CHAPTER- 5

ELEMENTARY EDUCATION IN INTERNATIONAL SCHOOLS

5.1. WHAT IS AN INTERNATIONAL SCHOOL? 26

An International School is one that satisfies the following criteria.

5.1.1. Offer an International Curriculum: Most international schools follow one of the following internationally-recognized curriculums.

(i) International Baccalaureate program which include the PYP (Primary Years Programme), MYP (Middle Years Programme) and IBDP (IB Diploma Programme).

(ii) The Cambridge International Examinations (CIE) which include CIPP (Cambridge International Primary Programme), CLSP (Cambridge Lower Secondary Programme, IGCSE (International General Certificate of Secondary Education) and the A/AS (Advanced Level and Advanced Subsidiary level). The IB model is accepted in almost all continents and smoothens entry into college. So, it gives a winning edge to the child in the real world.
5.1.2. **Provide exposure to global culture.** Students are exposed to different cultures and lifestyles which is hard to come by in a regular school. Students and teachers from different countries provide this opportunity. International schools have students from different nationality and sometimes even faculty from across the globe. Students are therefore exposed to different cultures and lifestyles. This kind of global exposure is hard to come by in a regular school. This is a very important benefit of enrolling in an international school.

Students have opportunities to interact with each other in optional activities and during free time over the weekend. A wide range of planned leisure activities are offered out of school hours which include sports.

International schools strive to provide a holistic programme and nurturing environment, where each child can develop intellectually, physically, emotionally and spiritually. It is the goal of international schools that each student will walk on the world stage, or in its quiet corners, caring, sharing and seeking justice.

**5.2. CAMBRIDGE INTERNATIONAL PRIMARY PROGRAMME (CIPP),** typically for 5–11 year olds, gives schools a curriculum framework to develop Mathematics, English and Science skills and knowledge in young children. Cambridge Primary provides guidance for curriculum development and classroom teaching and learning. It enables teachers to assess children's learning as they progress with two optional assessments: Cambridge Primary progression tests and Cambridge Primary Achievement Tests. The framework of this programme identifies a comprehensive set of learning objectives for English, Mathematics and Science for
each year of primary education. The Cambridge International Primary Programme has been designed specifically with international schools in mind. The Curriculum Framework provides a solid foundation in mathematics, English and science that is relevant and useful to students and teachers across the world. The assessment materials have been developed carefully to ensure that there is no bias resulting from question context or colloquial language and the Programme structure allows full flexibility for teachers to include resources that are directly relevant to their students and the local context. Care has been taken at the question writing phase to use short, simple sentences without unduly complex language or grammar to enable access for children who may not speak English as their mother tongue.

The Cambridge International Primary Programme provides a framework for teaching the core subjects of English, mathematics and science. The English and Mathematics Curriculum Frameworks comprise a series of progressive objectives that describe development of essential literacy and numeracy skills but allow for use of local and national content and cross-subject activities. The Science Primary Curriculum Framework provides a structure for developing scientific enquiry, i.e. teaching students to think like scientists, as well as suggested topics for content-based learning. Schools are at liberty to choose whether they want to teach some or all of the content and can decide the order in which they teach the curriculum.

Schools could continue to teach their local programmes alongside the Cambridge Primary Programme and use the Cambridge assessments as a valid and useful tool, provided that the learning objectives of the Cambridge Programme are adequately covered.
The Primary Programme is organised into six Stages, each of which represents a year of primary education. Stage 1 is the first year of primary school, when children are approximately 5 years old, and stage 6 is the final year, during which children reach their 11th birthday. The Curriculum Framework documents for English and mathematics provide learning objectives for stages 1–6, while science covers stages 3–6. However, in some educational contexts it may be appropriate to introduce the stages at slightly different ages or to expand/contract some stages so that they take more/less than a year to complete.

The Cambridge Primary Progression Tests are a series of tests, from Stages 3 to 6, which can be used within a school to monitor progress of individuals and classes of students. They can be used to provide diagnostic feedback which can inform further teaching and learning, or can be used for reporting purposes. They can also be used to assess the performance of the student’s learning during the primary phase against an international benchmark. It is intended for students at the end of their final year of primary schooling.

The tests are written with international schools in mind in that they are carefully designed to avoid offensive and confusing material. They are written for students who are proficient in English, but they avoid the use of colloquial language and strongly British expressions and contexts. They are suitable for students who have been taught in English, but for whom English is not necessarily their first language – that is, the tests are designed to be accessible and, for science and mathematics, the tests aim to assess skills and knowledge without penalising
for language. However, the same high standards are expected regardless of the mother tongue of the student.

Cambridge Primary Programme helps in the identification of a student's strengths and weaknesses and can be used to support learning and development. It provides learners with excellent preparation so they can progress seamlessly into Cambridge Secondary 1 and beyond.

**External benchmark**

As an international programme, Cambridge Primary provides teachers with an external benchmark to inform their teaching and easily measure learners' progress over time. It also enables detailed, structured reporting to parents.

**International curriculum**

Appropriate and relevant internationally, Cambridge Primary has been designed to be culturally sensitive. It includes top-quality teaching and assessment resources appropriate for teaching and learning in local and international schools.

**Flexibility**

Cambridge Primary complements a range of teaching methods and curricula. No part of the programme is compulsory and schools have freedom to choose the parts that best suit their situation.
5.2.1. Using the Primary Programme with other curricula

The modular nature of Cambridge Primary means that it can either be used as the central teaching curriculum or to complement other curricula. Teachers may continue to follow a local curriculum, to meet the statutory requirements of their national system, whilst using the Cambridge Primary progression tests to enhance their teaching and reporting. Similarly, Cambridge Primary can be used for teaching and tracking the core skills in English, Mathematics and Science while another curriculum is used for any other subjects that may be taught.

5.3. INTERNATIONAL BACCALAUREATE PRIMARY PROGRAMME

Caters to students in the first five years of primary education.

Students in the 21st century are faced with the challenge of learning about an interconnected world where knowledge is constantly developing. The International Baccalaureate (IB) Primary Years Programme prepares students to be active participants in a lifelong journey of learning.

5.3.1 The International Baccalaureate Primary Years Programme (PYP) is an educational programme managed by the International Baccalaureate (IB) for students aged 3 to 11.

The subject areas of the PYP are language, social studies, mathematics, science & technology, arts and personal, social and physical education. Students are required to learn a second language during the programme. Assessment is carried out by teachers according to strategies provided by the IB, and with respect to guidelines to what the students should learn specified in the curriculum model.
"The International Baccalaureate aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, the IB works with schools, governments, and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right."

The philosophy of the PYP is to make the students into "inquirers, thinkers, communicators, risk takers, knowledgeable, principled, caring, open-minded, well-balanced, and reflective."

**Inquirers:** Students develop their natural curiosity.

**Knowledgeable:** Students explore concepts, ideas and issues that have both a local and global significance.

**Thinkers:** Students think critically to engage themselves in figuring out complex problems.

**Communicators:** Students express themselves and information through a variety of modes of communication.

**Principled:** Students act honestly and with a strong sense of fairness, justice, and respect for the dignity of the individual, groups, and communities.

**Open-minded:** Students appreciate their own cultures and personal histories and are open to the perspectives, values and traditions of other individuals and communities.

**Caring:** Students show respect and compassion towards the needs of others.
Risk-takers: Students approach unfamiliar situations with courage as well as defend their beliefs.

Balanced: Students understand the importance of intellectual, physical and emotional balance to achieve personal well-being.

Reflective: Students give consideration to their own learning and experience.

5.3.2. The six transdisciplinary themes help teachers to develop a programme of inquiries—in-depth investigations into important ideas, identified by the teachers, and requiring a high level of involvement on the part of the students. These inquiries are substantial, in-depth and usually last for several weeks.

Assessment is an important part of each unit of inquiry as it both enhances learning and provides opportunities for students to reflect on what they know, understand and can do. The teacher's feedback to the students provides the guidance, the tools and the incentive for them to become more competent, more skillful and better at understanding how to learn.
5.4. HISTORY OF DEVELOPMENT OF INTERNATIONAL SCHOOLS IN INDIA$^{29}$

The oldest International school in India is the Kodaikanal International School (KIS) which celebrated 100 years of service in international education in 2001. Established in 1901 as an American boarding school for the children of missionaries in India in 1976, KIS became the first international school in India when it adopted the International Baccalaureate Diploma program. Students and staff from more than 30 nations share in a multicultural residential experience intentionally set within a community life devoted to service in India and the rest of the world. Today KIS is recognized as one of India’s most prestigious academic independent schools in India.

This was followed by the establishment of a number of International Schools in Mumbai, Bangalore, Hyderabad, and other major cities in India. The largest number of International schools is in Mumbai followed by Bangalore.

5.4.1 International Schools in India$^{30}$

As more and more Indian are working abroad and are moving through out the world there is a necessity to educate their children to suit the internationally acceptable and recognized curriculum. Apart from this expatriates are working in Indian cities as more multinational companies are having their operations in India and Indian companies are becoming MNCs.

The international schools in India offer PYP (Primary year programme), MYP (Middle Year programme) and DP (Diploma Programme) and follow International General Certificate Secondary Examination (IGCSE) of Cambridge University,
London, IB(International Baccalaureate, Geneva),? International Baccalaureate Diploma Programme (IBDP) curriculum and these courses are recognized worldwide and are accepted by foreign universities for admission into their graduate programmes.

Students from U.K, U.S.A, Hong Kong, Canada, Korea, Singapore, Indonesia, Gulf countries, China, Malaysia and other Asian / African / European countries are having studies in the international schools in India. The international schools in India offer both day scholar and residential mode (hostels with boarding and lodging facility). The fee in the international schools in India range from Rs.2.00 lakhs to Rs.5.00 lakhs per annum.

Indian universities are also recognizing IB Diploma as equivalent to class 12 of CBSE (Central Board for Secondary Education), ICSE (Indian council for Secondary Education), IGCSE and other state boards.
**TABLE-NO –5**

**HERE IS THE LIST OF INTERNATIONAL SCHOOLS THAT ARE OFFERING IB CURRICULUM IN INDIA.**

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Name of the International School</th>
<th>Address of the School</th>
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<td>Pathways World School,</td>
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<td>Podar International School,</td>
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<td>Rasbihari International School,</td>
<td>Nashik</td>
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<td>5</td>
<td>Vishwashanti Gurukul,</td>
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<td>6</td>
<td>Choithram International</td>
<td>Indore</td>
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<td>7</td>
<td>Ecole Mondiale World School</td>
<td>Gulmohar, Vile Parle West, Juhu, Mumbai</td>
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<td>8</td>
<td>Kodaikanal International School</td>
<td>Kodaikanal, Tamilnadu</td>
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<td>Mahatma Gandhi International School</td>
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<td>Mercedes-Benz International School</td>
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<td>Navrachana International School</td>
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<td>The Calorx School</td>
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<td>Ahmedabad International School</td>
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<td>14</td>
<td>American Embassy School</td>
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<td>American School of Bombay</td>
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<td>Amity Global School,</td>
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<td>B.D. Somani International School</td>
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<td>Bangalore International School</td>
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<td>20</td>
<td>Canadian International School</td>
<td>Yelahanka Hobli, Bangalore, Karnataka</td>
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<td>21</td>
<td>Chinmaya International Residential School</td>
<td>Coimbatore, Tamil Nadu</td>
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<td>DPS International,</td>
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<td>DRS International School</td>
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<td>24</td>
<td>Dhirubhai Ambani International School</td>
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<td>25</td>
<td>Dr. Pillai Global Academy</td>
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<td>26</td>
<td>Ecole Mondiale World School</td>
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<td>Fazlani L’Académie Globale</td>
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<td>GD Goenka World School</td>
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<td>29</td>
<td>Garodia International Centre for Learning</td>
<td>Ghatkopar (E), Mumbai</td>
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<td>30</td>
<td>Good Shepherd International School</td>
<td>Ootacamund 643004, The Nilgiris, Tamil Nadu</td>
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<td>31</td>
<td>HFS International</td>
<td>Hiranandani Complex, Powai, Mumbai</td>
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<td>32</td>
<td>Indus International School</td>
<td>Billapura Cross, Sarjapur, Bangalore</td>
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<td>33</td>
<td>International School</td>
<td>Aamby Aamby Valley City, Vill-Ambavene, Tal-Mulshi, Maharashtra</td>
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<td>34</td>
<td>International School of Hyderabad c/o ICRISAT</td>
<td>Andhra Pradesh</td>
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<td>35</td>
<td>Jamnabai Narsee School</td>
<td>Mumbai, Maharashtra</td>
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<td>36</td>
<td>Jankidevi Public School</td>
<td>Mumbai</td>
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<td>37</td>
<td>Johnson Grammar School ICSE</td>
<td>Habsiguda, Hyderabad, Andhra Pradesh</td>
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<td>Kodaikanal International School</td>
<td>Kodaikanal, Tamil Nadu</td>
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<td>M.Ct.M.Chidambaram Chettyar International School</td>
<td>Mylapore, Chennai</td>
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<td>Mahatma Gandhi International School</td>
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<td>41</td>
<td>Mahindra United World College of India</td>
<td>Taluka Mulshi, District Pune</td>
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<td>Mercedes-Benz International School</td>
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<td>NES International School</td>
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<td>Oakridge International School</td>
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<td>Podar International School</td>
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<td>Pranjali International School</td>
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<td>48</td>
<td>RBK International Academy</td>
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<td>49</td>
<td>SVKM International School</td>
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<td>Sarala Birla Academy</td>
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<td>51</td>
<td>Scottish High International School</td>
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<td>The Shri Ram School</td>
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<td>63</td>
<td>Vishwashanti Gurukul,</td>
<td>Loni, Pune, Maharashtra</td>
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Source (http://www.cie.org.uk/countries/india/schools)

INTERNATIONAL SCHOOLS IN ORISSA

1. **Kiit International School** Bhubaneswar

2. **SAI International School** Bhubaneswar

    KIIT International School is the first International school in Orissa to offer International curriculums such as IGCSE and IBDP. The joyful environment provided
at KIIT International school aims to provide effective learning through joyful learning and performance.

5.4.2. Characteristics of International Schools

International schools offer a core of academic subjects in language arts, mathematics, science and social sciences. The elementary learning environment is child-centered and the curriculum is enriched by a strong reading program, library and learning resources, English as a Second Language (ESL) where appropriate, art, music, physical education, computing and computer education, personal and social development and values education are provided by KIIT International school.

International schools provide stress-free classrooms. Stress-level of students go high when a lesson is overly abstract or seems irrelevant to students. International schools that follow student-centred teaching and learning process; have helped in reducing the stress level of students by making the lesson more personally interesting and motivating.

International schools are known to allow independent discovery learning. Education. Is the biggest gift that any parent can give to his child? It's the foundation for a bright future. Learning and growing in an international school can give your child a really competitive advantage in his life ahead.
5.5. CHARACTERISTICS OF CURRICULUM FACILITATED BY ACTIVITY

A curriculum facilitated by activity can also be called “hands-on learning”. How can we justify hands on approach?

This leads to a student-centred approach in learning and teaching.

Teachers who embrace hands-on learning in science seem to recognize certain desirable outcomes and endorse student-centered instructional approaches. Research has confirmed many of the seemingly intuitive benefits of hands-on learning and has also documented a variety of unanticipated benefits. But what effects of hands-on learning are seen by advocates as most important or valuable?

Here are some responses from some teachers who were interviewed.

1. Students in a hands-on science program will remember the material better, feel a sense of accomplishment when the task is completed, and be able to transfer that experience easier to other learning situations. When more than one method of learning is accessed as in hands-on learning, the information has a better chance of being stored in the memory for useful retrieval. Students who have difficulty in the learning arena for reasons of ESL barriers, auditory deficiencies, or behavioral interference can be found to be on task more often because they are part of the learning process and not just spectators.

2. Justifying why I would use hands-on science is based on all the research and methods studies that are current. They support the notion of multi-faceted bombardment of information and experiences so that the retention level is improved. Students who are involved in labs and activities are empowered in their own learning process.

3. The benefits of hands-on-learning in my school revolves around those children who are either not as academically "talented" or have not shown "interest" in
school. This method tends to stimulate these type [of] students into participating and eventually absorbing information that I believe they would not get from "normal" show-me - tell-me methods.

4. The single most important benefit to me is that although it requires a great deal of preparation time, once a system is developed, hands-on teaching makes teaching fun. If the kids are learning and having fun doing it, then I am having fun at my job, and I am a happier person overall.

As the old Chinese proverb says:

I hear and forget
I see and remember
I do and understand

Although these words may not be the exact translation, they underscore the need for a hands-on approach to science teaching. Without this approach students must rely on memory and abstract thought, two methods which restrict learning in most students. By actually doing and experiencing science, students develop their critical thinking skills as well as discover scientific concepts. This self discovery stays with students throughout their lifetimes while memory fades.

If students are not doing hands-on science, they are not doing science. Science is a process and if students are not actively engaged in the process, they are not doing science. Most science classes in elementary school teach the vocabulary of science and nothing else.
Study after study has shown the value of hands-on learning. Students are motivated, they learn more, even their reading skills improve. How can you justify not doing hands-on science?

Learning by well-planned activities and experiences in a well engineered program is a quality instructional approach. It:

Causes students to rely on the evidence instead of upon authority (encyclopedia, minister, doctor, text, teacher, parent). Most students live in an authoritarian world with little or no opportunity to practice decision-making because nearly everyone tells students what to do and when to do it. We continually graduate students who do not yet have the ability to set up a simple experiment with controlled variables, collect and interpret evidence, or make correct interpretations based upon that evidence.

Provides students with a similar set of experiences so everyone can participate in discussions on a level playing field regardless of their socio-economic status. In this way, special benefits are not awarded to those who, by virtue of their wealth or background, have a greater number of experiences under their belts.

Forces student thinking by requiring interpretation of the observed events, rather than memorization of correct responses.

Messages the learner that they, as well as the instructor, can interpret data, and that various interpretations are possible and often probable. When a text or teacher
tells students that plants need light to grow (an untruth) students simply memorize this without question and are hampered by the falsehood for a lifetime. However, when a student personally germinates seeds in the dark and finds that they grow taller than seeds grown in the light, it has irrefutable evidence from a personal experience that plants do not need light to grow. Because he now has evidence that light inhibits growth (which it does) he now has a chance of figuring out why plants in a house grow toward the light (cell growth of the lighted side of the stem is repressed while the unlighted side grows more, thus causing the stem to grow in such a manner as to aim the upper part of the plant toward the light which is necessary for growth after the stored food energy is used up.) This information seldom comes from texts or teachers yet is a logical interpretation by 10 year old students if they conduct the experiments. It:

Encourages questioning of the observed events and the resulting data. When students carry out their own experiments, they become very familiar with the events and the variables involved.

Promotes cause and effect thinking.

Reduces dependence upon authority. Practical experiences in generating hypotheses and planning experiments now will make the students more independent later when they no longer have authorities standing by at every turn of their lives.

The importance of providing children with direct experiences with materials, objects, and phenomena is supported by experience and understanding of how learning takes place. While information can be remembered if taught through books and lectures, true understanding and the ability to use knowledge in new situations requires learning in which children study concepts in-depth, and over time and
learning that is founded in direct experience. Therefore, the justification for hands-on learning is that it allows students to build understanding that is functional and to develop the ability to inquire themselves, in other words, to become independent learners.

5.5.1. Advantages of storey based teaching

Why use storey books?

There are several reasons why teachers should use storey books.

They can be summarized as follows:

- Storey books can enrich pupil’s learning experience. Stories are motivating and fun and can help develop positive attitudes towards the foreign language.
- Stories exercise the imagination and are a useful tool in linking fantasy and the imagination with the child’s real world.
- Listening to stories in the class is a shared social experience.
- Children enjoy listening to stories over and over again. This repetition allows language items to be acquired and reinforced.
- Listening to stories develops the child’s listening and concentrating skills.
- Stories create opportunities for developing continuity in children’s learning (among other, school subjects across the curriculum)
- My experience of teaching with story books has been very positive in that my general perception has been that children become highly motivated learners within this approach.
- Working with illustrations provides a creative and artistic learning environment which children respond to.
- A story book provides a child-centred universe where abstract concepts are symbolised within the text and images.
It provides an ideal context for literacy practice as well as linguistic acquisition.

Supporting visual literacy is important in order to help children take meaning from text as well as develop aesthetic understanding.

Providing information through pictures is an important and fast developing method of communication in the global world.

How storey books work in a socio-cultural light?

How can we exploit a storey book?

A story-based approach can take creative, authentic unadapted texts from all over the world, with their embedded linguistic and aesthetic cultural identity, to the heart of the language classroom.

Authentic stories for children have often evolved over several generations and by their very nature are a means of transmission of socio-cultural values which are often universal, such as tolerance, perseverance and courage.

A story book approach lends itself to a communicative language method where children are encouraged to use the language from the story either in role play form or games.

Activities such as; information gaps, questionnaires and surveys, guessing games or retelling the story

Children are given tangible tasks where they learn to collaborate with their peers. In this learner to learner relationship children feel more comfortable and can build on their self-confidence.

**Authentic text**

When the text is authentic and not grammatically sequenced, it exposes the learner to several tenses at the same time, which reflects a real life situation where the learner will have to find meaning through image and context, building on learning strategies.
Original text which has not been specially adapted for the foreign language learner will contain idiomatic language which can be taught in chunks which often takes the learner beyond the conventional curriculum.

Coursebooks and graded readers simplify the text, illustration and print style with their priority being clarity. However, an authentic storybook author and illustrator will play about with print styles, artistic mediums and genre, for example the author Lauren Child and John Burningham mix photo graphics with drawings and enmesh text into the images creating 'text drawings'. These characteristics add to the holistic and affective entity for the child when learning with storybooks.

The learner becomes more open minded about text with fewer preconceptions about what text should look like and be more likely to take creative risks in their own work and developing their understanding of genre type.

How a story book can be exploited?

In preparation for a course a teacher needs to reflect on the learning objectives:

- Identify grammatical structures and functions
- Group the lexical themes
- Identify rhyme and spelling patterns
- Idiomatic language

Also when choosing a story it's good to consider the potential for cross-curricular work. For example the all-famous story 'The Hungry Caterpillar', by Eric Carle, provides a context for a project on the life cycle of the butterfly.
'The Five Little Fiends', by Sarah Dyer, a story about sharing and protecting the environment, can lead to a science project about natural and man-made elements and recycling.

The British Council recently published a preview of David Graddol's updated research on the position of English learning worldwide. According to Graddol, English is being repositioned as a 'basic skill' to be learned by Primary School children, in preparation for learning other subjects in English at Secondary. Cross-curricular work can help fit in the English language exposure they need, for a busy school timetable.

5.5.2. Methodology

A story-based approach to teaching English is acquisition based, working on the learner's pre-knowledge and taking meaning from context and image. A learning cycle can be applied to each lesson as well as approaching the book as a whole.

5.5.3. Conclusion

A story-based outcome in terms of affective levels shows that the socially situated child literature (Shamin, 1996) accommodates affectivity and contributes to the child's holistic development:

Self-confidence as a learner

Enjoyment of learning

Creative thinking

Metacognition

Both the learner and the teacher are involved with the material. A teacher needs to invest time in preparing the lessons but by appropriating the material they become
more engaged. It is a satisfying way of teaching not only for language objectives but also for the socio-cultural and cross-curricular input.

Internationals schools provide a soothing learning environment.

5.6. ADVANTAGES OF A SOOTHING ENVIRONMENT IN CLASS

The color of a room or a computer screen can change the atmosphere of a room and behavior. Find out which colors you may want to select and which ones to avoid. Colors send signals to the brain without us even thinking about it. Some are soothing, some are not. Some help us focus, some are distracting.

A soothing environment can limit behaviour problems and increase performance. Calmer classrooms reduce stress for both the teacher and the pupils.

When the environment is soothing, the child is calm and when calm, the child is better equipped to behave in positive ways.

Relationships between school teachers and classroom students in recent times have deteriorated fast. While lots of teachers hold the belief that parents are not doing enough to train their kids at home, others believe that teachers are not doing their job properly in instilling both moral and educational discipline in school children. This has continued to raise lots of controversies over how the student-teacher relationship can be improved.

In most African countries, beating a school pupil has for long believed to be the best form of school discipline. However, this form of instilling discipline has failed over the years to achieve its aims. African school children are getting more wild
and unruly, and with the prevailing economic conditions, things are just getting much more complicated as many African children are either forced to leave the school or they abandon schools for the streets to either hawk foodstuffs or join street urchins and get involved in criminal activities.

In developed countries on the other hand, most school children are over pampered. Many of them showing disregard for basic classroom and school rules and regulations and parents also look helpless in salvaging the situation.

A collective approach to this situation will be the best possible means of salvaging the problem. There should be a continuous meeting point for School authorities; teachers and parents of school pupils on modalities of curbing the growing trend which can sometimes in the nearest future become a global calamity.

5.6.1. Importance of good teacher-student relationship

The teacher student relationship is very important for children. Children spend approximately 5 to 7 hours a day with a teacher for almost 10 months. We ask ourselves what is considered a good teacher? All of us have gone through schooling, and if fortunate had a favorite teacher. A positive relationship between the student and the teacher is difficult to establish, but can be found for both individuals at either end. The qualities for a positive relationship can vary to set a learning experience approachable and inviting the students to learn. A teacher and student who have the qualities of good communications, respect in a classroom, and show interest in teaching from the point of view of the teacher and learning from a student will establish a positive relationship in the classroom. I will be focusing on the relationship
between the student and teacher, involving a setting in the primary grades, which I have found second grade to be extremely important for the student to gain a positive attitude for their future education.

Children have different strategies for learning and achieving their goals. A few students in a classroom will grasp and learn quickly, but at the same time there will be those who have to be repeatedly taught using different techniques for the student to be able to understand the lesson. On the other hand, there are those students who fool around and use school as entertainment. Teaching then becomes difficult, especially if there is no proper communication. Yet, teachers, creating a positive relationship with their students, will not necessarily control of all the disruptive students. The book, Responsible Classroom Discipline written by Vernon F. Jones and Louise Jones discuss how to create a learning environment approachable for children in the elementary schools. According to the Jones, “Student disruptions will occur frequently in classes that are poorly organized and managed where students are not provided with appropriate and interesting instructional tasks”.

The key is, teachers need to continuously monitor the student in order for him or her to be aware of any difficulties the student is having. Understanding the child’s problem, fear, or confusion will give the teacher a better understanding the child’s learning difficulties. Once the teacher becomes aware of the problems, he or she will have more patience with the student, thus making the child feel secure or less confused when learning is taking place in the classroom.
The communication between the student and the teacher serves as a connection between the two, which provides a better atmosphere for a classroom environment. Of course a teacher is not going to understand every problem for every child in his or her classroom, but will acquire enough information for those students who are struggling with specific tasks. A significant body of research indicates that “academic achievement and student behavior are influenced by the quality of the teacher and student relationship” (Jones 95). The more the teacher connects or communicates with his or her students, the more likely they will be able to help students learn at a high level and accomplish quickly.

The teacher needs to understand that in many schools, especially in big cities like Los Angeles, children come from different cultures and backgrounds. A teacher then needs to understand the value of the students' senses of belonging, which can be of greater value and build self worth for minority students. If the teacher demonstrates an understanding of the student’s culture, it will provide a better understanding between the teacher and the student. Though there are students who have a difficult time in school and according to David Thomas essay, “The Mind of Man” states, “children who are yelled at feel rejected and frightened because a teacher shouts at them” (Thomas 122). The example above demonstrates the feelings the child has towards the teacher leading to inhibiting the child from learning. The reasons for children to be yelled at vary from teacher to teacher, but shouting should not be the solution for children who find education a difficult process or simply lack of learning experiences, but sometimes teachers find yelling at the child as the only quick solution.
Therefore, those teachers who demonstrate respect towards their students, automatically win favor by having active learners in their classroom. The arrogant or offensive teacher will lack these positive qualities due to his or her lack of control over the children. Teachers should assert that they should also be treated with respect and their responsibilities to ensure that students treat each other with kindness. According to the Jones, “teachers are encouraged to blend their warmth and firmness towards the students in their classroom, but with realistic limits”.

Another point, I have often found critical, are the number of times the teacher does not correct the students who find calling names to their classmates amusing. Children who are teased or bullied by other children find themselves being victimized by their peers. Children who have become victims of this nature find learning difficult. They will be stressed out not only by trying to achieve academically, but also because the names they have been appointed by their classmates are destructive, demeaning, and destroy self esteem. Therefore, it is important for teachers to have children respect each other. Usually, a type of lesson involving with self-esteem can be an excellent activity for children who are involved in this destructive nature.

Teachers who are in a classroom everyday have experienced one time or another the student(s) who are disruptive and/or find learning boring. Teachers understand that if this behavior continues in the classroom and if they do nothing to prevent this from happening, the outcome proves to be disastrous for both types of participants. The student will conclude that his or her behavior is permissible, and will draw away from learning, therefore it is essentially important for the teacher to explain to the child the importance to learn. Though we understand that learning
cannot be forced. Learning becomes a process for an individual where he or she feels comfortable with learning whether it’s in a classroom or at home. Mike Rose explains in “Lives on the Boundary” that “It is what we are excited about that educate us”. Rose’s quote can be applied to children at an early age, just as well as it can be applied to adults.

Definitely children learn when they enjoy learning, but also they need some control over the teacher (s) decisions. “Authoritarian control is often destructive to students who are in the primary grades, and eventually upper grades teachers have difficulty dealing with children who were taught with an authoritarian teacher” (Jones 215). Children in primary grades feel the urge to talk about their problems, fears, or even show their knowledge, but at the same time they want to be listened too. The student will feel valued and respected. Students feel flattered when the teacher eventually gives them the option of contributing, or in other words the teacher asks for an opinion, which is usually not offered to the students. The teacher(s) does not have to give up all their control, rather teachers share control with students and encourage interactions that are determined by mutual agreement.

For teachers conducting a classroom and shaping the minds of the young students, teachers who communicate effectively with their students should give appropriate and helpful feedback to their students. Interaction between the student and teacher becomes extremely important for a successful relationship through the entire time of a school year. A close, but limited relationship between the student and teacher can be helpful for those students who are shy, and find speaking in front of the classroom difficult or children who have low self-esteem. The tension these students
hold in a classroom will have the confidence they had always wanted, but never achieved due to not having a good relationship with the teacher.

Another important point is raised when teachers think of themselves as “traditional” are following the canonical approach. The traditional teachers follow the famous list of books to be read by his or her students. Many children will not enjoy reading because they do not have the background to understand the material. They do not have any interest in the book, which makes reading confusing and difficult to understand. “Students have felt what mattered most was the relationship teachers established with their students providing guidance to students who have felt inadequate or threatened”. Teachers who follow the traditional curriculum do not necessarily need to focus on their traditional ideas, but rather interact with their students and find interesting topics to discuss with their students.

Therefore, how does a teacher hold a relationship that leads to effectively teach the children? The answer becomes clear when teachers interact with, and learn more about their students. Our first educational experience, which takes place in the primary years of our life, sets the principles for our future education. Every school year an elementary teacher deals with new faces and new attitudes. Some children find themselves lacking an interest in learning and others feel playing and fooling around at school with friends is the happiest moment of their life. The solution to inappropriate behavior will not automatically get rid of the poor attitude of these children, but is to establish a positive relationship. Teachers can establish a positive relationship with their students by communicating with them and properly providing feedback to them. Respect between teacher and student with both feeling enthusiastic
when learning and teaching. Having established a positive relationship with students will encourage students to seek education and be enthusiastic and to be in school. Remembering our favorite teacher will be recognized because they had at least in one way or another the qualities I discussed in this essay, although we are not aware of it during the time we are in school, but teachers are well recognized at a later time of our lives.

5.7. THE IMPORTANCE OF ASSESSMENT IN PRIMARY EDUCATION

Assessing student progress is a very important part of education. Whether you are a teacher assessing an individual student's progress or a school district, state institution or federal agency evaluating groups of students, assessment is one of the primary functions of teaching and education. Learning assessments can take many forms, depending on how the results will be used.

Assessments are tests. An assessment may be made in any subject, including specific subjects such as social studies or chemistry, or more global skills such as writing ability that are used in many areas of learning. Primary education is generally defined as education that takes place in elementary school. Assessments serve many useful purposes in the field of primary education.

The function of primary school learning assessments is to establish how much a particular child or group of children is learning. Classroom-based assessments, like teacher-administered tests and assignments given to the students, can assess an individual student's learning progress.
Primary school learning assessments can contain different features, depending on whether they are designed for individual assessment or for the assessment of larger groups of students. Teachers trying to evaluate how much the students have learned can be creative with tests and learning assessments. Anything from individual interviews asking a student questions about the material and evaluating the responses—to formal written exams—like spelling exams—can give a teacher a good sense of how a child is progressing. Assessing larger groups of students usually involves multiple-choice examinations, to facilitate machine grading, and short written essays.

It is important for a teacher to assess how each student is progressing. Understanding where a particular child is having trouble or falling behind allows a teacher to adjust teaching styles and to provide additional help to a particular student who is having trouble in particular areas. Larger state and national assessments.

There are many types of primary school learning assessments. One way of defining the types of assessments is to look at them as either formal or informal assessments. Formal assessments include tests, assignments and homework. Informal assessments include a teacher asking questions in class or talking with students about material previously presented. Teachers in a class have the most flexibility with selecting the type of assessment. Assessing larger groups of children almost always requires the application of formal educational assessments.

An assessment test can measure a student's strengths in areas such as language ability or math skills. Assessment tests can confirm that a student thought to be gifted is indeed reading above grade level. Assessment tests can also indicate that a student
has a previously unsuspected gift. This can justify placement in an advanced reading group or enrichment class.

5.7.1. **Identification of Weakness**

An assessment test may also help students find out about their weaknesses. A student may believe she understands material only to find out she is not up to grading standards. Such testing can be particularly useful in elementary school, when the opportunity to catch up to peers remains much easier. Students in fifth grade may just need a bit of help with reading or math skills rather than facing greater cognitive deficits as they approach high school.

5.7.2. **Testing Educational Theories**

A standardized test can help identify pedagogical methods that really work. School officials may discover that previously thought-out theories pertaining to specific educational practices do not work in actual practice. This can help improve education in the primary grades as teachers switch to more effective teaching methods.

5.7.3. **Helping End Social Promotion**

Social promotion is the practice of promoting children to the next grade even though they have not mastered grade-appropriate material. An assessment test can provide written proof that the student is not ready to advance to the third grade and may need extra help. School officials may decide to require the student to attend summer school to catch up to his peers and earn a true promotion.
5.8. PARENT’S ROLE IN EDUCATION

Seventy-nine percent of parents demonstrate that they want to learn more about how to be more involved in their children’s education. Seventy-seven percent of parents also think their children's teachers could learn more about involving parents in their children's learning.

Partner the above statistic with studies showing a correlation between parent participation in the classroom and successful students, and the complex problems of the nation's school system would seem to be solved.

Not every parent is able to spend time in the classroom, and establishing a relationship with the teacher is vital.

Parents have a vital role in their child's education. By taking a few simple steps at home, you can help them enjoy school more, improve their studying and homework skills and prepare for college.

Parents have a vital role in their child's education. By taking a few simple steps at home, you can help them enjoy school more, improve their studying and homework skills and prepare for college.

Nothing helps a child succeed like an involved parent. A little willingness from a child’s parents can work wonders in the classroom. Every child needs a place to call their own. Setting aside a room or nook in your home dedicated to your child’s education will show him or her that you are serious about their education. Parents can
improve the child’s study habits. If the child is struggling in school, parents can help
the child in many ways. Is your child struggling with their homework. A new
approach and an involved parent can work wonders for a child’s success in the
classroom.

An interlinked course curriculum can be brought to life, from traveling in
space to diving into the deep sea as done at Frogwell Primary school in Wiltshire,
U.K. Frogwell uses an interlinked learning approach to bring together different
curriculum areas under a general theme. For the children, this means that travelling in
space to diving into the deep sea, that every term their classrooms are transformed
into stimulating environments reflecting that term's theme.

5.9. INTER-PERSONAL SENSITIVITY

Improving students’ relationships with teachers has important, positive and
long-lasting implications for students’ academic and social development. Solely
improving students’ relationships with their teachers will not produce gains in
achievement. However, those students who have close, positive and supportive
relationships with their teachers will attain higher levels of achievement than those
students with more conflictual relationships. If a student feels a personal connection
to a teacher, experiences frequent communication with a teacher, and receives more
guidance and praise than criticism from the teacher, then the student is likely to
become more trustful of that teacher, show more engagement in the academic content
presented, display better classroom behavior, and achieve at higher levels
academically. Positive teacher-student relationships draw students into the process of
learning and promote their desire to learn.
Teachers who foster positive relationships with their students create classroom environments more conducive to learning and meet students’ developmental, emotional and academic needs. Here are some concrete examples of closeness between a teacher and a student: 1) A seven-year-old girl who is experiencing divorce at home goes to her former first grade teacher in the mornings for a hug of encouragement, even though she is now in the second grade; 2) A fourth grade boy who is struggling in maths shows comfort in admitting to his teacher that he needs help with multiplying and dividing fractions; 3) A middle school girl experiences bullying from other students and approaches her social studies teacher to discuss it because she trusts that the teacher will listen and help without making her feel socially inept.

Teachers who experience close relationships with students reported that their students were less likely to avoid school, appeared more self-directed, more cooperative, and more engaged in learning. Students reported liking school more and experiencing less loneliness if they had a close relationship with their teachers. Students with better teacher-student relationships also showed better performance on measures of academic performance and school readiness. Teachers who use more learner-centered practices (i.e., practices that show sensitivity to individual differences among students, include students in the decision-making, and acknowledge students’ developmental, personal and relational needs) produced greater motivation in their students than those who used fewer of such practices.

The quality of early teacher-student relationships has a long-lasting impact. Specifically, students who had more conflict with their teachers or showed more
dependency toward their teachers in kindergarten also had lower academic achievement (as reflected in mathematics and language arts grades) and more behavioral problems (e.g., poorer work habits, more discipline problems) through the eighth grade. These findings were evident even after taking into consideration (statistically) the extent to which students’ behavior problems related to problematic teacher-child relationships.

These findings were greater for boys than for girls. Further work describes that children with more closeness and less conflict with teachers developed better social skills as they approached the middle school years than those with more conflictual relationships in kindergarten.

5.9.1. **Empathy is more important than sympathy**

Since empathy is the ability to not only know or detect what others are feeling, but also experience that emotion yourself, it is more important than sympathy. People who are empathic can be and most times are sympathetic. Empathy is to feel the emotion, while sympathy is to feel for the emotion. A teacher should be empathic as well as sympathetic.

Teachers rarely appreciate how influential they are in shaping the lives of their students. Everything a teacher says and does springs from that teacher’s inner reality—the worldview, beliefs, values, and other thinking processes that are so familiar they become invisible. These hidden foundations profoundly influence the behavior and perceptions of a person or institution. They enable some actions and inhibit others.
Because those thinking processes are unique to each individual, teachers have different perceptions of the same situation. Yet educators often begin discussions with the assumption that everyone perceives the situation in the same way. "Solutions" are proposed when, in fact, a problem exists only in the mind of a few. How eager would you be to implement a "solution" to a nonexistent problem?

As daunting as the task seems, teacher thinking must be included in the educational equation if any meaningful change is to occur. While others may infer the thinking that goes into a teacher's behavior, only that teacher can accurately explore the nuances, the beliefs, the interpretations of words, and the perceptions that triggered the behavior. Therefore, the task begins with self-reflection.

Many studies have shown that the individual beliefs and values of teachers play a vital role in shaping the objectives, goals, curriculum, and instructional methods of schools. Those same beliefs and values can spell success or failure for any reform efforts imposed by a school or district. A school may publish its goals, objectives, and standards to represent its intended purposes and subject matter coverage. However, any uniformity outside of those published lists is largely mythical.

Content isn't the only thing that differs from classroom to classroom. Teachers’ beliefs and values shape the atmosphere of the classroom itself. Within that atmosphere, from the interactions among teachers and students, students learn their most pervasive lessons. These are lessons about respect, values, the nature of knowledge, thought processes, self-worth, and expectations."
Interpersonal intelligence is the ability to understand other people: what motivates them, how they work, how to work cooperatively with them. Successful salespeople, politicians, teachers, clinicians, and religious leaders are all likely to be individuals with high degrees of interpersonal intelligence.

5.10. VERTICAL DIVISION OF THE CLASS

5.10.1. Seating Arrangements

Seating arrangements are a main part in a teacher’s plan for classroom management. Not only do the teachers need to consider the physical arrangement of the room but also the nature of the students involved. The considerations in arranging the physical environment of the room is so that teaching and learning can occur as efficiently as possible. The teacher needs to be able to walk around the room without the students having to move their desks. Teachers needs to take into account that students seated in the center or front of the classroom tend to interact more frequently with the teacher and the number of behavioral problems tend to increase as the students sit farther from the teacher. Also, students in the back and corners of the room are more likely to be off task than those close to the front or close to the teacher’s desk. There are many seating arrangements that the teachers can use, six common arrangements are cluster, rows, table rows, semi-circle, pairs and centers or activity zones. From my personal experiences working in the classroom and being a student, these are the seating arrangements that are used the most in the United States, United Kingdom and Australia. Many International schools in India are also following this type of seating arrangement. The best arrangement depends on the situation of the class and teacher.
5.10.2. Clusters

Clusters consist of four or five desks pushed together so every desk is facing another one. The fifth desk, if needed, would be put on the end of the group of four. The classroom would have clusters scattered around, so each cluster would be far enough apart that the student’s chairs wouldn’t hit each other. In this situation the teacher is free to walk around the room without bumping into students’ desk or chairs and can work with the groups. The groups of students need to be thought about before setting up. The students need to be able to work together. There will have to be different levels of students at each group so that they can help each other learn and grow. Clusters are very common in situations where there is a lot of group learning and work. The desks together make it easy for all students in the cluster to see each other and to discuss. In this situation the philosophy of the teacher is more collaborative learning. This lets the students have hands on activities and learn by practicing. The teacher shares and gives guidance and help to the students. This arrangement also, allows for students to do individual work at their desk.

Clusters are not very good during test or quizzes because students can easily cheat off each other. Clusters can be a disadvantage to the teacher when giving a direct instruction lesson because students may not be oriented toward them. Students may have their back to the teacher and not be focused to the front of the room. This arrangement is usually found in the younger elementary grades and universities because there is more cooperative learning and hands on activities. It seems as thought the middle and high school in the United States do not use as much hands-on and cooperative learning because at this age in the students lives they are very social
and worried about who is sitting with who and friends with whom. I think that teacher’s don’t use this kind of instruction not because they don’t value it but because the students would use most of their time not working but talking about life and all the social activities. The students would be wasting their instructional time and the teacher would be using their time making the children be quiet.

5.10.3. Desk Rows

Desk rows is a traditional classroom seating arrangement of several rows of desks facing the teacher. The student’s desks are not touching each other but are lined up in rows and columns. The teacher will usually be able to walk only from the front to the back in this set up, not walk from side to side without making students move. Before assigning seats to children the teacher needs to do a sociogram. The teachers need to quickly map social interactions between and amongst students so they know where to place the children.

Also, they need to decide which students can handle being in the back of the classroom. The students are in a perfect test taking arrangement if the teacher is monitoring the class. In this situation the teacher’s philosophy is probably more adult-run and direct instruction. The students are all facing the teacher and can see the blackboard, overhead projector, screen and other instructional aids. It is easy for the teacher to monitor all the students.

The problem with this arrangement is some students are going to have to sit in the corners and in the back of the room especially when the class size is large. In these locations in the classroom students participate and interact less and more behavioral
problems occur. This arrangement is also not good for group work or projects. Taking the time to have the students get into groups and move their desks is taking away important instructional time during the school day. Desk rows are very common in the older grades where numerous amounts of tests are given and direct instruction is prevalent.

5.10.4. Table Rows

Table rows consist of long tables that are placed in rows that are perpendicular to the front and back of the room. The students sit next and across from each other. This set-up is typically found in science labs and writing workshops. It is a good arrangement for group work and large group projects. The philosophy of the teacher who would set up his/her classroom with table rows is probably collaborative learning. They motivate their students by letting them work together, and it helps students learn how to learn. During writing workshops it is easy for students to turn to a person and do a peer editing and to share their work. In science labs it is sensible to have a large table where everyone can participate.

The problem with this set-up is there are students that are at the end of the tables in the back of the room that will not be able to see during the direct instruction time. Also, it is hard for the teacher to see all the students and watch their faces and behavior. It allows the student for a lot of socializing and it is very bad in a test situation. None of the students are facing the front of the room when sitting at the table. It is hard to have class discussions because the students will not hear each other without moving and looking around to see who is talking. Table rows are good for situations where there is hardly any direct instruction and students work together to
figure out problems and activities. Usually this is found in the middle grades in science classes.

5.10.5. Semi-circle

Semi-circle seating arrangement is when all the desks touch each other facing the front of the room in a semi-circle shape. The teacher can easily see each student and they can see him/her and the instructional aids. The philosophies of the teacher using this arrangement can be direct instruction, child run or collaborative. Each philosophy could be implemented into this classroom setting. Because all the students can see each other they can have debates and discussions amongst themselves. The students can give ideas on how they want to do an activity and the seating arrangement could probably accommodate the activity. Also, because the students all have clear vision to the board, direct instruction from the teacher could be very common. The teacher would have full control over the students. The teacher could easily walk around the room and monitor everybody’s work. The students would also be able to work together doing projects and activities.

The semi-circle seating arrangement would be bad because the teacher would have a hard time meeting with the students one-on-one. This is because the seats are very close to each other. Also, the semi-circle would take up almost the entire classroom so there isn’t much room for activities or conferencing outside the desk area. Semi-circle desk arrangement can be used in all grade classrooms and for all educational philosophies. This is because the teacher can have classroom discussions and all the students can see and hear each other well. The teacher can take a passive role and listen to the students and let them run the class. Also, in this arrangement the
teacher can run the class giving the student ½s step by step instructions. All the students are facing the front of the room and have their own space to work. The students can work easily together without much movement because they are sitting directly next to each other which make hands on activities and collaborative learning possible.

5.10.6. Pairs

Having the students sit in pairs seating arrangement is when the two student’s desks are together and spaced away from other pairs. This arrangement allows the teacher to walk around the classroom and monitor all the students. Prior to deciding on this type of seating arrangement, the teacher needs to decide which students can be paired together and not misbehave or lower their academic stamina. The teacher philosophy is probably a mix between adult run and collaborative learning. Pairs allow the students to work together and independently.

The students are all facing the teacher and front of the classroom. It is easy to have the students see the instructional aids that could be used. In this situation children can take tests and the teacher can easily monitor. They can do activities and learn cooperatively. The downfall of pair seating arrangements is again that there are students that will be in the back and the corners of the room. Also, this arrangement doesn’t allow for much class discussion because the students are not facing each other and it is hard to hear and see who is talking. To allow the children to work together is necessary for the teacher to make sure the class as a whole can have a partner and work together. It is important that the teacher picks out the pairs so there isn’t anyone left out. Pair seating arrangement is found more in fourth, fifth or sixth grades where students take more responsibility for their actions and behaviors.
5.10.7. Activity Zones or Centers

Lastly activity zones or centers seating arrangement is very common in the primary grades, especially kindergarten. This is where there are usually about five or six tables set up in the room. A number is given to each table and an activity. At each table that the students go to, they will be actively engaged in the activity. The teacher’s philosophy is probably more collaborative learning. The students are doing their individual work but they are all helping each other.

At the young age where this seating arrangement is mostly used it is very hard for the students to monitor and help the students. At times the class can get loud and out of hand. It is also hard to answer questions and work one-on-one. The students would have a hard time listening and following directions if they were given at the zones because the seating arrangement is very social.

Activity zones can be changed weekly or daily depending on the class size and time. This seating arrangement allows the students to discover the types of academic skills they learn and know and have fun while learning.

There are going to be expected issues that the students are going to have when changing from one seating arrangement to another. Most of the students will like the change and will get used to it very quickly, even though it might come to a surprise right away. Some students will have gotten accustomed to their seat and the people around them and not be as willing to sit in their new seat. Especially in the younger grades where students depend on a routine, changing the seating arrangement could really effect. When the students don’t know any other children in the class they hook
onto the closest person around them. When in my placement I noticed how partners and friends were the students in their cluster or peer next to their desk. Also, students can be very picky about who they sit next to. Children can be very ‘clicky’ and not want to sit next to the "uncool" child. It is the teacher’s responsibility to make sure that if the students want their seat moved it isn’t because they want to sit closer to a friend. Others especially in the younger grades may keep forgetting where there new seat is and may have to be reminded.

To get past all the students feelings on the new seating arrangement it is easiest to prepare the students and let them know the day before that you will be changing the room around. From the beginning of the year it is easiest to let the students know that the classroom changes ever so often. To help the students understand that you care if they are upset, tell them that you will listen and maybe think about changing his or her seat. It is easiest to watch the way the students react to their new seats and see if they get used to it. Not every student is going to like their seat right away, especially in the older grades where who sits next to who becomes more important.

Seating arrangements are very important when thinking about classroom management. The way a class should be arranged clearly depends on the type of students and the philosophies the teacher uses. In my view not one situation is better then another and changing the room around will change the environment. I believe that this is because the best classroom arrangement can change depending on the way students behave in class and to each other. Rows might be very successful for one student while clusters could be for another. All students learn differently and
depending on the teacher’s philosophy and the way the teacher incorporates the seating during the instruction has an influence on the students in different ways. This allows the students to see class with a different perspective, working with other people and seeing information with a different angle. A teacher needs to plan each seating arrangement carefully and look at all personalities and levels of students.

If I were to design my future first grade classroom, I would start by figuring out how many boys and girls I would have in my class. I would then put the desks in cluster formations, each cluster have four or five desks. For the first week I would let the students sit where they want. I will tell them that they will be given a seating chart and I will be arranging the seats during the course of the year. I will watch the students interact with each other and I will watch their behavior amongst themselves and with myself. Then I will make up a seating chart sing the cluster arrangement. The students will be read to and given most direct instructions at a rug that will be placed in the front of the room. When I read to the students or go over directions they will be sitting in a cris-cross arrangement on the rug. Then they will go back to their seats and sometimes work with the cluster doing hands-on activities and cooperative learning and other times they will do individual work. I think that a classroom like this will be very successful because students are still able to get instructions but they are allowed and able to explore learning by helping each other and doing hands on activities. I will never think that I have to always use the same seating arrangement, because it depends on the type of class I have and the way the children respond to the seating arrangement. I think doing this paper will help me arrange my own classroom and future students.
5.11. **IN WHAT WAYS CAN INTERNATIONAL SCHOOLS PROVIDE BETTER EDUCATION THAN PUBLIC SCHOOLS/STATE SCHOOLS?**

In most parts of India, the schooling offered by the state governments would technically come under the category of "public schools". They are federal or state-funded and have zero or very minimal fees.

Other category of schools are those run and partly or fully funded by private individuals, private organizations and religious groups, especially by the Christian missionaries. The ones that accept government funds are called 'aided' schools. The private 'un-aided' schools are fully funded by private parties. The standard and the quality of education is quite high. Technically, these would be categorized as private schools, but many of them have the name "Public School" appended to them, e.g., the Delhi Public School Hyderabad public school and the Birla Public school.

So, in what ways are the newly emerging International schools better than the Public schools or the church Schools or the State run Schools?

Public schools have large enrolment in their classes. For examples there are schools in Orissa which have up to 50 students in a class.

International schools have a maximum of 25 in a class. Generally the number is around 20 in a class, as in KiiT International school.

Having small number of students in a class means teachers can give more personal attention to students, i.e. individual attention. In a class of 50 pupils the teacher may not be able to even mark/correct student’s exercise books.
Most of the middle class families send their children to such schools, which might be in their own city or far off, like boarding schools.

Most of the International schools in India are also Boarding Schools. A boarding education in an International school is geared towards good academic performance combined with personal development to produce a well-rounded individual with the qualifications and skills sought by universities and employers alike.

International Boarding Schools have diverse curriculums and students are able to get individual attention from faculty and advisors even after school hours.

The infrastructure in international schools is better than that of local schools. They have air-conditioned classrooms, library, and laboratories. Day-boarders (day scholars) are picked up from their homes and dropped back after school in air-conditioned buses. Students in international schools do not have to depend on private tuition because students, including day-boarders leave school each working day only after completion of their evening study (prep) hours. Students are supervised by teachers who will help them in the completion of their class assignments as well as homework.

In international schools, students have balanced meals. Day-boarders have their breakfast, lunch and evening refreshments in school. Dieticians supervise the preparation of menu which is changed on a monthly basis. These facilities are not found in non-international schools (local schools).
A recent independent survey has confirmed that students who were educated in International schools especially boarding schools, are more prepared for post-secondary study and achieve greater career progress than students educated in the public school system.

Ref: DNA newspaper published from Mumbai, 15 October 2009.

5.11.1. Challenges faced by International Schools in India

The main problem faced by international schools in India, especially in the eastern part of India, is student enrollment. Unless the schools can convince parents that education in an international school is better than that in local schools it will be difficult to have the enrollment that schools expect.

Another cause is the fee structure. School fees in many international schools is much higher than that of local schools, both government and private. Many parents who wish to send their children to international schools cannot afford to do so.

International schools must convince parents that the education they provide is suitable for their children to pursue their education in either India or abroad. Schools in Mumbai and Bangalore are not faced with this problem. At the moment many international schools depend on the enrolment of foreign students. At KIIT International school the ratio of local students to foreign students is 3:1.