

TEACHER DEVELOPMENT PROGRAMME

- ENHANCING SOCIAL DEVELOPMENT IN THE PRIMARY SCHOOL
- DEVELOPING POSITIVE SELF CONCEPT

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.... Children with high self-esteem more often acquire a sense of independence, exhibit exploratory behaviour, assert their own rights, develop a strong inner locus of control and express more self trust. These traits lead them to personal happiness and more effective functioning.

Barbara Clark 1979

QUESTIONNAIRE

Answer purely in terms of personal like or dislike.

Do you like to

1. Be by yourself a great deal.
2. Think of life in terms of pleasure.
3. Are you always calm and collected.
4. Have a great deal of confidence in others.
5. Wonder what you will do five years from now.
6. Stay at home during a social affair.
7. Work with many people around you.
8. Do the same kind of work all the time.
9. Enjoy social gatherings just to be with people.
10. Think a great deal before deciding anything.
11. Accept suggestions rather than work them out yourself
12. Quiet rather than exciting amusements.
13. Dislike having people watch you.
14. Give up a tiresome task.
15. Save money rather than spend it.
16. Seldom analyse your thoughts or motives.
17. Indulge in reverie or thought.
18. Have people watch you do things that you do very well.
19. Let yourself go when angry.
20. Work better when people praise you.
21. Have excitement.
22. Meditate often and think about yourself.
23. Be a leader at social affairs.
24. Speak in public.
25. Do the things that you daydream about.
26. Re-write social letters.
27. Get things done quickly rather than be slow and sure.
28. Think a great deal.
29. Be able to express your keenest feelings (joy, sorrow, anger).
30. Pay little attention to details.
31. Be exceedingly careful in meeting people.
32. Associate freely with people holding views opposed to yours.

33. Puzzles of one kind or another.
34. Act on suggestion quickly rather than stopping to think.
35. Read about thing rather than do it.
36. Enjoy a story more than the way it is written.
37. Keep a personal diary.
38. Keep quiet when not in company.
39. Act on the spur of the moment.
40. Dislike thinking about yourself.
41. Always plan out work before you begin it.
42. Change from one type of work to another frequently.
43. Avoid trouble rather than face it.
44. Believe that rumours are important.
45. Confide in others.
46. Distrust people you have just met until you are better acquainted.
47. Study others rather than yourself.
48. Spend your money all at once rather than in small sums.
49. Change your opinions easily when they are formed.
50. Take an active part in conversation going on around you.

KEY: NO: 1, 3, 5, 6, 8, 10, 12, 13, 15, 17, 22, 26,
28, 31, 33, 35, 37, 38, 41, 44, 46.

The rest is YES.

FORMULA : $2A + B - 50$ where A is agreement,
B is blank
i.e. these are the extrovert answers

WORKSHOP ACTIVITY ONE

KNOW YOUR OWN ATTITUDES TOWARDS THE CHILDREN IN
YOUR CLASS

The following set of procedures were devised by R. NASH 1973. They are designed to assist teachers in examining their own feelings, attitudes and expectations about the children they teach.

ASSESSING YOUR ATTITUDES AND FEELINGS :

1. Write down all the names of the children in your class on separate cards.
2. Take any 3 names and sort out 2 of them which
 - a) seem to be alike in some respect
(you might say they are 'tidy' or 'conscientious')

yet

 - b) seem different from the third
(he might be 'untidy')
3. WRITE down the adjective which you use to describe the similarities (from 2a) and then write down the antonyms to these.

In doing this you have devised a set of bi-polar 'constructs' such as 'Tidy-Untidy'.
4. STEPS 2 and 3 are repeated until you have obtained approximately 8 different bi-polar constructs.

N.B. You should use the adjectives which come to mind. These are PERSONAL ONES and may or may not be common to anyone else.
5. Now go back and UNDERLINE an adjective at ONE END of each bi-polar construct according to the criterion:

..."In general which adjectives describe best the children most likely to succeed from my own list".
6. NOW RANK ORDER the adjectives you have underlined (from say 1-8) according to the criterion :

..."In general which adjectives best describe the children I most enjoy teaching".
7. By looking at the kind of descriptions written down in the procedure up to Step 5 and by looking at your own preferences in Steps 5 and 6 some insight into your basic attitudes towards children will begin to emerge.

8. You must now make each bi-polar 'construct' into a 5 point rating scale

e.g. 'Tidy Untidy' would be divided into

- a) Very Tidy b) Usually Tidy c) Neither Tidy nor Untidy
d) Usually Untidy e) Very Untidy.

Make sure that the 'successful' poles as underlined in Step 5 are placed consistently on the left-hand side of the bi-polar scales.

9. Having made 5 point scales for each construct, all the children in your class should be rated on the scales from 1 to 5. When this is completed, total the scores obtained by each child on all the scales. The children with the lowest scores are then assumed to be those MOST FAVOURABLY perceived by you. Likewise the children with the highest scores are those LEAST FAVOURABLY perceived. By examining the achievement and behavioural characteristics of these extreme groups, your own particular biases will be brought to light. You should then think about how to behave towards these groups in your class.

INTER-PERSONAL SKILLS INVENTORY

This check list is designed to help you think about various aspects of the behaviours involved in interaction with other people. It offers an opportunity for you to assess your skills and set your own goals for growth and development. To use it best :

1. Read through the list of activities and decide which ones you are practising at the right level, which you need to do more of, and which you need to do less. Check each item in the appropriate column.
2. Some activities that are important to you may not be listed. Write them on the blank lines.
3. Go back over the whole list and circle the numbers of three or four activities which you most want to improve now.

<u>GENERAL SKILLS</u>	O.K.	NEED TO DO MORE	NEED TO DO LESS
1. Thinking before I talk	_____	_____	_____
2. Being comfortable with my educational background	_____	_____	_____
3. Being brief and concise	_____	_____	_____
4. Understanding my motivation for working in a helping profession (teaching)	_____	_____	_____
5. Reading group processes	_____	_____	_____
6. Separating personal and work issues	_____	_____	_____
7. Listening actively to others	_____	_____	_____
8. Appreciating the impact of my own behaviour	_____	_____	_____
9. Being aware of my need to compete with others	_____	_____	_____
10. Dealing with conflict and anger	_____	_____	_____
11. Building an atmosphere of trust and openness	_____	_____	_____
12. Being aware of my implicit theories of personality	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

DIAGNOSING

	O.K.	NEED TO DO MORE	NEED TO DO LESS
13. Helping students discover their own problems	_____	_____	_____
14. Asking direct questions	_____	_____	_____
15. Inspiring the student's confidence in my ability to do the job	_____	_____	_____
16. Willingness not to be needed by the student	_____	_____	_____
17. Offering to find answers to questions	_____	_____	_____
18. Drawing others out	_____	_____	_____
19. Expecting students to use my solutions	_____	_____	_____
20. Helping students generate solutions to their own problems	_____	_____	_____
21. Accepting the student's definition of the problem.	_____	_____	_____
_____	_____	_____	_____

PROBLEM SOLVING

22. Stating problems and objectives clearly	_____	_____	_____
23. Summarizing discussions	_____	_____	_____
24. Selling my own ideas effectively	_____	_____	_____
25. Helping students maintain a logical sequence of problem solving	_____	_____	_____
26. Challenging ineffective solutions	_____	_____	_____
27. Describing how other students' solved a similar problem	_____	_____	_____
28. Asking for help from others	_____	_____	_____
29. Evaluating possible solutions	_____	_____	_____
30. Contributing various techniques for creative problem solving	_____	_____	_____
_____	_____	_____	_____

IMPLEMENTING

O.K.

NEED TO
DO MORENEED TO
DO LESS

- | | | | |
|--|-------|-------|-------|
| 31. Attending to details | _____ | _____ | _____ |
| 32. Helping students make use of their strengths and resources | _____ | _____ | _____ |
| 33. Taking responsibility | _____ | _____ | _____ |
| 34. Changing plans when emergencies come up | _____ | _____ | _____ |
| 35. Building and maintaining morale | _____ | _____ | _____ |
| 36. Requesting feedback about the impact of my presentations | _____ | _____ | _____ |
| 37. Controlling my anxiety while I am performing my task | _____ | _____ | _____ |
| 38. Intervening without threatening my students | _____ | _____ | _____ |
| 39. Intervening at the appropriate time | _____ | _____ | _____ |
| 40. Admitting errors and mistakes | _____ | _____ | _____ |
| 41. Admitting my own defensiveness | _____ | _____ | _____ |
| 42. Promising only what I can deliver | _____ | _____ | _____ |
| 43. Saying "no" without guilt or fear | _____ | _____ | _____ |
| 44. Acknowledging time-boundaries - deadlines and time-limits | _____ | _____ | _____ |
| 45. Setting realistic goals for myself and the student | _____ | _____ | _____ |
| 46. Presenting my biases and theoretical foundations | _____ | _____ | _____ |
| 47. Working comfortably with authority figures | _____ | _____ | _____ |
| 48. Letting someone else take the credit | _____ | _____ | _____ |
| 49. Working with people I do not particularly like | _____ | _____ | _____ |
| 50. Giving in to student restrictions and limitations | _____ | _____ | _____ |

FOLLOWING UP

	O.K.	NEED TO DO MORE	NEED TO DO LESS
51. Assessing my own contributions realistically	_____	_____	_____
52. Acknowledging failure	_____	_____	_____
53. Feeling comfortable with students reviewing my work	_____	_____	_____
54. Dealing with unpredicted changes	_____	_____	_____
55. Relying on informal feedback	_____	_____	_____
56. Letting go when the task is finished.	_____	_____	_____
57. Arranging for next steps and follow-up	_____	_____	_____
58. Attributing failure to the student's personality	_____	_____	_____

COMMUNICATION SKILLS CHECKLIST

The communication skills you teach the children are those that are most helpful in nurturing the development of a positive self-concept.

Look over these suggestions as a checklist periodically to evaluate yourself :

1. LISTENING :

Are you using feedback listening when a child comes to you to tell about a problem or anything important to him?

Are you guessing his feelings when he talks to you? Have you checked to see whether your guesses are correct?

2. NON-VERBAL MESSAGES :

Do you look harrassed when he addresses you for the seventh time in an hour? How can you handle that directly.

Do not depend on non-verbal messages to get him to change his behaviour. Tell him what you want.

Do you smile?

Are you aloof when speaking?

Do you fold your arms in front of you or look open and inviting?

Is your non verbal listening style telling him you do not want to listen?

3. RESPONSES :

Do you directly express your feelings and wants to him - negative or positive?

What do the children in the class know about you? (Give them time to ask you questions. It gives them the feeling that you like them and are willing to share yourself).

Be a model for self-disclosure in class discussions. Show that you like to share yourself with them and that you expect the right to keep some things private. Honour their rights to privacy.

Think about what words of encouragement you gave today. Could you have added any?

- C. ADVICE GIVING : Unlike the commander, the advice giver tells children what to do in a kind way, but this style also discourages independent learning and creative thinking.

FACILITATING :

The teacher who uses this style lets the child know his interest and caring, both verbally and non-verbally. He uses feedback listening to let the child know he is listening, that he cares and to help clarify his feelings. He directly states his feelings, wants and opinions and shows respect for those of the child.

THEORETICAL BACKGROUND

INCREASING SELF-ESTEEM

A. WHAT IS SELF-CONCEPT?

Basic Premises :

1. The SELF-CONCEPT consists of the beliefs, hypothesis and assumptions that the individual holds about himself.
2. Self-concept is influenced by the way people see the child, what they expect of him and the way they behave towards him.
3. A child will INTERNALISE what others think of him and will begin to behave, overtime, as though he is that sort of person others 'tell' him he is.
4. The feedback a child gets from his relative effectiveness in dealing with the physical world will also influence his perception of self.
5. A child who demonstrates to himself that he is able to be effective even in a highly specific way is likely to build upon his perception of himself as an adequate, competent person.

OTHER DEFINITIONS :

- COTTLE 1965 : Self-esteem is usually defined as a personal judgement of worth lying along a dimension with 'positive' and 'negative' ends.
- ROGERS 1951 : Self-esteem is usually defined in terms of SELF ATTITUDE which have an emotional and behavioural component.
- COHEN 1959 : Referred to the Self-esteem as the degree of correspondence between the 'ideal self' and the 'actual self'.
- ARGYLE 1967 : Regarded self-esteem as an individual's effective evaluation of the discrepancy between 'ideal self' and 'actual self'.
- ALLPORT 1952 : It is a persons evaluation of aspects of him or herself.

B. FOSTERING HIGH SELF-ESTEEM IN THE CLASSROOM

Coopersmith and Feldman 1974: have indicated that the following conditions are associated with fostering high self-esteem in the classroom.

- a) Acceptance and trust of the child as a person : (This implies liking and respecting the child as a person, though it does not imply accepting his unacceptable behaviour as an unchangeable facet).

- b) Setting clear and defined limits and standards : (This implies setting limits which are consistently enforced but within which the child has the right to behave differently from others).
- c) Treating the child with respect as an individual : (This implies allowing the child as much individual responsibility as he can take at any time, working together in a contractual sense and encouraging self-pacing, self-evaluation etc.).

C. SELF-ESTEEM AND SCHOOL PERFORMANCE :

1. WATTENBURG & CLIFFORD 1964 :

In this study, intelligence and self-esteem were tested before a group of kindergarten children who had begun to read.

Two and a half years later, the initial self-esteem scores were found to correlate more highly with reading attainment than did initial intelligence test scores.

- 2. In the U.K. a study by D. Lawrence 1971 suggested that friendly and supportive counselling by non-specialists in primary schools increased the self-esteem of children defined as slow readers and that this was related to improvements in reading performance.

The implication of this is that intervention can be two edged :

on the one hand, increasing the child's educational and social adequacy may improve self confidence

and on the other

increasing the child's self-esteem may improve educational performance.

D. SELF-CONCEPT AND PARENTAL INFLUENCE

1. BAUMRINO 1967 :

The backgrounds of children who are already self-reliant, exploratory, self-confident and realistic in self-appraisal are likely to include parents who : MAKE MATURITY DEMANDS.

- ENFORCE LIMITS

- and who RESPOND TO REASONABLE and VALID OBJECTIONS and SUGGESTIONS FROM THEIR CHILDREN

- 2. Children also develop high self-esteem when their parents and teachers are themselves relatively self-confident and secure.

3. There is much to point to the SENSE OF TIMING needed to know when to let go, when to ignore, when to allow a child full responsibility and how far to define and structure what a child does at any one time, as a key adult characteristic in fostering mature personal growth and behavioural adequacy.

E. SELF-CONCEPT AND TEACHER RELATIONSHIPS

1. Some studies on self-concept development have supported the intuitive feeling that the relationship between teacher and child improves in quality when they interact in settings outside school.
2. BEKER, J. 1960 : Found that children on school camps developed a more positive self-concept than a group who did not go on the holiday. These differences were even GREATER ten weeks later after a return to school. Perhaps the teachers and children had learnt to trust each other a little more.
3. The increased understanding born from a greater sharing of responsibility on such occasions as school holidays may well enable the teacher to get a better balance between OVER-CONCERN, UNDER-CONCERN, OVER PERMISSIVENESS and OVER-CONTROL when back in school.

F. SELF-CONCEPT AND THE IMPLICATIONS OF FAILURE

1. Children with low self-esteem in school are likely to react to failure and criticism in a more extreme way, showing withdrawal, or aggression or both.
2. Such children's low self-esteem will reflect their general conclusion that they are inadequate as people to meet the goal requirements of their teachers.
3. Such children especially need teachers who
 - i) change in their behaviour towards them
 - ii) change the task structure and demands
 - iii) change the instructional materials to enable the children to learn.
4. There is substantial evidence to suggest that the vicious circles created by various combinations of inadequate educational performance, low expectations, stereotyped attitudes, inadequate social skills, low self-esteem, inflexible teaching approaches and unstructured teaching can be broken into by intervention aimed at bringing about changes in any one of those areas.

These factors inter-relate and interact.
5. In applying helping strategies a teacher should choose techniques which best fit his or her own personality and skills.

5 COMPONENTS OF EFFECTIVE COMMUNICATION

1. STRONG SELF-CONCEPT - makes an individual feel confident and unafraid to communicate. A weak self-concept results in feelings of inadequacy and makes an individual reticent and insecure, thus uncommunicative.

2. GOOD LISTENER - The poor listener hears only the words. The good listener hears the meaning and emotion behind the words. The good listener will be able to hear feelings as well as content. He is then able to communicate true understandings.

3. CLARITY OF EXPRESSION - The person who is unclear in expression is apt to be misunderstood. He often assumes wrongly that his words mean the same to others as to himself. Clarity of expression makes it easier for another to "get on his wavelength" and feel they are working together.

4. COPING WITH AGGRESSION - Suppression of anger merely bottles it up for a future outburst. Emotion cannot be dismissed but must be expressed if the individual is to use them constructively. To be angry with justification will clear the air for better communication.

5. SELF-DISCLOSURE - People trust others insofar as they feel they know the other person. Inability to reveal one's true self results in deception and an artificial relationship. Self-disclosure can only occur in a non-threatening situation.

TEACHER COMMUNICATION
WITH PUPILS

Reference : Leach and Raybould, pp. 14-34.

The manner in which we communicate with our children provides them with information about how we feel about ourselves and how we feel about them.....

1. PERSONAL JUDGEMENTS BY TEACHERS

- 1.1 It has to be accepted that teachers will vary widely in their responses to children who present classroom difficulties. A teacher often makes PERSONAL JUDGEMENTS, interpretations and evaluations of the behaviour of other people on the basis of his/her own 'constructs' about that person, rather than the behaviour itself.

.... individual children will be liked, disliked, tolerated found irritating etc, in different degrees according to the teacher's own interpretative system (NASH 1973)

- 1.2 It might be expected that trained teachers should have gained the skills necessary to teach all children according to their needs and that their own negative and positive attitudes towards particular children should not be allowed to intrude in this work. In reality the INTERPERSONAL NATURE of teaching makes this very difficult..

.... For a teacher, life in schools has been likened to being a doctor in the middle of an epidemic. There are thousands of small, quick interactions between teacher and children each day, many of which go unnoticed by the teacher. There is little time to stand back and reflect on causes and consequences. (LEACH, RAYBOULD, p.17).

- 1.3 In this normal context of rapid events it is difficult for teachers not to judge what is happening on the basis of evidence which apparently supports their initial personal feelings and beliefs.

- 1.4 Some personal insight might be gained by considering common perceptual and attitudinal biases which appear to act as constraints and limitations on teachers when they are dealing with problem children.

2. IDEAL AND NON IDEAL PUPILS

2.1 WOOD-NAPTHALI 1975: Often teachers assess and differentiate children according to the following criteria:

- a) The involvement of the child in the learning situation.
- b) The ability the child has in a subject or content area.
- c) The overall ability of the child.
- d) The behaviour of the child in class.
- e) The quality and tidiness of the work produced.
- f) The interest shown by the child in the subject or content area.

A child rated highly on these dimensions is likely to be perceived as an 'ideal pupil' who is enjoyable to teach.

2.2 Such a child is likely to behave in a way which indicates

Orderliness, reliability, compliance, confidence, attentiveness, stability, sociability. (Bennett and Youngman 1975).

2.3 Such a child would be rewarding for the teacher personally. He would confirm that the teacher was successful in his/her work and would allow peaceful interactions to take place in the classroom.

2.4 RAYBOULD: Small unpublished study of the perceptions of 10 primary school teachers indicated that they saw their 'IDEAL SELF' as being similar to their own idea of the 'IDEAL PUPIL'.

2.5 WICKMAN 1928 : Teachers rated behaviours such as

'immoralities'
'dishonesties'
'transgressions against authority'

as more serious than

'application to work'

and all of these were rated as being more serious than

'withdrawn'
'inhibited behaviour'.

- 2.6 It is apparent that many teachers express most concern about children's behaviour which either violates their own social and moral standards or which is perceived as a negative attitude to class work and a challenge to their authority.

3. REACTIONS TO NOTICEABLE CHILDREN

- 3.1 Studies by Silberman, 1969, Good & Brophy, 1972.
Asked teachers to nominate children according to criteria which signified 'attachment', 'concern', 'indifference' and 'rejection'.

They asked teachers these questions :

-If you could keep one pupil for another year for the sheer joy of it, whom would you pick? (ATTACHMENT)
-If you could devote all your attention to a child who concerns you a great deal, whom would you pick? (CONCERN)
-If a parent were to drop in unannounced for a conference, whose child would you be least prepared to talk about? (INDIFFERENCE)
-If your class were to be reduced by one child, whom would you be relieved to have removed? (REJECTION)

Both studies found that

- a. The 'attachment' group fulfilled the role of IDEAL PUPIL. It was found these children in class volunteered answers, answered questions correctly and made fewer unwanted demands on their teachers' energies. The teachers gave more praise and more additional support to this group than to the rest of the children.
- b. The 'concern' group made extensive demands on their teachers' time but these demands were perceived by their teachers as appropriate and legitimate.
- c. Children in the 'indifference' group had very little contact with the teacher. When they did receive contacts, they were seldom praised and were more likely to be criticised for their work even though their performance was similar to that of other children.
- d. The 'rejected' children could do nothing right. They were under constant surveillance and their teachers' behaviour was directed attempts to control them by coercion. On the whole, they received little feedback about it and when it was given, it was more likely to have been of a negative kind.

3.2 JACKSON LAHADERNE, 1967 : Classroom life is a very different experience for different children who may even be in the same class with the same teacher.

Any child who is having difficulties in adapting appropriately to the behavioural and learning demands of the classroom will be relatively fortunate if :

- i) his difficulties are noticed
- ii) the particular teacher feels concern about these difficulties.

CHILDREN'S COMMENTS

- My teacher is stupid
 - I hate all maths lessons.
 - The other children are unkind to me.
 - School is babyish that's why I don't want to go there.
 - Only idiots prefer to do work when they could be playing football.
 - Who needs to pass exams anyway, you can always get a job if you try hard enough.
 - I don't want to be a monitor and be the teacher's pet.
 - I know the answers but I can't write them down fast enough.
 - The teacher talks too fast that's why I always fail.
 - I can climb trees better than any of the others in my class.
- a) State the feelings which may lie behind the statements.
- b) Discuss why the feelings were not expressed directly.

RELATIONSHIP BETWEEN BEHAVIOUR DISTURBANCES
AND SELF-CONCEPT

ATTENTION SEEKING BEHAVIOUR

Is reflecting a person who has a self-concept that continually requires support by receiving attention from significant others.

COMPENSATORY BEHAVIOUR

Is displayed by a person whose low self-esteem reflects their belief that they are inadequate to meet goal requirements set by

themselves

peers

teachers

parents

PERSONALITY DISORDER RELATED BEHAVIOUR

Often reflects a person whose self-concept is experiencing conflict due to emotional related doubts and insecurities.

PERCEIVING THE PROBLEM

DOES THE SOURCE OF CONCERN LIE :

1. WITHIN THE TEACHER :

What is your attitude towards the child?

How do you feel about yourself?

2. WITHIN THE TASK :

Is the task too difficult?

Is the task too easy?

Is the task non stimulating?

3. WITHIN THE LEARNING ENVIRONMENT :

Is the learning environment a supportive one?

What influence is the learning environment having on his self-image?

4. WITHIN THE FAMILY :

Children who are already self-reliant, exploratory, self-confident and realistic in self-appraisal, are likely to include parents who :

1967 BAUMRINO :

make MATURITY DEMANDS, ENFORCE LIMITS, RESPOND to reasonable questioning from children.

5. WITHIN THE CHILD :

Does the child have significant learning, personality disabilities? physical disabilities?

TEACHER COMPETENCIES/STRATEGIES FOR FOSTERING
A SUPPORTIVE AND CARING SCHOOL ENVIRONMENT AND
DEVELOPING POSITIVE SELF CONCEPTS AMONG STUDENTS

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1.0 DEVELOPING POSITIVE SELF CONCEPTS AMONG STUDENTS

1.1 TEACHER'S ROLE (GENERAL APPROACH)

The teacher's role should be one that :

- helps students to find value in their own totality of being
- helps students to take pride in their own creative expression
- encourages students to be contented with their own physical and emotional experience as well as in their intellectual accomplishments

1.2 Specific Teacher Strategies

In order to enhance student's self-concepts teachers should be able to :

- Listen purposefully to the child, listen to the feelings behind the words.
- Find something interesting about each student he teaches.
- Provide appropriate 'feed-back' regarding student performance.
- Praise student personality as well as specific skill performance.

- Share his/her own feelings with students.
- Communicate trust by giving responsibility.
- Emphasize, reinforce positive student attitudes.
- Structure experiences through which the student can engage in acceptable risks, try new behaviours, expand his repertory of skills and knowledge and thus build confidence in 'self'.
- Recognize the power of 'non-verbal' communication.
- Encourage and make provisions for the student's best medium of expression. It may not be verbal.

2.0 FOSTERING HEALTHY COMMUNICATION

2.1 Teacher's Role (General Approach)

Teachers should be aware that the manner in which they communicate provides information to others about how they feel about themselves. Thus the more teachers are aware of themselves the more they can empathise with their students and the more positively they will be able to communicate with them.

2.2 Specific Teacher Strategies

In order to foster effective, healthy communication with and amongst their students, teachers should be able to :

- Use 'feedback listening skills'.
- Use appropriate non-verbal communication.
- Have clarity of expression. Be able to state problems and objectives clearly.
- Be a model for self disclosure in class discussions.
- Appreciate the impact of his/her own behaviour on student communication.
- Deal positively with student and 'self' conflict and anger.
- Encourage students to utilize their own strengths and resources.
- Admit errors and mistakes.

• Set realistic goals for himself and his students.

• Deal purposefully with unexpected changes.

• Assess his/her own contributions realistically.

• Acknowledge student failure positively and objectively.

• Say "No" without guilt or fear.

• Promise only what can be delivered.