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## An analysis of diverse perspectives on “Excellent Teaching” by a recipient of Teaching Awards with over twenty years of experience in educating young learners

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### Abstract

*The research is centered on veteran educators in the field of early childhood education who possess more than 20 years of teaching experience and have been recognized with awards for their outstanding achievements. The selection of participants was based on specific criteria, such as the number of years of experience and recognition received from the Ministry of Education's Teaching Innovation Competition in Korea. Eight teachers who met the specified criteria were selected to participate in the study. A qualitative phenomenological research study was carried out using semi-structured interviews to gain insight into the experiences and perspectives of the participants. The study identified five main themes: cultivating interpersonal relationships, establishing interactive classroom settings, providing impactful educational methodologies, facilitating healthy habits and character education, and creating a supportive environment for teachers' well-being. The study seeks to improve comprehension of teaching methodologies and offer suggestions for professional development, teacher training, and educational policies.*

**Keywords:** Perspective, Excellent teaching,, Experienced Educators, Early Childhood Education

### 1. INTRODUCTION

In the contemporary educational context, there is a growing need for educators to deliver top-notch instruction, commonly known as 'excellent teaching'. It is essential to shift focus towards educational research that aims to improve children's critical thinking skills and continually develop their experiential understanding. This involves evaluating the qualitative impact of the course on children's experiences and ascertaining whether it has a sustained effect on their problem-solving abilities beyond the educational setting. While the process of enhancing internal cognitive capacities and reassessing experiences may not be readily observable, it is imperative for the field of education to thoroughly investigate these dimensions [1]. Reevaluating the teacher's leadership role in guiding the learning community is crucial for improving the quality of teaching. The advocacy for learner-centered and self-directed learning is prevalent as they have the potential to enhance motivation and provide engaging learning experiences. However, it is essential to

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instructional role of the teacher should be eliminated in an "ideal" classroom [2]. Currently, there is a significant emphasis on effective teaching, often highlighting the use of instructional media and technological approaches. The incorporation of a wide array of instructional materials and participation in diverse learning activities are crucial for enhancing children's motivation and attaining educational goals. Nonetheless, an overemphasis on external variables and effectiveness carries a potential threat that may hinder the development of cognitive abilities [3, 4].

The concept of effective teaching is inherently subjective and dependent on the perspectives and objectives of the group. It encompasses a broad array of components that may vary based on the goals and subject matter of the course. While a universally fixed definition of a great or excellent class does not exist, there are certain key aspects that are generally agreed upon [5]. The notion of effective teaching can be examined from diverse viewpoints, each grounded in distinct educational ideologies and convictions regarding knowledge, learning, and the responsibilities of teachers [6]. Upon examining the existing literature on effective teaching, it is evident that there are several limitations. The definition of 'excellent' teaching in the educational context is initially ambiguous. Previous research has associated the term "excellent" with the ability to communicate effectively, exhibit responsiveness to children, and create an engaging learning environment [3].

Furthermore, the concept of 'excellence' has primarily been shaped by the satisfaction of educators and children who are actively involved in the academic setting. This could result in an insufficient representation of the fundamental components of effective pedagogy. Furthermore, a discrepancy emerges in delineating the parameters of 'excellent' teaching, particularly with the emergence of constructivist learning theories that prioritize the learner's experience above the pedagogical techniques employed by the instructor [4]. The integration of these modifications into existing research on 'excellent' teaching has been inadequate, leading to methodological recommendations that fail to address core classroom issues effectively.

The primary challenge arises from the insufficient discourse on the specific definition of "excellent" teaching, a crucial aspect for guiding improvements and guaranteeing quality assurance. The subjective nature of defining "excellent" teaching presents challenges in establishing a standardized and objective definition, primarily because it is susceptible to changes in educational paradigms. Previous studies have primarily focused on the evaluation of teaching quality and academic achievement, in accordance with behaviorist principles. The shift towards constructivist paradigms since the 1980s has resulted in significant transformations in educational theory and practice, with a focus on learner-centered approaches. Consequently, it is imperative to conduct a thorough examination of the definitions and limitations of effective pedagogy in scholarly discourse [5].

Despite the extensive research on various aspects of effective teaching, there is still a gap in the comprehensive understanding of scholars' perceptions of exemplary teaching. The presence of this knowledge deficit highlights the necessity for a holistic educational strategy that goes beyond the traditional emphasis on specific subjects and acknowledges their interrelation with other academic fields. Recent research has been concentrated on delineating the unique attributes of outstanding teaching. Limited research has been conducted on the perspectives of expert teachers regarding exceptional teaching and the potential disparities in these viewpoints in comparison to those of other teachers. Given these considerations, it is imperative to reassess the concept of effective teaching by examining the diverse resources that impact social class and power dynamics, along with the contextual elements that play a role in defining "excellence." Exploring uncharted dimensions of this concept may reveal new insights, prompting a fundamental reevaluation of its importance.

The expertise and knowledge held by experienced educators play a crucial role in shaping different facets of the educational system. The proficiency of seasoned educators encompasses a broad spectrum of knowledge and varied teaching approaches, which have the potential to improve the efficacy of instruction. The expertise of seasoned educators on instructional strategies, classroom management techniques, and approaches to engaging children can greatly enhance the professional growth of new and mid-level educators [7, 8]. The viewpoints of experienced educators are highly valued in the field of education for several compelling reasons. Their extensive teaching experience equips them with valuable practical insights, encompassing efficient instructional methods, classroom management techniques, and strategies for engaging children effectively [9]. This practical wisdom provides valuable guidance for novice educators and educational administrators seeking to enhance teaching methodologies and children achievements [7]. Additionally, experienced educators exhibit a thorough understanding of diverse teaching and learning contexts, taking into account children's needs, cultural backgrounds, and the impact of institutional factors [10]. The understanding of the context enables educators to offer comprehensive insights into supporting children's learning and addressing challenges within specific educational settings [11].

Experienced educators exhibit adeptness in adapting and implementing new methodologies to cater to evolving educational settings [12]. Their proficiency allows for a comprehensive examination of innovative pedagogical approaches and technologies, which in turn inspires and directs efforts to promote educational innovation and improvement [13]. Experienced educators often undertake the responsibilities of mentors and leaders within their educational institutions and communities [14]. The insights and guidance provided by these individuals are highly valued by their colleagues, administrators, and policymakers. By amplifying the voices of individuals, their mentorship and leadership capabilities can be utilized to facilitate positive change within the education system [15].

The primary objective of this qualitative research is to fill a gap in the existing literature by acquiring a thorough comprehension of the experiences, viewpoints, and perspectives of seasoned educators. The objective is to improve methodologies, children's accomplishments, outcomes, and educational policies. This entails understanding their perspectives on effective teaching methods, techniques to actively involve children, and tactics for classroom management. The main goal is to provide insights and recommendations to enhance the professional development of educators, inform the formulation of educational policies, and support efforts to enhance teaching efficacy and promote child development.

## **2. METHODS**

### **2.1 Participants**

The study utilized specific criteria for participant selection, which encompassed teachers with over 20 years of teaching experience and teachers who had received awards from the Ministry of Education's Teaching Innovation Competition in Korea. The competition, which has been ongoing for 24 years, requires teachers to conduct case studies, present their findings, and undergo evaluation. Formal requests were made to education authorities to acquire a list of past competition winners for the purpose of identifying potential participants. After distributing detailed research descriptions to kindergarten teachers with over 20 years of teaching experience, eight teachers who met the specific criteria were recruited for the study. All of them provided their consent to participate.

## 2.2 Collection of Data

The researchers adhered to ethical guidelines throughout the data collection process for the study. Before gathering research data, participants were given informed consent and were briefed on the study's objectives, scope, and methodologies. The focus was on using the data solely for academic purposes and ensuring the anonymity of the participants. Participation was voluntary and subject to obtaining informed consent. Before the study began, informed consent was obtained from the administrators of eight schools. Subsequently, consent was acquired from the teachers following prior approval from the administrators. Eight teachers agreed to participate in the research study. The research data was gathered through interviews that utilized semi-structured questions developed by the researcher after reviewing relevant literature. The questions were subjected to review and approval by two experts, and demographic information was gathered through a personal information form. Participants were recruited through communication with teachers about the study and scheduling initial meetings with preschool teachers. The participants were asked to share their perspectives on the effectiveness of educational approaches for children. The researcher neglected to apprise the teachers of the semi-structured interview format before commencing the interviews. The data was obtained through interviews, during which the researcher formulated questions while interacting with the participants. Eight teachers were interviewed, and their responses were transcribed and analyzed to discern relevant themes. The section concerning research findings provided thorough explanations of these themes.

## 2.3 Procedures

This study utilized a qualitative research methodology, specifically phenomenology, to explore and gain insight into the lived experiences of teachers. Phenomenology aims to uncover the essential nature of these experiences and the significance that individuals attribute to them (Giorgi, 2009). The focus lies on comprehending phenomena through the lens of individual experiences, rather than extrapolating or interpreting them based on external theories. The study also employed phenomenological reduction, a methodology that involves suspending preconceived notions and biases to focus solely on the firsthand experiences of participants. The coding procedures followed the guidelines outlined in Saldana's (2016) *Coding Manual for Qualitative Researchers*, which included initial coding, establishment of a coding framework, inter-coder reliability training, code application, and quality control. During the coding process, researchers consistently record their coding choices and any modifications made to the coding structure. This practice is designed to uphold transparency and streamline the enhancement of the coding structure as required. Moreover, routine assessments and evaluations are carried out to guarantee the integrity and precision of the coding process. These assessments entail the verification of coded segments, the resolution of discrepancies among coders, and the rectification of any coding inaccuracies or incongruities. Interviews were conducted with twelve teachers at their respective schools, and prior to the interviews, participants provided explicit consent. The interviews, ranging in duration from 60 to 100 minutes, collectively amounted to 590 minutes of recorded interviews.

The interview questions are presented below.

1. Could you delineate the essential qualities or characteristics that, in your opinion, define an outstanding teacher?
2. In your perspective, what skills or competencies are deemed essential for effective teaching, especially for educators with substantial experience such as yourself?
3. The definition of successful teaching and the indicators utilized for its measurement are essential considerations.
4. Could you provide personal experiences or examples of teaching practices that, in your opinion, demonstrate excellence in teaching?
5. What significance do teacher-child relationships hold in effective pedagogy, particularly considering your extensive classroom experience?
6. To what extent do you consider continuous professional development crucial for upholding teaching excellence, especially among experienced educators?
7. What strategies or approaches do you consider most effective in promoting child engagement and learning?

8. What strategies do you employ to address challenges or obstacles in the classroom while upholding the quality of your teaching?

9. What is your perspective on the equilibrium between conforming to established educational standards and adjusting teaching approaches to cater to the unique requirements of individual children?

10. What guidance would you offer to novice or aspiring educators seeking to excel in their teaching practice, drawing from your extensive experience?

## **2.4 Analysis**

The examination of qualitative phenomenological research entails a methodical process aimed at comprehending and interpreting the subjective experiences and viewpoints communicated by participants. In the context of this study, semi-structured interviews were conducted with experienced teachers who have been recognized with awards for their innovative teaching practices. During the analysis process, researchers are required to maintain reflexivity and be conscious of their personal biases and assumptions. By meticulously adhering to these procedures, researchers can produce comprehensive and subtle understandings of the concept of exceptional teaching as recognized by seasoned educators. This, in turn, can aid in the progression of educational theory and practice.

The analysis would typically follow this structure. The initial stage includes transcribing the interviews word for word. This practice guarantees the precise capture of all responses, enabling systematic analysis. Researchers initiate the process by immersing themselves in the data through multiple readings of the transcripts. This process aids in developing a better understanding of the material and recognizing initial perceptions or trends. Researchers subsequently engage in the coding process, wherein they systematically assign descriptive or interpretive labels to segments of text. Codes are generated from the data and can symbolize themes, concepts, or patterns that arise from the participants' feedback. In this study, the codes may pertain to the characteristics of exceptional teachers, crucial competencies for successful teaching, instances of exemplary teaching practices, the importance of teacher-children relationships, methods for fostering children involvement, tackling obstacles, and harmonizing standards with children requirements.

Theme development involves the organization of codes into broader themes or categories according to their shared characteristics or connections. This procedure may entail the consolidation of related codes and the identification of overarching concepts that encapsulate crucial elements of the participants' experiences and viewpoints. For instance, potential themes could encompass topics such as "Key Qualities of Exceptional Educators," "Efficient Pedagogical Approaches," "Significance of Ongoing Professional Growth," and "Harmonizing Academic Standards with Children Requirements."

Data interpretation involves a thorough examination of the identified themes by researchers to uncover the underlying meaning and significance of each theme. This process entails analyzing the interrelationships among themes and taking into account the specific context in which they emerge. Researchers have the opportunity to utilize theoretical frameworks or existing literature to guide their analysis and offer more profound insights into the phenomena being studied. Member checking involves researchers seeking to improve the credibility of their findings by allowing participants to review and offer feedback on the analysis. This practice aids in guaranteeing that the interpretations accurately mirror the viewpoints and experiences of the participants. The findings of the analysis are synthesized and documented in a comprehensive research report or article as part of the final stage of the research process. This usually encompasses an explanation of the research methodologies employed, the presentation of the principal themes and discoveries, an analysis of the implications, and a contemplation of the study's constraints.

## **3. RESULTS**

### **3.1 Cultivating and Sustaining Interpersonal Relationships**

**3.1.1 Establishing Trust and Connection:** The participants consistently underscored the importance of building trust and establishing connections with each student. The process was characterized as fundamental in establishing a supportive learning environment where students feel safe and appreciated. The development of these connections is considered crucial for promoting engagement in the learning process and motivating students to investigate new concepts.

*T2: In my perspective, it is fundamentally crucial. Lack of trust and connection can hinder students from feeling at ease and actively participating in the learning process. When students experience a sense of security and feel valued, they are more inclined to engage actively and confidently explore new ideas.*

*T5: One of the primary strategies I utilize is establishing a welcoming and inclusive environment right from the outset. I endeavor to familiarize myself with the names of each student, attentively address their concerns, and exhibit empathy towards their unique experiences. Establishing rapport is a process that requires time and effort, yet the benefits justify the commitment.*

*T6: Effective communication plays a crucial role in various contexts. I endeavor to regularly communicate with my students, both within and beyond the classroom setting. I also endeavor to be accessible and attentive to their requirements. Trust is delicate and necessitates continuous effort for its cultivation and preservation.*

**3.1.2 Establishing a Positive and Supportive Environment:** The teachers prioritize the establishment of a positive and supportive atmosphere in their classrooms. The text underscores the significance of embracing acceptance, respect, and fostering a sense of community. Participants endeavor to validate students' emotions and create avenues for open expression. Diverse viewpoints are integrated into the curriculum to ensure representation and inclusion, with active efforts made to address instances of bias or discrimination. Also, Participants emphasize the significance of forming personalized connections with each student. They utilize a variety of strategies, including personalized conversations, shared interests, and meaningful interactions, to cultivate these connections. Educators aim to create a supportive environment that fosters students' willingness to seek assistance and express their ideas freely by investing time in understanding each student's unique interests, strengths, and challenges.

*T3: The initial step, in my perspective, involves cultivating a feeling of belonging and community. I aspire for all children to experience acceptance and appreciation for their individuality. At the onset of the academic year, a significant amount of time is dedicated to fostering relationships and setting up classroom norms that encourage kindness, empathy, and respect.*

*T1: It is crucial to promptly tackle these issues. Even young children have the capacity to internalize detrimental stereotypes or biases that they come across. Age-appropriate literature, dialogues, and exercises are employed to educate on the topics of diversity, inclusion, and equity. When a situation arises in which a child expresses bias or makes hurtful comments, it is viewed as an opportunity for learning and growth. Our approach involves assisting the child in comprehending the impact of their words and actions.*

**3.1.3 Supporting Academic and Emotional Well-being:** Educators prioritize frequent assessments with students to oversee their academic advancement and emotional welfare. The text underscores the significance

of establishing a supportive classroom atmosphere in which students feel acknowledged, appreciated, and self-assured in requesting assistance when necessary. These endeavors not only enhance academic achievements but also foster a sense of belonging and well-being among students. Emotions are intense during early childhood, and it is essential for children to understand that it is acceptable to experience and express their emotions. We establish a secure environment where children are encouraged to openly articulate their emotions, be it joy, frustration, sadness, or anger. We acknowledge their emotions and assist them in cultivating coping mechanisms to navigate difficult circumstances.

*T8: The establishment and cultivation of relationships are fundamental to all our endeavors. The objective is to foster a sense of trust and connection with each child, establishing an environment where they feel secure and appreciated within our classroom. The establishment of these connections is crucial as they foster trust and rapport within the educational environment. When children develop a strong rapport with their teacher, they demonstrate higher levels of involvement in the educational process and a greater willingness to experiment with new concepts and ideas.*

*T3: My priority lies in establishing a positive and supportive environment that fosters feelings of acceptance and respect among children. I acknowledge and validate their emotions, while simultaneously creating avenues for them to articulate their thoughts and feelings freely. I integrate a variety of perspectives and experiences into our curriculum to ensure the representation and inclusion of all children. I also consistently prioritize regular check-ins with my children, emphasizing both their academic progress and emotional well-being. I endeavor to establish a nurturing classroom atmosphere where students are encouraged to freely express themselves and seek assistance when necessary.*

*T7: I am dedicated to establishing a secure and nurturing setting where each child experiences acknowledgment and appreciation. I devote time to getting to know each child on an individualized basis, aiming to understand their interests, strengths, and challenges. This approach presents several advantages. Strong interpersonal relationships not only enhance academic achievement but also promote a feeling of belonging and well-being in children. Ultimately, nurturing these relationships contributes to enhancing the experience for all individuals involved in the processes of teaching and learning.*

### **3.2 Establishing Stimulating and Interactive Classroom Settings**

The educators prioritize tailoring education to correspond with the interests of students, with the goal of increasing enjoyment and involvement in the classroom. The importance of tailoring learning experiences to align with developmental stages and individual interests was emphasized, thus promoting children's autonomy in their educational journey. Teachers prioritize customizing education to align with the developmental stages and interests of children in order to enhance their enjoyment and engagement in classes. The focus is on children experiencing enjoyment, taking initiative in their learning, and actively engaging in the learning process.

The results highlight the importance of promoting enjoyment, personalization, and interactivity in the early childhood educational environment. Educators highlight the significance of establishing a favorable learning atmosphere that fosters children's involvement and enthusiasm for acquiring knowledge. Educators strive to improve children's satisfaction and engagement in the learning process by integrating a variety of instructional

methods and customizing education to individual interests. Moreover, the focus on establishing an interactive learning setting is in line with the encouragement of active engagement and addressing the varied learning requirements. The findings provide valuable insights for early childhood education practices, emphasizing the significance of integrating enjoyable and engaging instructional approaches that are tailored to individual interests and foster active learning. By incorporating these discoveries into pedagogical strategies and the design of curricula, educators have the potential to elevate the standard of early childhood education and bolster the comprehensive academic and personal growth of children.

**3.2.1 Cultivating Enjoyment and Engagement:** Participants underscore the significance of establishing a positive and enjoyable learning atmosphere to foster children's engagement and enthusiasm for the educational process. A variety of instructional methods are utilized, such as cooperative learning activities, practical experiments, and open-ended discussions, in order to cater to a range of learning styles and preferences. When children derive pleasure from the process of learning, they are inclined to better retain information and cultivate a sustained enthusiasm for acquiring knowledge.

*T4: the significance of enjoyment resides in its capacity to cultivate a favorable learning atmosphere, motivating children to actively participate and explore novel concepts. When children find enjoyment in the learning process, they are more likely to remember information and develop a long-lasting enthusiasm for acquiring knowledge. I employ various instructional strategies to cater to a wide array of learning styles and preferences. This entails incorporating cooperative learning activities, hands-on experiments, and open-ended discussions to engage all children actively in the learning process.*

**3.2.2 Individualized Educational Experiences:** Educators prioritize the establishment of personal connections with each student and the integration of their interests into instructional activities. Educators strive to enhance children's satisfaction and engagement in the classroom by customizing education to align with individual interests. This process entails allocating time to comprehend the individual interests, strengths, and challenges of each child, and creating educational materials customized to suit their requirements and inclinations.

*T2: The focus lies in nurturing a passion for learning and enabling children to assume responsibility for their own education. It is advisable to establish a personal connection with your children and integrate their interests into your lessons whenever feasible. Furthermore, educators should not hesitate to explore various instructional approaches and learning activities in order to maintain a dynamic and engaging learning environment for their children.*

*T5: It is crucial to tailor education to correspond with the individual interests of children. By integrating subjects and exercises that are meaningful to children, we can improve their satisfaction and involvement in the classroom. I dedicate time to acquaint myself with each child on an individual basis, aiming to comprehend their interests, strengths, and challenges. Subsequently, I develop instructional materials tailored to their individual requirements and preferences, thereby nurturing their proactive engagement in the educational journey.*

**3.2.3 Focuses on the establishment of an interactive learning environment:** Participants concentrate on establishing a stimulating and interactive classroom environment that nurtures children's excitement and encourages their active involvement. They employ a diverse range of strategies, including hands-on activities,



group projects, and multimedia resources, to accommodate various learning styles and stages of development. Through the utilization of instructional scaffolding, educators incrementally introduce increasingly complex concepts that are tailored to the comprehension levels of children, aiming to sustain their engagement and motivation.

*T4: I prioritize creating an engaging and interactive learning environment. I strive to establish an interactive classroom setting that fosters child enthusiasm and active participation, utilizing a variety of methods such as hands-on activities, group projects, and multimedia resources. In doing so, I take into account the developmental stages of my children when designing lesson plans. I employ instructional scaffolding to align with children's existing level of comprehension and gradually introduce more advanced concepts as they make progress. This practice assists in maintaining their engagement and drive to acquire knowledge.*

### **3.3 Providing impactful and well-structured educational methodologies with a dedicated focus on pedagogy**

The teachers underscored the significance of classes possessing a well-defined purpose and structure. The significance of harmonizing instructional goals with children's interests was underscored, emphasizing the need to ensure that lessons are meaningful and in accordance with predetermined objectives. This involves the integration of intentional teacher-led activities with child-directed play experiences. Teachers underscore the importance of courses having a clearly defined purpose and structure. They promote a balanced alignment between the pedagogical goals of educators and the natural tendencies of children, emphasizing the importance of purposeful classes that are focused on specific objectives. Furthermore, they underscore the significance of recognizing deliberate teacher-led activities alongside child-directed play experiences. The themes highlighted emphasize the importance of establishing robust relationships with students, comprehending their unique needs and interests, and fostering a supportive learning atmosphere that combines academic standards with child-centered approaches.

**3.3.1 Balancing Standards and Child-Centric Approaches:** Both teachers emphasize the importance of achieving a balance between meeting educational standards and addressing the interests and needs of children. They highlight that recognizing and integrating children's inclinations can lead to a more engaging and meaningful learning experience. This balance ensures that lessons are purposeful and relevant to the students while still meeting educational objectives.

*T5: by acknowledging and incorporating children's tendencies, a more immersive and significant educational experience can be created. The instructional approach begins with a clear articulation of the learning objectives for every lesson or unit, which is then followed by the development of activities and assessments that are closely aligned with these objectives. I regularly solicit feedback from children to evaluate their interests and preferences. I also stay updated on educational trends and research to ensure the relevance and effectiveness of my teaching methods.*

**3.3.2. Individualized Understanding and Community Building:** Teachers prioritize getting to know each child individually to understand their unique needs and interests. By doing so, they can tailor learning experiences to meet the diverse needs of students. Additionally, they focus on cultivating a sense of community

where all individuals feel respected and embraced, creating a supportive environment for structured learning.

*T8: Recognizing the importance of balancing adherence to educational standards with catering to the interests and needs of children is essential for effective teaching. By identifying this equilibrium, a more engaging and meaningful learning experience can be established for children. I prioritize the individualized acquaintance with each child to comprehend their distinct requirements and interests. I also foster a sense of community where all individuals feel respected and included.*

**3.3.3 Integration of Real-World Learning and Child Participation:** Teachers integrate real-world illustrations, practical activities, and multimedia materials into their instructional approach to enhance child engagement and relevance to their daily experiences. They also promote child participation and collaboration, allowing students to take ownership of their learning. This integration of real-world relevance and active participation ensures that learning experiences are purposeful and structured.

*T7: I advocate for the involvement of children in educational activities and encourage collaboration to foster a sense of ownership in their learning process. Both categories of activities play distinct roles within the classroom environment. The activities facilitated by the teacher provide structure and guidance, while the play initiated by the child fosters creativity and encourages exploration. By integrating both methodologies, a comprehensive learning environment can be established to cater to the diverse needs and preferences of children.*

**3.3.4 Purposeful Planning and Alignment with Objectives:** Teachers stress the importance of ensuring that classes are purposeful and in line with specific objectives. They begin by explicitly outlining learning objectives for each lesson or unit and then design activities and assessments that directly target these objectives. This approach guarantees that every element of the course contributes to child learning and ensures structured learning experiences.

*T2: I begin by clearly delineating the learning objectives for each lesson or unit. Subsequently, activities and assessments are designed to specifically address these objectives, ensuring that each component of the course enhances children's learning. For instance, during a language arts lesson, the class could begin with a teacher-led conversation about the elements of storytelling. Subsequently, I could facilitate a creative writing exercise where children have the chance to craft their own narratives by incorporating the elements discussed earlier.*

*T6: I endeavor to cultivate positive habits and values in my children, utilizing methods such as discussions, role-playing activities, and modeling behaviors. Within our classroom, there is a "gratitude jar" where children record things they are grateful for on a daily basis. This simple exercise aims to cultivate a positive outlook on life and encourages children to focus on the positive aspects, even when encountering challenges.*

### **3.4 Facilitating the Cultivation of Long-Term Healthy Habits and Character Education**

The teachers prioritized the advancement of fundamental lifestyle habits and moral characteristics, recognizing the considerable significance of early childhood education. They underscored the significance of serving as role models and fostering the cultivation of optimistic perspectives on life. Furthermore, they emphasized the significance of cultivating favorable moral characteristics in conjunction with academic achievement. Recognizing the considerable significance of early childhood education, the teachers emphasized the

importance of promoting essential lifestyle habits and character traits. They emphasized the importance of serving as role models and facilitating the development of positive attitudes towards life. Moreover, they underscored the importance of cultivating positive character traits alongside academic proficiency. These themes underscore the significance of incorporating character development into the educational process, in addition to academic learning. Teachers play a pivotal role in exemplifying positive behaviors, nurturing character traits, and establishing a nurturing environment conducive to the development of fundamental lifestyle habits and values.

**3.4.1 The modeling of positive behaviors and attitudes:** Teachers acknowledge their duty to act as positive role models for children. They exhibit integrity, kindness, perseverance, and other positive character attributes in their interactions with both children and colleagues. By illustrating these behaviors, educators strive to inspire and empower children to cultivate similar characteristics.

*T1: I strive to be a positive role model by exemplifying integrity, kindness, and perseverance in my interactions with both children and colleagues. One approach I employ involves integrating lessons on growth mindset and resilience into our curriculum. I advocate for children to adopt a positive mindset when facing challenges and mistakes, viewing them as opportunities for personal growth and learning.*

*T3: By exemplifying positive behaviors and attitudes, we have the potential to motivate and enable children to realize their fullest potential. I integrate character education into our daily routines and interactions, emphasizing virtues such as honesty, respect, and empathy. I also utilize storytelling and real-life examples to illustrate the importance of these values in practical situations.*

**3.4.2 Fostering character development:** Educators highlight the significance of cultivating positive character attributes, including perseverance, responsibility, empathy, honesty, respect, and compassion. Character education is incorporated into daily routines and interactions through strategies such as storytelling and real-life illustrations to underscore the importance of these values. The integration of character education into the curriculum is perceived by teachers as being equally significant to academic achievement. The curriculum includes teachings on growth mindset, resilience, and virtues. Moreover, they incorporate lessons on fostering a healthy lifestyle, self-care routines, and expressions of gratitude into daily routines to nurture positive behaviors and principles in children. Teachers facilitate opportunities for children to engage in reflection on their experiences and articulate feelings of gratitude. For instance, they incorporate activities such as the "gratitude jar," in which children document things they appreciate. These activities promote the development of a positive outlook on life among children, encouraging them to concentrate on the advantageous aspects, even when faced with challenging circumstances.

*T6: I believe that positive character traits, such as perseverance, responsibility, and empathy, are crucial for children to achieve success, not only in their academic pursuits but also in their personal and professional endeavors. I am of the opinion that achieving academic success encompasses more than just acquiring content knowledge; it also involves cultivating strong character and moral values. I integrate conversations and exercises that promote virtues such as honesty, respect, and compassion into our instructional sessions.*

*T5: I incorporate teachings on the promotion of a healthy lifestyle, self-care practices, and the cultivation of character into our daily routines. I strive to instill positive habits and values in my children, whether through discussions, role-playing activities, or modeling behaviors. Within our classroom, there is a "gratitude jar" where children record things they are grateful for on a daily basis. This simple exercise aims to cultivate a positive outlook on life and encourages children to focus on the positive aspects, even when encountering challenges.*

### 3.5 Establishing a Supportive Environment for the Well-being of Teachers

The teachers emphasized the importance of creating a supportive environment to enhance teachers' well-being and improve the quality of the classroom. The authors acknowledged that these settings promote active child engagement, adaptability, and successful instructional practices. In educational settings, the focus is on fostering a child-centered learning environment where teachers act as facilitators and mentors. Teachers emphasize the significance of establishing a supportive environment to enhance the well-being of teachers and the effectiveness of the classroom. Recognizing the impact of supportive environments in fostering children's engagement, adaptability, and effective learning. The focus is on establishing a learning environment centered on the child, with teachers serving as facilitators and mentors.

**3.5.1 Impact of Supportive Environment on Teachers:** All excerpts emphasize the significance of a supportive environment in improving teacher well-being and effectiveness. This includes providing flexibility, resources, encouragement, and recognition to teachers. When educators feel supported, they are more open to exploring new methodologies, taking risks, and adapting to evolving needs. Supportive environments also contribute to teachers' sense of fulfillment, resilience, and growth mindset. Institutions can facilitate this through wellness programs, professional development opportunities, and a culture of gratitude and acknowledgment. A supportive environment provides teachers with the essential flexibility, resources, and encouragement needed to adeptly address the changing needs of their students and the demands of the curriculum.

*T7: Our institution provides a comprehensive wellness program that includes mental health assistance, workshops on stress management, and resources aimed at improving personal well-being. Furthermore, a culture emphasizing the expression of gratitude and recognition of teachers' contributions prevails, valuing their commitment and perseverance. I am strongly believe that an environment which provides support facilitates collaboration, communication, and ongoing improvement among educators, ultimately resulting in the refinement of teaching approaches and enhanced academic performance of children.*

*T4: I consistently engage in self-reflection regarding my teaching methods and actively solicit feedback from colleagues, students, and parents. I participate in professional development endeavors to stay updated on contemporary educational trends and research.*

**3.5.2 Role of Teacher Attitude and Mindset:** The success of exceptional classes can be ascribed to the teacher's attitude. The teacher's attitude plays a pivotal role in establishing a successful classroom environment. An environment that offers support not only improves the academic performance of children but also significantly contributes to enhancing the overall well-being of teachers. Educators demonstrate enhanced abilities to manage stress and maintain a positive outlook on their professional duties when they receive support and acknowledgment from their colleagues and supervisors. The attitude and mindset of teachers play a crucial role in creating a supportive environment. Teachers who maintain a positive attitude and growth mindset are better equipped to lead successful classes, foster student engagement, and manage stress. Promoting resilience, adaptability, and persistence among educators contributes to a positive classroom environment and fosters continuous improvement in teaching methods.

*T1: I promote the development of a growth mindset in my classroom, highlighting the significance of resilience, adaptability, and persistence when encountering challenges. I provide educators with access to professional development opportunities and resources aimed at facilitating their professional growth and advancement.*

*T8: When children perceive support and recognition, they tend to actively participate in their learning and take ownership of their education. An environment that offers support cultivates a sense of trust and*

*collaboration, leading to increased levels of child engagement and academic achievement.*

#### **4. DISCUSSION**

This study highlights the substantial importance that seasoned early childhood educators place on building and fostering relationships within the classroom. The educators prioritize the establishment of strong and trusting connections with each child, acknowledging the crucial role of these relationships in cultivating an optimal learning environment. This emphasis aligns with previous research highlighting the significance of positive teacher-child relationships in fostering academic engagement and socio-emotional development [16, 17]. Moreover, the results of this study highlight the crucial role that relationships play in the instructional strategies employed by seasoned kindergarten educators. These educators prioritize the establishment and nurturing of strong connections with each child, emphasizing the importance of emotional security and rapport within the classroom environment. This focus on relationships is consistent with prior studies that underscore the importance of positive teacher-child relationships in promoting academic involvement and socio-emotional growth [16, 17]. Moreover, the significance ascribed by educators to the establishment of inclusive and hospitable settings aligns with contemporary research that promotes culturally responsive pedagogical methods emphasizing diversity and striving for equity [18].

The implications for teacher education programs are easily discernible. Pre-service educators should undergo training in relational pedagogies that emphasize the significance of establishing trust and rapport with children. Efforts focused on fostering inclusive classroom environments should be incorporated into teacher training programs, with a focus on acknowledging and validating the diverse identities and experiences of children. Furthermore, it is crucial to offer continuous professional development opportunities for in-service teachers to improve their abilities in cultivating positive relationships and creating inclusive classroom environments. Educators have the capacity to foster a positive and supportive educational setting that enhances children's motivation, active engagement, and overall academic, social, and emotional welfare through emphasizing the development and maintenance of interpersonal connections with students. By actively listening to children's thoughts, concerns, and questions, educators can demonstrate care and empathy, thereby enhancing the teacher-children relationship. Personalized support entails participants exchanging strategies to offer tailored assistance that is specifically crafted to address the unique needs of each child. This procedure entails establishing personalized connections with children, assessing their strengths, weaknesses, and areas of interest, and adjusting teaching approaches to accommodate their varied learning styles and preferences. The establishment of a welcoming and inclusive classroom environment necessitates educators to prioritize the creation of a setting where all children feel valued, respected, and acknowledged. This entails celebrating diversity, promoting acceptance, and creating channels for collaboration and peer support.

The findings of the study emphasize the significance of creating dynamic and interactive classroom environments. It highlights the necessity of developing educational opportunities that are engaging and tailored to the individual interests and developmental stages of children. This approach is in accordance with constructivist educational theories that emphasize active engagement and child-centered instruction [4, 19]. Within the domain of teacher reflection and action research, educators are urged to engage in critical evaluation of their current instructional strategies and to seek opportunities to integrate more child-centered and

interactive components into their pedagogical practices. Action research initiatives frequently entail the exploration of diverse instructional strategies and the solicitation of feedback from children to assess their impact on levels of enjoyment and engagement. The focus on developing enjoyable and engaging learning experiences is consistent with constructivist educational theories that prioritize active engagement and child-centered instruction [4, 19]. Educators endeavor to boost motivation and foster a love for learning through tailoring instruction to correspond with the interests and developmental phases of children. This approach is supported by research demonstrating the positive effects of child-centered instructional methods on children's engagement and academic performance [20, 21]. Teacher education programs ought to incorporate principles of child-centered instruction into their curriculum. This integration aims to provide pre-service teachers with strategies for identifying and incorporating children's interests into their lesson planning. Furthermore, it is essential to offer professional development opportunities for practicing teachers to facilitate the incorporation of student-centered instructional methods in their educational environments. Educators possess the capacity to establish learning settings that promote active engagement and academic achievement through prioritizing children's participation and enjoyment. The creation of interactive and engaging classroom settings is crucial for fostering effective teaching and learning experiences. Participants have offered comprehensive elucidations on this subject and deliberated on diverse strategies.

The research findings emphasize the significance of offering deliberate and structured learning opportunities that strike a balance between instructional objectives and the interests of children. This approach highlights the importance of matching instructional strategies with specific learning objectives, taking into account the diverse needs and preferences of children. Educators are encouraged to partake in reflective teaching and action research to evaluate their lesson planning procedures and enhance the incorporation of intentional and well-structured learning opportunities in their curriculum. Action research initiatives often entail collaborative development and implementation of instructional strategies that integrate teacher-led assignments and child-centered activities, with a focus on assessing their efficacy in attaining educational objectives. The importance of effective lesson planning and curriculum design in promoting children's learning is emphasized by the need to offer purposeful and structured learning experiences [22, 23]. Educators endeavor to establish significant learning experiences that promote child development through a harmonious integration of instructional objectives with the interests and requirements of children. This approach is consistent with research that emphasizes the significance of aligning instruction with learning objectives to improve children's comprehension and retention [3, 10].

Teacher preparation programs should prioritize the enhancement of pre-service teachers' skills in lesson planning and curriculum design to guarantee their capacity to develop meaningful and well-structured learning experiences. Furthermore, it is crucial to offer continuous support and mentorship to in-service teachers to improve their ability to synchronize instructional methods with educational goals and adjust the curriculum to cater to the varied requirements of students. Educators play a vital role in enhancing children's learning and academic development by delivering deliberate and well-structured instruction. The implementation of coherent and purposeful educational strategies, coupled with a dedicated emphasis on instruction, is crucial for enhancing children's involvement, understanding, and academic success. An analysis of the participants' elaboration on this theme and the strategies they have explored is presented. The participants' emphasis on aligning curriculum objectives with the interests, needs, and learning goals of children may have stemmed from the association between curriculum goals and the needs of children.

The study's findings emphasize the significance of fostering positive character traits in conjunction with attaining academic success to facilitate the development of long-term healthy habits and character education. This comprehensive educational approach recognizes the importance of children's social, emotional, and ethical development as essential elements of their overall growth and achievement. In order to facilitate teacher reflection and action research, educators are advised to evaluate their existing approaches to fostering character development in the classroom and to investigate potential strategies for improvement. Action research initiatives may encompass the implementation of particular character education programs or the integration of character-building activities into current curriculum units, with a focus on evaluating their influence on children's attitudes and behaviors. The emphasis on promoting fundamental lifestyle habits and individual traits illustrates a holistic educational strategy that gives precedence to the social, emotional, and ethical growth of children [24, 25]. Educators strive to equip children for achievement in academic as well as personal domains through exemplifying positive behaviors and fostering the cultivation of virtuous character traits. This approach is underpinned by empirical evidence illustrating the beneficial impacts of character education on diverse facets of child development, such as academic achievement, prosocial conduct, and general welfare [25, 26].

Teacher education programs ought to incorporate principles of character education into their curriculum, providing aspiring teachers with the chance to contemplate and assess their own values and beliefs. Furthermore, it is crucial to offer professional development opportunities for in-service teachers to support the incorporation of character education initiatives into their instructional approaches. Educators have the ability to promote the holistic development and long-term well-being and success of children by prioritizing the development of essential lifestyle habits and character traits. The findings emphasize the crucial importance of creating a supportive environment to improve the well-being of teachers and the academic performance of children. This entails equipping educators with essential resources, acknowledgment, and opportunities for professional growth. Within the domain of teacher reflection and action research, educators are tasked with reflecting on the supportive frameworks that exist within their educational institution or organization. Efforts should be made to explore strategies for active engagement in promoting a nurturing and supportive atmosphere. Action research initiatives encompass a range of activities, such as advocating for increased support resources, introducing staff wellness programs, and organizing professional development opportunities that prioritize teacher well-being and instructional effectiveness. The focus on creating a nurturing environment demonstrates an awareness of the interconnectedness between the welfare of teachers and the development of children [27, 28]. Educators aim to improve the resilience, job satisfaction, and effectiveness of teachers by fostering a supportive and collaborative culture. This approach is underpinned by research that illustrates the beneficial effects of nurturing school environments on teacher morale, retention rates, and child development [29, 30]. Teacher education programs ought to give precedence to fostering supportive school cultures and practices. This goal can be accomplished by providing pre-service teachers with techniques to cultivate positive relationships and promote collaborative atmospheres. Moreover, it is crucial to offer continuous professional development opportunities for in-service teachers to improve their welfare and foster their professional growth. By prioritizing the establishment of supportive environments and focusing on the well-being of teachers, educators can create conditions that optimize children's learning and development.

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