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OBSERVATIONS OF LEARNING-TEACHING IN ACTUAL SCHOOL ENVIRONMENT

BSED

THE K TO 12 GRADING SYSTEM

FS 1

Observations of Teaching-Learning in Actual School Environment



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Episode 5 Creating an Appropriate Learning Environment

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Creating an Appropriate Learning Environment



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SPARK Your Interest

This learning Episode provides an opportunity to examine how classrooms are structured or designed to allow everyone's maximum participation for effective learning. You should be able to examine how classroom management practices affect learning. This Episode enhances the application of the theorist learned in the following professional subjects, such as Facilitating Learner-Centered Teaching and The Child and Adolescent Learners and Learning Principles.



TARGET Your Intended Learning Outcome

At the end of this Episode, I must be able to:

- Plan on how to manage time, space, and resources; and
- Provide a learning environment appropriate to the learners and conducive to learning.



REVISIT the Learning Essentials

The classroom climate that is conducive for learning is one that is non-threatening, yet business-like. It is a classroom where, when creating audio-visual presentations, the following are observed:

- Specific classroom rules and procedures are clear.
- Classroom rules and procedures are discussed within the first few days of the school.
- Students are involved in the design of rules and procedures.
- Techniques to acknowledge and enforce acceptable behavior are employed.
- Clear limits for unacceptable behavior are established, and negative consequences for such are communicated.
- Classroom processes are democratic.



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OBSERVE, ANALYZE, REFLECT

Activity 5.1

Managing Time, Space, and Learning Resources

Name of FS Student: Rizza Joy A. Jane

Course: BSEd Major in Sciences

Year and Section: 4th year Block A

Resource Teacher 1: Sir Kim Paolo Armin A.

Torcelino VI

Signature: _____

September

Date: 12, 2025



OBSERVE

Observe and use the observation sheet provided for you to document your observations. Use the activity form provided for you to document your observations.

- 1) As you observe, the class look into the characteristics of the learners. Note their ages.
- 2) How many boys are there and how many girls?
- 3) Focus on their behavior. Are they already able to manage their own behavior?
- 4) Can the learners already work independently?
- 5) Describe there is span of attention.



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As I observed the class, I noticed that the learners varied in their age between 13 to 15, with three students aged 13, twelve aged 14, and another twelve aged 15. There were 27 students, however one student missed the survey. The class consist of 11 male straight learners, 9 identified as female straight, and 6 student who identify themselves as part of LGBTQ+ community. In terms of religious affiliation, the majority of the class were Roman Catholic with 20 students, while 3 were Born-again Christians, 1 was Islamic, 1 belonged to the Seventh-day Adventist faith, and 2 were non-practicing. We also noted that some students had health conditions such as poor eyesight, arthritis, and asthma, which may affect their participation in certain tasks. In terms of behavior, most of the learners were already able to manage themselves, though there were instances when the teacher had to give reminders to maintain order. I also observed that they could already work independently, especially during individual activities, but some learners still required guidance when the task became more challenging. Their span of attention appeared to depend on the type of activity; they were more engaged and focused during interactive lessons but became easily distracted during long discussions. Overall, the class reflected a diverse group and inclusivity of learners with different backgrounds, needs, and characteristics, which the teacher managed through structure, guidance, and encouragement.



ANALYZE

Analyze and answer these questions on observe pleasure management practices. It is also good to ask the teacher for additional information, so you can validate your observation. Write your notes below and then organize your data in the Table that follows.



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- 1) Are there areas in the classroom for specific purposes (Storage for teaching aids books, students, belongings, supplies, etc.)? Describe these areas. Will it make a difference if these areas for specific purposes are not present?

In the classroom I observed there are designated area for different purposes, such as storage area at the back of the classroom, where student can place their other belongings and supplies., the two shelf provide a space for materials like books, notebooks, and other materials. However, the storage area lack organization, not maintain, and some stuff are just place anywhere and not pleasant to look at, the cleaning materials does not have proper storage. If these area were not present in the classroom, it can caused disorder in the classroom, may cause distraction, and waste of time that could otherwise be used for learning. This could disrupt the flow of lessons and negatively affect the learning environment, making it harder for students to focus and for the teacher to manage the class effectively.

- 2) Are there rules and procedures posted in the room? List them down. Do these rules reinforce positive behavior?

The classroom adhere rules posted in front of the class, situated above the board. The display showcase the relevant 5“P”s rule that student must obey and are expected for them to demonstate in the class. The 5 Ps composed of the following: promt, productive, prepared, polite, and patient. These rules reinforce positive behavior as they remind learners to manage their time in coming to class and submitting activities, complete task actively, always ready to learn and equipped, show respect with their peers through words and actions, and practice self-control and understand others. Adhering in these rules, students develop disciple, positive behavior, and contribute to a meaningful teaching and learning process and personal growth.

- 3) Did this students participate in making the classroom rules? If there is Resource Teacher is available, ask him or her to describe the process. What's the effect of students participation in rule-making on students behavior.

When I asked about their participation in creating a classroom rule, the student were involved, particularly in establing rules that are necessary to maintain sense of responsibility and ownership in the class. Students involvement positively influnce their behavior, become aware, and encourages them to follow the rules.

- 4) What are the daily routines done by the Resource Teacher? (Prayer attendance assignment of monitors, warm up activities and cetera.)How are they done?



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During my observation the afternoon class started with a warm and welcoming greet and prayer, which set a positive tone and mood throughout the class. Additionally, the student believed that they should start and end their day by thanking God.

- 5) Is there a seating arrangement? What is the basis of this arrangement? Does this help in managing the class?

The students have an assigned seating arrangement, and this arrangement is positioned in a way that encourages learners to stay focused and engaged during class activities. Since there are vacant seats, student tend to move to chairs. The arrangement design to promote order and ensure that all students are given equal opportunities to participate. It also allows the teacher to easily find, monitor their behavior, approach student, and provide support when needed.

- 6) Observe the noise level in the classroom. How is this manage?

When a student or multiple individuals get eager, curious and ask multiple questions through chattering and shouting. The teacher politely accompanies the students by answering their questions to effectively manage the noise. Whenever the class are doing an activity, the teacher reminded them to focus and proceed doing the given task instead of creating more noise that may cause distraction to others. This approach balanced participation with maintaining order and harmonious environment.

- 7) If a learner is not following instruction or is off task, what does the resource teacher do? Describe the behavior? Is strategies used?

When a student is distracted or not paying attention, the teacher does not scold or strictly call them out. Instead, she focuses on those who are actively listening and participating, which motivates others to eventually follow. However, the downside of this approach is that some students who are not paying attention may continue the behavior since they are not directly corrected and address.

- 8) What does the resource teacher do to reinforce positive behaviors? Behavior strategies.

In my experience during the observation, the resource teacher reinforces positive behavior by focusing her attention on students who are participating and following instructions and group students in a collaborative task. This can motivate some students to continue behaving well by example, but a limitation is that learners may not fully understand which behaviors are appreciated since no explicit feedback is provided.



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REFLECT

Reflection as a future teacher.

1. Why do you need to enforce positive discipline?

It is important to enforce positive discipline in the classroom because it helps make the class a respectful and supportive place for students. It means setting clear expectations and providing appropriate reinforcement when students do not follow instructions or pay attention. With positive discipline, it guides the teacher to be emotionally aware and have a concrete understanding of students' actions, to understand where students are coming from, and to take accountability by encouraging them to make better choices and think carefully before punishing or scolding. This approach helps students learn from their actions, reflect on their behavior, and take responsibility by addressing and correcting their mistakes respectfully. Positive discipline teaches students that every action has a consequence and that they have the power to choose how they respond, which builds character and self-confidence. As a future teacher, it is not only my duty to provide a space to learn but also to create an environment where students feel united, safe, and encouraged to do their best. I will enforce positive discipline with my students by giving positive feedback, highlighting the areas where they excel, pointing out areas they need to improve, offering praise for their performance, and providing rewards that recognize and appreciate their efforts. By consistently applying positive discipline, I aim to foster not only academic growth but also the social and emotional development of my students, helping them become responsible, mindful, and respectful individuals. I want my classroom to be a place where students are inspired to learn, motivated to grow, and empowered to make choices that reflect their best selves.



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Activity 5.2

Identifying the Different Aspects of Classroom Management

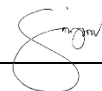
Name of FS Student: Rizza Joy A. Jane

Course: BSEd Major in Sciences

Year and Section: 4th year Block A

Resource Teacher 1: Sir Kim Paolo Armin A.

Torcelino VI

Signature: 

September

Date: 12, 2025



OBSERVE

CLASSROOM MANAGEMENT MATRIX

Observe a class and accomplish the given matrix.

Aspects of Classroom Management	Description	Effect on the Learners (to be filled out after you answer the analysis questions)
1) Specific Areas in the Classroom	These are the designed space within the classroom such as teacher's desk in front of the room, student desks and chair, and storage area to keep the learning materials neatly organized.	Provide learners an organized learning environment. These areas are beneficial in guiding student to be organized, reduce distraction, and boost engagement.
2) Classroom Rules	The classroom rules set a the building block of the classroom to stay organized and order. The rules set inside the classroom are the 5P's which promote positive learning environment, responsible, and discipline among the learners. The set	Through classroom rules it guide student's behavior by setting expectation on how they should behave and interact with each other. When rules are consistently applied, it will contribute to development holistically and



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	rules tell students what behavior is expected on them.	become a responsible and discipline learners.
3) Classroom Procedures	The teacher properly establishes classroom procedures and clear guidelines, creating routines that keep students organized, ensure smooth learning, reduce confusion, and foster a meaningful environment.	Classroom procedure help learners by making things structure and organized. When students know what to do and how to do it, they can focus more on lessons and activities.
4) Daily Routines	Daily routines set the tone and mode of the classroom. These are the regular activities and habits that students and teacher do as the class begin such as greetings, prayers, and checking attendance. This make sure the class run smoothly and guide the behavior of the student.	When student follow a regular routines inside the classroom it become natural tasks, helping them manage their time, stay organized, and focus more on learning.
5) Seating Arrangement	Seating arrangement are assigned by the teacher. The arrangement give the student personal and comfortable space to learn, interact with their peers, and engage. The arrangement somewhat determine the activeness of the student.	Seating arrangemet is important as it influence student behavior, motivation, and activeness during class. Considering that the student seating in frony, they tend to be attentive, actively listening and performing well, while at the back, student tend to be loud, not paying attention, and passive. Therefore, an effective arrangment to manage behavior and participation.
6) Handling misbehaviour/off task behavior	The teacher address distruptive actions or misbehavior through setting rules and while positive reinforcement to approriately guide students behavior while	It helps the learners to redirect their behavior and focus on the task by applying appropriate consequences. This make the student feel corrected, guided, and



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	maintaining a respectful and productive classroom.	responsibly aware of the need to improve their behavior.
7) Reinforcement of Positive Behavior	The teacher give praises, rewards, and positive feedback to the students, recognizing their excellence and performance.	Positive behavior encourages student to repeat desirable actions. Through positive reinforcement it aim to boost confidence, good behavior, and motivation to perform well in their learning activities.



ANALYZE

- 1) How did the classroom organization and routines affect the learners' behavior?

The classroom organization and routines had a strong impact on learner's behaviour. Implementing a consistent routine inside the classroom help student to stay focused and feel secure, while fostering positive behavior. Since the class started with a formal greeting, with no other engagement and preliminary activity, students might treat this as a routine rather than an opportunity for the student's to build a harmonious class. This can often lead to feeling disinterest on the lesson, student tend to be a passive listeners, and unengaged, indicating that the routines is lacking interaction and motivation to stimulate learning.

- 2) What should the teacher have in mind when she/he designs the classroom organization and routines? What theories and principles should you have in mind?

In designing classroom organization and routines it is important to keep in mind that the learning environment must be structure and promote holistic development. The sit up must not only promote optimistic and interactive but should minimise distraction, learning materials are accessible, and encourage participation. On the other hand, setting up a routine should also be clear and consistent making it easier to adhere and



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implement within the classroom. The principles that I have in mind, in relation to behaviour is the BF Skinner's Behaviorism, which emphasizes the relevance of reinforcement and consistency to shape positive behavior among the learners; Piaget's Cognitive Development Theory, which reminds me effectively design routines that match students' developmental level. With the application of these theories and principles it manifest positive behaviour and promote student-centeredness.

- 3) Which behavior strategies were effective in managing the behavior of the learners? In motivating students? Why were they effective?

Integrating a strategic approach in managing students behaviour means using structured and action plan to effectively support and cater student behaviour. Effective strategies in handling student behaviour like positive reinforcement, through words of encouragements, praises and rewards in recognizing students for their good behavior and performance to keep them motivated and encourages continued effort and portray and developed a good character. These strategies are effective because it shift the focus from punishing negative behavior to rewarding actions, this made the student's feel valued and acknowledged on their efforts and participation.



REFLECT

Reflect on the following and write your insights.

- 1) Imagine yourself organizing your classroom in the future. In what grade year level do you see yourself? What routines and procedures would you consider for this level, why?

I imagine myself teaching in the Grade 9 level, where students are beginning to developed a sense of independency. Inside my classroom, I will make it clear to my class the routines and procedures that will guide our daily activities. I will establish a consistent and structure routines, therefore my student know what to expect and what is expected of them. I will start the day by checking my student's well being, if they are prepared and have an energy, prayer, short review or energizer, reminding them to raising hands before speaking and ask permission, and submitting assignments in an organized way. I will also set procedures like submitting papers in chronological order, cleaning up the room before leaving, and keeping learning materials in their proper places. These routines and procedures are important because they help my students to



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practice good behavior and develop responsibility, and maintain respect for one another and also give me an insight on things that I need to improved on to my rules to keep my student's accomodated and valued.

- 2) Make a list of the rules you are likely to implement in this level. Why would you choose these rules?

Classroom Rules:

- Arrive on time and come prepared
- Respect everyone and classroom property
- Raise your hand before speaking
- Stay focused and participate
- Ask for help when you need it
- Submit assignments on time and in order
- Work quietly during class time
- Keep your workspace clean
- Be brave, try new things, and learn from mistakes

I choose to set and adhere these rules because I want to reinforce a positive and respectful learning environemnt for the student's to learn and explore. The following rules ensures that everyone in my class to be an active participant of their own learning, without neclecting anyone. Through this rule I aim to create a space for my student that ensure everyone can grow, learn, and feel valued.

- 3) Should learners be involved in making the class rules? Why?

Yes, involving the student in making classroom rules is important because it gives them a sense of belongingness and value in the classroom. When student are encourage in setting the rules, these guidelines are more likely to reflect needs and perspectives and help themselves to improve working on their discipline, expectation, and accountability.



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SHOW Your Learning Artifacts

Paste pieces of evidence of classroom rules that work in your class. You may also put pictures of the physical space and learning stations which contribute to the effective implementation of classroom management.





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EVALUATE Performance Task

Evaluate Your Work Task Field Study 1, Episode 5-**Creating an Appropriate Learning Environment**
Learning Outcomes: Plan on how to manage time, space, and resources – Provide a learning environment appropriate to the learners and conducive to the learning.

Name of FS Student: Rizza Joy A. Jane Date Submitted: September 14, 2025
Year and Section: 4th year Block A Course: BSEd Major in Sciences

LEARNING EPISODES		EXCELLENT 4			VERY SATISFACTORY 3		SATISFACTORY 2		NEEDS IMPROVEMENT 1		
ACCOMPLISHED OBSERVATION SHEET		All observation questions/tasks completely answered/ accomplished.			One (1) or two (2) observation questions/tasks not answered/ accomplished		Three (3) observation questions/tasks not answered/ accomplished		Four (4) or more observation questions/ tasks not answered/ accomplished.		
ANALYSIS		All questions were answered completely; answers are in depth and are thoroughly grounded on theories; grammar and spelling are free from error.			All questions were answered completely; answers are clearly connected to theories; grammar and spelling are free from errors.		Questions were not answered completely; answers are not clearly connected to theories; one (1) to three (3) grammatical spelling errors.		Four (4) or more observation were not answered; answers not connected to theories; more than four (4) grammatical/spelling errors.		
REFLECTIONS		Profound and clear; supported by what were observed and analyzed			Clear but lacks depth; supported by what were observed and analyzed		Not so clear and shallow; somewhat supported by what were observed and analyzed		Unclear and shallow; rarely supported by what were observed and analyzed		
LEARNING ARTIFACTS		Portfolio is reflected on the context of the learning outcomes; Complete, well-organized, highly relevant to the learning outcome			Portfolio is reflected on the context of the learning outcomes. Complete; well-organized, very relevant to the learning outcome		Portfolio is not reflected on in the context of the learning outcomes. Complete; not organized, relevant to the learning outcome		Portfolio is not reflected on in the context of the learning outcomes; not complete; not organized, not relevant		
SUBMISSION		Submitted before the deadline			Submitted on deadline		Submitted a day after the deadline		Submitted two (2) days or more after the deadline		
Comment/s											
SCORE	20	19-18	17	16	15	14	13-12	11	10	9-8	Below
GRADE	1.0	1.25	1.5	1.75	2.00	2.25	2.50	2.75	3.00	3.5	5.00
	99	96	93	90	87	84	81	78	75	72	71- Below



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KIM PAOLO ARMIN A. TORCELINO VI
Signature of FS Teacher above Printed Name

September 12, 2025
Date