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Implementation of Caring Program to Improve Positive Social Relationship at GagasCeria Preschool

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Children learn best in the context of relationships. Because relationships with peers and teachers influence how children feel in school and how they learn, the social climate of classroom is critically important. We believe that positive social relationships in preschool create the best environment for children's learning. When they feel comfortable, children are free to do the work of learning (Dodge, D., Colker, L. & Heroman, C., 2011) Therefore we create Caring Program aiming to build positive social relationships in the classroom.

At the beginning of the school year, children are usually not comfortable yet with their new friends and new environment. Usually, every year, we only do lots of cooperative games, dramatization, and storytelling about making friends and friendship. This year we adding one special program : Caring Program. The Caring Program is a four months programme conduct in the beginning of the school year. In this program, children always pair up in doing all the activities at school, such as, playing together during free time, completing the task from the teacher, having meal together, borrowing books together, helping each other wearing shoes and organizing their things. They always do these in pair with one particular partner for one week. The partner are changes every week.

The focus of our observation is to learn how this program improves children's social relationship in classroom. We observed 3 preschool children with social problem (Child A, B, and C) of different characters and ages.

Based on the observation, we find out that Caring Program helps Child A who lacks of social skill to be less aggressive and more accepted by his friends. Child B who is a reserved child, becomes more comfortable to speak and play with his friends. Child C who initially has difficulties to cooperate with others becomes more cooperative and feels comfortable to share his ideas in group.

Keywords: Social Relationship, Caring Program, Preschool Children

Self-Discipline Development of Kindergarten 3 Students by 5-Steps Learning Process and Group Activities through Lesson Study with PLC

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Background and Problems

Our school managed its teaching and learning process to meet the high expectation of the parents. Fortunately, our school administrators are the new generation of educational leaders. New approaches and practices in educational advancement are always acquired and applied to our classroom teaching and learning. Consequently, there are reasons why Lesson Study (LS) and Professional Learning Community (PLC) are to be adopted and practiced in our school to cope with the needs and expectation of the parents and to pioneer new theoretical and practical concepts of classroom teaching and learning.

Self-discipline was an important habit needed to be developed in kindergarten students. As a kindergarten III teacher, I was supported to work on my desire, to develop self discipline to my students by applying 5-Step Learning Process and Group Activity through Lesson Study (LS) with Professional Learning Community (PLC) at Satit Pattana school.

The study objective was :

To study and achieve in developing Self-discipline of kindergarten III students by employing 5-Step Learning Process and Group Activity through Lesson Study with Professional Learning Community (PLC).

Target Group :

24 kindergarten III students of Satit Pattana school.

Study Instruments :

1. A Self-Discipline Observation Guideline form.
2. 4 Redesigned Lesson Plans.
3. A Discipline Board showing agreements on codes of conduct between students and teachers.

The findings were as follows :

1. All 24 students have developed the 4 keys of self-discipline behaviors, which are 'Health and Cleanliness Consciousness' 'Punctuality' 'Self-Control' and 'Speaking Manners' Out of 24, 17 students have developed their self-discipline up to a high level and 7 students have reached a moderate level.
2. Supporting all students to construct and agree on codes of conduct together and then collaborately posted the agreed codes on the Discipline Board in front of the class. Doing so, help students improve their self-discipline.
3. Collaboration in redesigning lessons in terms of lesson study with buddy teachers and other PLC members supported my professional learning and practice effectively.

Lesson Study in Early Years Education: Collaborations through Freedom

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Lesson Study in Early Years Education: Collaborations Through Freedom

Freedom is one of Dr. Maria Montessori's (1870-1952) most important findings in early years education. This includes freedom of movement, exploration, social interaction, choice, as well as freedom of interference from others.

The purpose of this paper is to give teachers, school administrators and parents a practical understanding through lesson study, that collaborations in early years immerse when given freedom.

Participants in the lesson study include three school administrators, eight teachers and fifty-four parents.

One-hundred-and-thirty students in mixed-age groups of 2-8 years old were involved in this lesson study. The project spanned over a period of nine weeks in nine thematic summer camp programs during April-May 2017. These included S.T.E.A.M (Science, Technology, Engineering, Arts, Mathematics) Camp, Color Wars Camp, RC Car Camp, Songkran Camp, Harry Potter Camp, Wellness Camp, English Alphabet Camp, Frozen Camp and Music Camp. Through the use of lesson study in these learning communities we hope for the teachers, school administrators and parents to gain a greater understanding of freedom in the early years education and recognize the importance of how freedom enables collaborations among young children.

The results of the lesson study came from the analyzation of detailed photos taken of the students working on their projects. The projects were prepared and adjusted based on the knowledge gained via discussions by the teachers and the school administrators during the pre- and post-lessons. Parents' collaborations and reflections on the photos of the activities in the School LINE Group were another valuable lesson studied by both the school and the parents. The parents could follow-up each day what their child learned, how they learned, and with whom they learned by seeing the evidence of those lessons in action through the photos. At the same time, the school was able to get feedback from the parents, both from their personal point of view on the activities conducted by the school, and on how the students felt about their activities, friends and teachers.

Lessons studied in this paper include the planning of the themes and activities for the nine summer camp projects, the preparation of materials needed including the trial run of experiments, photos taken of the children during each activity and the relationships with their friends and teachers, the posting and discussion of the photos with the parents in the School LINE Group, the reflection of the parents feedback and comments by the teachers and administrators, and the reviewing/adjusting of activities to be most beneficial for the children.

The results of the project were:

1. In a free and relaxing outdoor environment students became motivated, independent and joyful learners.

2. In mixed age groupings, where students were given freedom, collaborations among children occurred naturally.
3. Children learn best from each other; they became self-motivated, independent, confident, obtained higher self-esteem, and were enthusiastic learners.

To conclude, the lesson learned in this Lesson Study Project for the teachers, school administrators and parents was a practical understanding that collaborations in early years immerse naturally when given freedom. Through freedom of movement, exploration, social interactions, choice, as well as freedom from the interference of others, children became motivated, independent, confident, enthusiastic, joyful learners, who also obtained higher self-esteem.

Keywords: lesson study, early years education, collaborations, freedom of movement, freedom of exploration, freedom to interact socially, freedom of choice, freedom from interference from others