather than logic .First grade students are beginning to approach the world logically. They are in a transitional stage between pre-operational thinking and concrete operations. As this shift occurs, students' abilities to reason, understand cause and effect in the natural world, identify differences, compensate for differences, and reverse an idea through mental activity improve. Second grade students are active thinkers who begin to organize their internal mental structures in new ways. They can now categorize spontaneously for the first time. They have an increasing ability to utilize abstract reasoning, to interpret observations, and to generate expectations about what will occur in a particular situation. Second graders show increasing interest in the world around them — and thus, science takes on a new meaning for them.

Students in grades 1 and 2 range in age from 5 to 8 years. During these years, students develop the ability to approach the world logically for the first time. They move from an inability to complete mental operations through even the simplest abstractions to an increasing ability to utilize abstract reasoning. Primary students are naturally curious about their world and learn best through direct discovery in hands-on experiences with manipulative that engage the five senses .Should be an integral part of science investigations for kindergartners. Observing patterns is also important. Some kindergarteners may have difficulty understanding that stories sometimes give plants and animals attributes they do not really have. Students of this age should be given direct experiences with living things to help them build their understandings of biological concepts.

First grade students need to make observations, investigate outcomes, and evaluate results. They should be encouraged to analyze, synthesize, and apply understandings in new situations. Teaching through games and hands-on activities can help students learn skills that workbooks do not. First graders may learn to use simple tools, but may not be able to use them with accuracy. Projects can be successfully employed in the second grade classroom. You may find that many second grade students prefer to work alone or with a partner. Second grade students need time to repeat tasks, think, finish investigations, and come to closure. Opportunities to collect and categorize objects as the basis for logical thinking should be used frequently. There should be many activities in which students take things apart to discover how they work.

**Develop of basics skills**

* **Relationship**

Learning to discern how driven we are by the unconscious is a primary life skills. Once discerned, we find ways to develop a rapport with the unconscious is a key to discovering how we tick.

* **Allow**

Allowing ourselves to be vulnerable helps we embrace the quirks and uniqueness in us. We develop empathy for other by being in touch with our vulnerability. We are for more likely to attract healthy mature people in our lives.

* **Embrace**

Surrender to whatever presents itself. Try to not attach to the good or negative feelings. Instead, embrace and watch each moment, then let it pass.

* **Gratitude**

Research has demonstrated that practicing gratitude on a daily basis can greatly improve life and happiness. Focus on that the things we have and be grateful for them is a good first step.

* **To others and self**

Developing kindness toward others has be shown to greatly improve our lives. It helps build functional happy relationships and is good for our health. Being kind to ourselves helps to alleviate negativity inside our heads. It lifts our mood and helps to develop a better esteem.

* **Let it go**

. We are trained to control, control and control. If we let go and relax, we free ourselves from worry. Room is made for spontaneity and intuition. We become less rigid and more adaptive

* **Persist**

Find ways to not give up. Persistence is a skill which gets better with practice. Almost all successful endeavors involve high degrees of persistence.

* **Reduce**

One of the big benefits of reducing ego is that our stress levels lower, we become more peaceful. Life tends to go smoother when we invest less of ourselves into a situation. It allows grace to enter our lives.

* **Self actualisation**

Reaching full pontential. Becoming everything one is capable of becoming.

* **Aesthetic needs**

The needs for beauty and order, creativity, design and art**.**

* **Cognitive needs**

The desire for knowledge and to understand. The need for meaning and predictability**.**

* **Esteem needs**

Feeling competent. Self-esteem and self-respect. The respect of others, family, socially and at work.

* **Love and belonging**

Affiliation, feeling part of a group – family, socially and/or at work. Giving and receiving trust, acceptance, affection and love.

* **Safety needs**

Feeling safe from part of a group- family, socially and or at work. Giving and receiving trust, acceptance, affection and love.

* **Physiological needs**

The basic needs of food, water, oxygen, shelter, temperature regulation, sleep and relaxation, activity and exercise, sex