

Classroom Management Best Practices - Cleaned Transcript

Idea in this.

in this aspect or in this research. Okay? So basically, I'm going to start by telling saying my name. So my name is Miss Blessing. Bless nonsense. So and earlier anticipate once Utah.

So I basically teach from ages 3 up to 8. So yeah. So I've been teaching for 6 years.

and I've been in the classroom. Actually, I worked in a physical classroom for about 4 years plus. So while at that I was doing all that stuff before I finally transitioned fully into an online tutoring environment. So basically, I want to start by saying that

just like you said before classroom management, it's actually not a you know, one. Size fits in all, you know, you know, it's just something that's okay. This is, do this do that because managing human beings is not something very easy.

be it kids, be it adults, you know. So human beings are complex. So there are so many things. But we go into the fact that we have learners with different learning styles with different behaviors and everything. So that's why classroom management can never be overemphasized. So I want to talk. I want to say, start by saying that

classroom management in the context which I'm going to be talking about is

that's be it in the classroom, in an online space, in a child's house, or wherever. So it is that learning environment, it is. It is that structured a classroom, you know, management

should be looking at having a structured learning environment. The learning environment has to be structured. It has to be based on routines it has to be based on. Okay. This is what the child knows that. Oh, when it's time to learn. Oh, the child knows this, so it has to be, of course, respectful. It has to be embedded on students, teacher relationship.

So there must be a cordial relationship for you to think about

managing your classroom. Okay? So basically.

we have students with different behaviors, with different ways of learning. So one of the some of the ways I have managed. My classroom setting or classroom setting can be managed, is the 1st one is setting a clear expectation.

Yes, we are human beings, both children, both adults. We thrive on expectations we thrive on. Okay, when you know that. Oh, this is what I'm expected to do. This is what I'm

supposed to do. If I do. This, Miss Blessing is going to get upset if I do this. No, she's going to be mad. She's not going to be happy with me, so I'm not supposed to do this. So you know, when you set that clear expectation, that's the 1st thing it helps your class thrive.

Another thing is routine. Sometimes you know that. Oh, when I come to class, we have to do this. We have to do that. Okay, we have to

take a happy song. We have to. Okay. Everybody has to. Everybody has to do this. Everybody has to do this because this is the time. So now that's 1 of the ways to manage your classroom because they know that oh, this is the way it should be someone as a student or as a learner. You are not. You know that

it's time to learn. So you're not expected to stand up and start jumping on your chair. Because, of course, you are, you are, you know, working on routine. Everything has time, so we have time for break. We have snack time. The child cannot start at the beginning of the class and tell you. Oh, I want to take some water. I forgot something at this that wants to run around, because they know that. Oh, this is the set time for this, so it is not time for break yet. It is not snack time yet. So

classroom management. One of the 1 1 thing that makes it thrive is routine. There should be routine.

I've mentioned routine. I've mentioned structure. That's a clear expectation. So another thing that makes classroom thrive or classroom management thrive is students, teacher, relationship. You know, there was something there was and I don't know if it's I don't know where I read that. But there was something I read up that says that

destructive classroom. It's it's when you. When you look at it, you would notice that it is. It is, the foundation is based on

not having that cordial relationship between the teacher and the students.

Take, for instance, I'm a tutor, or I'm a teacher, or even in the classroom or in the online space whereby I will come. And a child will tell me. Oh, Ms blessing, I want to do this. I want to do, and I will say, Come on, just don't distract me, don't stop me this this you know, the child would. The child would rather go and do what they want to do, or do what he or she wants to do, or the children would rather, you know, gather themselves to do things. They can even do mischievous things because you are not into them. They are not feeling your energy.

you're not into them. But when there is that relationship. They would respect you. They would not want to do something that would make you upset. So that has been working for me. Because when the child comes. Oh, you're my friend! Oh, we are good friends and

friends. Do what friends listen to each other. Friends respect each other so when the child already knows. Oh, I'm Miss Blessings, friend. You know

I have to do the right thing, so that automatically sets the child on the you know, right pace and sets your class on the right tone, so no child wants to, you know, jump, or do one thing or the other, because they know that oh, this is going to get my teacher upset because they have that cordial relationship with you. So another thing is that

in as much as you know, all these things when they are put in place. There is no guarantee that you will not have a disruptive classroom. So another way I had managed a disruptive classroom when I was in a physical classroom setting, is by ignoring. Yes, there are some students that they want to do something. They want to catch your attention, to distract the other students. So what you do you ignore

I ignore, I pretend as though I didn't even notice, and when they notice that oh, my teacher is not even giving attention to this. They behave themselves. In fact, nobody even gives them attention, because you acknowledge them

so they feel like. In fact, I'm disappointed because I didn't achieve what I wanted. I wanted to distract the class I wanted to, you know, pull up something so that everybody gets distracted and all that. So sometimes I ignore. So if it's something not so out of place, can just, you know, look, just take my eye off it. And then the child

readjust. So sometimes, too, I use redirection and positive reinforcements. Yes, I do that. So if I see that a child is being all the time. Maybe the child is always, you know, the one who is

like, maybe that's disruptive students or that, or you know. So what I do is I sometimes I because I work with empathy.

So as a teacher, I've learned that you have to be empathetic with your students for you to be able to achieve.

That's learning. So I work with empathy. So when you look at the child, you have to, I find out. I try to find out the root cause of why the child is being deviant, or while the child is, you know, misbehaves, or why the child is being disruptive in class. So when I look at this, then I address the issue. If it's something that has to, you know, that is within my power to take care of, I do that if it is something that has to, you know.

get the parents involved. I do that as well. So looking at the root cause is also very, very important. And also I have said earlier, I redirect. So when a child is doing this, doing that, doing that you have to, you know, flow in, and then you redirect the child, and when this is being done, you know you'll be in charge of your classroom so, and the final one, which is my biggest. I use that both in my, you know, online learning environment, the final one is

words of affirmation.

So now this is, this is this is a big one for me, because it's it's like the game changer. It's like, what's you know holds everything together. So at the start of a class, or if I get to, you know. Teach a new student. Number one is.

I make my classrooms known. Number 2. We go in with words of affirmation. So this comes in every day. We do this repeatedly. So I am smart. I am amazing. I am important. I can listen. I can focus, you know. You see, all these things. Now, when a child tells you every day tells himself I can focus, I can listen. I am smart. I can learn anything with practice now it will be difficult for that child to start, you know.

being disruptive in class.

because when a child wants to do something that is out of place. Oh, my!

But you said, you can still focus right?

The child goes. Oh, yeah, I can. You know you. You got you got the child? Yeah. So that has been a game changer for me, because I get to address behaviors. I get to address disruptive behaviors through the words of affirmation. So the child gets to speak this, or gets to say this to himself, his or herself on a daily basis. And then this ticks, and when it sticks

oh, my God! It's just going to be anything you want, anything you want the class to look like. That's what it's going to look like, because it will be difficult for you to have the child.

or have the children in the class, you know, behave in certain ways because you already have them. You already got them through the breath of affirmation. You already said to themselves, let's say you have a child who, you know all the time, does not want to do the right thing. You can redirect with these words.

So you say, oh, I learned. I know how to do the right thing. I do the right thing at the right time. So these are some of the ways that I have managed my classroom in the past, and I am still managing my classroom. Thank you so much.

You so much blessing. I actually learned a lot from you. Just want to

ask some. Follow up questions. Hi, welcome, tech, savvy? But tech, savvy? I don't know your name.

Mia.

Just give me a few minutes. Let me. Let's round up this session. Thank you.

okay, I think.

We need to.

Alright, so listen. I'll just ask a lot of questions, right? So.

Okay.

Online space. Or when you're in the physical classroom with the early years, because you're really teaching little children, right? So how have what tools. Have you used to manage them

like, do you use tools? Be digital or physical, like, I just name them like, I use this, this, this for this this for this, this, for this, so.

Okay? So basically, I, yeah, basically aside the words of affirmation that I use, which is like the biggest 2 I have. I also use emojis. I also use stickers.

Yes, for positive reinforcements. Maybe a child does something, so you know, wonderful. A child behaves, and at the end of the class say, Oh, wow! You know today you did this. You did that. You did this. You did this. Oh, my goodness, you are amazing! And the child jumps claps. I am amazing. I am smart, you know I am a champion, and you give. I give the child thumbs up. I give the child stickers. I give the child, you know. You know, that's we celebrate, you know.

So that's always, you know. They like it so much. They like it when you praise them, when you give them stickers, when you give them thumbs up the digital one where you tell them that they did amazingly well. And then, you know. So that's basically what I use aside the words of affirmation.

Alright. Thank you. Thank you so much for stickers. And then

emojis. That's for visual classrooms. Right.

Yeah.

And do you use any digital tools like, do you have any tool that you use to track?

Do assessment and keep them engaged during lessons?

During lessons during

during lessons. No, but before or after lesson, yeah, we have the. Of course, we have the Google classroom where I track assignments and everything. So basically, if I want them to

watch, maybe I want, I want to introduce a topic to them, and we don't want our class to just be playing videos. And you know

they are distracted. And you don't even. I'm not even able to track and teach what I want to teach. So I send in their video lessons

before the class. So I send in their video lessons or their assignments, or whatever I want to use as an introduction to the topic via their Google classroom and then send messages to their parents. Okay, so play this video for child or print this worksheet so that this child will work on it, and this will serve as a reinforcement. This will serve as an introduction to this

topic. We're going to do this in the next class. So that goes, you know the child takes that, and when they are done with the assignment they have to take a snap, take a picture of it, or they scan and return it, send it back into the classroom. So the older ones, the older ones they practice after the assignment after the class they practice using. Ixl, you know, to come and do maybe one or 2

and task and all that. So that's basically what I do. And then sometimes, after teaching a topic. And then I feel like, Oh, I need to reinforce this topic. I also use that method to send in home activities for the children to practice. Thank you.

Okay, that makes sense. Thank you so much. So are there challenges. You're still facing. Now.

Yeah, there are in as much as there are challenges, especially as as an early years. And you know, key stage one student. Okay for key Stage one. It is not like so much because key stage one. They are children from the ages of, you know. 5, 6, 7, 8, you know. Grade 1, 2, 3. But for early years I have students 3 year old students. Yes, 3 year old learners. I have 3 year old learners. And

it's I must tell you it's not so easy to control them in the online space. So some of these learners, their parents, come to the class, you know. Bring them to class. Stay with them from the beginning of the class to the end, and I'm not expecting that I will tell the learner. Oh, sit down, look at me! Stay focused. I can listen. I can stay focused. What does that even mean to them? You know they don't care. They don't care. Whatever you want to tell yourself, or whatever you want to tell them.

They are not interested in your affirmations. So that's a bit of challenge because I get to. Sometimes some of them are very hyper like they hardly sit like for 2 min.

So you have to. You have to constantly, you know. Call the attention. Tell them, oh, sometimes they want to. They will redirect the whole class. They will tell you about how they have toys, how they have new shoes. You are telling them to sound the latest, and they're telling you. Oh, miss, I got new shoes, and they will go, and I have new backpack like it's it's so, and you can't. You can't tell them. Oh, shh!

No, you can't do that. You have to flow with them, so

I would go. Oh, new shoes! Oh, my goodness! Let me see, can I see this? They will run. They will go, get the shoe, bring it! We'll see the shoe, and that's in the middle of the class. So we see the shoe and all that, and when we are done, seeing the shoe and admiring the shoe, you know I will not say, Okay, so can we keep it and continue? They will tell you. Oh, my friend, did this did this?

Then you have to redirect. There is a way you have to. You have to find something that will channel that conversation back to what you're doing. So maybe they will tell you. Oh, my friend, I played with my friend, I have. I had fun with my friend. I went for a birthday party, and I say? Oh, my goodness! You know what I went for a birthday party today, and when I got there they were all sounding their latest. Can we sound together now. So that's a way of redirecting them. So sometimes you redirect, it works.

sometimes he redirect. It doesn't work. You have to look for another strategy. So that's kind of a challenge with you know the very young learners that I have. Thank you.

Thank you so much, and thank you so much, Leslie, for being open and sharing with us.

We will. We're going to take another person now, but we'll still keep you posted if we still need to talk more. And if you're so interested in interviewing others regarding their classroom, only bad practices.

All right. Thank you so much.

Thank you. Bye, for now.

All right.

Thank you. Really appreciate.

Beautiful.

Hello, mister, or the Napoleon.

Good afternoon, sir.

The guy I mean.

Yes, Mike, I hear you.

Okay.

Good afternoon, sir. Of course. Sorry for that.

Sorry. Sorry for taking your time.

Yeah, no, I know, I know. Thank you.

Alright, it's okay. So we are just going to start from beginning right? So today, we just want to talk about classroom practices and how you have been doing it over the years.

He's not a 1.

Okay.

It's all for classroom practices. It's something that everybody has their own way of doing. So. Want to hear from you. How are you doing your own

start by today?

Videos, yeah, telling us the class you teach.

how many years you have been teaching and tell us, how do you manage your classroom so that you will not find people disrupting your classroom, and your students are paying attention. Your students are submitting what they are supposed to submit. How do you manage all that? That's what we want to talk about

over to you, sir.

Can you hear me now?

I can't hear you. Can you hear me, sir?

Yeah, very well, yes, so do I know I.

Yes, yes, I had a question.

So what? What I do that I normally at times I use their games like a hoot

for the children.

Yes, so why they are learning is like learning while playing games.

Okay.

So when they come in the morning.

So we sort of account for them.

And that guy who put them in order because they concentrate a lot.

Also use a or do mental math for them.

and that ultimate amounts gives them the optimum concentration.

So nobody got to make noise. Everybody's in order, because if you don't listen, of course it means the question.

So these are some of the strategies that helps in making the classroom orderly for the children to learn well.

Okay, sir. So, sir, how many years have you been teaching.

I'm not 25 years.

Wow! That's a long time. Oh.

what class do you teach, sir?

Yes, that is so.

Year 4, 3, and 9.

Year 4 to year 9. Wow!

How's it looks? What subject do you teach, sir?

Is that weird between months, 27 h.

My time, biology.

It.

They are much, then, scientists for the for the primary, then value for the secondary.

Wow! That's a lot of how you managing your time.

When I say the college not far from the primary building.

So when I'm done with the primary.

let's say Monday now, maybe 9 to maybe 12 primary, and maybe 2 to 3 in college.

So it doesn't many class so fast for any lack of a subject.

Okay, sir. So how do you write your lesson notes? Then, if you're teaching these plenty classes like this, how do you do lesson notes.

Yeah, we do. A, let's do that slide.

Pass by the classes.

Yeah, 4 months.

Yeah. 5. Science, yes, 6 math. Yes, one biology. So.

anyway, it was funny, sir. Let me open.

Okay, okay, sir.

okay, so I I want to know now. So once, like in details like your person, you have 25 years of experience. Now, I would like for you to share within your 25 years of experience.

all over over the years right now. How has it? How are we progressed in classroom management like before? I used to do this. Now, I used to do this, or you can also give us examples of where you were able to manage, especially noise making disruptive behavior. You're teaching. People are doing other things, not paying attention. All those little things that happen. How have you been able to manage everybody so that you achieve your results?

If you happen as a family, or in those days when you are making noise of a proper punishment.

Oh!

So they knew. Now there are many tools that I use

to normally. As I said earlier on.

when I come to the class, I have a audio meta month already displayed on the every week for them.

so no room for nice making.

So also I use the differentiation as well.

So the high flyer, one table, the extended one table, the average one table. Those are quite IP, one table.

So if I were to move around each table.

I give them what they need, while the half players can work on their own. And I give attention to the average and the below average ones, so that they need more of my attention.

Once in a while I go back and see what they are doing. But I spend most time with the average people, so they can be a part where they need to write the same exams and the same test.

And I also use quizzes Kahoots

to mean a little more fun.

I think science is, you know, doing everything indoor, I think, outdoor. Maybe you know life specimens, plant animals

and so forth. So what is a way of managing the classroom that students can learn well, and also learning can be fun as well.

Okay, that's that's good.

Yeah, that's good. So do you set

rules? So how do you make sure that everybody's paying attention really for those people that want to scatter your class like they make it their life mission that even no matter what you do, they want to scatter it. How do you handle those students?

Yeah. So we have classrooms and the classes I made with the children.

Whoever stand up without permission, what should be done? Okay, some say we should ask someone who lives. Some say you give him a pretty Nazi corner. So we have classrooms, I said, with the children themselves.

So whoever put in the classroom definitely knows the punishment.

So now, when they build themselves, but they are the ones that at least say this Ruben in shape.

So all of them try to go by the rules. We're going to ask me for break time. They find out neatly after breaking neatly as well. When we go to the restroom. They take turns.

went to the kitchen for lunch. They take tongues. So we made all these rules in the classroom, and since they are involved. It's easy for them do at times. It's not easy. But children can also be tedious, right?

So there's something that we disobey. The rules would have to be punished. Such ones. I don't give them to that chat conference.

Why do you misbehave? What are the consequences? Do you think your friend will be happy towards you.

So what is medical?

That's right, friends?

I think I'm under the I think I lost. We did.

Yeah, can you hear me?

And it's okay. Yeah, I can hear you.

How can I hear you?

Of course. Yeah, okay, so

yeah, I just have one more question. So when you go outside, right for your practical sessions like you said, how do you organize them? You know, students when you take them outside, everybody like Hey, outside and start doing all that. So how do you manage them and make sure that everybody's also involved in the practical. Like you said, we have different types of learners, right? Both the high flyers and the average learners. How do you

make sure that during that practical session sometimes high flyers have tendency to want to do everything.

and you know they are not.

Exactly.

So how do you manage them?

Platinum plants the fact of plants.

So normally I go with an assistant, a lab assistant.

So now, if I put a plant live plant from the soil. So I don't like okay leaf

and maybe stem of the roots. So one by one, I don't need room for thousands. No.

if you know the answer. Steal a finger of

wait, wait for you to be called.

and these are orderly, so I take them to ask them question one by one. So I don't allow the high flyers

to dominate the average of, you know, average ones.

So I make sure everybody's engaged based on their own level of understanding and their potential as well.

Sort of asking questions one by one are they involved?

And when I do any experiments, I mean that all of them put on their eye bubble, the hand gloves, the lab coat as well. All of them are involved in it, so that we can get Google

and give good reports of what they learn in school, related appearance.

Okay, all right. I think that's fine. And you mentioned the tools. Thank you, sir. So are there still some challenges that you're facing in classroom management yourself, even after all this time.

No.

Yeah. So someone, yeah, yeah, thanks about Hiya.

Yes, sir.

Yeah. Yeah. You know.

Hello!

I can hear you now, sir. Can you hear.

Yeah, can I hear? Can I hear you?

So I think at times, even based on your efforts? Right?

So today, we see how they misbehave.

Well, I'm not

so, I think, for them to order. We talk with this, and everybody go happy everyday. So I used to manage it

awesome.

All right. No problem, sir, thank you. Is there any final passing word for any teacher that wants to manage their classroom like? What do you want to advise teachers right now that want to manage their classroom with your years of experience? What do you want to tell them?

Conference.

Did you find a ticket? Yeah. Can you let me know?

Hello.

Yeah.

Hello!

I can't hear you.

Okay? So they should clarify the ads. Make it more fun. Okay, good afternoon.

Hello!

Yeah.

It's okay. Let me know.

Yes, I heard you. You said the 1st one. You said they should attend conference, the second one. You said they should gamify their classes right.

This is a bit, Lenny. Polish.

Yeah, exactly. Yeah, exactly. It's it's nothing weird. Then.

All right. Thank you so much, sir.

I really appreciate.

Let me run out!

Yes, sir, it will be all. Thank you.

Hi! You, too! Now.

Oh, yes, thank you, sir.

Thank you. Bye, that's the answer.

Hi, Miss Danny, nice to see you.

All right. Call now.

Please confirm congenit.

Can you hear me?

I can't hear you, sir, how you doing.

I'm good.

I'm fine, thank you.

For Gc, I saw it online. It's cool. It did. Well.

Dang, spilling, katsu.

Good. Are you? Okay? Your voice is breaking, you have cold.

I just came in from.

I'm just gonna go between at the end of this week. So

where is Steve? But you can hear me right. I will try to.

Yeah, I can't hear you.

Are you there.

Oh!

Okay. Can you hear me now?

Alright, Mark, it's got it.

Hi so

So how do we begin?

Yeah, let's just start.

It seems like I'm eating into other people's time. Okay.

Yeah, I would try to be.

You don't need to be, because we need as much information as we can. We can even do this the second time. If you think of more things you want to share, because we need.

we need a lot of information. So the idea is that there's a lot of information on Nigerian practices. So if you go online, you realize that data for Nigeria is not really common as compared to every other country that has been doing a lot of research over the years.

So we are trying to

ask as much teachers as possible. Then, if you have other people that also want to share their knowledge of classroom management just reach out to them. We need to know, how do they manage their classrooms? Every classroom is different. Everybody's peculiar. There's no one size fits all when it comes to classroom management. So want to hear from you. How do you do it?

Right? What works for you? What has been working for you so far. How has it been working for you? Just give us how you do it. So others can also learn from it. And

you can just start by telling.

Okay.

Name. How long you've been teaching, what class you're teaching the public school or private school, what subjects you're teaching things like that? Thank you.

Alright! So my name is Hasani, and then

I I've been teaching for the past, I think, 5 to 6 years now.

right and I started teaching in a private school. Should I say mission school, where the system of education program that is in operation, there

is on the Ec system, that is, absolutely Christian education.

So, and then I think I told you for about 2 to 3 years.

if I move down to

for good states. Right? So as this, I'm currently I'm in Philadel Teach for Nigeria.

So I teach in a public school is that I teach basic science, English and mathematics.

whereas in the previous school I thought I taught both at the secondary session and the primary.

But the system over there is quite different from the one here is that is that okay?

Yeah, you did. Well.

Thank you.

So catch a shirt.

Okay, so.

Team.

Everything. Okay, so alright, so maybe maybe.

As much as you can remember right?

Okay, yeah, yeah. So maybe I should just start with,

did the what has really worked while I was while I taught at the private school right back then in Kaduna.

So the system over there is the A/C system, like, I said. And so we have

a kind of rules that helps that help us to to manage our classroom effectively.

So we have what we call the merit and the merit system.

Okay? And then we have what we call the

detainee. But then let me explain. So I, it works. Is that over there it's a system of education where each child is being paid attention to. So it's a kind of

an individualized system of education, right? So it's not like the normal classroom. All we have is a learning center where each child is has an office right? And in the office each child is responsible for his or her office. But then so, and then in the learning center, we have 2 teachers over there. We call them supervisors and monitor. So one supervisor and a monitor.

Right? So when a child needs their attention

as a supervisor, all he does, all he or she does is to raise a flag. So we have a Christian flag and a and a Nigerian national flag right, and each flag asks what it signifies. However, if a child commits an offense

right, or tries to distort the learning center. There are ways we handle this. But then we work in partnership with the parents. So the parents, we collaborate together to decide what to do. But then, before we get to that point, what we'll do is that there is, we have some. We have slips where we have

some numbers written on them, so we could have something like 5 merits, 5 demerits, right? 10. Demerit, 15 demerits, and so on, and so forth. So if the child does well, or does something that is quite commendable because of what they, what we have is the the

we're after the athletes, you know, beyond just the academies. We also have to. So many people look after. So when a child does something that should be reinforced right, we give a child a merit right? And then so when the child merit grows to particular level, there's an

award attached to that.

And so other learners see that. And they want to like emulate. However, we also have in the case where the child keep doing something that's kept on distorting the class, or something that is not recommended. We tried the marriage, and then it may recommend us. The child may have to be detained.

probably like about 5, 10 min during the break. So, while other, while others go for break, the time, will be detained for a while.

or it could mean that the child will be detained for some minutes, or even hours after the close night. So all we just need to do is to phone the parent and then tell the parent your child will be detained for some reasons, and then, of course, you know, we deal with young people, and one thing about young people is that, please, can you hear me, am I? I want to know if you

how you did.

My phone direct reporting from legal.

I want to be sure. All right.

Okay. So you know, one thing about young people is that

they they can't sit down in one place, right? And so the demand system really works well, because, of course, when you see your your mates flying around their plane, you want to join them. But then.

since you're not allowed to, there's a way it affects the child for that moment, so the child will not want to have any like the merit right? But when the case becomes

difficult, we may actually need to repair. But in the case of learning, maybe

being able to control the class while teaching in over there. We don't teach on the bus. So the child, each child has a pack of

any material.

We have the normal subjects right? But they've been broken down to different packs. We call them pieces right? So each child has access to a number of piece, and then each I sell.

Oh, 6, you go for the day

with the with this provision of the teacher in the class. So when the child

comes across a difficult task or do something all the time needs to do is just to raise a flag that the Supervisor want them to

recharge and then switch. But then.

also. I'm trying to do such that it's it allows us to monitor the learner or the child and be able to know the state of the task some point in time you have to go back to the, to the place again to make corrections. But that is the case of a private school, right? But I'm coming down to open States where I I am now. Now

you know where I now teach in a in a public school, as a teach for Nigerian fellow.

It's a different case entirely right. Now you have a a case of learners who oh.

the for so, for so many reasons. They have learning gaps. They have learning gaps apart from that, coming from different homes with different background, different kinds of attitudes, and they also have the school system. Also, you know

the normal scoose. The normal peculiarity.

a public school, right? And they also have the peculiarities. You know, teachers in that school right?

So now it's now something that I now needed to begin to restrategize, for now to help my own class. So I teach primary, and I teach English mathematics and basic science. So what I do to help my classes.

So we don't have a system that I'm used to.

So I have to create a system around what I have

high flyers. We have some who are low flyers, right? In fact, let me just put this plainly. We have those who can reach quite better those who are just learning to read, and those who can't even eat at all.

and English. So at some point. But then so what do I do to help this? So I had to.

So I I just picked out those quite few are the high flyers after some, you know little time of examining them.

Examine them, so I I rearrange the signal

right? But then, what I did 1st I think what I did 1st was actually in my classroom. I have to make my classroom conducive for learning, because I was given a classroom where everything was just somehow, and I knew that

personally for me, I can't survive in that classroom, and I know that learning can take place effectively in that classroom. So I have to begin to design my classroom. You know I have to begin to deliberately. You know, paste some things on the wall, mold some things so that it will make the classroom to be appealing and to stimulate learning. Right? Of course, if the classroom, I believe, is okay, learners will want to learn.

So that

that was what I started with, and then the sitting arrangement of my learners. So that, so yeah.

Hello, Mr. Lee! Can you hear me?

Hello!

Ambition.

Oh, you do please open. Oh, I don't know.

Okay, fine.

I just want to know that recording this thing you're missing, since that's what.

So just so, just to be sure that such to enable me to to teach and have my learners to learn right, I try to make the

part of the teaching.

They'll be able to.

you know, pouring the energy learning alongside rather than use that energy to be distracting

others. So of course, it's a number experience. And then also so and it's even

crowd where you know rather than have all the lens.

I can't go around to mark learners. Note at a goal. So you are allowed to have the note

submitted on

to phone mark at the nose. Right? I'll have those ones full of energy.

I will mind them on different rules. Right? And I will tell them.

because it would be the one

to collect. So sometimes I work like one person, and sometimes 2 persons go around to collect the notes from the learners, and those learners didn't

do something. They don't have to go there, and all they need to do is.

and by raising their hand, and these learners will collect

in the back demo so, and then share, you know

So does it matter?

Okay.

thank you so much. Alright. So if you have people, you can share with us Mr. Nay, and we can also call you back again, but also are you interested in

intervene others?

Just the way we've been talking?

You said.

Okay. So so who decides the person I'm interview with? If I'm to interview going to go.

Nobody decides. This is just random, like.

I want to be in touch with you. Just do you have time? Yes, we just match you guys together. That's all.

Okay. Alright, it's it's okay. Just that I am. Well, let me just put that.

It will have to work with my own time. Right?

Yes, both of you have to have the time.

and we but we just have next week to try to as much as we can research

anyways. Thank you very much. Please share with your community and let them give us feedback. Thank you.

Alright. Thank you.

Go ahead!

Kitchen area. Good morning.

Hi! Good morning. Yes, ma'am, I'm so sorry you must fucker.

I understand right?

Can you hear me?

Yeah, we can, you can switch off your video so we can save data bandwidth.

And rain is falling too.

Okay, yes, I do. Let me just do that.

Yes.

How are you doing.

Okay, just a minute. I'm not getting the best audio on this device. Let me just switch.

Okay, so you can't hear me clearly. Are you.

I think she's switching already.

Oh, let's see that.

As a whiteboarding, Sir.

Thank God, this is a denoise.

okay, Susan, will you do the 1st one? So I, I

from and then subsequently, I take over.

Oh!

Thank you.

Okay.

So it's not by introducing your name. You tell us what class our school like. Is it a public school, or a private school, or.

Okay, so my name is Junior and

I am a trainer. I'm more like, let me use it. An educator, a teacher, any of that that suits in in the engineering space. Right? So

I I deal with higher primary. But my main daily assignments it's in the vocational is training in the vocational space for the power sector. So I I am a bit on the higher side, like we. I train young people Ssc holders and young graduates and

and people want to work in the power sector. Why, that is the main main role, you know, across borders. So we've had to do some, you know, workshops and exhibitions and programs for for the lower, for the children and the young people in the secondary and the primary level.

you know. But that's not every day on a daily basis. But majorly, I train, you know Ssc. Holders who are looking at, you know, obtaining skills that will be relevant for them to work in the power sector, the Nigerian power sector and renewable space.

So that's my major area. So, and I was speaking from that, even though I still have knowledge, because I do lots of training also for the for the lower ages. So but I don't know if it's okay, I focus on that. But if you think there's also need for me to, because almost likely is most likely teaching pedagogy.

Hello!

In car network.

Oh, welcome to Nigeria.

To.

Hi! If you can hear me, your network is breaking.

She has gone on the call.

I thought, but, okay.

You're starting to tell us. Let's just dive in on your practices, be it whatever sex shops and it's adults, everything, classroom.

All right.

Is that correct?

Okay, it's fine. Okay, so let me just focus on the on the adults. So for me, the classroom. And you know, management that has worked best for me. 1st of all, I start to understand my learners

because I've noticed that it's not just what I want to teach that is most important to them. They are thinking, how can this apply to?

How is it relevant to my journey, and how is it relevant to what I'm already doing, especially when you're teaching adults. You want to be sure that they don't just learn the thing and dump it in the bag, or maybe drop it at the bin and move on with what they are doing already. I have to make that connection, 1st to understand where what they are doing.

and then introduce what I want to teach them in a way that is relevant to what they are doing, no matter what you are doing. I have to find a way to find that connection point, because if that connection points is not done, they will lose the enthusiasm and the interest to take that journey

majorly. In teaching adults they don't want to be bored with. They don't have time, that's 1. And then they don't want to go with lots of information that is not going to be applicable to what they are doing

so, or maybe something that is not of interest to them. So 1st of all, I take my time to connect with them.

you know. Show them that the knowledge I want to impact is going to how they are going to benefit from that, from from it, and once that is established, it's you know, it brings the class to a whole. It's no more me leading the class. It's no more the teacher focused training, but then it now becomes a learner's journey, so it helps them to own their journey from this perspective. So it's no more me driving sports.

I am out of the like standing beside the scene, and then they are leading, and then I'm guiding the learning. So for me, that is very, very key. Once that is established, then the

learning can progress

brilliant. So also another strategy that works for me is that

making everyone, you know, express their opinion and bringing the the training at understanding that my learners are different levels, you know, and different levels of understanding. So I make it. I make my session as practical and as engaging as possible. Right?

And I give room for everyone to express their opinion, irrespective of how stupid sometimes in a look, but giving everyone a voice in the class makes them feel, you know, belong like makes them feel like, Okay, we are my my opinion matters, or I am irrespective of where I am, what level I am in knowledge base.

I can come up, I can. I'm not, you know. I'm not going to look stupid if I ask some questions. So understanding their different learning styles, and seeing how I can engage and, you know, infuse. Maybe those who want to learn more by hands on theoretical knowledge. And one thing that is very key when you're teaching adults. And experience is that

at some point they want to. You know they want to engage in conversations. Yes, sometimes take one or 2 min and

discuss something that is not directly related completely to the subject matter. I don't know if you get it. Yes, so they also want to have a feel of to know that you are in tune with. Maybe there is a trend in news or a trend in politics, in between your class, not necessarily to drift the class away from the topic book

that can also serve as a relief. Or maybe, if we are learning a hard concept, right? That can help to do the tension in the class, you know, help everyone ease off, and then you come back to the subject matter. So with that way, you know your class is not tensed.

you know. If the class is not on that. You know, we're just trying to get there, especially me. I teach engineering and technical things. So it's always like it's not just the tension to, you know, to crack the hard notes, you know. So a a bit of fun makes the class.

you know. That's for Nigerian contest, and it makes the journey, the learning journey very engaging, you know. So that's what works for me. And then, maybe, lastly, they want to know that you care. That is very key. I manage the section lately. Last 2 weeks. I wasn't really the core person driving the class the teaching, but I was providing support to the learners.

you know. At the end I realized that the support I gave them the learners checking in. Okay,

are you okay? Have you had your tea break? Is your time for lunch. So beyond just the learning itself, the how you make the learners feel

during the learning matters a lot. So I realized that the support I gave, even though I wasn't the core technical person delivering the training, but the support I gave them. The learners made the learning experience so beautiful. You know, these were adults to the extent that by the time we're done with the training.

someone called me up, and that is, thank you so much for being so nice to us. Thank you for the support and give me 10,000, Naira. I didn't teach the class, so you know. So. But that's to tell you that people want to show they want to, you know, be treated with respect. They want to show that you as a teacher. You care. They want to feel that love and affection, even in the classroom, while you are delivering the content.

So that was, you know, very, very revealing experience. I haven't had it at that level. But that scene, that experience taught me something, and even added more to what I already do to show that beyond what I want to teach people. They want to see that I care that I'm showing concern that a learner came into the classroom with, you know, with a face not so lighted up, and then you were able to calm down and be able to ask, Are you okay? What is the challenge? You know that alone.

What's, you know, helps a lot so.

and no, no, not to take too much time, I think in summary, I've said.

connecting connection matters or connection is very key for learning to be effective for me in the adult and in the Nigerian contest, too. Right then the then I should be able to, you know, to be flexible in my teaching method.

They want to engage, you know, learners at different level, even for the children they want to engage. They want to ask questions so great, and a time beyond what I want to teach. There's also something they have to say. Most times I come into sections to teach. At the end I leave learning more, because I give room for them to speak. I give them for them to engage and share, so as they speak is also a training for them to reiterate what they think they understand about the concept and teaching.

You know they are storing it in their memory, you know, and this is what they what they get to remember at the end. So it's not just that the teacher is coming. You teach this, teach, teach you, make it engaging, make it fun. And then, lastly, for me.

let them feel that you are. Let them have that feeling that you care. You know that you're ready to go the extra mile to see that they understand the concept, and that is applicable and valuable to their journey, not just the learning but the overall growth. So I think that's

my experience so far. Yes.

It's an amazing experience so far. Thank you so much. So I just have follow up questions right?

Okay.

1st question I ask is training adults. I mean, I've been training adults. I'll tell you. It's not that easy.

Yeah.

How do you get them to focus?

If some children children, you can shout for them

them to be orderly and focus on the class.

So that's just. And that's my next question.

Yes, so this is a very important question, especially now that the gadgets are there, you know. So I see a high level of you know, attention, you know, attention, what I call it. Attention management issues in training sections. Either people are surfing their phone, checking the Internet or having conversations. So

1st point is that, yes, we start with, I don't always start my class with ground rules per se. Once, you say, and we have ground rules. They see you from let me. I don't want to use it like a police kind of, they said, a police kind of mechanism. So they are okay. You you gave us rules all right. I know what's nice. It works also, when you give children rules, they always try to break the rule 1st before they can obey it later. So

what like? I said, the connection connection is the key for me. Once I start my section we can laugh for the 1st few, 2, 3 min, and that's alone. I don't just get their attention. I speak. I connect to their hearts.

Trust right? And you know, maybe use an icebreaker, something to make them

really focus to you. Maybe a story. Okay, if I'm going to teach safety about safety, I can start with a story about maybe a tragedy or something that happened to someone who was in the field. I did it. Obesity. Just a story might be a recent story of something that happened recently in the news or something. I'll just take their mind back. I'll share the story, and by that I get the attention to focus, because

the message is clear. If you don't focus on this learning, you might be end up being a victim of similar case, even though you think you have the technical knowledge. Right? So for me, it's the connection points. That's why the 1st few minutes I take time, get to know their names. We have conversations. Where are you coming? You know. Just kind of this is where you're coming from, and then I may just share a story like.

you know, people relate to storytelling more so. My own ground rules is always I connect to them using the stories I use storytelling as the main strategy for them to give me the attention right? And then the conversations and the training can now commence, and it has actually worked.

Last in January I managed a class of 100 adults, I mean 100 staff from Ministry of Power. There were 100. These are people that are old enough to give back to me, and I can tell you that the classroom management was

Hi, you know the class was calm, you know, for the sections, and trust me, it wasn't because I was being inside. But the fact that connection, you know your tone also matters. You know that you can't be speaking to a class of 100. And you're talking like in your bedroom. Yeah, you're not necessarily shouting, but you have to understand that

I need to get these ones look up. So beyond the storytelling. The tone you use in the class also matters whether their mind is going to be on you or whether they're going to go back to checking their phone or having conversations. Their neighbor. So that's just it.

Alright. Thank you so much a lot, though I still I know that time is almost up right, and we have people waiting. But I just have one or 2 follow up questions I still want to ask.

and you can just try. We'll just beg them to. We need as much information as we can get.

Thank you.

Alright. So how do you?

What tools do you use to support yourself? I don't know.

Key.

I mean, do you use any digital to something else that you know into? Maybe paper? No 2 can be digital and.

Yes, yes, yes.

I'll do.

So.

We'll do classroom on the kids.

Okay, so basically, let me reuse the last project that we did right. So I had both the physical and the lie and the online section. So

I use tools to support myself. So you have to. 1st of all, and for the physical sections you can use, maybe show you're going to have your registration because you need their data to get to connect to them better, even maybe before after the section, then doing the learning. And so I use digital tools as well, maybe use your computer to show clarity to maybe something you want them to understand more.

And then at the end, you can also use your feedback, your questionnaire, your service, to get their perception about how they feel about the class. So in the digital, in the Virtual learning act. So it was also saying, maybe created an environment, a group for them to connect with them. I use Google forms. I created the Google forms. So those were very helpful for me to get their majorly feedback

right for them to give their feedback their data, and all of that was was captured, their their comments and their experience from the learning. So for maybe future follow up. So in summary, I used to support digital tools, and for and handwritten, you know cases as case, maybe, and with technology like Cis, computers as well. Yes.

Alright, so do you mind if I just add the last person. But you just continue.

Let's continue so. The time.

Okay.

Alright. So the next question is, are you facing challenges currently like, what challenges are you still experience? And have you been, may not be want a solution. But how have you managed it so far? Is it.

Okay. So for me, the the challenge currently of which I am, I'm trying to take some steps to tackle it. I realize that the other supports.

Other things that support learning like onboarding registration follow up. They seem to take a toll on the training itself, like, you know, developing training manuals, and all of that for for us, some of us

we are going to call us for. Okay, deliver this training suites we can deliver, but when the

other we have to go through. When is the same trainer that we have to go through doing the onboarding, doing the you know, pre-enrollments, you know all those kind of do like I am in a training, I can tell you. Yesterday I had did a lot of other support things not really the training itself. And trust me, those things can be a lot for a teacher, you know, like you are the one that was still

math. You are the one that was still do the grading do the result? Do the certificate, collection and procedures, and all of that, so

it can be a lot, and it takes a toll on the train, and sometimes you are exhausted. Right? So what I'm doing currently is, instead, I'm trying to see how I can learn how to automate some of these things, so that, as I mean, I'm taking a virtual class. Once you click the link, you can go on. Take the recording. Take the classes by yourself. I'll be sending follow up, you know, automated maybe weekly, to check in how your learning is going. When you complete your course it will

auto generate a certificate for you. So with that way, I would be focused on developing contents. I don't even get, and not, you know, having to manually do all the other reverse.

you know, of trying to follow up a learner, check their certificate. So in summary, I'm trying to learn how to automate. I'm trying to learn automation so that I can automate learning management systems in a way that

I require little or no imputes in all those support activities. Yes.

All right. So thank you so much.

Thank you, ma'am.

Thank you for your time.

Thank you so much for the opportunity to share.

And find out what to find out something you want to share. But maybe it is.

I think I should.

We have shared a lot already. So maybe there is any other thing I'm going to just send it across. But I think that's okay for now.

Oh, all right, got it?

Thank you so much, and bye for.

Thank you. Have a nice day here.

It's Hi, Florence! Good morning.

Good morning, ma!

How are you doing.

Okay, I'm fine. And you.

I'm okay. Do you fall in there?

Yes, yes, yes, yes. When he's calling here.

Generally is everywhere.

Abi, you love Nigeria right now.

Hmm.

So. Thank you for accepting, for to do this project with us.

So I just want to say that this

project is just for you to share

your view. Your experience in classroom management is not really

about right or wrong answer or anything. It's

in classroom management. We believe that there is no right or wrong answer.

We believe that everything works for you, basically. So want to know how it works for you. So we'll just start by you introducing yourself. What's your name?

How long have you been teaching?

how long have you been in the education space? What grades do you teach.

and what kind of school do you teach if it's the public sector or the private sector? And if it's your own personal school and all that. Thank you. Let's start from there.

Thank you. Ma.

Okay, let me just say something. My name is Florence.

Okay, I reside here in Lagos. Ecolodu? Precisely as regards the teaching.

I thought sometime, I'm no more teaching for some time now.

Currently, I'm not teaching physically.

but I still have some other things. I do online that I teach. So coming down to

the question that you asked about classroom management, I don't know. Classroom management is a bogus topic, and

I don't really know. Is there any particular area

that I'm going to really give? My own idea?

I don't really know.

No. So these are just general practices. Right? So when you were in the classroom, what class level did you teach?

Even though you're saying, you're teaching online. Now, this is also good, like, you're training online. So you still have a lot of experience, both the virtual and so generally, how do you make your classroom work for you?

Okay, physically, let me stop on physically, because physically, with the observation and little things I've got to really understand is I handle the little children when I thought before, that's the kindergarten classes.

these are the people I've worked with. Okay. So I think that the few things that really worked fine. That helped is that these children.

you really need to understand what really moves them. Okay, what really moves them? Or how do I really improve their learning techniques and all that. And coming to these kids, you discover that they are really moved by

drawings. Maybe when you put up a drawings for them to see. Okay, practically the drawings you make, and then when you teach with songs.

I believe children learn even adults. Anyway, I've even discovered even adults. But most the

children learn

fasts true resource.

When you bring in songs in their learning, they tend to learn more faster

than ordinarily writing things on the board, for to read out to them.

for them to really grab what you're saying. But when you bring in songs, when those things are put into songs, you see them understanding it more.

more, faster, quickly they they, they listen more faster when they are being taught with songs, and then it's practicals drawing drawings and bringing in live.

for example, it depends on the topic you're teaching, anyway. But most of the topics we learn in school there are things that should be practicalized that we bring will be brought before them. They will look at it, they will feel it, they will see it. Okay, those things goes a long way to stick

to their memory. Okay, than only just listing it out on the board and writing it for them to really

peak then, when it comes to and also demonstration. Okay, some of these teachings, when you bring in demonstration into it, it also helps the children to really grab and understand it more. When I've been demonstrated. Okay, some of the teachings, some of the things that they learn in school, they grab more faster. Okay? And then when it comes to

what is it called the online space? I am still growing okay. I don't really know much, but I'm still growing. But the little I've come to discover is that most people are still lagging behind when it comes to understanding things on the online space.

Okay? Sometimes it takes them time. If it's something they have to go to a particular website. Use this register. This after registering. Okay, you have to really list out the methods to do this. And what really, I've discovered that helps

in online teaching is when you do a video okay, that really helps them to understand more faster, because I've discovered most times, even if you list it out, you write it on a template. You list it out for them. Okay, this is the 1st thing that you're going to do. If you want to learn about this, you start with this. You do this, the second line, the 3rd line, and all that. But

at the end of it, or you, I've discovered, okay from the little classes I've had that it's quite difficult for them to really grab. But immediately you do a video.

if you do a video that contains all you are talking about, from steps to step the pitch.

No.

on it, as in. They understand faster. It helps them to learn faster of how to really go about what you're telling them about. Then they decide the really, the what I call it, the

the disadvantage. Part of it is that all we all know? We are in Nigeria? Everybody is really trying to manage data and all that. Of course, when you put it into a video, they still have to download, they have to download it. And it's data that they will download. So that's another disadvantage that comes with the online space.

Most people, yes, most people are using Android phone. But most of them are really running away of. This thing will consume my data. This thing is going to take my these and all that, and it makes them to be limited to some certain things or certain things they're supposed to learn or pick.

Okay, you see them delaying. How am I going to do this. How will I get that? I've not had the time to do this. That's why I have not been able to do this. Okay, you keep asking, have you been able to understand, and all that? So maybe we'll come to the level of I don't know how we would do it. It will be more simpler for us. I don't know, anyway, but maybe with time

we have it that everybody will be able to really get this data to do things online and learn

as fast as we can those things that we need to really grab for our businesses, for the things we do for teaching, for education and all that. Okay. But online teaching is really paving and is really growing more faster. And I think it's working much better, because most of the things my children do.

I? They do it online. So maybe I maybe I'm already occupied with my phone. I don't know what the time to give out to them, but is really paying paying much. Okay, they are really getting much from it. So that's the little I know I can say

and thank you.

Thank you so much. So I just want to ask, when you mean online, what tools have you used online that helps with managing pressures.

What do you mean by tools? Is he? Apps? Oh.

Yes, yes, yeah, or apps or trackers forms anything. What? Exactly do you use to help manage?

You're correct.

Oh, okay, I've used some. I sometimes sometimes I've which I've used opinion polls.

for example, with your Whatsapp.

I'll bring in opinion polls for groups. Okay, give me okay, this, this, this, give me your idea. Do you want to go for this? Do you want to go for this. I think most of us know about it. The opinion polls. Okay.

let me know your opinion. Let me know if you're going for this for this particular. Do you choose this? Do you go? Do you want to go for this? Okay, that's another thing. Then I've really looked for apps that helps to do

re, what is it called screen recording.

Okay, apps that do screen recording

for because the normal full what's it called normal phone recording. Sometimes it's been limited. So I really choose to go for apps that helps to record screen that record your screen. Okay, so that you'll be able to pass the information correctly.

Okay, for example, screen recorder and the rest of them. There are many of the screen recorder that I use. Also when I give out things online.

if there's anyone I can't remember again.

and then mostly Whatsapp, they do more, much better. Whatsapp does a lot of work

when it comes to teaching online.

Okay, so that teaching online, what I want to know is, how do you get people to?

And that each, how how do you get people to interact frequently using Whatsapp.

Okay.

Start this group talk. So people know what to say. So, people, you may ask the question and all that people can adults. So how do you keep interactivity and keep the Whatsapp active.

Okay, I,

the little I do. Because, yeah, I have also noticed that Whatsapp is Limited. Also because most of them tend not to talk much.

but I try to keep on

posting. Okay, as in keep on posting the things that will that will make them true. Okay, to be

to have interest.

Okay, when you give out things that make them to have interest to for for what? You for what you want to

tell them, or what you want to sell to them. Any of the because I sell online. So I tend to post things that will get their.

That's status. Mostly, I use status most of the time. Okay? Because people visit my Whatsapp through my status. Most of the things I put I try to be current. I try to be how do I put it? Frequent in my status? Okay, those also helps.

You see them coming in to chat me up on this and on that

I keep on posting things. I try to be frequent in that, too. It tells them to know that. Yeah, something is really happening here, no matter how they tend to keep calm and all that, and not talk. But as you post and post and give out something, okay, give out informations and the happenings around. You see them

getting interested.

Okay.

So keep keep you yourself keeping active. And we start. Thank you so much. So is there anything you would like to share? Or is there any challenge that you're facing right now that you feel like? It is also challenges that I've experienced interacting with them and getting them managing my space.

Okay, the the challenge I'm facing. But

I think with time, with time, it's it will tend to improve. Anyway. The challenge I'm facing with people. Is that still the same question you asked me.

people not being they are not interacting.

Okay? Yes, that's issue of not interaction, not really telling you, because when I run websites that people use, and I've discovered that these people, except most times, you go on their personal DM

to really ask them things, you discover that it's happening where they are buying. You will notice that they will not really

complain on time. They will not give you this. It's just few of them. It's most of them don't really complain. Okay, this is the challenge I'm having. This is what I want to do. Do it this way and all that. So that's the challenge I'm still having. I don't know what really is making it not true.

Okay, either give out their opinion or ask, ask questions where necessary.

Oh!

So I'm not getting much much. Will I say much opinion. I don't know how to put it from people. Yeah.

Yeah, yeah, that's a challenge. Anyways. So have you been able to look for a way around it? So

and then how do you. You just flow like that without.

Like, I said the way around it I've come. I've been the one I've been trying to do is I try to

DM them one on one. But it's not easy. Okay.

Yeah.

It's not really easy doing that trying to. DM,

if, then, send them a message, one on one.

Yeah.

Has been easy. Okay, but I try to still

keep on putting things because most of these people are on my group. Okay? And as much as they don't want to talk, they are not giving out more. They are not really talking much or giving out their opinion, and all that. So I try to drop things on that group

as time goes on. As time goes on, I see them picking up one or 2 people who just okay, this,

this we just. But the the rate is still low.

It's okay. Thank you so much. I mean, these are useful to look at and see how we get responses to. But thank you so much for your time and for sharing your experience. We really appreciate.

Okay, ma'am. Thank you very much. Thank you. Thank you, ma'am.

No, thank you.

Okay. Okay. Wonderful.

You too, God bless Hi, Alice!

Hi! Susan!

You know I had another meeting for 10 o'clock today.

I thought you said 11.

I had one for 10, and it didn't. They didn't give me a notification. My Google Calendar did not notify me.

Notify me. 11 o'clock on.

You know that thing has happened to me once that Google Calendar, one meeting we had together remember that I mentioned to you it did not notify me on the like. 30 min or so after

I was shocked.

So Al.

Yeah. It was the lady that sent me a message. I was like Jesus. I've forgotten. That will be scheduled. I've sent her a mail. Maybe she should not go. Answer, but I mean.

Yeah.

The next one we are having is 11.

Okay, maybe I will allow you to that one. Let me see.

Okay, these people didn't show up yesterday, ready?

Leave those people, buckets.

Hmm, then their problem. They're not their good marketer.

Now it's in our good math on Sir.

Okay, sir.

that I never sell that market. It's not even we when we talk to people the way we sell and better pass them. Unfortunately, when they will come.

You know, nobody was even getting understanding what was happening. And that's why everybody is just.

They need a good marketing strategist.

Make the next person come first.st

Hold on.

See, you know.

lead online tutor.

Hi, Gula, good morning.

Good morning. How are you doing?

You're next on my interview list. I hope you're ready. You said 54, all right, so you can use the link to join in.

She's coming on now.

Yeah, we

Hi Bukala.

Hi! Good morning! Good morning! Everyone!

Hi, this morning.

I'm very well, thank you. And you.

I'm very well, thank you, too.

Sir Ricky.

Derek, you. Oh.

anytime I see your name, you know. Bukola, Sarah. He comes to my mind. I was just about to say you can impersonify, and you can pass. How do they call it?

Impersonates, imperson.

Thank you. Good to have you on the call.

Same here.

Alright. So not to take much of your time. Briefly, can you just tell me, tell us about your teaching career, your teaching background, the school you teach, how many years you've been teaching the level you teach, the subjects you have taught.

Okay.

Okay. So my name is Bukola Sheriki and I'm a teacher in a public school here in Lagos States. I teach in community, senior grammar School

and with over 5 years of teaching experience.

I have been teaching from Age Bridge same 10 to 12.

That should be, ss, one versus 3. I'm also an online tutor. And I teach mathematics. And further, mathematics. Basic. Basically.

yeah, thank you.

Okay, thank you so much. Okay. And the next question I'll ask you is, how have you been able to manage your classroom?

Which is okay. Thank you.

Okay. So

luckily, I went for a workshop last week, Thursday, Wednesday and Thursday, and it was centered on classroom management and

behavioral management of my students. So how have I been able to put that into use?

So 1st off, I for you to have an effective classroom management. You have to set rules. You have to set your classroom rules so that

your classroom will not be noisy and and disorganized. So you have to set those rules have to be specific. It has to be consistent, and it has to be collaborative, collaborative meaning. Both you and the students must be involved in in setting the rules

and aside that, aside from setting rules and all.

how have I also? I have also incorporated the habits of managing classroom conflicts effectively in my class, because that is also another way that my class, that a classroom can be disorganized if conflict in the class is not well managed.

So I have, Incorporated. I think they gave us 5 h in managing classroom conflicts. Yeah.

you respond to the conflict so that your students, you know that. Yes, you, you are involved, you. You know what it is that they are going to. You respond to

whatever issue they, or conflict, or whatever issue it is they raise or concern. You respond to it, you respect them, you

resolve, you resolve the conflict, and you also reflect on it. You reflect on what caused the conflict so that it will not reoccur again. So that's another way of managing your my classroom. Okay, let me use that. Let me personify it. That's another way of managing my classroom. Okay, let me stop there for now. Yeah, hope I've been able to answer that.

Yes, we did to an extent. So another question, I would like to know. You said you attended the workshop last week right.

Yes, I did.

Okay. So before last week. And then you said, you have. How many years of experience again.

Spice.

5. Okay, so before last week, what are the strategies you've been using to manage your classrooms.

the conflict, and all of that. The behavior of your students.

Okay. So before the conference. Normally, I when I get to class, I make sure that my class is 1st and foremost, it should be neat. That means the class should be, should be neat and orderly. No noise. That is the first. Of course they must have. They've set their rules so no noise, and it should always be neat because I can't teach in a classroom that is dirty. So so when classes starts

I've also set my queues, my queues for them, that is, if they must talk, they must raise up their hands, so I signify on who to talk so, whichever person it is I pick will stand up and answer my question. So that has said.

I also make sure that my students don't just stand up anyhow, because when they stand up it's some students that are sitting at the back, they might not be able to see the the board. So my, my student can just stand up, and maybe they want to take something standing up from their seat. No, I have always discouraged that right from from the start, and also handling assignments. And

yeah, class work assignments, you know, that can also disrupt my classroom. So I make sure that when we want to mark.

Everybody has must have. Okay, let me take my class work as an example. Everybody must have finished doing that thing if I'm sure that we are all done. So we we map together.

We march together in the classroom, so they will see

whichever it is that they have missed, and we do the correction in right immediately. So let me let me stop there, for now I don't know if I've answered your question.

Yes, thank you so much. You did. Okay,

Do you have any challenge like so far?

Oh, okay, before you ask answer that I would like to know if you have any tool in particular, maybe use.

Put your students together to manage your classroom.

Okay, I teach a large classroom I teach in a public school. So one of the tools I use is just grouping, grouping my classroom. So when they are in groups like we did the statistics

last week this week when the 10th week so and when I was teaching them how to write pie charts, so I did them. I put them in a group of fours, so

I demonstrated 1st in each of the groups how to write pie charts, so once that knowledge has been transferred to them, then I give them the project to work on on that. So that's 1 of the 2 I use grouping. Then I also use a presentation.

this presentation.

so I must have given them a project. We are talking on this topic. So one person, a representative, will come and present to the classroom.

What's on that subject matter? This.

Okay, thank you. You said something about

You were taught how to manage conflict, and all of that.

Yes.

Conflict disrupts your class.

So I would like to know, how have you handled it like? What, in what's in specific terms like, how have you been able to manage conflict among your students?

Okay in managing conflict. So 1st off is for that incident to be reported.

It has to be reported not only by the corporates, maybe the person that is found doing it.

the students, the people in the classroom, once they identify. Okay, how have I managed that? So I tell my student that they have to be truthful.

So whatever it is that happens in class.

Okay, I'm a class teacher. I handle Sdc for now. So whatever it is that is going on. I also have my license spies. So that gives me report of what it is that happens in my class. So once I have identified. There is an issue like we had

this issue of a boy, a parent's going to report a boy that she

it was a court stealing something like that. So how did we manage that? We invited the parents.

We invited the parents of that boy to school. The counselor was also involved also and the principal. So we we

we told we carried the school along and the parents. So this is what happened. Somebody came to report that this boy was posting a certain amount of money. So, madam, that is the boy's mom. Are you aware that your boy came home with some certain amount of money and all that. So at 1st sorry about the noise in the background.

It's fine. It's fine, I understand.

So at 1st the mother was caught on her way, so we gave evidence and weaknesses. There were some weaknesses to that weakness that this is what happened, and the the mother was surprised, and so we called. We called the mother to. We talked to the mother. We talked to the mother. We called the boy to action that such a thing should not repeat itself again. The consequences is suspension from school, obviously

suspension from school. So we undo that we undo that professionally professional. So yes, that's true.

Thank you very much. So do you have any challenges you have faced?

It's so in the classroom management.

Thank you.

Okay, challenges so far. Okay, that should be students with learning disability

that should be students with learning, disability, person

learning, disability does not does not really begin with the big one that we know about like autism and and the likes. There are some students that

the way they write. They they don't write even as they are in the senior secondary school level. You don't write very, very well, then, there are some students that their IQ. Their IQ is quite low.

is quite low. And

we understand the fact that the environment that they are coming from and the the family that background that they are coming from the genes. You know the 3 factor. Yes, those are some of the things that can cause a student not performing well in school. So we understand mental health issues and all that. So I think that's 1 of the challenges I'm facing because I have a student now, that's

she? She she didn't, even she. She has. She has been absent for like 5 to 6 weeks, and exam. Is is like next week, and she she's really not not really getting it otherwise, encouraging her

that that's what I can do as an educator. So the issue of yes, learning a disability so that that would be my greatest challenge so far. Yes, in class, in the classroom.

Thank you for sharing. Do you have any more than

know what? There's something you would like to share with us?

Okay, I don't have much. I just want to know the modality the interview is going to take the shape we take.

I know I'm just volunteering, so I don't know if I don't know the the modality wants to take.

I don't get your question. I don't.

Yeah, I volunteer that I want to interview some education on Whatsapp platform. So I don't know. Does it hand yet? Or.

No, no, it doesn't. It doesn't like I mentioned in the group. Everybody on the group will interview them then afterwards those that want to volunteer, because, you know, I set up a pool initially, but the responses were not forthcoming.

So what would you say

to interview everybody on the platform afterwards those that want to be a volunteer to be an entire reviewer.

Since.

We'll now tell you to go ahead. We schedule meetings because it has to be on zoom.

and then just record the whole thing, and that's it.

Okay. Alright. No problem. Thank you very much. Yeah.

Thank you so much, Calami. I truly appreciate. I hope you're a princess.

That's my husband's name. By the way.

Oh, that's great! So you're married into a real family. Thank you, sir.

You're welcome. Yes.

Hi! Susan!

Let me go!

Well done!

So.

Going forward.

How did you?

We need more information?

Yeah, going forward, we need more information from them. Right?

Okay. Okay.

Experiences like practical experiences. So the AI is going to look at those experiences and deduce responses to give to people what they did. I don't know.

Yeah, I understand.

Okay, so is there anybody in your class that has any time that disruptive behaviors like a child crying their wound? No safety things and all that.

but.

Okay.

Depends on the class when the person come and say, I teach K. 12 years. You know that, you know there's a peculiar.

So he just asked, How do you handle it? So do you do

rewarding systems and all that, just so that they can think well, think deeper office level.

that that if they said everything that they want to say, asking, getting deeper.

Okay.

Sammy is asking a question. Let me even answer her. Very well. Now, then, I was busy with.

she said.

She said, we want to start creating content on online tutorial.

Can you share 5 software tools online still should work.

Okay, I'm not saying that zoom before me.

I will sleep up. With which what was it saying, Jamboard!

The next person is 11.

See if I can.

The next one is for 1130, I think.

Yeah.

Should let me pause. This recording.

How is work going.

We don't got more.

All right. So 1st and foremost, we want to say big. Thank you for volunteering and volunteering to

be a part of this project. We truly appreciate it.

Thank you.

You're welcome.

All right. So, to start with.

I would like you to just describe your

Describe.

Give us a brief description of yourself, your name

the school. You teach your background in teaching, like your class, years of experience, the grade level you see, the subjects you teach.

and what type of school. Do you teach in? Is it in a private school or public school, or whatever you know, just background information that we need to thank you? You have the floor.

Okay, everyone listening.

I'm withdraw.

So I I school at the Imala Indiana College of Education for my nce Analytica, proceeded to

Federal University of Technology, Mina, where I studied industrial chemistry to

the school that I teach. I teach at the merit, Smoothie College for your

and I. At the same time, I work as a part time teacher at the

In, in the Enigma College, or your both are private school.

So at that schools, I thought.

Can we see you as a soldier today.

So sometimes I do take basic technology when these guys know. And just just to help

just to help these schools.

So that's all, ma, if anything, if at all. There's anything you want me to

to add to it, because the question you asked

it's so much for me, so I couldn't remember all what to ask.

No, you are tracked.

Just your name, your years of teaching

the class you teach the age level, you see. Okay, you didn't give me that.

Okay.

In the experience. Yes.

Okay, I I teach in private school.

Okay, the.

The average age is a 1313 to 16. I thought, ss, one to ss, 3.

So I've been teaching them for more for for more than 3 years now.

Okay, beautiful. Thank you. So how do you

get them to be orderly like, how do you manage your classrooms?

The age levels different age levels you teach. So how have you been able to manage them so far?

One thing is that you know.

I'm able to manage them.

I do normally manage them. Due to

this is so many instruction that I normally lay down for them.

And and what did I see? What did I see?

I? And another thing is that since I'm the facilitator of learning

I do use slack in my instructions.

So I give instruction most so, and I'm normally 6 with my orders. So I think that's

that's what I normally use, sir.

So the instruction you give you said you mentioned that you're very strict with it. Right? So is it like a collaborative between you and your students, or you just dish out the instruction, and then you expect them to follow you through because you strict.

No, no, no, no, no! So I do. I do normally consider them.

To anything that even even if I'm teaching, I I do. I prefer interactive class.

I provide interactive class. So when I'm when I'm teaching them. So they know who I teach.

If I have, if I have any question to, to this out for them. So I know. So it's not. It's not that I I

will be the only we

be be feeling bossy on them.

So I do normally be considering all what I normally do.

Okay, so can you give me like a picture? Can you paint a picture or a scenario like? Okay, so how has this your

your method. How has it produced proof for you like, can you just paint a picture, a scenario, maybe an incident that has happened, how you gave an instruction, and how you got result out of it. Can you just give us like

example?

Yes, please.

Okay.

I I want to.

I want to think of.

Okay? No. Problem.

Okay.

What I currently think is that the Ocd

I that that particular time I know I'm a part time teacher.

Okay.

So I'm a part time teacher. So that particular day I'm not in school.

So a parent now came to the school to command

to come and report something. What he reported is that

is to er is charged normally, come when comes only with plenty, assignments.

with plenty assignments, and when he comes home with plenty assignments. We'll be panicking that this assignment. I must do it too. I must do this assignment and that

assignment normally keep him

busy at home.

and you notice that that one has changed that one, and that one has stopped at school.

So they are now. They are now like

the the provider of the school are like, who is? Who is that? Who is that teacher that normally give the the change?

Students that that particular, that particular purpose, the the assignment, and they reply, That is a his own individual.

So you know later called me that. What happened? You have stopped giving this

these students assignments. So in our

telling me that particularly that you see that assignment method that you are using, that you are giving them

so many assignments. It's like instruction.

and that instruction, so they do normally take it, because when I give them the assignments.

I will then, if they know that they must submit that, as I mean latest

after the assembly immediately after the assembly, if they did not submit after the assembly.

there will be, there will be punishment for that, and failure to submit at all

that you do not submit, or you do not do the assignment. There is another punishment for it, and that punishment is. It's not like it's not beating, but it's a clear

instruction that way. I do normally give them so. And and I don't really think it has inspire inspiring

instruction. So that's the only scenario that I can remember right now.

Thank you. That was worth sharing. Thank you.

Okay, so did you, have you encounter the were you using any tool? Do you have any tool like

that you have been using.

or a particular strategy you'll be using to handle your classroom management.

Strategy, and choose.

And probably maybe tools in the aspect that probably use games, gamification, size, or something that has helped you.

What I do normally use.

And the strategy that I normally use is that

the the next, the topic that we are going to do next.

All my students only have chemistry textbook.

these lam lab chemistry, or new school chemistry all of them was having.

although I will still give them note. I will write notes for them, so they must have the test room. So one of the studies that I do normally use is that the next topic that we have in Nest.

I will tell them that this is the next topic. I will give them the and

and the learning outcomes for it, I will let them know so, and I will now insure them that when they reach out they should read about it before the next class.

so that one normally, if he loads

so they will flow. As I'm just saying, so they will flow, they will flow. They will not be looking at as if they will not be looking at an to the topic.

Hmm, thank you so much. Alright. Have you encountered any challenge so far in all of your years of teaching like that? You would like to share.

Me, canta!

I don't! I don't. I don't really have any account, because, you know I'm not.

Challenge, challenge.

Like challenges.

Because any challenge that I can only share is that some students, maybe some students, you know, there's even individual difference between them. So there are some students that no matter how.

no matter how harsh you be, matter how you

want to prove it to them that you will.

you are, you are so they will still misbehave. So some people, some some of them, will still not.

It's not having with the with the instruction. So that's the only challenge that I can see. So far. So. But I do normally be able to overcome this.

Okay.

Thank you.

Do you have anything you want to add like a final word you want to add to this.

So actually, I don't have any time.

Sorry.

Seriously, I don't have anything, but I can only see that.

So the classroom management is a just just require instruction.

not complex instruction, and not confusing instruction. Just clear instruction and inspiring instruction.

Room.

Thank you very much, Mr. Whitbone. We truly appreciate your time.

Yes, ma'am, thank you.

and I have where to live. Ma.

Yes, you are. Please go ahead. Thank you.

Yes, ma'am.

I don't right.

I don't of the teachers that you but I'm a teacher.

I'm an educator, right?

I'm part of the learning.

In the primary of the conversation.

And oxygen.

Okay. So you don't deal with students.

You don't deal.

Oh, yeah.

So we don't have.

Bless you.

Yeah, so it's about the level of it.

Level of education.

No, you don't get what I'm saying. You don't teach, you don't deal with children, and you don't deal with students in the classroom.

the electric.

No, because we also have training train. You.

Right.

I don't believe for engagement.

Alright. Okay. So can you walk us through how you manage, like you manage all the.

Thank you.

How manage order.

Okay.

Good evening.

I'm hearing noise here.

It's not my background. My background is very quiet. I'm the only one here. There's no noise. It's from your background.

Yeah.

I heard.

I believe I should leave any of John.

Leave, and rejoined.

Yes.

Maybe we should do that.

Okay. So I'll just.

Thank you.

Susan.

Hi, Susan.

Yeah, no, at least.

Yeah, yeah. So do I still go ahead and interview her.

Yes, please.

Yes, okay. Alright.

Hi, Enola! You're back.

And Yova, can you hear me?

2, 2.

Okay. I'm with you. You're back.

Can hear you.

I can hear you.

All right.

Okay, so I hope no more. Noise. Background. Noise.

It's better.

Thank you. Okay. So I was saying, I appreciate the fact that you.

Incorporate.

Environment. Okay, so you deal with adult flights majorly.

Are you afraid seeing actual rooms.

Yes, training as well.

Oh, yeah, agree.

How do you maintain orderliness amongst your learners when you're teaching or when you're lecturing?

Okay? So so.

Apologies.

That's basically.

Okay. Can you hear me now?

Okay. Can you hear me now?

Thank you.

Yeah.

Okay, that's

Okay, one of the things that we that's but okay, interesting.

1st thing.

Engaging with the link.

There is no.

So there is a thing share.

Got

How the train is.

Found, the train is.

That in progress.

That in progress.

And

And.

One thing also that helps is being consistent.

The room.

But they're all.

Especially in the corporate scheduling.

One of the things that we start with.

And I was stuck with, you know.

We have compliance.

That is.

But everybody knew.

Everybody, knew.

Everybody's email.

Everybody know what.

What's the expectation when it comes to Honda?

Behavior.

Renown, in.

And now, namely, Austrian, and it's smaller.

Level, or a small level.

Level or a smaller group level.

What are some of the things that.

Things, and that when it comes to air, Canada.

When it comes to when it comes to getting feedback.

Back.

How the learning is progressing.

All the links correct.

Oh, yeah, because they'll just as they used to be.

They're seeing.

Okay.

You're looking out for behavior.

Acknowledge.

Okay, also with.

Thank you.

Too.

Thank you.

Doing well to emphasize this thing? Before the training commences. And then, because it's not all room, can you still hear me, please?

Yeah, I can hear you. I'm with you.

Okay, okay, great. So because it goes beyond rules. Yes, as much as you want to

to show that it is a

there has to be order. We also want to

build positive relationship with the learners like, so

that's setting the pace of yes, as much as we are here for serious business.

They also want to, and show that we.

We have a good rapport among ourselves, because that's 1 of the things that lets people

cooperates with you when it comes to the rules of engagement, right? So that it doesn't look like it's a you're in for them being that we're dealing with adult learners again.

you want to show help them know that you see them, and you also believe that they're capable of

adhering to the rules. Another thing is, we have

so actively engaging with students. Another thing, especially once your session is commenced. Your

recognizing every learner understanding who they are, and that also helps you to provide the necessary supports based on

how well they are adapting to the situation or the environment they found themselves in.

And just basically also creating a safe and respectful environment. Because again, you're dealing with adults, right? Adults want to be spoken to like adults. Yes, even though we have those policies in place, you want to create that safe and respectful environment that

lets them understand. So even if somebody misses a step or makes a mistake. You're trying to come from the

side of being empathetic to know really what went wrong, because sometimes mistakes happen, and it's not their fault right if somebody

probably is coming in consistently late, that's a behavior. But then yes, the rule is beyond time for class. But then something may have happened. So you want to understand. What is it that transpired? And that's where creating that safe and respectful environment comes in. What's the approach you take as a trainer to get that feedback. And then what measures can you put in place to provide the support? Especially if it's something that is probably

as a result of the learner's errors. How can you coach that person

to make the necessary adjustments? Right?

yeah. So those are some of the things that you know, we I personally do to establish orderliness in

in the cloud, especially because you're dealing with other winners here. Right? Okay.

Thank you, anyway. Thank you. All right. So what tools have you used or put in place to help you out in carrying out this.

It's like.

Rules, and whatever you put in place effectively.

Pills.

tools. Okay? So we're ready tools in the business, right? When it comes to management tools, I mean, I say, workforce management tools. That's 1 of the things that we have money this helps learners know

when like break times right? Arrival times break time. When do you take your break? When do you take your shop breaks? When do you take your lunch? Break?

And when do we close that already? Lets them understand that where time management is very essential to what we are doing, because we also let them understand that training is.

there's a schedule for the training. There's a particular item expected to end. So that's that's

a part of the the information that communicated so that we need to just to answer your question is one of the things that

we leverage when it comes to time management. I don't think we have any other tool that we leverage

for for that.

Yeah.

All right.

So the money that basically has all your, all the activities you're expected to do on a daily basis. And you just ensure that you're clocking in when you should.

Yeah, that's what it is.

Thank you so much. Thank you, Angela.

All right. Do you? Have you, Dolphin

and each other? Really, so far.

With regards to.

Classroom management.

I would like to see my entire face.

Have you encountered any.

Have I encountered any challenges? I think you had the complex question.

Okay, excellent

in your class, in your lecture room management. Have you encountered any challenge that you care to share about.

Not necessarily. Well, so maybe one of the challenge is, and it's more related to behavioral.

How people learners conduct themselves right. And

but one thing, because I also share with fellow trainers that once you're able to set the

expectations from the onset, there's nothing that somebody will have any reason to say I was not clear about, or I was not intent.

Right? You you have. You have less

issues when it comes to management, so

I haven't particularly had many instances where

I've had issues managing a cloud.

She's.

Because.

Okay.

I. I do also set expectations.

That's a good.

Then, even when the challenges have risen.

people, for example, I think it's just time management. That seems to be a big challenge for most learners. Right? You go on lunch break. You're expected to be back at a particular time. So really having to help them manage themselves when it comes to their time

is, has been a big challenge. I had one recently, and what I just did was to.

you know, I I came up as serious first, st and I sent an email. I had to involve your manager because Lena's already aligned managers. So for the managers in copy of the email, just to not the query just re-emphasizing what has been said.

In class, and for them to realize that beyond I as a trainer, there are other stakeholders that are in interested in how they're performing or how they conduct themselves right. But that was just a 1st level.

I just gave visibility to their direct manager, and I was able to see her adjustments, even though my email was like, I said it was friendly, just trying to call their attention to me again, and then I

also.

We emphasize it again in class, in a friendly and respectful manner, right? So that they understood. So if just to answer your question.

time management was, it's just one big challenge that I've had, and then another one is

ensuring one, ensuring that they're able to retain as much information as possible. Most most of the learners

are basically trying to just listen. They're not doing something on their part to

to help them retain the knowledge right? Because I told them you can't just listen

and not document or take notes.

Taking notes gives you a point of reference. Right? So that's those are the 2 big things that I have faced, and I've explained how I try to

help them make the necessary adjustments so that they can.

They can make the most of their learning. Yeah.

Thank you.

Okay.

It was really insightful chatting with you. I really learned a lot, you know. I'm saying from another point

dealing with adults, and all of that. So that was great. Thank you. So, Julie, I appreciate you.

Thank you. Yeah. Thank you. Alright. Yeah. Bye.

Enjoy the rest of the day, bye.

Okay, you, too. Thank you.

Bye, bye.

Hi, Mary.

Hi, Mary.

I'm here.

Hello! Yes, apologies on behalf of the of your network provider.

Curse!

Apologies. All right. So I was trying to say earlier that schooling care is trying to come up. Come up with

you know, should I call it like a solution or something to help teachers out in classroom management? But before we can achieve that, we would like to hear from teachers, how they've been

strategies they've been using in their classroom management what has worked for them, their challenges, and all of that. And so that was why we put up this research

to hear from teachers in the field.

Okay.

So, having said that

I will start by asking you, can you briefly tell us about your teaching background? And when I say teaching background. I mean your

the school you're teaching. Is it a public school or private school?

Do you? Are you a subject teacher? Or you take all subjects you teach in the primary les, or you teach in the secondary

class. Yeah.

Okay.

Actually, when I started teaching, I started in the primary section where I had to take all subjects.

So I teach in the private sector sector anyways, and I've had like 7 years plus experience. I only taught in the private section for about 2 years.

and the rest of the 6 more years that I have was in the college section, where I teach some certain subjects.

So I teach, like up to 5 or 6 subjects in the college.

Okay. Good.

Yeah.

Right. So

I would like to know what classroom management technique have you used while you were teaching the private.

Well, the tactic I use like let's see, at the beginning of the

team we have to like come together in a meeting with the learners, and then we have to draw some kind of rules that will guide the classroom for that particular time. So I don't do this alone. I have to do it with them so that it will be a teamwork. We all agree on what we want

to enable us work peacefully throughout the term, so they bring up their suggestion, and then I bring up mine. We agree on them. I'll put it down. They will post it like a like on the classroom. It will be our guide daily. We will visit often regularly.

to remind the learners of what they are expected to do, and how they are expected to behave throughout in the classroom.

Wow! That's fine. That's great, all right. So in the course of all of this, I would like to know, did you face any challenge.

Yeah, yeah, I do. There are sometimes there are some learners who we always want to go against the classroom rules. So in cases like that. I like to give them some kind of responsibility that makes them have a sense of ownership. It keeps them under control.

Hmm, hmm! That's a good one.

Alright. So what other things do you do?

I don't know that has worked for you. What other technique or

ways, have you you things you've done to check meet your students when they're becoming a really or you? Do you have any like practical experience? You would like to share with us.

Okay, my subject. One of my major subjects is foods and nutrition, and I like to.

I like to engage students in clubs asking them questions, what is their goals? And also

engaging them with practicals to keep their attention.

Okay, wow! That's great. I hope they cook a lot.

You know what you know, what students like that a lot.

Yeah, it's exactly the boys. It's

that's a good one. All right. So do you have any experience of maybe an unruly behavior that happened while you were teaching in the classroom

what happened? What you did? Did it work, or did you face any challenge.

Yeah, we've had several cases like that where some students are really unruly.

It happens mostly when the student is not kind of interested in the theoretical aspect of what you're doing. So in that case, you you have to like, find out. Is it like this student prefers the visual

style of teaching or learning. Then you can just

bring up something visual that relates to what you are teaching. They could just watch it for some few minutes, and it will now create an environment whereby, after the after the entire visual section, they will now come together for a discussion based on the same topic. It makes that students to be calm and give some meaningful contribution.

and that also helps them to learn.

Hmm, thank you so much. Thank you.

Thank you. Okay.

do you have like any final word like, maybe you have something to say to upcoming teachers.

new business review.

Hello!

It's good.

Can we.

Yep, I can hear you. Did you hear me?

Oh, yeah, yeah. Can you know, you say what I would like to upcoming teachers?

Yes, like a final word, or she's why

you teachers that are looking forward to I mean people that are looking forward to becoming teachers in the nearest future. What advice would you give to them?

Well, I would like to tell them not to try to

try to try to be liked. They should just try to earn respect.

Hmm, thank you so much. Thank you, Mary.

You're welcome with you. I truly appreciate your time and your contribution.

Thank you very much. Great opportunity.

Always.

The section is over right.

Yes, you can leave the call. Yes, it's over. Thank you.

Hello!

The next person. Yes, it's over the next person. Yeah, you can go off now. Thank you. You can.

Okay.

Hello, Benson!

Hello, Benson! Can you hear me?

Yes, I can hear you. Good afternoon.

Good afternoon. How are you doing.

Fun.

I thank you for joining us. You are Kristine right?

Your Whatsapp name?

I can hear you.

You are mute. You've muted yourself unmute, please, if you can hear me, Benson, unmute yourself.

Alright sorry I yeah, I can hear you now.

I say your Whatsapp name is Christian? Right?

All right. It's Chris Ben.

The reason.

Great Christmas!

I know Kristen.

Yeah. Yeah. Oh, sorry. Yeah, thank you so much. Thank you for taking our time to contribute your own quarter to this research being run by school. Inca.

Okay? So the essence of this research is schooling is trying to, you know, bring out one or 2 things that we help teachers in classroom management. And for us to achieve this, we would like to hear from teachers that are in the field to know the techniques they've used, what challenges they have and how we can come in to help. So at the end of the survey, we'll be able to come up with something that will help all teachers, probably, and hopefully, in their classroom management. So that's what we are all about for.

So, having said that, I will start with my 1st question, can you briefly tell us about your teaching background, the class you teach the school you teach? Is it a private or a public school? Are you teaching the primary or the secondary section, or tertiary, or adult education.

Are you a subject teacher? Or you take all subjects would like to know those information.

Alright. Thank you.

I teach in your private school of

taught for over 5 years now. And I teach basic science and biology.

So I handle junior, secondary and senior secondary. But most most often it's been senior secondary biology.

And I've been front teacher for

4 years. Ss, 2 and ss, 3. Front teacher.

Okay.

so what are the techniques you've used in your classroom management to maintain orderliness in your class, you care to share.

Wow, it's quite interesting, challenging. And

I was inspiring, too, because it's mixed for groups.

you know, different classes have different styles, different levels.

I'm official, you know. Stubbornness. Let me say that.

Well, it's varies. It varies what I use.

Let me see, I'm quite a very firm person.

you know, to have many phone teacher versus 23. I tried to be very firm, and

what I do is set my background rules from the beginning and try to follow warnings, you know, sometimes can be easier. You can maintain class, make it easy for yourself, depends on how you handle it. So I try to follow what I say. I'm going to do

so if I give myself one to 2 weeks, and they set my Ruth's.

And then when you put those rules. I want you 1st time, second time, and I tell you this, what will happen to you, and when you cross that boundary I make sure

I follow it up so that to serve as a detriment to others, so with that it helps me to not shout awesome.

I'm not warning students when I look into your face you know what is coming for you, because

it has been said, the rules have been set.

Wow!

You bet!

Wow! That's great, that's great. So in the course of all of this

I'm with you. Can you hear me?

Can you hear, Miss Ben?

I can hear you.

Alright. So, while doing all of this, have you encountered any challenge that you care to share.

Yeah, plenty challenges. You know. I teach in the North and

compare, I grew up in the West education.

You're the one that so.

You're in Kano right?

They're in the yes, I'm in Carne.

Yeah, you said it during. Idc, one, yeah, I remember.

Yeah, so comparing the the kind of students in the West and in the North.

there is vast difference in terms of character and yeah, character and behavior.

There is more genoflective behavior in the West, you know, they are more respective compared to the North. So in North, especially when you teach in a school that has wealthy children.

You face a lot of nasty behavior. Yes.

let me say that. So you need some level of

understanding level of professionalism level of?

Is it tough skin to be able to observe some things and

of your way? So there has been challenges of disrespect, you know.

Unlike the West, where it is customary. When you enter a class, it is expected you greet Elder. It is normal.

Yeah, they're great, too, but it's quite different. You know, the way they are treated at home is different. So you will need to incorporate that habit in them of

when you see an elder you greet. When you see somebody coming up with a load, you assist the person. When you're in the walkway you allow the elder to pass, and all those things.

They are not, as you know.

implement area. So you face lots of

nasty behavior, disrespectful behavior. But at the same time you can win the heart of your students by

being friendly. Yeah, it can be friendly.

The challenge. Okay, if I will paint a particular scenario of a challenge that I've faced hours.

10th was with a student that decided not to sit in a particular seat. I

I designated to him so so, but thankfully. The school has a disciplinary structure.

business structure. And so I use that business structure a lot. It tells me a lot, because

instead of escalating or shouting on a student.

you could easily translate. And when students know that you don't easily tell them like you don't

like tolerate them, or just let things go easily when you say, Okay, this is what will happen. It will happen.

They begin to take serious when you say, Okay, you face the DC shortly. So it helps me.

I don't know if I'm asking, asking, answering your question.

Yes, you are. Yes, you are. Yes, you are. Yes, it's quite interesting.

Thank you so much for sharing. Okay.

alright. So I want to know. Do you have like?

Oh, sorry.

A last word, maybe, for upcoming teachers.

or probably teachers who would like to come to the nod to teach?

Do you have, like a word of advice? Last word for them?

Okay.

But teachers come to teach in the North.

1st thing is they need to update again.

You know, we face a situation of not enough qualified teachers in the North.

so many of the teachers we have here, many of them are quite under qualified, and

so it leads to low quality, low delivery in classes.

So you realize that even many schools founded by Northerners

use most of Southerners or non-indigens.

So I want to what I would tell people just up your game. Continue developing yourself.

With that. You'll be a very good asset. You'll be an asset in the teaching profession.

Okay, so how about to people that are looking into becoming teachers in the nearest future?
What last word would you leave for them?

Yes, okay, please keep working on yourself, you know, looking at education. Now.

question is, we're going for a digital.

I believe in the next 10 to 15 years, if you use 2,

because if your all your expertise is on classroom classroom, one on one

you may become obsolete, or you might just be the ones, you know, getting 30,000 per month and all of that. So if you want to really make a mark, you need to start learning digital tools. And

yeah, keep adding skills working in yourself.

Thank you so much for your time, Mr. Benson. We truly appreciate you.

Thank you. That'll be awful. Now you can leave the meeting. Thank you so much.

You're welcome.

Aditamiwa. Sorry for keeping you waiting.

I can leave right.

Yes, you can thank you.

Good afternoon. Nice to hear from you again after a long while.

have you been? How is work?

Tweets.

At which.

Okay, so what we're doing?

we're trying to carry out a research on classroom management

schooling car is going to be bringing out something soon that will help teachers with their classroom management. But before we can achieve that, we want to hear from teachers that.

See.

Old.

What their technique has been, their classroom technique bean.

what the challenges have, what challenges have they faced? How do they overcome those

challenges, and all of that

possible practical experiences of incidents that happened. What you did, how you

you able to, you know, point to the and douse the tension and all of that. So these are things we would like to know, and that's why we called

should be.

Now.

So to start with, I will be asking you those questions that you can briefly just

talk to us about your teaching background. What kind of school do you teach in? Is it a private school or a public school.

Are you a subject teacher or a classroom teacher?

Do you teach in the primary section? Or you teach in the secondary section would like to know that.

Okay. Thank you.

To start with, I'll say that.

I've had experience both in the primary and the second section. I mean

I had. My Nyc. Was my field of study.

That's what I need.

So I guess that was what I was. However.

actually has been promised

so for primary school. I will not say that for some people I had those subject education

right? But then, for primary school I take any subject. I can take all primary school subjects.

so I think our promises of this. And then

I think I've also been able to work in both public and private school. Yeah, both public and private schools. So currently, my school is a private school, although it's a non for profit.

You will have.

You know.

Yeah. But then it's a privacy.

Okay.

thank you. All right. So in this, your years of experience and teaching in the primary and in the secondary, I would like to know?

Same.

Oh.

Okay, really?

No, I mean, I do.

Yeah, I think it was breaking. I don't know.

Okay, all right, let me rephrase, I said. In your years of teaching, both in the primary and the secondary.

I'll would like to know the teaching and the classroom management techniques you use, how effective it was.

Okay, I mean different schools and different classes. They have their own

classroom definitely is different from primary

however, so far. One of the settings that I use is that

Once I get to a plan right, I ensure that there is effective communication, basically.

And how do I mean? I mean, I can't possibly say that I'm teaching this without having having been able to communicate where you say you've had an effective class is when your students can actually give back what you taught them physically, I mean. So I sure so my classroom management. I saw that the communication is

balance, like we're, we're both on the same page.

And then we also have, like classroom rules that are being given by the students. I mean, I learned that actually, during my fellowship in Nigeria, where we have to ask the students to be the ones to give out the rules to say and then give out the necessary punishment, or what whatever we might want to say. And of course there's always like

we both know what we want to do more like. There's a clear expectation.

We're both clear as to what we want to do. What you guys, maybe this session or this thing, and as such, every class that we're going to be having it always tell us towards that, because I mean, if for last time, I might you might say we want to work on our literacy. And then this time we're working on something else.

So there's only that.

And when when it comes to my teaching method, I use different method. It depends on the subject or the topic that that were looking at. Sometimes I use role play. Sometimes I use

something I need to go through. I need to apply project this myself. Sometimes I use? I mean, I use my phone or my laptop. Maybe I need to show them a video of something and all of that.

So I think. Basically, that's those are some of the ways that I increase my my class. I don't. I don't know if it makes sense, or if I'm able to answer right.

Yeah, yeah, yeah, yeah. You did. In fact, answered more than what I asked. You've answered the next question. I was going to ask you that. What tools do you use? And then you've mentioned everything. I appreciate that.

Alright. So I would say, have you encountered any challenge so far in this process?

I mean, I would say yes because the truth is,

I've been able to teach in different communities, so to speak. I was not water based

when it comes to my experience in

different. And it was not really easy like that when I started right. Because of the language barrier. So language barrier is one of the challenge. But then I was able to navigate through it wasn't too long, because I had prepared my mind for it.

So the language barrier was there. There are some resources that were not really available. For instance, I can't possibly say we want to ask for guardian, because those things were sort of challenge to me.

And then, before that, I also have to like, bring up the student also to my expectation. I mean, when I was coming to Makoko, for instance, I had an expectation of Okay, I'm coming to take 25. There are some things that I know that they should know. But to my utmost surprise I got this one. It was a total

story, where even a charging 21 can answer, because if I'm asking a 25 that cannot answer.

So those things. So the learning gap was also there to bridge the learning gap one way or the other, and it took me having to pay back in

formally to class, and then try to make use of some other resources that are outside what this is able to provide, so as to ensure that these students are able to attain the expectation that I have for them, and also be able to like outside the community.

Wow!

That's interesting.

All right. So do you have, like a practical experience of maybe an incident that happened while teaching, while in the course of your teaching career. Maybe

a student was on Ruli.

What you did and the outcome of the whole thing

as the result of the technique you used to.

Can you say that again.

I said, can you give us, maybe, like a practical scenario experience of

an unruly child in your class?

What did you use to? Yeah, the technique you used to

handle such situations. And then the outcome. Was it productive? Wasn't it productive? And all of that.

One, I mean, yeah, I mean, there are several cases. And like I mentioned earlier.

One thing, let me. I'll I'm going to compare 2 different Scenarios. Now, when I was speaking at high school.

starting my nyst

it is of there's a standard due, I mean, because the Government all of that. If the students will offend you right, or do, or have any, you have to report to the school, to the principal or the vice principal for them.

And then they would deal with the students. Basically, that was like the role

there. Although I didn't really have students that were in my class, because I'm a

I'm a very. I remember then that I gave out my rules. I did what you do in my class. If you need to excuse yourself in the class. You raise up your hand, and I give you permission to do that. You come early to the class. I must not get to the class before you. So those rules were there because they were students only to students.

But then, when it comes to the case of their case, their own is different, totally different. So with my, we came up with the classroom rule.

for instance, like I mentioned the language barrier. They don't. They can't communicate very well in English language. They 1st communicate in their local language. So what I did is that okay? Well, you want to. You are coming to school because you want to be better, right? And so what one thing I was going to do in this we also we have to agree that

anytime anyone speaks any any language, let me say English language, and it's not correct. You correct the person. But nobody can laugh at the person.

Basically.

Hmm.

So don't lose whether laugh you have to like. Stand up in the class.

Yes.

he was there, and other ones other other things were there. So in my class I never had. Except for a student that did not even come to school. I was only with that student. So what I did, I mean, was that I had to invite the parents over

because she didn't comfortable for a long time, and then, when it was almost exam period. She wanted to resume school, and

I have to invite the parents because it depends actually

collected cane from me like she took it from my office, and I didn't know where we were having conversations. And then she picked cane from my office, and then she was beating the girl, and I was trying to collect the cane from her. In fact, I got injured in process.

sorry about that.

It was. It was a funny experience. I was just like I didn't call you, because if I would have done that before you came.

No.

So we have to come into an agreement that okay in school. So we have to do all of that. And then at the end of the room, doing well in right now.

so it was. More of it was more of conversation and agreement, so instead of me taking loss into my hands.

I tried to involve the parents, and even when the parent was trying to digress, I had to bring the parent back

to let brain know that it does not always cover up punishment.

You might even deny the charge, or, if you are right

when they need to, and that's 1 of the things I see to in my school. You you don't want to listen. You want to. I can. You might not go for breaks.

So if you and break an event they want to play.

They want to play with their colleagues and all of that. So because I know that I want to play, I'm going to do what you see is asking me to do.

Hmm!

So those are the way that I used to like.

not the use of proper apolation.

All depends.

See.

Thank you so much.

So do you have any final word like.

for let's say, upcoming teachers, newbies in the teaching

profession. Do you have anything like an advice you'd like to drop for them.

Actually, I mean, I'm going to say that the what I grew up hearing is that what is in is in heaven? And then

if we're going to be very professions.

however, it's a different. So yeah, let's say, Nigeria.

right? But then what I'm just going to say is that teachers should

should not restrict themselves to the classroom.

Hmm.

That can also learn other skills that can even stretch them money or sustain them while they are still impacting life.

because teaching is not just a profession. It's a journey of the past in life. It's a journey of trying to help children find purpose and fulfill their purpose in life.

So you just can also leverage on learning all those skills.

And I mean, all of you, son.

keep sustaining the teachers while you're still doing what you love to do as a, as a teacher, as an educator, I I have to learn about data analytics at some point

I during my quest for knowledge and everything, because I don't always want to stay in one place I got in

you. I got a scholarship for instructional design through someone on LinkedIn. Of course, leverage on storytelling.

What do I want to say? Just come out and say something. Find your niche. What are you really doing?

Thank you, Mr. So you never know who can help you, really? And and then again.

there is very important. It's very important to keep on developing ourselves, because the children are teaching is really

they want to. They will meet all their levels there.

They want to remain relevant, that relevant for for a longer time, even after retirement that they can say, No, this person is doing is still doing amazingly well, is need for continuous professional.

So I think that's basically what I was just 2 for now.

Wow! That's been insightful. Thank you so much, Adetomiwa.

I truly appreciate your time. We appreciate your time and your contribution.

So the next phase will be going to be

teachers interviewing colleagues on our behalf. So when that when that

one is ready I would let you know, so that you can help us with your community.

Alright. No problem. I'll be here.

Alright! Have a enjoy the rest of your day.

Yeah, you, too. Thank you.

Bye.

Right.

For Susan to start the record.

All right, Gillette. I would like you to briefly tell me about your teaching career.

the class you teach the age group you teach

the school you teach. Is it a public school or private school? How many years of teaching experience, you know, just

summarize your background for us. Please.

LadyJ: Okay? Oh, so for let me start with how long I've been teaching?

LadyJ: I've been teaching since 2,012,

LadyJ: yeah, since 2,012. That's when I finished secondary school. I've been teaching since then.

LadyJ: But the thing is, it's not on a stretch.

LadyJ: So I taught for like 2 years, and then I went back to school. I came back and taught again before going for service just like that.

LadyJ: But I've just been teaching the only work I've been doing all through my life. Aside. Volunteering in organizations is just to teach

LadyJ: so for the age group. I started with playgroup. I started with a playgroup or play pain like some school call it

LadyJ: that was what I started with, and then I was moved to

LadyJ: 9, 3 as manager 3.

LadyJ: I taught 93 for like a year.

LadyJ: Then when I went for my diploma and came back

LadyJ: I was moved to upper primary. That was on primary 4,

LadyJ: specifically. I taught a grammar 4 and then from there I

LadyJ: assisted someone to teach Tss. One and 2

LadyJ: not like, not not like. I really loved

LadyJ: them to teach that age range. I prefer the lower and upper primary, because I flow with them. Naturally, I just flow with them.

LadyJ: So that just it. So I've I can say I have like

LadyJ: 5 to 6 years, or even more than, but because it's not on a stretch. So I don't really know how to what I know. I've just been teaching teaching is the only thing I've been doing like the main job I've been doing. I'm really familiar with.

Thank you, Juliet. Okay, so in all those years of experience and all those classes and different age groups you've taught. Can you also tell me,

how you've been able to manage your classroom. What strategies have you used for classroom management?

LadyJ: Okay, for classroom management.

Hello, Juliet! Are you with me?

LadyJ: Yeah, can you hear me? Mom.

Yes, I can hear you now. Did you hear my question?

LadyJ: Yes, I did.

Okay.

LadyJ: Okay. So for classroom management, that wasn't really easy for me, especially for the fact that I when I just started, I never had any experience. I just I just know I love to teach. So I just went there. And I applied just that and that environment. There was nothing like

LadyJ: training for teachers and all the rest. So you have to just work out your your thing yourself. So it wasn't easy, but I learned

LadyJ: I learned how to

LadyJ: control the children because they we have. I started with playpen like I said they were little, some of them they cannot even express themselves. But

LadyJ: I had to bring down myself to their level.

LadyJ: So I I think one thing that that one strategy I employed for class management with those children was to get to know them.

LadyJ: I got to know them. When I say, Get to know them. I mean, I I

LadyJ: put myself in their shoes. Okay, what is making this try to behave like this?

LadyJ: Why is this child crying when this child is supposed to learn

LadyJ: what is the issue with this child, so I tend to

LadyJ: to bring them closer to myself individually like, not as a group of children. Now, individually, I got to know them, to know what's what is wrong with them individually, so that it can help me to be able to carry them.

LadyJ: as a group.

LadyJ: So that's for them for deploying. That was what I did, but for primary 3 primary 4. It was quite easy for me, because I've I've taught for some years. And then, and these people they are easy to communicate with. So I just employ

LadyJ: the setting rules setting with strategy.

LadyJ: That was the 1st thing I know that I did, because I know that once there is no law, you cannot hold somebody, that this person is a defaulter, so I had to set a law, and I think that that has really really helped me

LadyJ: along the way all through, even in my service year, when I was posted to a school, it's really, really helped me to set. I set a a rules set of rules, and then I also attach

LadyJ: reward system.

LadyJ: Okay, if you do not default this rule at the end of the term. You are going to get this reward. If you default this rule at the end of the term, you are going to be punished, and then I make sure that I actually stick to it so that they will know I'm serious. And then it actually helps.

Great, great. So you use different strategies for the very, for the different class and the age groups you've taught. That's awesome. All right. So. Another question, I would like to know is, you said

It wasn't easy for you at the beginning.

Can you like paint a mirror

of maybe an encounter you had when you started your teaching career with the play paint. One thing that happened, what strategy you used and how it helped you to calm the situation. If you had anything.

LadyJ: Okay. One thing I will never forget. I would never, ever forget that in my teaching journey. It was when I I flogged the child. I was actually

LadyJ: I was angry. I was angry in the morning before leaving the house, so when I got to school

LadyJ: I was still angry, and I don't know how it happened, but I knew it happened. I transferred aggression, and I was angry at the children, and this particular child. The child always cries.

LadyJ: always cries, and that day I was not in a good mood, so I was not ready to want to even know what was wrong with her. I beat this child. I knew that I beat this child. I knew that I beat this child

LadyJ: did

LadyJ: I went home. I didn't know that the child sustained any injury. I wasn't I wasn't. Really I didn't check. Yes, let me. I I didn't check. I didn't. I didn't want to even

LadyJ: side.

LadyJ: So this child sustained an injury, and this child went home, and the mother actually noticed the injury.

LadyJ: Thank God, I did not go to school the next day because I was sick.

LadyJ: They actually brought police to arrest me, but I was not in school the next day.

LadyJ: and I was so scared when the proprietors called that police are here to arrest me. Blah blah inside my mind, I said, Thank God, I'm not in school.

LadyJ: What's

LadyJ: I had to call the the mother of the child. I had a prompting to call the mother of the child. I went to the. I called her 1st on phone, and then I

LadyJ: strengthen myself. In the evening I went to a house and had to apologize.

LadyJ: I didn't know what made me to do it, but after I did that, then I realized that.

LadyJ: wow! A teaching is not just you just saying, I want to make money, or you just say, let me just do this for phone. No, it's it's something that you must love. And

LadyJ: since you love it, you must love

LadyJ: the what comes with it like the children. So at home these children are in the hands

of their parents, but in school

LadyJ: I am the parent of the child.

LadyJ: so I have to take full responsibility. So after apologizing to the mother, and then I took responsibility for everything, I asked her to forgive me, and then we laughed, and we joked about it. I even had to press the injury of the child to make sure the child was okay. I carried her, pampered her. Then everyone was just okay. So that thing really taught me a lot today, if I think about that thing, wow, I will be like, Oh, the work of a teacher is really, really

LadyJ: massive. So that's that's 1 experience. I won't forget.

Thanks for sharing that was really, really enlightening.

Okay,

do you? Did you encounter any challenge? Okay. So when you were teaching the 3 and 4 grade 3 and 4 classes.

Was there any specific thing you used?

You said you did. You created rules? Right?

So I want to know. Did you collaborated with the students, or you just created the rules, and you told them to memorize it, and then let it become part of them. How were you able to come about your rules? And then what are the

what are the consequences for breaking such rules? Did you come about everything together, or you ditched it to them.

LadyJ: Okay, after after my my experience with playpen.

LadyJ: when I wanted to start teaching the upper primary.

LadyJ: I told myself, I want to be intentional about teaching, because I love teaching. I don't know why I'm just so passionate about teaching.

LadyJ: So I told myself, these children. I want them to.

LadyJ: to love me as a parent, to see me as a parent, to call me a mother.

LadyJ: so I don't make rules, any class, any class I teach at all. I don't make rules myself.

LadyJ: We are family, so I want the children. I always put it out there sometimes like

LadyJ: on 2 occasions I made new rules, and I put it to them that they must. It has to do with their own phone. I said they must.

LadyJ: but other ones I don't use the word most, I said you should.

LadyJ: I normally use the word should instead of must. But for old phone, I said, must for character. Anything that has to do with building of the character I use must, because I know it is a necessity if they want to be relevant in society both to themselves and everyone around. So I use the word must for those particular words. So it's

LadyJ: a collaborative exercise. We do it together. I come up with these rules, and then I tell them, okay, so you must be in school. You should be in school by 7 30.

LadyJ: Is that okay with you. Some of them will say, No, Miss Juliet, some of them will say, okay. So the ones that said, No, Miss Juliet, I say, okay. So what are your challenges. Is it that mommy's stressing you like some of my children? When I was serving in Abuja, I had to even go to their houses, and they tell their parents. Please, my baby said, you are stressing her. Please, mommy, make sure she goes to bed by this time and make sure you wake her up by this time, some of them I even go as far as collecting their parents, numbers creating Whatsapp group, and then

LadyJ: make sure they wake up at a particular time, so that they can meet up for school early in the morning, because I know punctuality is something that somebody should have as a character

LadyJ: if that person wants to be successful. So just building building their character. And then so it's a collaborative something, we do it together.

Okay, thank you.

Thank you so much. Was there any challenge you faced.

LadyJ: Why try?

LadyJ: I know exactly.

LadyJ: definitely. You know, it's not always easy with parents. As a teacher, you would know it's not always easy with parents, some of them they would only few of them really know that. Okay, this teacher wants the best for my child. Some of them they'll be like you're stressing us. In fact, one of the parents told me specifically that, Miss Julia, this is your teaching strategy. I know they like her more.

LadyJ: because, as far as I know, it's my child I'm concerned about my child. I'm not concerned about you. So she was just laughing. So some parents they don't really understand these things, because then they feel okay. You're telling them to do this for the child. Do that for the child. You are stressing them. So that was actually something for me. I have to look for a way to navigate through the parents, because, whether we like it or not, we have to pass through the parents, these children they have no will of their own, for now the parents have to be really involved in every process.

LadyJ: So getting through the parents sometimes is something else

LadyJ: something about. So I thank God, has been helping.

Well done. Okay. So my last question for you is, do you have any final word you want to assess? Question.

So do you have any final word you want to share or say.

LadyJ: Is it to teach us or so?

LadyJ: Let's go.

Anyone.

LadyJ: Okay, thank you.

LadyJ: Generally.

LadyJ: I I always. I always want to do. That's why, when I when I got to neighbors calling, I was so happy I was so happy and excited about the platform and what you are doing. I really appreciate it because people don't really know that this teaching thing is a calling.

LadyJ: and we have modern lives. It's not as if it's something you just want to do like, I said. It's not something you want to do for phone. So what I just want to say is that you don't have to

LadyJ: be professionally equipped to be a teacher.

LadyJ: In fact, for me, I feel the passion is even more important than the professionalism. Okay, yes, to be professional is very, very key.

LadyJ: But then some people they just have this thing in paper, but they don't have the hats.

LadyJ: and the heart is very, very important when you have the heart, even if you don't like some. I've seen people that they are so

LadyJ: compassionate, and then, when they treat children, you'll be like this woman born this week, but it's not even their child, but the way they just love children.

LadyJ: And when you love a child like that the child learns more the child. It's very, very easy for that child to learn with you, or when you are teaching a child. So I just want to tell teachers and everyone that is interested in teaching that in as much as we are running, or we want to attend, attain more, more professionalism in what we do. We should also

LadyJ: have passion for what we do, and then love these children, because, whether we like it or not, it is a life, and whatever we sow into that life is very, very important. It will bear fruit, and the fruit it bears is still very, very important, because it falls back to us. What kind of seed are you sowing in the life of that child.

LadyJ: so that just sits. Thank you.

3, 2, yeah, thank you so much.

LadyJ: Thank you, ma'am.

You can leave now, Julian.

LadyJ: Okay. Ma, okay, thank you.

You're welcome.

Okay? The next question is, I'm trying to do.

Let's see. Just

so. It's 1213.

Hello, victorious! Good afternoon.

Hello! Good afternoon, Matt.

Can you hear me more?

Yes, I can hear you victorious.

Okay.

Good afternoon. Adrian.

Okay. You're in on the call already.

Sorry. Just give me a moment.

One thing.

Okay, victorious. Can you hear me?

Yes, I can hear you now.

Okay, but your voice sounds so faint I don't know why.

I can barely hear you.

About now.

Is it right now?

Like like I hear him also.

Okay. I am struggling to hear him. I don't know what's going on.

Can you say something and let me see if it's better? It's fair.

Is it better now.

It's not so I'll just manage, since Susan can hear you.

All right. Victorious. I just want to say thank you for taking out time to participate in this classroom management research.

We truly appreciate your time.

My pleasure.

Yeah. So to start with, please, can you briefly tell us about your teaching background? Does the school you teach in? Is it a public or private school urban area, is it?

what age group do you teach your years of experience?

The classes you've taught, the subjects you've taught anything you think is important. Any information, just brief background.

Okay. Good afternoon. Once again. Thanks for this privilege. My name is Bancoli. Victor.

I'm a science teacher.

I teach science from year 7 to year 9. Currently, then I also did biological

from year 10 to year 12. That says, one to 6, 3, I work in Lagos streets.

and that means it's an urban area.

Also. I teach in a private school, not a public school.

Precisely. I mean, I just I just like it. That's where I work, and that's where I stay. Also

the age grade of a student that I teach from age 11, because we have some year 7 student that that are still 11 years old.

from 11 to age, 16, age 11 to 16.

Well, previously, before I

go to where I'm working now, I was teaching in a primary school before. So I've thought

students and pupils within the age range of

7 to 10 before I go to this place.

But I've been teaching here for about 4 years now, where I currently work in secondary school I taught in the previous school where I was teaching, which is a primary school.

I was there for 4 years to before I moved to this place.

Thank you so much. Okay, so can you tell us the you know both the primary and the secondary? What classroom management strategies have you used

that worked for you like one way the things you did to put your classroom in other.

Okay, thank you.

I so many of them. But I will just mention 3 that I know that at least 10 across all boards that's been effective.

One of them is having having a system like a structure class class rules

very, very important. So the 1st time I go to a class, or if I'm if it's a new school. The 1st time I get to that school I set my rules

and the rules are known to the students. In fact.

I do it in a way that.

as a subject teacher for all the classes that I teach, and make sure that they have the rules at the back of their exercise book.

so that if they default in any of these rules they'll be able to go back and say, yes, I've defaulted, and they will not just be penalized, not just for anything. But they know that. Yes, this is what he did.

and this is why they are being punished. So 1st thing is to have my rules and regulation as a as a teacher, and they must all abide

then, secondly, is, as regards my teacher now.

because one thing about students, if you look at the kind of students that we have now, even not just students, the attention span is low now.

so one thing I do is to make that make sure that the class is engaging

in a way that it won't be boring when the moment the class becomes boring, that is, when or the class is no longer interesting, that is, when students tend to disrupt the class, or that is when some of them even sleep, or that is, when they find one or 2 things to do which may affect the class. So I look for ways to

make the class engaging. Not that I'm the one doing the talking all the time, and one of the ways in which I I engage them is to

if it's where I teach correctly, we have Powerpoint slides and all that. So I have so many games, educational games

that I infuse in my learning when I'm teaching. Then also videos videos that will spark questions and also that will spark creativity and all that. So they always look forward to that even sometimes, when I don't have their class, some of them you see me. They will come

and call me Mr. Victor. We are free now. Can you come? And can you come to our class with your laptop because they know that once my laptop is with me.

they know that. Yes, they are going to. They have videos to watch. They have games to play, which we also help them

and all that.

So that's just the the second strategy for me, then the 3rd one is

rewards, motivation, you would say rewards. It's a motivation factor.

So rewards in the sense that sometimes I I buy gifts.

Yes, if I have it within my reach.

Sometimes I give money. Yes, oh, this person is the best.

the most engaging students in class today, the most coordinated, the most

different things in terms of engagement and all that. So they always look out for even sometimes, if if I don't remember to probably do the reward. They will remind me. So you didn't reward us today for handwriting. You didn't reward us today for for answering your questions. I answered 4 questions today in class, you have not rewarded me all these things. So reward.

And also there's punishment

in my school. Beating is not allowed. You don't beat a student so. But we have different ways in which you punish a student. You take the students break

is one of which our sports time.

You will not go for sports because they cherish those moments a lot, so you will not go for sports. You will not do this once. They know that

then they tend to be against them. So these are basically the the 3 ways in which I use in managing my class.

Thank you so much for sharing. Okay, so while you were talking, you mentioned that you set rules

which they must abide by. That was your word. Right? Those were your words. Okay? So I

want to confirm the rules when you're setting the rules. Is it a collaborative thing you do with them, or you just bring in the rules. You dish it out on them, and you expect them to

the rules, and then I want to confirm again the rules. When you set the rules, the the rules. Do you set the rules and the consequences that comes in breaking the rule

by yourself? Or is it a collaborative work with the students.

Okay, thank you for that initially, before, like before, 2 years before now.

I set the rules. The consequence. I know that I'm the one that is just like me dictating the rules to them.

So I saw that it was not working.

There was a training I went for, and in that training. I think one of your trainings to school and car trainings that we've done before in the past.

Yeah, on that classroom management. So you mentioned that it's there should be collaboration in the sense that the student and teacher are the one setting the rules together and also putting the penalties. The consequence, so that you know that yes, I was not the one that gave them. But we did it together. It's known to both the students and also the teacher. So for the past 2 years now it's been a collaborative effort.

Oh, thank you so much for sharing. Now you also mentioned that you use some tools that you make your lessons engaging, so you don't have to have a disruptive classroom. Now, can you share some of the tools, the games and and

sites you use, and all of that, some of the things you use to keep your classroom engaged.

Okay, thank you. Due to the nature of my.

Into a whole model.

Of my subject, which is science.

I I use, I use fed fit simulations.

Okay.

Simulation is one of the things I use. So my students love that effect. I don't know why I was skeptical when I wanted to try it out. But there's so much love that even if I'm teaching, they will ask me, are we going to use faith today?

So fed is one of the tools I use then, also, my school we use a smart board

for. Yes, there are smart boards in all the classes now in this smart board. We have some embedded applications, applications that are in the smart boards

that are related to different subjects. So I used to want that is related to my subject.

for I must about this. Most teachers in my school don't usually do this, as we don't usually effectively use the smart board. I'm 1 of the few teachers that use it. That's why, most of the time they always probably look forward to my

to my class.

Because if you, the smart board most of the time. Waste time before you set it up. Navigate. 15 min is gone, and all that. But I still.

even if it's not all the time

I use it in some of my classes. Then, also, apart from fed simulations.

there's this I met. It was also through through a school in car.

Mister, I met a teacher during one of these training your trainings a physical training. He creates games

using Powerpoints.

He was. He thought I was doing one of those trainings then.

so he taught me how to use Powerpoint

to create some graphical image right there, for example, spot the difference.

You look for different pictures in which they can spot which sparks their creativity

sometimes it's not just about it does not really have to be related to the subject, but to bring out different things, creativity, critical thinking, and also collaboration, which is part of the 21st century skills and all that.

So these are some of the the apps that are using for my online students. Because I I teach online. Also.

I use bam. I use bamboozle. It was recommended by you also during one of your trainings, and

I use quizzes. I use cowboots. I can't use cowboots because

I can't scout in school where I teach because it requires a large audience, and all that. I'm still looking for ways to do that

by use. Scouts quizzes, bamboozle for my online students.

Hmm, well done.

Thank you so much.

Well done. Okay. So you, I want to know, do you have, like a scenario and experience that you could still go to a anytime any day

in the cost of.

Maybe it's not.

You are breaking, the line is breaking.

See you again.

Okay, how about now? Is he? Okay?

Yeah, it's better. Now.

Okay. So other than that, can you? Maybe a scenario that happened in the course of your years of teaching.

where you had disruption or something incident that happened in your class, the strategy you use and how it worked, and maybe you care to share.

Yeah. Sometimes I would say, my my teaching has been smooth. No, I say that that means I'm I'm lying.

There was one that happened recently this time.

And it happened because the student happened to be a new student.

And you know new students coming from another school.

maybe in the school where it's coming from. They don't. There's no, there are no rules. I know that some students can be like that, you know. Even there are rules in those schools. So the students was in my class. One of the rules is that

you don't talk when someone else is talking. Probably if someone is giving a contribution. You wait.

and if you need to talk, you raise your hand.

So while I was teaching, he just interjected, he did that the 1st time I ignored second time, 3rd time.

and that was how it was destructing the class like it was.

It was so so disrupting the sense that I

I felt so embarrassed that day because one of my supervisors, my hods, was around Id.

So what I did I just I I told him because he. One thing, one thing, the reason why I did not punish him that day is because he was a new student, just like I said. And also.

he's not aware of the rules, and

since it's not where it can't punish a child for what

he or she does not know. So I had to state out the rules again.

and I I did not do that. I told the other students to read out the link to him, so that

he can also know the rules and lend them. That's 1 of those things I did not just like, I said, we don't beat. So I did not beat the child, and since then.

Thank you.

Mostly lunch.

I'm not.

You have any challenge like so far

that you think is worth sharing.

Challenge with your classroom management.

Strategies.

Yes, there is this particular student

who is okay. Let me put it this way. I don't know how to deal with that. It's a question.

how do you manage a student that is restless, like so so restless? Not just my class.

So rest even when they are the guys. The boys in year 9. Currently, they're writing their exams, their vacate exams, even 20 exam.

It's time. So just to go out.

Why, what are you looking for I just want to get. I just want to stroke. I'm tired of sitting there. You cannot sit for long

the moment you see that, as if is under bondage. How do you deal with a restless student?

That's just one of the the neutrotite injury.

Well, this is one of the reasons why we carried out this project, this research.

but if I might say from my own experience now there are so many factors that contribute to such.

No, the feeding. It goes down up to the feeding. What the child takes in.

You know there are some children that are naturally hyperactive. Now, such children, if you feed them with too much of sugar.

you can imagine how hyper they will become

now. So there are so many factors aside the feeding aspect. Okay? So

I should think. Who has anybody taken out time to monitor the child's pattern? Is it that he's seeking attention.

You know, when we talk about special needs children, we think maybe it's a specific thing, maybe, to those that are physically challenged or so. No, there are some children that have adh, is it? Adh? Yes.

Yes.

Attention, deficiency, hyperactivity, whatever syndrome now, is it possible? Is it a pattern? You know he needs to be monitored? Whoever is his teacher needs to like, you know.

take out time to monitor his pattern from when he was a child. By now they should have been able. His parents should be able to come and say, Okay, this is what my child does. This is what to do to him, excesses and all of that, you understand. So it's something that should have been put in place over years. I don't think he just started that

dang

attitude or character. Now, I don't think it's something he started. Now, if you think it's something that happened from overtime, from when he was a child, so nobody was observant enough to know that. Okay, this is this child's pattern, and what can work out for him? And it could be? Is the child very brilliant? If he's a brilliant child, it's possible that he easily gets bored

so it could be.

This.

Different factors. Yeah, so that's 1 of the reasons why we are carrying out this research.

So we could also.

You're booking now.

Okay. Can you hear me? Did you get see?

Yes, I got what you said now. Thank you.

Okay, so do you have any final word?

thank you so much for for this. I really appreciate it, and also for your contribution. I will look into that.

Okay. Thank you.

Yeah.

Yeah, we can leave the call now. Thank you.

Thank you so much. Yeah.

Hi, Susan!

Hi, Susan!

President's month.

Soup.

Sorry.

It's a presence. Ma.

Well done, please. I don't know.

Are you sitting okay? Because I want I don't pick the kids so they've closed.

So probably I'm coming.

The next one is one. Let me quickly call their school because they are writing exams. They're supposed to close one today. The other won't be around till in the evening, but let me call the school to confirm if they are done with their exams.

But the next person is going to our last operating also.

Oh, well.

Yeah, I'm still on the call. Thank you.

They're working on.

Hello, teacher, Hello, the creative teacher.

Good afternoon, sir.

Hello. Good afternoon, so I can hear you.

Can you hear me?

Okay, let me just say.

Countdown. It's about 10 years now that I've been in the industry. So for most part of it, the

1st 7 years I was in early years, and then I did as I stayed in early years. One thing that struck me was

as the years went by there became an increase in my classrooms with every New year I will have

an increment in the number of students that are in my classroom that I could observe

and see that there were some challenges with them.

They were neurodivergent, and from my background studies and everything I wasn't really exposed to with the knowledge, with the know-how of managing these children and helping them reach their best potential, giving them the best that they could be.

So then I started doing some more research, and then I did transition in 2022 to to a center where I now work specifically with neurodivergent children, specifically those on the autism spectrum.

So for me, it's been a lot of learning a lot of unlearning that that has happened. But it's been great because it's given me a broader knowledge and an understanding of

of the children in this space given me more empathy and compassion towards parents and the community that have

this, children that have to take care of these children.

But in all one thing, if I summarize a bit of what you're asking is what has helped me as a teacher, whether in in a mainstream classroom, whether working with neurodivergent children, is that one thing that is non-negotiable is that routines routines, setting routines

in the classroom classroom expectations has always it's, it's it's it's a no brainer, whether with neurotypical kids or neurodivergent kids worst off with neurodivergent kids they need the change.

Adaptability is challenging for them, and it's not always welcome. So setting up systems and routines

that they are used to helps with with beating some of the behavioral challenges that we have to deal with.

and if for nothing being with them as well, has taught me that patience, repetition.

it's it's it's the essence what I might take a week or a day to teach a neurodivergent, a neurotypical child.

When I come now to where I am.

it takes me sometimes 3 months to teach a child how just to lace up their shoes

right? And even in the mist you find that they are all different.

Their capabilities and their and their capacities are all different, which means you. You meet each one of them at their point of need.

You meet each one of them at their point of need. The

with them as well. One thing that I have observed and I do is that I don't set low expectations for them.

even though they are neurotypical. My expectations for them are ahai, because

because they are neurodivergent. They tend to be under the radar, and people expect less of them.

which then makes them sometimes take advantage of this, and not do the things that they are potentially capable of doing, so.

setting high expectations for them, reinforcing the the good behaviors, and what I expect from them has been a highlight, and then just not paying attention to to the behaviors that I'm not promoting. Like tantrums and aggressions.

I we turn to to not pay attention to that, and taking a lot of data.

has helped as well for us to monitor the trends like, Okay, baseline. Where did we start from? And 3 months after, where are we? So documentation and taking data?

It's it's it's it's a very paramount aspect to inform us of. Okay, what do we need to change what is working and what is not working?

how can we tweak it? What changes do we need to make? Why is this not working? So we are always questioning our practices. Why is this not working? What can we change? What can? What more needs to be done? Which then helps us to better?

Come up with strategies and ways in which to to support the children in our care, which, even in a in a neurotypical classroom, I think.

Prior, I think that's not something. I was practicing a lot. But I think, even if I have to go back now, that is a strategy that that will definitely not leave me always sitting back to reflect and and take data which will inform you of okay, what is happening?

What progress have you made? What areas haven't made progress? And why is that?

And then also another thing will be

walking with children, because some of the challenges we have with the neurodivergent children is socializing.

Which is a core thing, if if for for anyone

to go out there in the world and be able to survive is how to socialize. So we get to pay them

work in pairs. So working, using, we use a strategy whereby we we get them to walk in pair, even if it's just passing a ball. But they get used to just walking together with another student over something that

that they they can learn that skill.

And then so basically, I don't know if there's anything else.

I will just ask, follow up questions. If that's okay with you.

Oh, yeah, sure. Yeah, that will help me.

Alright! Alright! That's fine. Okay, so from your conversation you said you don't. You don't set expectations for your students.

I said, we do. I do set expectations and very high expectations, especially working with neurodivergent kids. Sometimes we find that most people don't expect a lot from them, so high expectations are not set for them. But I personally do, because.

So how do you set these expectations? If you can give us a more practical approach to it?

Okay? So so typically, what I do is like, normally, when they come into the system, we do set up an Iep.

which which is like their personal programs and skills that that they need to to develop. And for me, sometimes, for example, if a child has maybe a self-care program which

they they they are not being taught how to to take care of themselves when they go to the bathroom.

I, as their primary teacher and their carer will infuse that into the into their program, that even if I have to lead you to the bathroom when we get to the bathroom, you personally have to support yourself in pulling down your pants and getting yourself to sit on the toilet.

I think we.

2 divergent kids.

Sorry.

I mean, including the neurodivergent. No, most times those some of them are aggressive in nature, or they just want to

not do certain things at certain times, and.

Yes, yes, but the the thing that happens is sometimes you just wait them out.

You wait them out as in. Okay. If this has to be done we follow through. The difference will be maybe it might. Instead of something that should have taken just 10 min, it will take an hour.

Wait you out, and I make you understand it, because most often they wanna escape right work.

They don't want to follow through with instruction. So as the adult, you have to wait them out as the teacher, you have to wait them out. If not, they are smart in the sense that they know. Okay, if I start being aggressive. If I start a problem behavior, then

and they are not going to follow suit with the request that they are asking of me, which is, maybe they need to go sit in the cafeteria and eat their food, and they don't want to go right. I will take you in there every day

until we build on the aspect that. Okay, this is where we have launch.

That's good. Thank you.

Alright. So about your class like in the mark class. How do you handle disruptive behavior both for the both type of student.

you know, typical or neurodivergent. So in this, in as much as neurotypical, they are normal, or we call it if we believe that they are normal within the normal.

Some of them still have those times. They become a little bit disruptive, like the class. Yeah. So how do you handle those situations as a teacher, you know, the whole emotional intelligence needs to be applied, especially when you're having a bad day.

Yeah.

For those children that are problematic in the classroom. Sometimes I tend to put them as leads for them to be leaders and for them to work as assistants around the classroom.

Okay.

I give them lots of responsibilities around the classroom, especially if I observe that sometimes it's again because you're in a classroom. Some of them find themselves in the classroom where maybe their IQ level. It's a lot advanced than other children. Maybe if you give a task other children will use like 15 min to do. They are like 5 min, and then they spend the rest of the time just finding things and distracting other students.

I always plan for more challenging work to give you to keep you busy.

or then I give you depending on what I've observed as a teacher. What is it that you're really communicating? Is it just

because you want to be disruptive? Or is it because you're bored? Or is it because,

the things that are around the classroom are not reinforcing for you. They are not engaging for you. So what do I change? Do I want to change the environment in the classroom, and bring in some more things that are more reinforcing for them, or more engaging for them. So, as a teacher, I will spend time to do a lot of observation, and then do some talking, some understanding, even with the parents.

to know if, are there any changes that are happening back home? Are there anything? Is this, maybe something that they are facing at home as well? And we could work as a team to be able to establish strategies and things to support this child. Accordingly.

That's cool. Thank you so much.

What about positive behavior? How do you reinforce it in your classroom?

With positive behavior. Of course, that is, that there is a spotlight on it, and there is a

there is a plot. What I do is like. If, if, for example, you have a child, that is

well behaved, well monitored.

we use like certificates to encourage this child, we give them. We we make them. We make a ceremony, give them, like maybe student of the month student of the week certificate for being. Excuse me, I'm doing. I have a meeting right now. Can you go with? I'm coming

sorry.

It's okay.

I am

so. Yes, we. We tend to put them like leads. Maybe they are lead, or sometimes we pair them with those children that are that are a little bit problematic, or that are facing challenges and difficulties in certain areas to help because peer learning, it's very important as well. So we do set them up, and we do

like give them recognition for for their hard work, or for being very polite, for being very kind.

And yeah, to keep them on the on the trend, and that as well motivates other children to copy.

Yeah, that's cool. Thank you so much. Also, are there any specific tools? Digital tools you use.

Oh, yes, for our center. With the neurodivergent kids, we do use a lot of Powerpoints to run our lessons and our programs. We have the ace system which is specific. For, like their Iep programs have been put on there. And we have to take the data directly on there. We use. We do use a lot of twinkl with the materials, and then we use can kits.

We use what's that? The Kahoot for the advanced students, they are able to use the Kahoot and work in pairs.

which it's amazing to see.

That's good. So are there specific school policies or practices that you feel have influenced your classroom management over the years like you find out that this leadership did played a role in helping you improve your classroom management or this leadership style or this school policy over time. This is a good one that other people can adopt in their school something like that.

Yeah, as I was set setting, there's a lot of professional development like it's a continuous professional development.

And they do give each and every staff the opportunity to for them to study, which is funded by the.

Oh, nice!

By the school, so you can always advance in your career with studies which they partner with you to to finance for it, which which is really amazing, because, like for me, I got to do my Master's degree in the University of Siemens in the Us.

Which was again, it's studying there. It's quite pricey. But I was able to do that because my establishment was able to go into this with me financially. So.

Wow! That's a good establishment, right?

Yeah, it is.

Oh, that's so good, so like just one final advice for a new teacher stepping into the classroom for the 1st time.

What tips will you give them to manage their classrooms.

I will say 1st they have to put themselves. As

you know. I I currently am in the Uae. I practice in the Uae, I reside and practice as an educator in the Uae and when I 1st moved here, one thing

that was challenging for me is, I am originally a Cameroonian, and coming from our background, and our system of education is such that.

the teacher is the is the boss, and the students do not really have a voice.

Right? It's it's a teacher coming into the classroom and backing all the instructions and move. And students are not really allowed the room to contribute, or neither is their learning styles really taken into account. When when lessons and

activities are being planned right? So that was something that coming moving to another continent, another another culture I had to.

or learn.

Hmm.

I had to unlearn, and then put myself in a position to learn that going into a classroom as much as I am a teacher. I am a learner as well. I am a student, which means I can learn from my pupils, because, trust me, there is a lot I have had to change. I have had to unlearn, based on

what I have

seen. My, the students, the pupils that are interested in my, in my care do, and because I've had to open my mind to to be a learner as well, so

I will advise every new teacher to go into the system with an open mind that they can learn from their pupils as well.

and and go in with

setting themselves up with lots of routines, classroom expectations that because, like even sometimes as a teacher

doing lesson plans and things, is not even the bigger part of it is managing the students in that classroom, trying keeping them

in, in, in, in, in

in, in a way whereby you can actually pass across that knowledge right?

So setting up classroom expectations, routines

will help them, will help every new teacher a lot, and falling back, having a community

of other teachers that you can tap from

you can tap from is very important that you can ask questions. You can lean back on with certain challenges that you're facing in your classrooms will will help a lot. So, relying, picking the brains of all the teachers. It's it will go a long way, so do not be an island. Do not be an island.

Thank you. So, madam, this is good. Thank you. So thank you so much for your time.

You're welcome. So if I may ask, the research is towards it's it's it's for.

I saw the research is to create

Chatbot system, where teachers in Nigeria

and Africa, our client right to be able to ask questions, and they get responses tailored to them.

Not just the general.

Public or the general information that is found

out today. I don't know if you get where I'm coming from

at our disposal. Let's use it to an advantage for us.

Yeah.

Gets responses from a lot of people that have experienced this thing. So people in our client will be able to ask questions and they get real, practical, specific and

localized tips.

Yes, culturally based as well.

That's what we're.

Gotcha.

As much as as much people that can speak. They should come and just speak. So this information can be out there, and we don't have a lot of that in this area. So and within it.

Yeah, we don't. We don't like I am so pleased like I'm on my summer break now. And one thing that I've been spending time to do is just to learn, because learning you cannot always

have learned sufficient enough. So what I'm doing is just trying to spend time. That's how much I've been spending time actually on school, Linker, to just go back through a lot of their courses and just to refresh my mind. And and, to be honest, I've been learning a lot. I've been learning a lot of new things on there. So yeah, I'm actually, I'm actually looking forward to the boot, camp for instructional design.

Yeah. And also the inquiry based list session. I believe that session will be great. It's on this Thursday.

Okay. But I thought like there was a physical part for that one. That's why I didn't register.

Right, but it's not like it's not a bad thing to listen to what they have to say during the virtual session. So the physical one is just for us to do hands on practice, letting up.

Like it.

Speaking and talking, but if you also be available for the virtual session, I mean, I want to learn. I've not really understood that part of

teaching before, when I.

Of course.

On the inquiry base. What does that mean? What are we talking about?

Yes, yes.

Like, okay, I want to. That's why I opted. They opted for a physical session. I said, maybe we could do a virtual session. So the information.

Okay, I will go register for the virtual session like you said like it's it. When I came here was a lot of unlearning, because I had to be in the classroom whereby I have to hear the voices of the children, and they will ask questions, and they will challenge you, and they will be.

Now.

Whereas we came from a system whereby everybody, if they don't ask any questions, we don't

really do. I really pray and hope that we are gradually moving away from that, because.

Yeah, we are. The system is changing.

Yeah, I'm glad I'm glad. Yeah, I can totally see that when I've been going through the courses, and I can see that there is a lot of of of of investment that is being done in that area. Now, if you want to be global citizens, then yes, we have to do more of this.

Thank you so much. It's so nice to hear from you.

Oh, it's busy.

So we can talk more.

Oh, yes, please. Yes.

Alright. Thank you.

You, bye.

Bye.

Hi, Susan! Good morning.

Is it you.

It's me. Oh, my batteries! Okay. So what actually happened was, I left the office. I was feeling itchy in my tooth. I got some drugs took Puritan, and then I didn't even remember to

to charge or do anything like I just it knocked me out.

It's only for me to wake up this morning my alarm, and I'm just here and there.

I've called the next person. She's ready to come in, but that was when it was 9, 10.

Let me just give her a call again.

All my!

My things are down, my gadgets laptop everything. My power bank, too, is down.

Hmm, it's okay.

My Pando, how do you?

How do you keep order like? How do you maintain order in your classroom? Maybe when they misbehave, and all of that. How do you put the class under control.

We? We have our classroom rules and regulations.

15.

Yes.

Thank you.

Okay. And has that been effective?

At times it's effective, but at times we treat them according to their but it

based on the ground of banana

and the gravity of the offense.

Okay.

You.

Okay. Sorry, Ma, I would like to ask my questions again, because I just realized that I wasn't recording when we started the conversation. So if you don't mind, I'll start with the 1st question again.

Apologies, partner. So the 1st question I asked you was.

can you briefly tell me about your teaching background? Is it a primary, I mean a public or a primary.

a public or a private, primary or secondary? The age of your learners and methods you use. And all of that. Yeah.

Yes, I am teaching in one of the public school here in Bernoste, Meidubri, and in primary school level.

Okay.

Yes.

All right.

Okay.

Now, do you teach just subject one subject, or you teach all subjects in the primary level.

Yes, I teach all subjects when there is no teachers, but I mostly teach English and math, using tal methodology by means. The acronyms of Tal is teaching at the right level, where learners will be assessed individually and be recorded, then they will be placed under the the highest competency, so they will be group according to their capability.

Oh, wow! That's fantastic, that's fantastic.

Yes, ma'am, that's okay.

Thank you so much, ma, all right. So do you have any special tools you use during your class during teaching. When you're teaching.

you have, like a special tool you used to teach in your classroom.

To draw the attention of your students, and all of that

to draw the attention we need use energizer. At times we use icebreaker.

Yes.

Oh, okay, okay, is that the only thing you use.

So at times, we there are so many strategies that we use.

Okay, but to mention. But if you just, I mentioned just few

in order to arose their interest.

Okay.

Yes, yes.

Don't mind if you can share any other thing you use. We would like all those information as much as we can get from you.

Okay, for now this is what I can see.

Okay. Alright, then that's fine. That's fine. Alright, ma, do you have anything like any challenge?

She's.

But in all of this that you've been doing, has there been any challenge.

No, there is more, no much challenge. But you know most of our challenges in private schools is overcrowdness.

So in order to to cope with that challenge. We use group method of teaching. We group the learners

and assign a leader in each group so that they will be helping one another.

Okay.

For classroom management, and we give them a project based method

where? Where the learners the brilliant one and the low performance performing student will be matched in a the same group, so that they will be helping one another. Corporate learning.

That's great. That's great, ma, all right, ma, so do you have any final word?

Maybe like an advice to intending teachers. Maybe somebody is leaving school, and is planning to come into the teaching field, or generally

advice. You know something awesome.

Yes, the only advice that I can give is that less as teachers. Let's use different methods of teaching.

Hmm.

In like, we have, what we call multiple means of presentation, multiple means of representation and multiple means of action and expiration. When we say, multiple means of presentation. It is a process whereby a teacher will use different method of teaching in order to achieve a specific goal.

Hmm.

Then, when multiple means of representation, we use various objects or devices in order to explain a specific topic.

Then, when we say multiple means of action, of action and expression, this is whereby we allow all the learners to express themselves in a way that they understand better, either through a action or verbal expression, or something like that.

So by doing such applying such, I think we will have a better result.

Thank you so much, ma, thank you so much, ma, I appreciate your time. Thank you so much, ma. You've been insightful. Alright, ma enjoy the rest of your day. Ma. Thank you, ma.

Well, I'm done my portion now.

Yes, ma, and I don't know. I don't know if you're aware that there's another program we're having coming up Thursday Saturday. I know you might not be able to join Saturday on

Thursday. It's inquiry-based learning.

Okay, yes, I have applied for that also.

Okay.

Alright, alright! That's great, ma, thank you so much, ma'am.

He's very.

Bye, man.

You can leave the corner.

Good morning, roots.

Hello! Good morning, ma'am.

How you doing.

I'm fine. Thank you.

Thank you so much for joining. Really appreciate.

You're welcome.

She's a type.

and so I will just give you a brief intro of what is going, what is happening. So we just set the tone of the meeting right.

All right.

So basically, we're doing a research on classroom management. I are you in Nigeria.

Yes, I am.

Okay, nice.

Just does not mean anything. I'm just trying to question right? So if you notice that in this

climb, we don't have a lot of data and information out there, I mean, cultured and tailored to Nigerians and Africans. But you have a lot of classroom practices all over the world, but mostly from other climates and regions and cultural. So we're trying to do research to get as much information as possible

or classroom management for this region culture locality, things that affect us and how it does work. So far in different regions there's no right or wrong answer. There is always what works best

for me. So that's just setting the tone of how this conversation is going to go right. So what we want to know for me is basically what? What age grade do you teach? Where do you teach like private school government school? And all this information? How long you've been teaching

and mentioned some of the things that worked best for you when it comes to classroom management. So just keep up with the conversation from there. Thank you.

Alright, so shall I start by telling you about myself.

Yes, please. Thank you.

All right. Thank you. So my name is.

I am a certified and professional les teacher.

I teach in a private school for over 5 years now.

and I have a degree a master's in early childhood education.

Currently, I'm a Phd. Student specializing in early childhood education at the University of Lagos.

Oh! Hold on!

Yes, sir.

Okay? So over the years, what has worked best for you when it comes to classroom practices generally just.

Yes.

Share your experience very much.

All right.

Generally. What has worked best for me is setting rules and regulation@firstst

Immediately I'm assigned to a class, I make sure. And I set rules and regulation clear, specific, short.

who's a regulation?

And we recite it every day every morning, so that the children will get used to it.

With that, at least, I'm able to manage my class.

Wow! That's good. Thank you so much.

Yeah.

Any other thing.

Okay. Another thing that I do is that I try to understand the student.

I believe that misbehavior does not just happen. There are causes for it. Some of them misbehave so that they can get attention, some of them just to follow their fellow classmates that are misbehaving, and some of them because the rules is not clear to them. Maybe the rules, I said. They don't really understand it, so they don't know what is expected of them to do so. With that in mind I made sure, I said, clear

expectation, clear rules, specific ones that I know that. Yes, they can do. Then I reinforce positive behavior. If I say that, okay, this particular person is doing well, I can say, Okay, I can see. Let me use the example. I can see, Chimobi is writing without distraction, or is writing without talking, or chimobis on the speaker. With that the others that I'm behaving will be reminded. One of our rules is to

make sure your eyes is on the speaker all the time. So with the positive reinforcement, and anyone that refuses to still do the right thing.

Okay.

We follow up its correction or logical consequences, depending on how severe the misbehavior is.

Can you give me example of the logical consequences that you come up.

Okay, like, I said, depending on how severe the misbehaviour is.

Yeah.

Or, let me say, during playtime, maybe someone is playing rough, and one of our rules, that no rough play or walk in the classroom don't run, and I see somebody running, not walking, and I've reinforced the positive behavior by saying, Oh, I can see Israel walking in the classroom and waiting for others to follow. And there's a particular child that is still doing the same thing, still running.

Then I can say, Okay, one of the logical course, questions. I'm going to use that. Okay, you're going to practice how to work in the classroom.

So that will be the punishment for the

for the puppy is not by beating or by punishment, but by giving the puppy punishment. We just say, Oh, yeah, let's practice how to work calmly in the classroom. That's 1 of the logical courses.

Okay, that's good. Do you have another one? I mean that one is good that is new for me.

Then if the if the misbehavior is severe.

Like damaging or injuring another person. I can report to the head teacher.

or if something I have to inform the parents, I'll call the parents and inform the parents.

Okay, alright, that's fine. I thank you so much.

Okay, so

so what are your top? 3 strategies for maintaining order and focus. I know you talked about so not working in the classroom. But I mean, if you're teaching, if you want to start teaching, so how do you make order generally for the whole class.

From your class. Okay, that's why I said that my, I have rules in my class

rules and routine. Let me rules and routine in my class. So for starting a class, there's a routine for that going on break. There's a routine for that. So if I want to start

a class. Now.

okay. Your eyes on the speaker. Sit calmly gentle, your hands and your hands and feet

together. I forgot. I put it so they already know that. Okay? When we want to start a class, you sit calmly, make sure you track the speaker with your eyes. Look at the speaker. Not that you are distract, you are distracting others, or when your hands and feet are together, you are not disturbing the next person close to you.

So with that I've been able to manage and maintain order in my class.

Do you say this rule for every class you want to start to.

Yes, yes, every class, even if they change my class to another class next session I will still maintain, depending on the class.

In a subject like, maybe you've done math in the morning. You want to do English like. Repeat the same rules.

Yes, yes, the same rules for for different classes, you know, in private school we teach a particular audio subjects. So once they know that. Okay, in this class, when when a class wants to begin to make sure you sit quietly, you track the speaker with your eyes. They already know that applies to all other subjects.

Okay.

all right. Thank you so much. So how do you handle disruptive behavior like a child that just wants to create a bit of

disruption in your classroom, as you're teaching. Paraadventure the class the child decides to.

It's a little bit of a problem, and everybody is just

all about the place. How do you handle that.

That that happens all the time, like I have a group of 5 boys in my class that always like that.

So what I do is that

I have a rule for that, too.

Okay? Oh, I have this particular boys in my class. I always disrupt, and they play rough.

The kind of rough play they play, they can enjoy themselves.

So I create a rule. Okay, no rough play. Oh, there's no rough in this class. We will not play

rough. This is what we are going to do. We are going to play gently. We are going to speak gently to others. We are going to act gently towards others. So when I see them doing like that, I'll just say.

Hey, let me call one of their names. Israel.

what does our rules say, when you're playing, and the boy will reply me and say, Okay, the class will say, play gently, or play softly, or use gentle hands and feet. Don't play roughly, then that boy is reminded already like that. I'm not supposed to be doing this, so you can see that. But if I say that the boy is doing the same thing again. I'll remind the particular boy again. Say, I can see somebody playing gently there. I'm waiting for others to do the same. So he will be reminded again. I'm not doing what I'm supposed to do. Then he will stop.

That's that's what I've been using for them.

Hold on. Thank you so much.

Oh!

And so do you have any specific tool, digital tool or

normal classroom materials? I don't know. But we call them tools that help you to manage your classroom.

Hmm! I don't. I don't like that.

We don't even use technology in my school.

Wife.

Absolutely. Is that a good thing.

It's not a good thing, but the school is not.

They are not ready for that. They are not prepared for that yet, although I am. I have knowledge of technology, technological tools. I have the knowledge. I do the training personally, but

based on the school. There's nothing like that. I even try to

to make use of it in my class, but because there's no resources, there's no material.

It has not been going where it's like.

That easy? Right? It's right.

Look that you've.

Okay, so that means, does your school provide any support for classroom management? Do they? Do you guys have any?

I mean, I know they don't have technology. But do they have any things they use to support you guys?

Oh.

What they will tell us is that okay? When the misbehavior is beyond your control, you report to the Hr.

It's something you cannot handle. You possibly will take over from you.

Hmm, okay.

Alright! Soon.

That means you don't have. Do you have any policies, policies, or practices that has influenced you over the years? When it comes to mind. It may not be your school, maybe any other school, but you know that this policy is good, and it's good for parcel management.

Yes, actually, there's a program. I'm running currently.

And the the lessons, the teachings, I guess from there, for classroom management has been supporting me. That's my, that's what I've been using in my class. And that's been really effective.

Thank you so much.

Yes, ma'am.

So are there challenges that you still face currently that you think would.

That is too challenging for you when it comes to classroom management.

Yes, there's these challenges, because there are some students that no matter how, let me put it like this, maybe

even after using all the method, how all the

different approaches you can use the puppies who still do the same thing that you don't want them to do so. I still have children like that in my class.

But even after exhausting all the method and listen, they're still like, even after refreshing them to their parents every time

there's delayed. That's.

Oh, thank God!

Alright! Thank you so much.

so just a last final advice. What advice would you give to a new teacher.

a teacher, stepping into the classroom for the 1st time. What advice will you give them? My classroom management?

Okay.

The advice I'm going to give them is the 1st team.

When you are going to a new class, make sure you create a

a caring environment for the puppies. Let them feel loved. Let them let the classroom be welcoming for them. Once the children are okay, they are free with you, you'll be able to anything you tell them to do. They will do it. Then the next thing.

as soon as they're starting the class, set your boundaries, create your rules. Let them know that this is what I want, what I don't want, and make sure. It is something that is specific, something that is observable, something that they can do, something that is clear to them and short, not something that is too long for them, that they will not even remember that. Okay, the classroom says this.

but most of it lets the classroom will be like 4,

just for few shots and simple something that they can easily draft something that they can easily do.

That's my advice.

Thank you so much, really appreciate it.

Yes. Well.

Thank you so much, and I hope you register for the Thursday virtual session.

Yes, I did. I read passwords.

Thank you. All right. Thank you so much.

Yes, ma'am.

Don't, Miss.

Yes, you're welcome. Thank you.

Bye, for now.

Right.

Record.

Hi. Lady J.

LadyJ: Hi! Good morning, ma! I'm sorry.

But that's okay.

LadyJ: You choose that.

No problem. It's all over. I understand. You're in Nigeria. Hi! You! How have you been?

Hello!

Can you hear me?

LadyJ: Yes, my account. I'm hearing you.

So I said, Hi you! How has it been.

LadyJ: Okay, fine. Okay. We thank God all about you.

Very well, I'm good, by the grace of God, thank you. All right. So let me just give you a brief

summary of what we're doing here. Okay, so we're trying to look at possible methods different teachers use in this outline for classroom management. We're working on the research. There's something we're trying to do to help everybody. So that's why we put out those Soviet. I mean, that's why we're taking on this project.

you know, to see how different teachers in their various environment, how they manage their classroom, the methods they use and all of that.

So that's why we're taking out this research. Now, having said that, I would like you to briefly tell me your teaching background. Now, when I say your teaching background, I mean the environment where you teach? Is it a public or private school? Is it primary or secondary?

And then what age group do you teach? Are you a subject teacher, or you teach all subjects. You know specifics like that.

LadyJ: Okay. 1st of all, let me let me just appreciate. Schoolingka is doing well. Very, very well, and I appreciate it, for you're doing for teachers and

LadyJ: everything. So about my teaching background.

LadyJ: I I have never taught in a public school. It has always been private.

LadyJ: I've always been a private school. Yeah, I started with a private school. I've been teaching on a stretch. I cannot say on a stretch, because I

LadyJ: at 1st I started teaching 2,012, I thought for a year I went to school. I came back, I thought again for like 3 years, and then I went back to school again.

LadyJ: so it has not really been on a stretch where I've been teaching since then. Even I served. I served in a school, but I just been private all through and for the class. I started with clipping, and then I moved to Lower Primary

LadyJ: and then Upper Prime. But I've also thought the junior secondary section before.

LadyJ: Yeah.

LadyJ: And for the primary for the primary, I was a classroom teacher, so I had to take all subjects for sec secondary junior, secondary. It was just literature in English, and then civic education.

Okay, yeah, okay, thank you. All right.

So what teaching methods? Sorry, not teaching methods. What methods have you used so far to

put your class under control. How do you set your class rules? What are the things you do that really helped you over time methods have.

LadyJ: Sorry I didn't get you, ma'am.

What methods have you used to put to maintain order in your class that has worked for you over time?

LadyJ: Okay?

LadyJ: methods. I you know, these children, the the sessions I've taught. I did not apply the same methods for all of them, because they're of different age range. So for

LadyJ: for this primary, let me do the primary for primary.

LadyJ: I have rules.

LadyJ: I do rules. I do rules. I put it on. I paste it on the wall. And then that has system to

LadyJ: yeah, reward at the end of the term, or at the end of the section.

LadyJ: Sure, that has been helping for classroom management. That has really been what has been helping me.

LadyJ: Yeah.

Okay. So only rules. You set rules.

LadyJ: Yeah, I said, rules and.

Excuse me.

LadyJ: I?

LadyJ: Okay, go first.st

LadyJ: No, go on. Go on. Go on, I interrupted your apologies. Go on.

LadyJ: Okay, okay. Aside for the rules. I. I also learned to understand that I got to understand that

LadyJ: only the rules sometimes do not work. So I get to know

LadyJ: the children personally, especially when I had to go to the upper primary, because those primary 4 and primary 5 children. There are something else. So I got to know them like.

LadyJ: I'm not only a teacher, but I'm a friend.

LadyJ: So that bond actually, really, really helps really, really helped me with those children. Yes.

LadyJ: so I bonded with them even when we meet outside the school environment we are still friends.

LadyJ: So when they come to school, based on that, they know when I'm angry, they know when I'm not angry. They know when I'm serious, and they know when it's playtime, just like that.

Yeah.

LadyJ: So it really, really helps.

Hmm! That's great. So do you have any specific tools like that? You have used.

LadyJ: For tools like when you say tools, is it like teaching aids or like tools of technological tools?

Yeah, or teaching aids, or anything that you have used, that has helped you in your classroom management.

LadyJ: Okay.

LadyJ: I don't. I don't know if that is part of the teaching ethics, but I do it sometimes. And the proprietress the school I taught at that time proprietress. She didn't see anything wrong with it. So when

LadyJ: busy as a classroom teacher sometimes when I'm busy with some marking, and I see that they are still making noise and disturbing the piece of the school.

LadyJ: I I put them in groups, and then we we, I distribute topics

LadyJ: and distribute topics for them to read, so that somebody from that group will come out and represent represent that group and teach the class.

That's sleep planning. That's awesome.

LadyJ: That's awesome.

LadyJ: That really really helps too.

Yeah, that's great.

That's a great method. Awesome. That's good. Okay. So

do you have any challenge so far? Or maybe like a practical experience. Maybe you have like an experience. Okay? During there was a time in your classroom, something happened. This was what you did, and it was effective. And all.

or any challenge that you came to share with us.

LadyJ: Is this in regards to classroom management, or generally.

Generally it could be classroom. It could be generally anything, anything you think is worth sharing.

LadyJ: Okay. So one particular experience I will never forget as a teacher is when I beat a child I called the child because I left home angry, and then I transferred aggression. The child was doing something wrong, something I wouldn't have acted in that way or reacted in that way, but because I was already angry at home, I transferred the aggression, and then I beat the child very well, and then she sustained an injury.

LadyJ: and I was almost arrested for it, because the injury was big.

LadyJ: But I got to know that I made a mistake, and I apologize to parents. I apologize to lonely child

LadyJ: school management, and then I got a lesson from it. I got the lesson I got from it is that as a teacher, when you leave the house, especially if you're not in a happy mood. Don't take it to school, because school is a different environment. The school is a school, and you are a parent in the school. You're a parent to the children in the school. So

LadyJ: that's

LadyJ: your your the way they see you. If your children see you in a very open way to help that in that day activity

LadyJ: it will help while you are teaching. If everybody is happy, it helps to sync down the knowledge very well. If they are learning in the environment matters a lot. The classroom environment where they are learning matters. If it stays, the children will not even understand whatever you are doing.

LadyJ: So that is one thing I've learned as a teacher, and then to be passionate to see this. These children as your own children, because we are not only just teaching because of the money or anything, but we are molding lives so that.

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LadyJ: And then to also bond with the parents, too, because these children and they did not fall down from the skies, people give birth to them, so we must really reach out to them. Very well, then, the parents, too, should also be close to us, like we should do.

LadyJ: establish a kind of relationship with the parents. So if you're talking to the child, the child have a kind of attitude you don't like as a teacher, you can relate it with the child, so that the child, the parents, can be doing theirs from the from the home. There you are also doing yours as a classroom teacher in the school.

LadyJ: so it will help the child to build character too.

Yeah, thank you. Thank you.

Thank you so much for sharing.

LadyJ: Thank you, ma'am.

Alright. Do you have any last words for us?

LadyJ: Fosco, Linka.

Not just for schooling. Okay, let me put it exactly. Maybe someone

like new Newbies into the profession.

LadyJ: Oh, you are you?

LadyJ: Especially this environment where I am, I just I don't know if schooling, if if Schoolingka, we just have this like, if this, this environment, we have a taste of Skulinka.

Way.

LadyJ: In fact, let me put it that way. It's somewhere somewhere in Biossa State.

Oh!

LadyJ: Somewhere in biossa state. Yeah.

Don't worry.

LadyJ: You, too, Chunk?

LadyJ: Very, very unprofessional.

LadyJ: very, very unprofessional. I was even complaining about my nephew like, I said, What is all this? I was looking at this book. The teachers say, I don't know. I don't know. Like if children keep growing up like this, I don't know how they'll cope like with learning and all the rest. And I observed that I don't really blame the school, because nowadays people

LadyJ: the governments and the private schools, they lack teachers. If I if I would say that in this area

LadyJ: and the most of their teachers are these new school leavers, like Ssc. Owners and all the rest.

LadyJ: and they lack professionalism.

LadyJ: They lack professionalism. So trainees in this kind of area, like teachers, training will be very, very like. They need it

LadyJ: very, very necessary.

LadyJ: They are not professional.

LadyJ: Yes, I know I'm if, by God's grace, now that I'm done with service, I'm even working on something.

Can you share, link with them, share our Whatsapp group, invite as many as you can to the Whatsapp group, so that they can also

because the training is going on online. And all of that. Yeah, you can start with that.

Yeah.

LadyJ: I'll try to meet meet few proprietors, and in particular

LadyJ: like that song, because somebody will not be interested. But if you sometimes this school. There's a few I will not be teaching forever, just for the meantime, but for the meantime you still need this knowledge

LadyJ: for the children. But I don't understand that.

Thank you so much.

LadyJ: I'll try and do that.

Alright! Thank you so much. Appreciate it.

LadyJ: Amen.

LadyJ: I really appreciate you. Bye.

Bye.

LadyJ: Okay, ma'am.

LadyJ: Bye.

Hi, Alice, offer! Do we still have more people coming.

Oh, we have plenty. Good morning.

Hi! This morning.

I'm fine, and you.

I'm very well, thank you.

Thank you for showing interest in our little research. Okay, so at school, this is what we're doing. We just want to have like an overview of how teachers handle their students

like the classroom management techniques that they've been using. There's something we're trying to assist teachers in doing that. But before we do that, we need to hear from everybody and know how they go about managing their classrooms. So that's like the essence of this project.

Thank you. Thank you.

So haven't said that.

Luck!

Furry.

I said nineties being a partner on that.

All right. Thank you so much. We appreciate you all right. So, having said that, I would like you to briefly tell me about your teaching background, and when I say a brief background, I mean the school you teach like not the name of the school like, is it a public or a private school? Is it primary or secondary? Is it? Are you a subject teacher, or you teach all the class subjects? Maybe a classroom teacher that takes all the subjects

and probably maybe the your manage, your classroom management techniques you've been using

to maintain order in your platform.

Yeah.

All right. Thank you so much. My name is Rainack Pamela Radigwe.

Okay.

I'm a teacher for over a decade, and I teach in a private school all this while. Yes, and I'm

one of the teachers. I don't believe in rolling from one school to another. So throughout my year of experience. This is my second skill

over a decade of teaching, but this is my second school.

Then I take I'm a subject, and I teach regularly. The senior.

Hello.

I'm with you. I'm with you.

Okay, okay? So I think, teacher.

So with respect, my own classroom management technique. I don't think I have any issue with that, because normally, when I'm

and at the end of every at the beginning of every term in Newtown.

my 1st contact with all my learners is always

like a welcome address, and therein we set rules for ourselves.

I am not solely responsible for setting the rules. We do it together, so that in the long run. Whoever is breaking the rule definitely know

what the penalty is going to be like for them, and it won't be as well. No man, you're not supposed to do this. It's something all agreed upon. And you know, teaching adults saying, talking to teenagers, yeah, it's not easy. But for me, I think it's fun, and so far I've not had any issue.

Hmm!

That's great! That's great to know.

Rules set rules together. At times they want to test their limits, they want to test the boundaries. So, for instance, if I'm teaching and there's any break of law.

something of that nature. All I do is I'll just be mute.

I'll be missed for some seconds, and that will give them

a red light that know we need to portion ourselves, and before you know they are back on track and keep moving.

Well, that's a good one. Thanks for sharing.

So are there any other tools you have used like, and maybe

like anything you have used to.

Another. Another thing I normally do. When I realize students are not participating, they're supposed to be participating.

Okay, their seating arrangements instantly.

Hmm.

Because I don't do backbenches in my class today we can sit in

tomorrow. It could be L shaped, you know, different sitting positions, such that nobody will come to class and say, This is my permanent sitting position. No, no, no.

yes, and the school I am in also. We are not the chair that operates

classes. What we have is lecture rooms. So students move from one to another. Do you understand?

So they don't have permanent seating positions the way you come in. That's the way you're going to sit.

And if I also realize that some set of students are not willing to learn. I go into my grouping.

I group them and give them the study. I hate

you. Come for the next lesson. They do their presentations. First, st

we have presentation. We have tests before we move well into the topic. So it's it's give them room for ownership of their knowledge of their learning. And aside that they'll be, you know. They'll be that classroom

management to come with ease.

Wow! Thank you so much. This has been insightful. I truly appreciate these. Your tips all right. So in the course of all of this? Have you had any challenge like

maybe you care to share.

Honestly speaking, for me, for me, from my own perspective, I think whatever challenge you are facing as a teacher is part of

the job. So I don't see anything as challenging.

The only thing we need to be to be on with is to be proactive, you know. Okay, what? If something like this should happen, what will you do like? I told you at times I'll be explaining in class, and they'll start, you know, students, and they always want to have their ideas. Once I notice that I'll keep to myself, I'll be mute. I won't explain anything again.

And with that they already know what I mean. Immediately the question themselves, oh, stop making those! Oh, stop making those! Oh, the class is not talking again, and all that, and

I have it.

Well, that's great.

Okay, so do you have any like final words for intendent teachers, newbies in the in the profession.

For me, for the one thing I want to tell them is, they should take this as a divine calling. Honestly speaking, they should not just wait

the money, because if you go

for the money at the end of the day you might be disappointed. But if you move into the profession with passion for that profession itself somewhat. Forget about what they're going to pay pay you. Is that joy in you delivering classes? It's enough to keep you going so for the new?

Maybe they should have it at the back of their of their minds.

They should have that complete passion for what they should not see teaching as a stepping stone to their main career.

Yes, and with that they'll be fine, and also they shouldn't forget. They should always be ready to or learn in order to relenties the trendy things in the educational sector.

Wow! Thank you so much, Rihanna.

this has been so insightful talking with you like I've learned a lot, and I truly appreciate you.

Thank you so much.

Thank you so much. Thank you.

So do you have questions. Probably maybe a question, or a final or something.

But I don't think I have any, but in case of any I don't.

I haven't even.

Let me check.

So upcoming class webinar.

What's happening? What is that.

Inquiry.

Everyone happens in Lagos, right?

Yes, but there's a virtual one on Thursday.

Yes, for the virtual one. I'll try as much as possible to attend, but the one up in Lagos I don't think I can make it.

Okay, so where exactly are you?

I'm in Abigail.

Abuja. Oh, okay. Okay. Oh, sorry. Don't worry very soon. Bring it to Abuja.

All right, we expecting you.

All right. Take good care. Thanks for sharing.

You can leave the call.

So much so. Thank you. All right. Thank you.