A LEARNING HAVEN

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Ultimately, a nurturing educational experience revolves around the kind of learning space the pupils have for the entire school year. It is one of the indispensable aspects to have an effective teaching-learning process. That is why; a “sensory-rich” environment is what teachers aspire in order to put additional learning gains for the pupils. However, heavily decorated classrooms can bombard pupils with too much visual information, thereby interfering their ability to focus and remember.

There are certain ways to keep in mind to have a print-rich but not overcrowded classroom set-up.

Establish essential corners inside the classroom. Position inevitable corners inside the classroom such as:

a. Supervisory corner. This corner is intended for teachers’ pile of school forms (daily lesson log, SF1, SF2, SF3, SF9 and SF10) and files (school reports, grading sheet, criterion reference test, oral reading test, results of Phil-IRI, nutritional status and the like) organized for easier and faster data retrieval.

b. Guidance corner. When pupils encounter misbehavior problems, teachers act as a guidance counselor keeping an eye for the pupils’ case and implementing a solution to that problem in this corner. Printed school manuals or booklets can also be placed here for perusal.

c. Learners’ corner. This corner is designated for learners’ materials like books, art kit, hygiene kit, learner’s kit and portfolio.
d. **Reading corner.** As DepEd envision an every child a reader, it is important to install a reading corner inside the classroom to promote love for reading and improve the reading profile of those pupils who struggle with reading difficulties and comprehension. It is also wise to put here a collection of different grade-level reading materials that will catch their attention and interest.

e. **Health corner.** For promoting pupils’ proper health and nutrition, posters can be paste on the wall to inculcate appropriate ways in good grooming and taking care of the body.

f. **Disaster Risk Reduction and Management (DRRM) corner.** This corner is set for pupils’ awareness of different disasters that can be experience anytime and anywhere. Put posters on the wall about information on what to do before, during and after disasters and include evacuation map and plan for pupils to remember where to go. In addition, emergency kit and first aid kit can also be placed here.

**Display pupils work.** This can help pupils feel a sense of responsibility for their learning and boost their memory of the lessons discussed. However, be cautious in displaying pupil scores or grades. When teachers post grades of high performers, it can motivate other pupils but can also backfire struggling pupils leading to feelings of shame and demoralization.

**Avoid clutter or overcrowd visuals.** Display visual aids like anchor charts, maps and diagrams or any other posters that reinforce lessons to boost pupils’ learning and values formation. In addition, put images, short stories and quotes featuring heroes and leaders this will help pupils to gain a greater sense of aspiration especially when their backgrounds and achievements are illustrated.

**Balance aesthetic and comfort aspects of the classroom.** Paint the wall with bright color to achieve a welcoming ambience. Provide a well-ventilated and well-lighted classroom wherein air and natural light can pass through the door and windows. Avoid corners and materials inside that can are unnecessary and can only pose danger to the pupils.

Indeed, nothing can compares a learning haven where you can feel and see that your pupils are comfortable and safe while learning, thus turning that place into a “home”.
References:

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