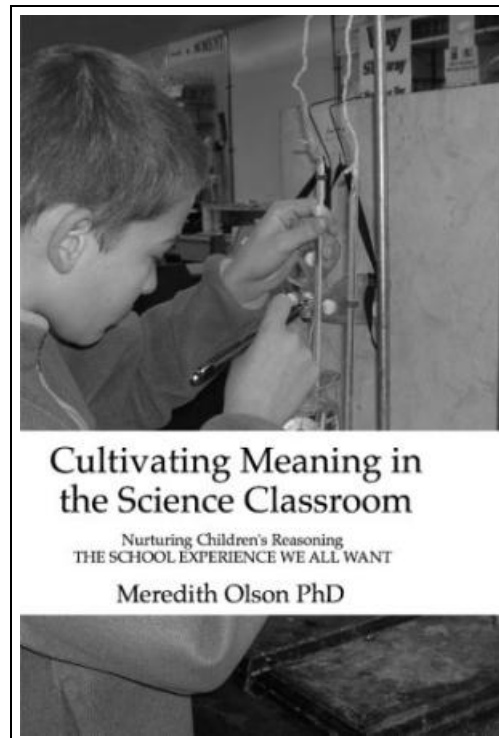


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Glenhaven Publications, United States, 2015. Paperback. Condition: New. Language: English . Brand New Book \*\*\*\*\* Print on Demand \*\*\*\*\*. They are learning what is expected of them. They will ask questions and figure things out and be rewarded with my attention. It is amazing how rewarding it is to a child, and to a classroom, for the teacher to thoughtfully listen to the comments of a child. A teacher s focused attention makes an emotional bond with the child. It draws the child from peer orientation, at least in the classroom setting. With a teacher s appreciative gaze, I have witnessed the spark of an intellect. I have watched debating skills grow. Comments become more precise, eloquent. It is a joy to watch that happen. Children want to grow up. To be seen as being competent. Worthy. Valued. Enjoyed. They strive because growing into adulthood is important to them. Children don t want friendship from a teacher. Not buddy-buddy friendship. They don t want grades. They don t even want praise, really. What they seem to want is the reflection back on themselves that they are becoming increasingly competent. Cognitively interesting. More mature. They can feel themselves growing. Debate is the reward. They thrive on a real conversation. Thoughtfully listening. Incorporating and expanding on the ideas of others. Not being judged. Just being interesting - right or wrong. No consequences. Unconditional acceptance after waiting for their turn. Just the development of an idea. My instruction has to be consistent with the end result. I can t just tell them. I want them to reason without being told. To own the idea. To figure it out. Mostly. Experience first, words second. So, I say, Lets practice. A practice topic to see how it goes. Teaching, Orchestrating the instructional setting. The ongoing...

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