

Teacher Effectiveness Strategies in Classrooms

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ABSTRACT

In the past decade, schools and teachers have coped with lot of changes, keeping pace with media and technology and special children. They have worked towards fulfilling the diverse needs of the learners in the classrooms. Along the way, they have experienced challenges while dealing with problematic behaviors, gifted children or students with disability institutions, cess of every educational institution depends on the quality of the teachers and their ability to handle the unmet needs of the children in the classroom. An inclusive curriculum is the goal of NEP based on the SDG's that focuses on every individual. It recognizes the need for the schools to be more organized with the individual differences of students in the mind and adopt flexibility to the enable all students to achieve their goals. Implementation of an inclusive curriculum would require several changes in the present-day teaching practices, curriculum content, evaluation procedures and available resources at the school level. This paper will highlight the role of the teachers and how they can promote and create an environment for creative and wise students. The school environments will be discussed, and review of literature will be presented. This article will direct its focus on the role of teachers and technology that can be used in the classroom. This paper discussed methods for assessing students with problematic behaviours and has focused on a model that can be promoted for effective learners in the classroom.

Keywords: Innovative practices, Problem Behaviours, Interventions, ICT's.

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INTRODUCTION

The teachers of the 21st century are going to be the teachers who understand the principles and values of the teaching process and at the same will focus on reflective thinking, constructivism, problem solving and coping skills. The traditional school environment is changing at a fast pace. The schools of current times will have to offer programs that work for optimal development of children. There are so many societal changes that have taken place in the past decades and interventions and outreach programs are needed to take care of the needs of students. With the advent of multicultural classrooms, the teachers need to have broad horizons to take care of the students with different cognitions. Students need to be educated in such a way that they can have a successful engagement in the world. What qualities are needed for them to become involved citizens who are also aware of the sustainable development goals as well? What's the quality of education we are looking at?

The teachers are of course going to be experts in the content they are teaching. Along with that they must be instructional experts. The teacher will have to plan activities and must facilitate learning. They will also play the role of a counselor if they must assist their students with personal concerns and problems, especially if the students have learning disabilities or other development disorders. Effective teachers must employ Didactic teaching by employing elaborate systems of knowledge and transforming content to curriculum. In the changing trends, especially after the Covid era, teachers are stronger in their theoretical foundations of teaching as they take care of a broader range of students and meet modern society's demands [1]. Teachers certainly must enforce active learning and must inculcate reflective thinking so that they can critically

evaluate their own interactions. To promote creativity and innovation, academic institutions and their teachers will have the autonomy to innovate on pedagogy, curriculum, and assessment within a diverse framework. This is how NEP is also making a transformation in the current education system so that it can be more progressive and innovative.

This article will focus on the various teaching challenges in the current times that are faced by the teachers, focusing on the versatile roles of the teachers while dealing with disruptive behaviors. It will try to answer various questions on how teachers can be involved in the intervention strategies in the classroom. Focusing on the National Education Policy (NEP) 2020, it will highlight the innovative practices that are being used in classrooms for creative thinking.

Innovative Strategies Being Used in Schools

To increase academic achievement, problem behaviors need to be identified. Classroom interventions serve as a foundation to reduce these behaviors. Mitra [2] has stated that teachers find crowded rooms as a setting for problem behaviors. Mayer [3] has stated that unclear rules and punitive punishment that results from these unclear expectations are a reason for problem behaviors. That's why Positive Behavioral Support is implemented in mainly all the elementary and middle schools so that the rules are definitive, and students can visibly see the rules being implemented. Students who find the behavior of teachers as vacillating with no set policies or rules in the classroom will not enjoy the class activities and hence will deviate. It is pertinent that teachers play a good role in the classroom because truancy can be the result of ridicule received from the classroom. To bring a change in the students' academic performances and reading skills, the teachers need to allow them to ask questions and should answer their curiosities [4]. This will also increase task engagement [5] and reduce disruptive behaviours in the schools [6].

What can be effective strategies to curb the emergence of disruptive behaviour in classrooms? A few suggestions have been made which are promptness, feedback, modelling of appropriate responses, praise and updating of teacher performance skills. Token economies can also increase good behaviours. These are strategies suggested by behaviourists to curb disruptive behaviours in the classroom. Another strategy is a Good Behaviour Game [7] in which explicit rules are suggested such as be responsible, be respectful, manage yourself and these rules are listed so that students can achieve certain criteria and receive reinforcement or rewards.

Of greater significance are the interpersonal relationships between students and their teachers. The attention given by a teacher to the student will function as reinforcement. To reduce disruptive and dysfunctional behaviour, an important strategy is to build good relationships with the students in the classroom [8]. Allday and Pakurar [9] found that when teachers used greetings for their students or addressed them by their names, it will change student's behaviours and can enhance their on-task behaviour as well, from a range of an average of 45 % to an average of 75 %. In another study conducted on the primary school children, O'Connor, Dearing and Collins [10] concluded that low quality less cohesive teacher-child relationships can increase the display of externalising behaviour problems and adding more display of disruption, non-compliance, and aggression. Therefore, many orientation programmes are now being given to the teachers. These induction programmes provide hands on training to the teachers and after these training practice sessions, teachers become aware of their own strengths and weaknesses and further can get involved with students and handle their emotions and problems. They also learn about trouble shooting strategies, their professional responsibilities in the world of work, which enables them to foster a collaborative learning community.

Functional Behavioural Assessment

FBA is a process for collecting information to help determine why problem behaviour occurs and to serve as a basis for the development of behavioural intervention plans. FBA aims to what the causes are and teach appropriate replacement behaviours. It involves understanding the problem behaviours, formulation of a valid hypothesis, to understand behaviour and the triggers in a broader context and consequently, interventions can be developed to impact behaviour by making changes in the triggers, consequences, skills, and broad contextual factors. For example: a teacher may use a whole class-based approach where a student is allotted a computer to complete his activities if he displays positive behaviours instead of problematic

behaviours. This can discourage negative or unwanted behaviours. Corrective feedback should be given as immediately as possible following the onset of inappropriate behaviour and, when possible, should be given privately to the child. The tone of voice should be clear and firm.

Role Of ICT's In Education and Classrooms

Let's first discuss an appropriate school and classroom environment that is needed. The classroom environment is always supposed to be cohesive where there are recreational and competitive activities for the students, where there is active involvement of the teachers and control. With the changing times, blended learning has been added. ICT resources are changing the natural context of the classrooms and are forcing a different impact on the teaching styles. The role of ICTs in education is to broaden the classroom resources, for helping the subjective thinking, for encouraging independence in pupil activity and improving motivation to do work lessons [11]. However, if the technology is not bringing that change in the traditional classroom setting, then it is not really an effective tool for facilitating academic achievement. According to Hayes [12], a large majority of teachers are using technology to sustain and are not using it for innovation. The review of literature gives us mixed results. According to Tsai and Wen [13], there is a positive relationship between the number of computers at school and students' science achievement. Alsbaugh [14] had shown that computer usage has no correlation while other researchers showed a negative correlation between computer usage and academic achievement [15-16]. Students are using a lot of online applications to make their spread sheets, to understand graphics and are also finding it easier to study educational materials that are available online. Apart from that they are also engaged in chats, internet, emails etc. However, the conclusion is that children spend a lot of time on entertainment by using ICT for their own personal purposes rather than for study purposes [17]. The statistics give a clearer picture that online activities of 9–16 years olds studying in Europe comprise of internet usage for schoolwork (85 %), video games (83 %), video clips (76 %) and chats and messaging (62 %) as reported [18]. Mostly, they engage in texting their friends while doing schoolwork. The students are involved a lot with media.

Earlier, the classroom environment was more passive with the teacher delivering lectures. Google classrooms, Microsoft Teams, and Webex facilitated an active participation of the students during the Covid period and were feasible tools for communication and learning. Currently, mobile classrooms have become popular too. Mobile classrooms have smaller number of students, and they are more active learners and are involved in the classroom activities. In this atmosphere, there is an active collaboration with the teacher being a mediator. Taking an example of this system, a pedagogical strategy known as EDUINNOVA methodology was developed in Chile and is being used successfully in more than 38 schools of Chile. In this method assessment is done with the help of MCQ's in groups and responses are given after collaborative discussions. There is also responsive feedback given by the teachers. This method is considered as a student-centered approach and acts as an active tool for improving the dynamics of learning environment. NEP recommends certain key initiatives, such as Digital Infrastructure, Learning Management Systems, Virtual Labs, Online Assessment and Examinations, Content Creation, Digital Repository, and Dissemination. The benefits of online education cannot be ignored. NETF is a platform that enables students to exchange ideas on the use of technology.

LMS (Learning Management System) is another feature that has been introduced in the educational sector and is taking over the traditional classroom. It enables the entire e content and curriculum to be kept in one place and is easy to update. It enables teachers to keep track of a student's progress regarding course completion, knowledge identification gaps, participation and engagement levels and time delivered for lecture. There are practice tools and kits for enhancement of education. There is audio visual content and personalized system of giving feedback to the students while maintaining parent teacher communication.

WICS Model for Effective Practice in Schools

According to Sternberg and others [19], we are all born with different dispositions and in course of time, with experiential learning, we can enhance our expertise and that determines our level of success. To apply this model in the classrooms, first let's understand the dimensions of this model. This model comprises of the following dimensions: Wisdom, Intelligence and Creativity.

Intelligence is the ability to adapt to the environment, and we are familiar with general and specific intelligence and Gardner's model of multiple intelligences. However, in the changing trends, Successful intelligence is more popular and comprises of three components: analytical, creative and practical ability. The need of the hour is that students are taught in such a way that they are more successful in life. Academic intelligence is indeed noteworthy, and schools and teachers have always focused on that. However, now the education system involves portfolios, seminars, projects and internships that enable students to develop skills for later life careers. This means that a shift is taking place from academic/ analytical intelligence to practical and successful intelligence. A classroom environment and the role of the teacher hence changes. That is why a teacher must get reflective about her teaching methods and how she is fostering youth so that they have the necessary skills for vocational development and goals.

Creativity is the inherent ability of a person to generate ideas. Children have a higher level of creativity in schools, and it needs to be encouraged. By conforming to the ideas of the teachers in the schools, students many a time suppress their creative abilities. At school level, ideas need to be analyzed and assumptions to be tested. They should have the courage to go ahead with their creative plans and pursue their dreams and aspirations head on.

Wisdom is an important characteristic that is being sought in the students so that the students can be more aware of their environment and can work for sustainable development in future. They need to think beyond their personal interests for the progress of society. The students are to be encouraged from a school level to open an institution in future which will do good for the world.

At a school level, this model has its focus on the students and on their capacity to think analytically, creatively and wisely [19]. For example: create a story, invent dialogues, analyze characters of the story, make suggestions and predict changes. Teamwork must be encouraged, and students must apply what they have learnt. Real life needs must be the priority at the school level. Students also needed to be tested for their attitudes and interests. We can use the Strong Interest Explorer, Career Decision Scales, and Creativity tests that can be administered to know about their practical abilities. For practical skills, schools can do some everyday tests as well. An example can be Common Sense Questionnaire which can provide them with some tasks, and they will have to handle such competitive or difficult situations on their own, challenging themselves and striving for better. This model can be implemented in schools, so that we can have reflective teachers and students in schools. The skills the students receive from the schools should overlap with the future world of work. NEP is now working and aiming at the changes that are going to affect all the stakeholders such as students, teachers, educational institutions and parents. Many suggestions are stated by NEP for bringing that transformation in the teachers. The NEP is aiming at creating out of box thinkers. It's aiming at creative thinkers. Along with the foundational capacities, the policy is directed at creating individuals who are having higher order capacities. One example is that apps are being promoted for cultural activities, poetry or music.

Another program that is launched is called LEAD and this program is also dealing with the creativity of the students in the classroom. Experts from different fields can come to motivate students and enhance their life skills. Many reinforcements are given to students for exceling in their potentials. There are summer camps and conferences for boosting their skills. LEAD's CCS program is an innovative approach that enables students to think logically, visualise computation, and use ultra-modern software.

Humanistic Ideas for Learner-centred Learning

In this decade, focus is also on a learning centred pedagogical approach which comprises of relatively new approaches.

- a) **Social Emotional Learning (SEL):** It addresses five broad areas of competence in learners- self-awareness, self-management, social awareness, relationship skills and responsible decision making. Review has stated that adopting SEL in classrooms, there is an improved performance in students, decreased anxiety and depression and joyful learning.
- b) **Mastery- Based Learning:** The focus in this approach is the demonstration of mastery of the knowledge and skills of earlier lesson plans before moving on to the next plan. It also involves blended learning, self-paced learning and mastery checks. It also works with students of different paces of learning.

- c) **Purpose-Based Learning:** In this strategy, the students work on projects that are related to real world challenges based on the research conducted in their communities. The idea is to build academic rigour, collaboration and creativity. Students develop more motivation to learn and have a clear understanding of the meaning, purpose and relevance of learning.
- d) **Dialogic Learning:** This type of learning raises students' levels of achievement, both academically and emotionally as it stipulates the mind and heart of the learner. Students learn to respect the ideas of the others and at the same time, they reflect on their ideas. Students become aware and can become global citizens of the world by acquiring more wisdom.

Times are changing fast, and Humanistic Education is the next thing that will be popular in the schools. Trends are now showing that creativity and autonomy is going to matter a lot especially in schools where critical reason and imagination will be highlighted. Human dignity and morality will be a major concern [20]. According to Panahpouri & Riasati [21] and Lei [22], Humanistic Education focuses on learner-centeredness which includes both the components of cognitive and linguistic capabilities of the learners and the learners' emotions and feelings. What matters nowadays is that how a student can stay in high self-esteem and work on his feelings and aspirations. That also includes being self-efficacious and resilient in educational settings. As a part of Progressive education, introspection and discovery will be the focus and this would also involve the preparedness of the teachers. There must be significant changes in the teachers too. More teacher education programs are needed for them to move from traditional methods to humanistic teaching strategies. There is an immense potential in the teachers and that potential can be transformed even more if the teachers use technology and browse for relevant information, use open education resources, participate in MOOCs, or engage in online communities to share resources and experiences with other teachers. Descriptive analyses based on TALIS [23] have shown that the teachers who use information and communications technology (ICT) more frequently in the classroom and those who feel more at ease supporting student learning using new technologies, are more likely to have participated in online courses or seminars as part of their professional development activities.

Conclusions

The teachers must widen their horizons and help others in the community do the same. Policies should enable the teachers to engage in online learning, update and broaden their skills, knowledge and expertise. Several characteristics have been associated with successful professional development, and they are as follows: content focus, active learning, modelling of effective practice, provision of coaching, expert support and opportunities for feedback, sustained duration, and embeddedness in collective practice [24]. These characteristics must be developed. Though in India, rural areas may not have the facilities or grants for this kind of fostering and growth of the teachers but with the new Education Policies being implemented, many changes will take place in remote areas as well. Teacher training programmes need to account for skills, background and educational qualifications of the teachers. The features of the course should be designed according to the needs of the teachers. The outcomes of such innovative ideas can enhance professional identity, reflection on own learning, social relationships, and boost self-confidence in teachers who further try to reduce disruptive behaviours in their classrooms and handle the students more efficiently.

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