

4. **Recognition of individual differences/variations:** Children/human beings have unique individual differences. They mature at different rates and therefore what they can do depends on their socio-emotional, physical and cognitive maturity or readiness. Catering for all the varied needs among children therefore supports their learning. Providing opportunities for children's learning also helps in understanding each individual child's needs. Children should also be provided with opportunities to work individually or as a group according to their interest. They could for instance be provided with opportunities to accomplish a project of interest or one assigned by the teacher. Children also represent their families and cultural communities or environment. A good teacher will thus involve the family or community in children's learning so as to understand each individual child.
5. **Construction of knowledge:** Children are capable of constructing their own knowledge as their internal environment interacts with the external environment (Piaget 1983). They construct their knowledge through the provision of opportunities that allow them to use their senses to learn. They also construct new knowledge when they practically do things or try out new experiences through trial and error, experimentation, exploration, observation, reasoning, problem solving, hypothesising, scaffolding, role play, imitation and through identification with socialising agents. A good teacher will thus provide opportunities for children to generate knowledge on their own.
6. **Motivation efforts:** Motivating learning content and activities stimulate children's learning interest and performance. Provision of an attractive classroom through display and use of colourful and varied learning materials as well as learning methods and activities that are action based, stimulate and sustain children's learning interest. Children's learning interest should also be stimulated through the use of positive reinforcements (rewards) and also negative reinforcement as well as punishment even though the latter should be used minimally. Learning materials should also be safe for use, be sought from children's local environment, be durable, cost effective, and repairable, age appropriate and also cleanable so that children enjoy using them. Motivation can be enhanced through active participation by all children, giving work that is within the children's ability, provision of a loving environment and ensuring that all children's needs are met. Use of body language facial expressions, gestures, recognizing or appreciating children's individual differences, appealing to their expectations, believing in their ability to perform, provision of time to practice new or learned concepts, giving them immediate feedback and teachers being good role models to children motivate their interest and the need to know or learn more.

References

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