



Learning Environments that Advance Rights and Nonviolence

My Caring Classroom Companion





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My Caring Classroom Companion

Reflections, Insights, and Inspirations
for My Teaching Journey

Name:



Welcome Note

Dear Teacher,

Welcome to your **Caring Classroom Companion**. Think of this journal as your personal diary, a private space to freely document your thoughts, feelings, emotions, experiences, aspirations, and reflections throughout your LEARN journey and beyond.

This journal is specifically designed to help you:

- Explore your personal feelings and thoughts as you learn.
- Critically reflect on training concepts and strategies.
- Connect new ideas meaningfully to your teaching practice.
- Plan practical steps for implementing what you learn.
- Identify areas where you may need additional support from peers, your school administration, or the LEARN team.

Teachers are powerful agents of change, and lasting change begins with awareness. Reflective journaling supports this journey by helping you examine your beliefs about discipline, safety, and relationships, recognise your emotions, strengths, and stressors, identify practical strategies that benefit both you and your learners, and sustain your commitment to positive discipline and well-being over time.

How to Use This Journal:

This journal is designed to move with you throughout the training, into peer support groups, and across my teaching journey. It is designed to follow the rhythm of your learning journey. You will find: Reflections for each session and training day; Logs to help you practise and apply new strategies in the classroom; Notes pages for peer group insights and planning; Prompts to set goals and sustain positive discipline and well-being. There is no one right way to use this journal. Go at your own pace, be honest, and use the format that suits you best. When you are ready, begin with the first reflection after the orientation introduction.

As you begin this reflective journaling journey, here are a few helpful tips to get you started:

- Make your journal a safe and personal space. Be open, honest, and genuine. You do not have to share this journal with anyone unless you choose to do so.
- Writing by hand often promotes deeper thought and reflection. However, if another method suits you better, such as drawing, discussing with colleagues, or another creative approach, feel free to use it.
- If you get stuck, try free writing. Let your thoughts flow freely onto the page without worrying about grammar, spelling, or structure.

We encourage you to embrace this journal as a tool for self-discovery, professional growth, and continuous improvement in your teaching practice.

Every page you fill is a small act of care, for your learners, for yourself, and for the future of your school. This journal is not about perfection. It is about presence, intention, and choosing a path of empathy even when it feels hard. By showing up with reflection and courage, you are helping to build classrooms where every child can thrive, and where teachers, too, are supported to grow, heal, and lead with heart.

Warmly,
The LEARN Team



Teachers are powerful agents of change, and lasting change begins with awareness.

Taking Care of Myself While Reflecting

Some of the reflections in this session may bring up strong or painful memories. Please know this is normal. You are not required to write anything you are not ready to explore. This is your space—go at your own pace.

If you feel overwhelmed or need support, you are not alone. You can reach out to:

- LVCT Health GBV & Mental Health Helpline 1190, toll free line from any Safaricom line
- TSC Wellness and Counselling Unit
- Your school's guidance and counselling teacher
- A trusted colleague or school leader
- You may also take a break, breathe, or choose to return to this reflection at another time.
- This is a space of care, not pressure.

How This Journal Is Organised

This Caring Classroom Companion is designed to move with you—throughout the LEARN training, into your peer support groups, and across your everyday classroom journey. Each section offers space to reflect, plan, and grow, both personally and professionally. There is no fixed way to use it—start where you are, and return to the pages whenever you need support or inspiration.

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This Caring Classroom Companion is designed to move with you—throughout the LEARN training, into your peer support groups, and across your everyday classroom journey

Here is what you will find inside:

- Introductory Reflection – Reflect on your personal experiences with discipline and what you hope to gain from this journey
- Session Reflections (Modules 1–10) – Prompts, takeaways, and notes to connect each training session to your classroom practice
- Celebrating Your Journey – Pause to recognise mindset shifts, new skills, and how you plan to carry your learning forward
- Looking Ahead and Goal-Setting – Set goals for positive discipline, well-being, and learner support, with space to reflect on what keeps you going
- Well-being and Self-Care Tools – Quick ideas and prompts to support stress relief, boundaries, and emotional resilience
- Positive Discipline Strategies Overview – A reference page with the four core strategies—Reflection, Penalty, Reparation, and Last Resort—with classroom examples
- Goal Check-Ins and Progress Tracking – Pages to revisit your goals after one month, three months, and end of term, with prompts to reflect on growth
- Peer Support Notes – Record insights and commitments from your teacher learning circle or peer group conversations
- Final Reflections and Carrying It Forward – A closing space to reconnect with your purpose and commit to sustaining a caring classroom culture

This is your space—use it freely, honestly, and in your own way. Let it remind you that change takes time, but every small step matters.

Introductory Session: **Creating a Safe and Respectful Space**



CREATING SAFE AND SUPPORTIVE SCHOOL ENVIRONMENTS

Reflecting on My Journey with Discipline

This first reflection is about looking at my own experiences with discipline, both as a learner and now as a teacher, and to think about what I hope to gain from this journey. It is a moment to be honest with myself and to reconnect with the deeper reasons I chose this profession.



My Reflections

Read and look at the instructions.

When I think about how discipline was handled during my school years, I remember.

I believe learners misbehave when.

My usual response to misbehaviour is..

What I hope to gain from this training experience is.

How do I hope this will shape my teaching or improve my classroom?

Key Take Away

- This training strengthens both what I already know and what I want to grow into as a teacher.
- I am not just a participant—I am a co-learner. My voice and experience matter.
- A respectful, safe learning environment starts with emotional safety for me and for my learners.
- Reflecting on my motivations and beliefs helps me reconnect with purpose and move forward with intention.
- My past does not define me—what I choose to do next makes all the difference.

My Notes (Use this space to capture any personal insights, examples, or reminders.)

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on its right side, suggesting it's resting on a surface.

Words of strength: Every teacher brings their own story to the classroom. My journey, no matter how it began, can be a source of strength, empathy, and purpose for my learners. Each step I take toward reflection and growth makes a difference in my classroom.

Session 1:

Understanding Violence Against Children



UNDERSTANDING VIOLENCE AGAINST CHILDREN

Looking, Noticing, and Protecting

This session helps me think more deeply about the many ways children can experience harm, including those that may go unnoticed. It is a moment to reflect on what I have seen, what I now understand better, and the kind of teacher I want to be for my learners.

My Reflections



Reflecting on the different types of violence, which forms of violence have I witnessed in my school environment, and how did I feel or respond at the time?

Today, I think I would respond differently by:

One behaviour I now recognise as harmful, is.

How does understanding violence against children shape the way I relate to and respond to learners?

I want to make my classroom safer by:

Key Take Away

- Violence against children is never acceptable – at home, in school, or anywhere.
- Violence in schools takes many forms including emotional abuse, bullying, neglect, sexual harassment, and corporal punishment.
- Violence causes serious harm. It affects children's learning, health, behaviour, and self-esteem.
- Teachers are protectors as well as educators- You have both a legal and moral duty to act when a child is at risk.
- You are not alone. Laws, school policies, and support systems are in place to help you protect children.

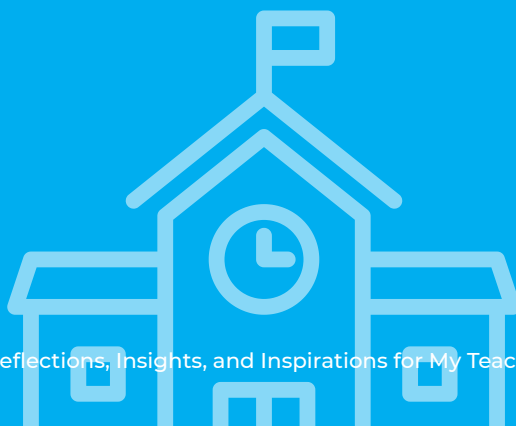
My Notes (Use this space to capture any personal insights, examples, or reminders.)



A gentle reminder: Every small choice I make to listen, protect, or show kindness is a step toward a safer school. I am part of that change and it matters. As a teacher, I have a responsibility and the power to act.

Session 2:

Creating Safe and Supportive School Environments



CREATING SAFE AND SUPPORTIVE SCHOOL ENVIRONMENTS

Everyday Actions That Build Safety

This session encourages me to think about how safety feels, for learners and for me. It reminds me that safety is not just about rules or buildings, but about daily actions, respect, and care. I have an important role in shaping the kind of school environment where children can learn and thrive.



My Reflections

When the classroom feels safe, my teaching and my learners' behaviour change in these ways:

When safety is missing, how does my mood, my reactions, classroom management strategies change?

One thing I am already doing to protect learners from harm, abuse, or discrimination is:

How was a safety issue previously addressed in my school?

What was the outcome?

...and what would I change about how it was handled?

How was a safety issue previously addressed in my school?

Key Take Away

- Safe schools enhance both learning and learner well-being.
- Safety threats can be internal or external – from within the school or the surrounding environment.
- Everyone has a role in creating and maintaining a safe learning environment.
- Kenya's 13 School Safety Standards provide a clear framework for action and accountability.
- Teachers are at the heart of safety implementation – your daily actions shape the safety and trust in your school.

My Notes (Use this space to capture any personal insights, examples, or reminders.)

[illegible]

Carrying this forward: Each time I notice, speak up, or take action for safety, I am creating a better space for learning. What I do each day truly matters and creates ripples of change in my classroom and school.

Session 3:

Building and Sustaining Healthy Teacher–Learner Relationships



BUILDING AND SUSTAINING HEALTHY TEACHER–LEARNER RELATIONSHIPS

Connecting with Care

This session invites me to reflect on the relationships I have with my learners, and how trust, empathy, and fairness shape a caring classroom. It is a chance to think about the ways I connect, the moments I may miss, and what I want to strengthen.

My Reflections



I feel most connected to my learners when...

One way I try to build trust in my classroom is... *(If this feels new to you, what is something you have seen others do or something you would like to try?)*

A time I responded with empathy instead of frustration...

How do I stay fair when I am responding to different kinds of misbehaviour? What helps me be consistent and just?

I want to strengthen my relationships with learners by focusing on.... (This could be small shifts—like listening more carefully, using a calmer tone, or checking in regularly with a quiet learner—or bigger shifts, like changing how I respond to misbehaviour or making time each week to build trust and connection.)

Key Take Away

- Positive relationships are the foundation of effective learning: Learners thrive when they feel respected, heard, and supported.
- How we speak and respond matters: Communication that is kind, clear, and consistent builds trust and safety.
- Fairness and empathy create inclusive classrooms: Every learner deserves equal attention, understanding, and opportunity.
- Small actions, done consistently, shape strong relationships: Simple habits—like greeting learners by name or listening actively—make a big difference.
- Teachers are not just educators—they’re mentors and role models: The way we engage with learners influences who they become, far beyond the classroom.

My Notes (Use this space to capture any personal insights, examples, or reminders.)



An uplifting thought: Small, consistent acts of care create lasting impact. Each moment I take to check in, listen, or encourage builds trust. I have the power to shape the kind of relationships that help learners feel safe and valued.

Session 4:

Distinction Between Punishment, Discipline and Positive Discipline



DISTINCTION BETWEEN PUNISHMENT, DISCIPLINE AND POSITIVE DISCIPLINE

Relearning What It Means to Guide, Not Punish

This session helps me reflect on the difference between reacting and guiding. It invites me to pause and think about what I believe discipline should do for children—and how I can teach in ways that protect dignity, model respect, and still hold learners accountable.

My Reflections



When I think about punishment and discipline, what do these words mean to me now?

Punishment:

Positive discipline:

One belief about punishment that I want to let go of is...

What makes it hard to shift away from punitive approaches, especially in challenging moments?

A time I corrected a learner's behaviour in a respectful and fair way (disciplined without punishing) was...

One change I hope positive discipline might bring to my classroom is...

Key Take Away

- Punishment is not discipline; it harms more than it helps. It may silence children, but it doesn't teach responsibility or values.
- Corporal punishment is banned in Kenya and rejected globally. Laws like the Constitution and Children Act protect learners from all forms of violence.
- Punishment leads to fear, trauma, and disengagement from learning. It damages trust, increases dropout, and fuels cycles of violence in society.
- Discipline means teaching, not hurting. Real discipline guides behaviour, builds understanding, and supports growth.
- Positive discipline works with empathy, respect, and consistency. It replaces punishment with logical consequences and strengthens relationships.

My Notes (Use this space to capture any personal insights, examples, or reminders.)



Words to carry with me: Choosing to discipline with respect is a sign of strength. It means I am growing as a teacher and protecting my learners' dignity. Each new approach I try builds a more caring and effective classroom.

Session 5:

From Corporal Punishment To Positive Discipline



FROM CORPORAL PUNISHMENT TO POSITIVE DISCIPLINE

Nurturing Growth Through Respectful Discipline

This session invites me to reflect on the shift from punishment to connection. Many of us grew up with corporal punishment and were taught to see it as normal. Positive discipline means guiding behaviour with empathy, boundaries, and care—not fear. It encourages me to think about how I can change habits, practice patience, and support learners to grow with dignity.



My Reflections

Growing up, how was discipline handled in my school? How did it shape the way I teach today?

Which positive discipline strategy from today's session feels most useful or possible for me to try in my classroom?

Think of a past situation when a learner misbehaved. How could I have responded differently using a respectful discipline method like reflection, reparation, or logical consequences?

This week, I will try this supportive action to respond differently to misbehaviour...A longer-term change I would like to commit to is...

What is one supportive action I can take this week to start shifting how I respond to misbehaviour?

Key Take Away

- Discipline means teaching, not punishment. Help learners build self-control and skills—not fear.
- Connection comes before correction. Strong, respectful relationships make discipline effective.
- Safe classrooms support better behaviour. Learners do best in calm, caring environments.
- Be clear, consistent, and kind. Fair rules and compassionate responses build trust.
- Behaviour is communication. Look beneath the surface, what is the learner really telling you?

My Notes (Use this space to capture any personal insights, examples, or reminders.)

[illegible]

A gentle reminder: Every small step I take toward connection over control builds trust. When I choose kindness and structure together, I model strength, not weakness and give my learners the safety to grow.

Session 6:

Supporting Learner Self-Regulation & Socio-Emotional Skills



SUPPORTING LEARNER SELF-REGULATION & SOCIO-EMOTIONAL SKILLS

Helping Children Handle Big Feelings

This session invites me to reflect on how I respond when learners are upset, withdrawn, or acting out—and how I can support them to manage emotions in healthy, respectful ways. It is also about noticing my own emotional responses and creating space for calm, connection, and co-regulation in the classroom.

My Reflections



How might my classroom environment or teaching style influence their ability to regulate emotions?

I have noticed that when learners become emotional or overwhelmed, I tend to...

What changes would I like to make in how I respond to learner emotions or challenging behaviours?

What is one way I can involve learners in setting routines or class rules that make them feel emotionally safe?

I want to create an environment where learners can name their feelings and ask for help. Practices I can start tomorrow is...

Key Take Away

- Emotions matter: A learner’s emotional wellbeing directly affects their ability to learn and connect.
- Support over punishment: Address behaviour with empathy, not fear or force.
- Every learner is different: One-size-fits-all discipline fails—adapt to individual needs.
- Model regulation: Teachers must demonstrate calm and respectful responses.
- Relationships are the foundation: Strong teacher-learner connections build trust and emotional growth.

My Notes (Use this space to capture any personal insights, examples, or reminders.)



Encouraging thought: My calm, my tone, and my presence teach children how to handle their own feelings. When I model emotional awareness and care, I build a classroom where safety and learning can thrive.

Session 7:

Mental Health



MENTAL HEALTH

Understanding Ourselves to Better Support Others

This session invites me to explore what mental health means in the context of teaching, and to reflect on how it affects me and those around me. It helps me recognise that mental health is not about weakness—it is about being human. By understanding common conditions like stress, anxiety, or burnout, I can take better care of myself, support colleagues, and contribute to a school culture where well-being is valued.



My Reflections

Mental health, to me, means...

One belief I held about mental health that I am now rethinking is...

A time I felt mentally or emotionally stretched in my role as a teacher was...

How did it affect my interactions with learners or colleagues?

One sign of emotional distress I will pay closer attention to in myself or others is...

My school could support teacher well-being more effectively by...

Key Take Away

- Mental health is a foundation, not a luxury good mental health supports productivity, resilience, creativity, and positive relationships, at school and beyond.
- Teachers are not immune. support starts with awareness stress, burnout, anxiety, and depression are real challenges for teachers. Recognizing signs early helps prevent escalation.
- What we do not address, manifests in the classroom: unmanaged mental health issues can affect teaching quality, learner outcomes, and school culture. Self-care is professional responsibility.
- Talking about it reduces stigma: open conversations around mental health help build empathy, normalize support-seeking, and create a culture of care.
- Healthy teachers, healthier schools: supporting teacher's health is key to safer, more inclusive learning environments. Wellness is not optional—it is essential.

When things feel heavy or overwhelming, you are not alone. Reaching out is a sign of strength. You can talk to a trusted colleague, your school counsellor, or call a free support line like LVCT Health 1190. You matter and there is help available when you need it.



Get Informed on Your Health

My Notes (Use this space to capture any personal insights, examples, or reminders.)



A moment of encouragement: Taking care of my mental health is not a luxury. it is part of being an effective, caring teacher. When I care for my well-being, I teach from a place of strength. I matter. And when things feel heavy, I do not have to carry it alone. Reaching out for help is a wise and courageous step for myself and your learners.

Session 8:

Stress and Stress Management for Teachers



STRESS AND STRESS MANAGEMENT FOR TEACHERS

Making Space to Breathe and Cope

This session helps me pause and consider how stress shows up in my daily life, how I currently cope, and how I might take more supportive, sustainable steps. It reminds me that stress is common in teaching—and that with the right tools, support, and mindset, I can manage it in healthy ways and also help others do the same.

My Reflections



One of the biggest sources of stress in my teaching life right now is...

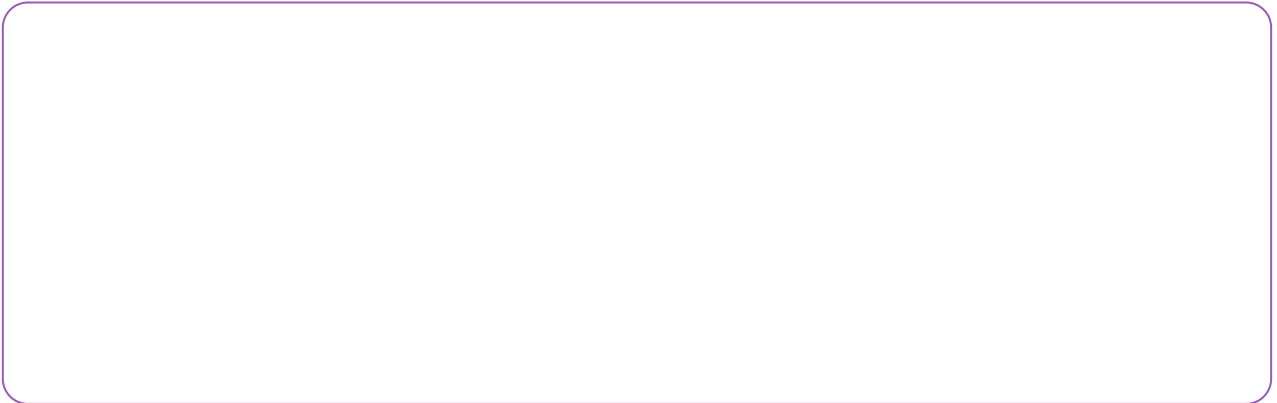
When I feel stressed, I tend to react by...

This shows up in my thoughts, behaviour, or mood as...

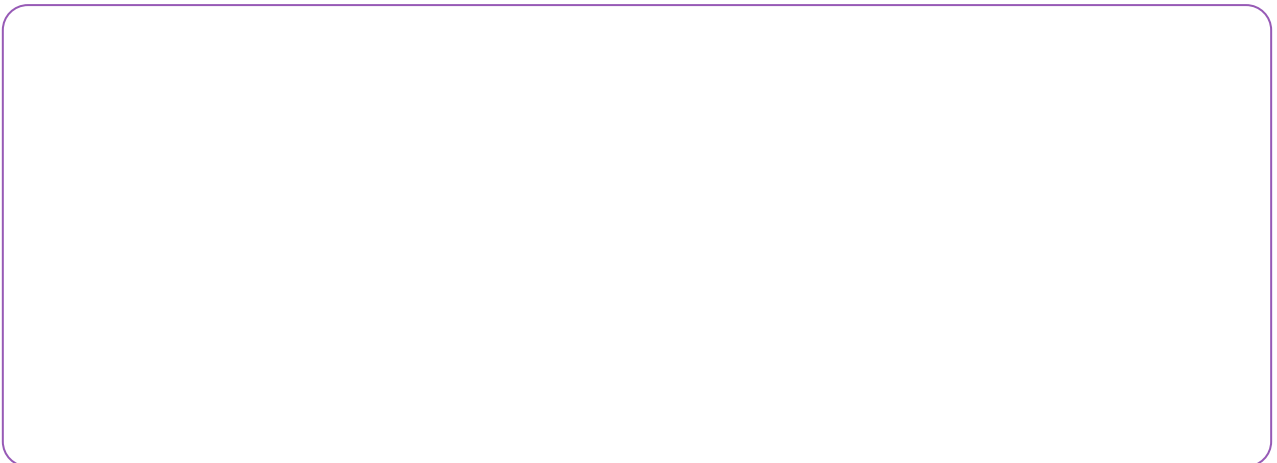
A stress management strategy I want to try or improve is...



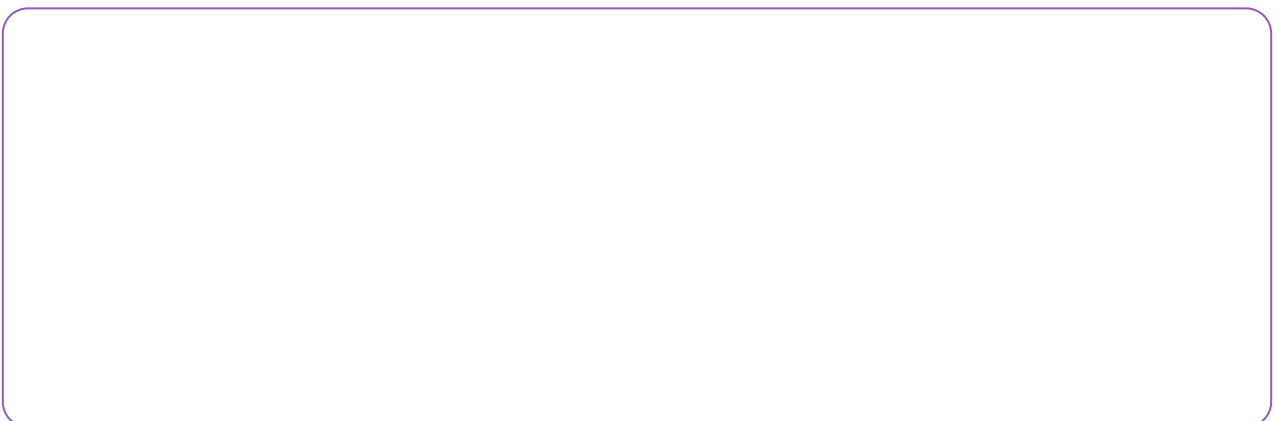
A person I can safely talk to when I feel overwhelmed is...



I will try to reach out when I notice the signs that I need support.



One action I can do to support a colleague who may be under stress is....



Key Take Away

- Stress is part of teaching, but unmanaged stress affects your health, performance, and well-being.
- Not all stress is harmful. Eustress can motivate, but chronic stress wears you down.
- Stress comes from both external pressures and internal thoughts—identify your triggers.
- Teacher stress impacts learners through reactions, discipline, and classroom climate.
- Stress can be managed with self-care, support, and simple, practical strategies.

My Notes (Use this space to capture any personal insights, examples, or reminders.)

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

A moment of relief: Stress is real, and so is my strength. I do not have to carry it alone. Each small step I take to care for my body, mind, and spirit matters. When it feels too much, reach out I can talk to a colleague, school counsellor, or call a support line. Asking for help is not weakness. It is wisdom.

Session 9:

Teacher Self-Care And Emotional Resilience



TEACHER SELF-CARE AND EMOTIONAL RESILIENCE

Choosing to Sustain Myself

This session invites me to reflect on how I take care of myself—emotionally, mentally, and physically—and how that care impacts the way I show up in my classroom. Teaching is demanding, and resilience is not just about pushing through, but about building habits, relationships, and support systems that help me recharge and remain grounded.



My Reflections

What are moments in my career when I was able to bounce back from a difficult experience?

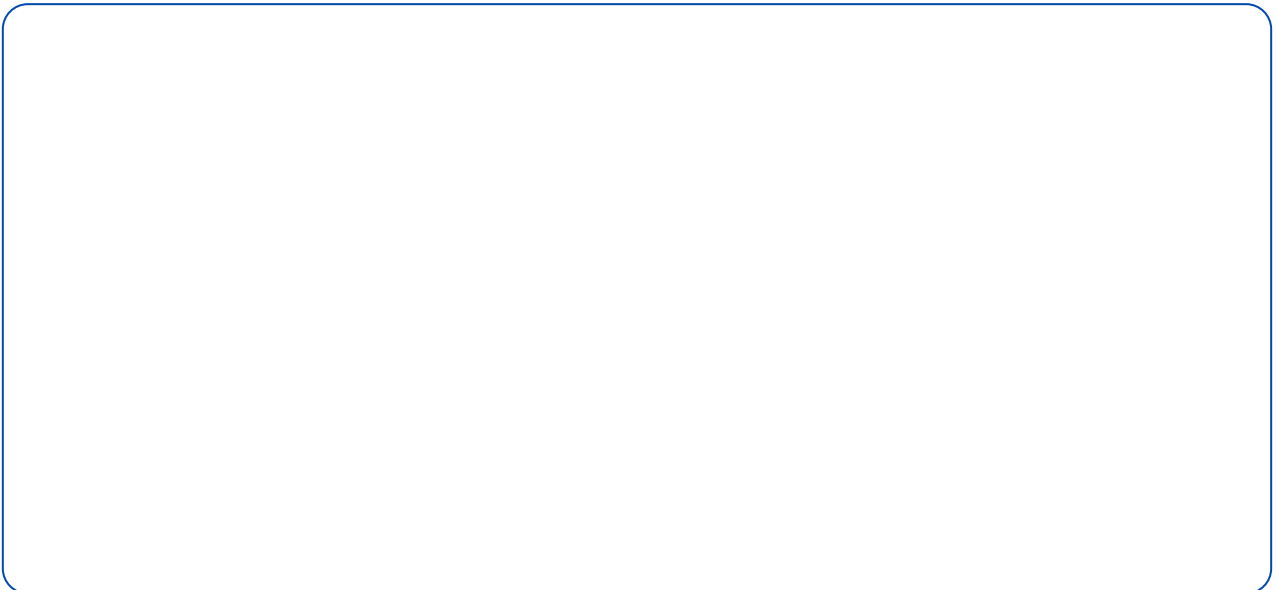
What helped me recover?

When I feel emotionally or physically drained, one supportive response I want to practise more consistently is...

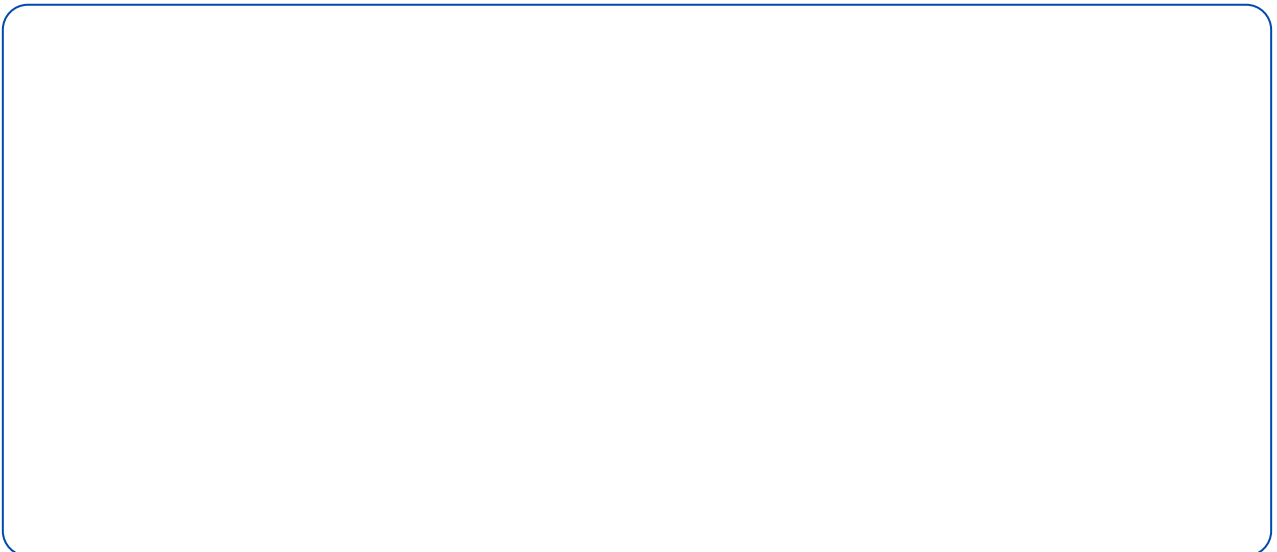
The self-care practices that bring me calm, joy, or balance—and that I want to do more regularly—include...



One change I want to make this week in how I care for myself is...



When I care for my own well-being, I teach better because...



Key Take Away

- Self-care is a daily commitment, not a luxury.
- You can't pour from an empty cup. Refill yours first.
- Emotional resilience is built through awareness, support, and practice.
- Asking for help is a brave and necessary act.
- You are not alone, support systems exist for you

My Notes (Use this space to capture any personal insights, examples, or reminders.)

[illegible]

Keep this in your heart: I am not meant to carry everything alone. Taking time to care for myself is not selfish, it is what sustains my energy, compassion, and effectiveness. I deserve support just as much as my learners do. And support begins with me.

Session 10:

Whole School Support Systems For Positive Discipline



WHOLE SCHOOL SUPPORT SYSTEMS FOR POSITIVE DISCIPLINE

Working Together to Create Lasting Change

This session invites me to reflect on the broader systems and people within my school who influence learner safety, behaviour, and well-being. Positive discipline is not a one-teacher job—it requires collective commitment. I am part of a bigger team, and we can all play a role in building a safer, kinder learning environment.



My Reflections

A moment I felt supported by the school in handling a discipline or safety issue was...

What system or practice in my school supports respectful, non-violent discipline?

How could it be strengthened?

When I think about the different people in our school (head teacher, G&C, BOM, peers), I believe their role in supporting discipline could be strengthened by...

One step I can take to involve others in building a consistent, supportive discipline system is...

To strengthen the role of guidance and counselling in my school, I will...

Key Take Away

- Discipline works best when shared. A whole school approach makes positive behaviour possible.
- Teachers are protectors, not just disciplinarians. Using the 4RP strategy helps safeguard and support learners.
- Behaviour should be addressed step by step. Respondents — from teachers to referrals — must act consistently and fairly.
- Guidance and counselling is essential, not optional. It supports learners academically, emotionally, and behaviourally.
- Support systems shape school culture. Safe schools grow from strong structures, caring adults, and consistent practice.

My Notes (Use this space to capture any personal insights, examples, or reminders.)



A quiet truth: No one builds a safe school alone. When we work together, teachers, leaders, parents, counsellors, we create an environment where learners can grow in both discipline and dignity

Celebrating Your Journey



CELEBRATING YOUR JOURNEY

Looking Back, Stepping Forward

This session invites me to pause and reflect on the full journey of this training. I have explored difficult truths, shifted mindsets, and gained practical tools. More than anything, I have been reminded that change is possible—and it starts with me, but is sustained with others. This is a moment to name what I have learned, what I want to carry forward, and how I will stay connected to a community that believes in safe, caring schools.



My Reflections

Moments in this training that shifted my mindset was...

A positive discipline practice I now feel more confident using is...

(One) area(s) of my teaching I want to keep growing in is...

One thing I will do differently in my classroom starting this week is...

A support I will need from my school or peers to continue this journey is...

Key Take Away

- Positive discipline is not a one-off activity—it is a mindset and a long-term practice.
- Lasting change happens when teachers support each other and involve the whole school.
- A respectful classroom starts with a reflective teacher.
- We grow stronger when we connect, share, and stay grounded in purpose.
- Every teacher can be a champion of safety, dignity, and care in their school.

My Notes (Use this space to capture any personal insights, examples, or reminders.)

[illegible]

Something to carry forward: Change does not require perfection—it begins with small, consistent steps. Every effort I make to teach with empathy and respond with care is part of building the kind of school every child deserves.

Looking Ahead: **Sustaining My Growth And Practice**



SUSTAINING MY GROWTH AND PRACTICE

Looking Back, Stepping Forward

This journal is not the end of your journey—it is a beginning. The reflections you have completed are seeds for growth, and what you choose to do next will determine how they take root in your classroom, your relationships, and your professional identity.

As you move forward, this final section invites you to plan intentionally for continued growth, connect regularly with others who share your commitment, and document the small and powerful changes happening in your daily practice.

Use the pages that follow to:

- Set meaningful personal and professional goals for the next term or school year
- Identify specific strategies you want to continue applying and refining
- Plan how to share what you have learned with colleagues, parents, or learners
- Reflect on what helps you stay motivated when change feels hard
- Record notes, insights, or encouragement from your Peer Support Group sessions
- Track progress and reflect on impact—both on learners and on yourself

This journal can accompany you into staffroom conversations, community dialogues, or moments of quiet self-reflection. Whether you write in it weekly, monthly, or whenever you need to pause and reset, let it remain a trusted companion on your path to building a more caring, connected, and positive school environment.

You are part of a growing community of teachers choosing empathy over fear, guidance over punishment, and resilience over burnout. Each small act of care you offer—to a child, to a colleague, or to yourself—contributes to lasting change.

Carry that purpose forward.

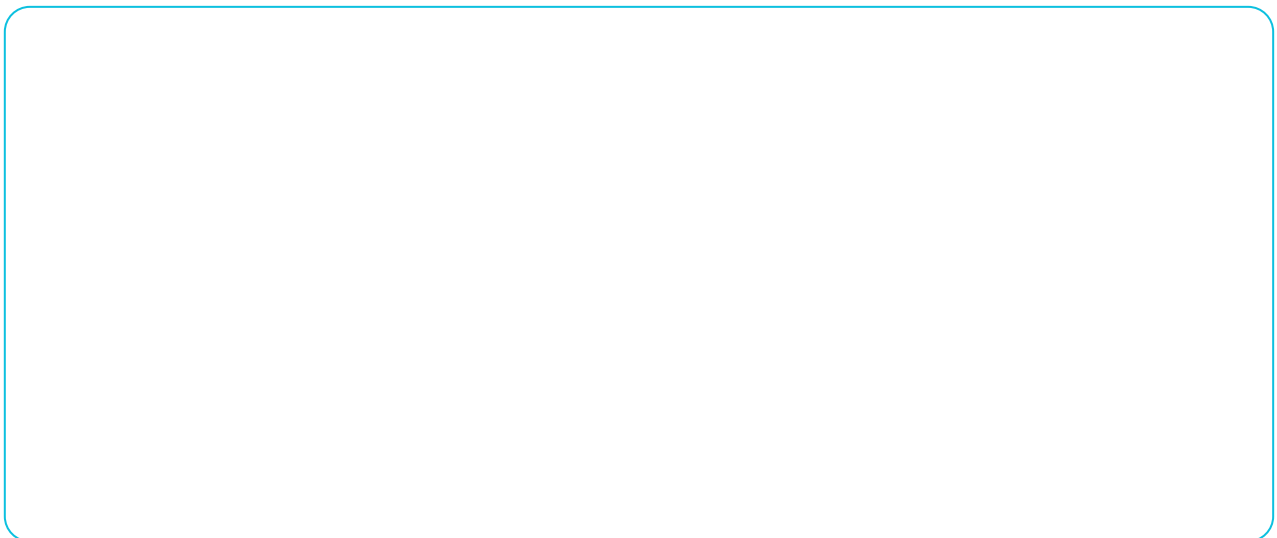
My Personal and Professional Goals

Use this page to set your goals for the coming terms. These may relate to how you manage discipline, connect with learners, care for yourself, or support your colleagues.

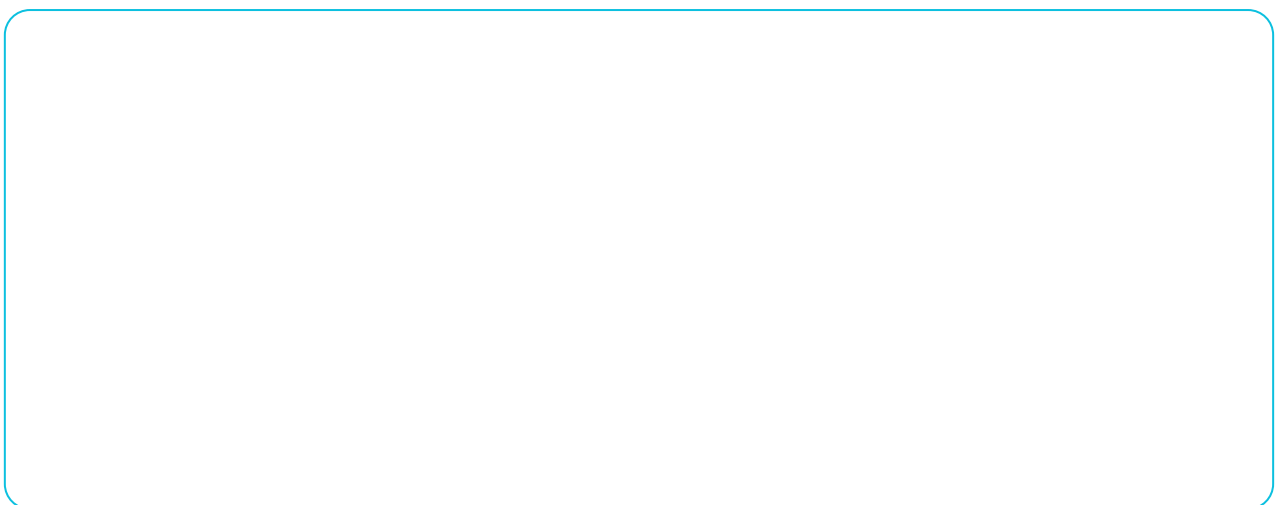
Positive discipline goals I want to work on:



My Personal and Professional GoalsSteps I will take to work on these goals:



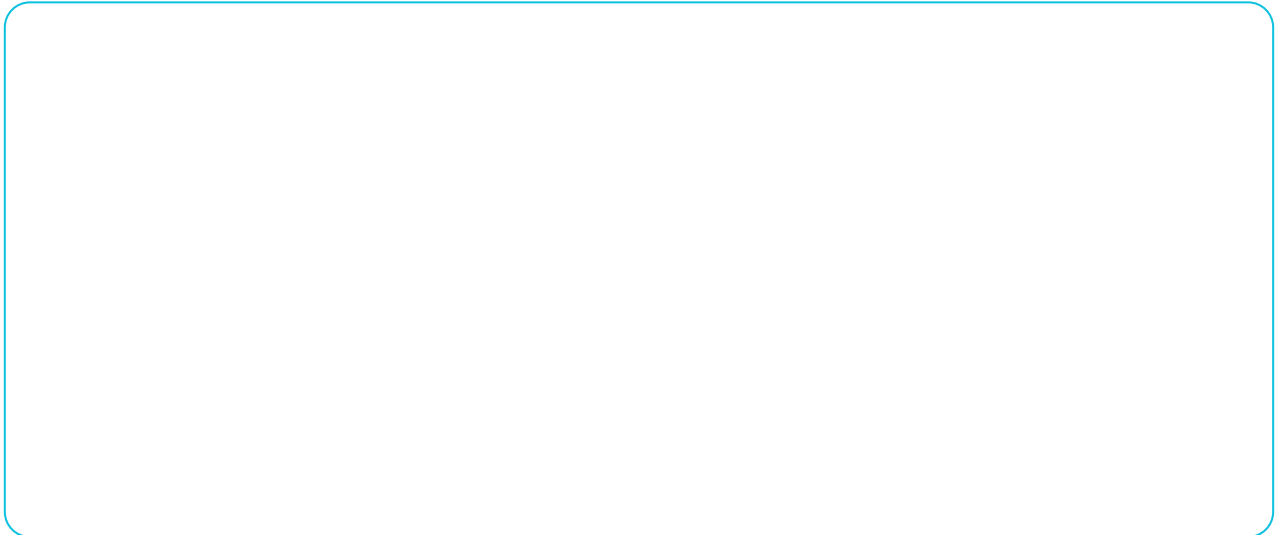
How I will know I am making progress:



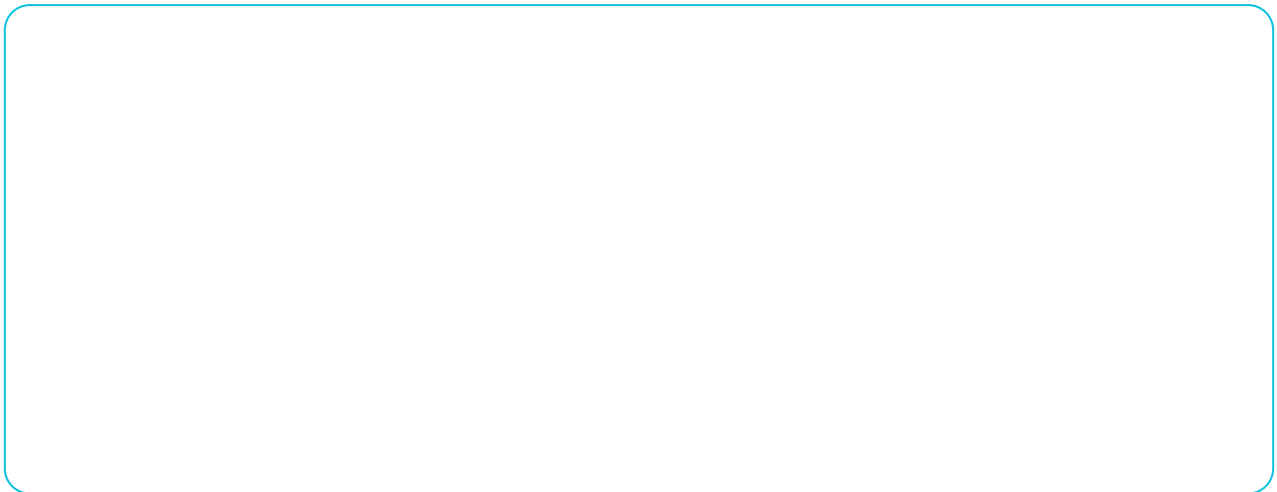
My Personal and Professional Goals

Use this page to set your goals for the coming terms. These may relate to how you manage discipline, connect with learners, care for yourself, or support your colleagues.

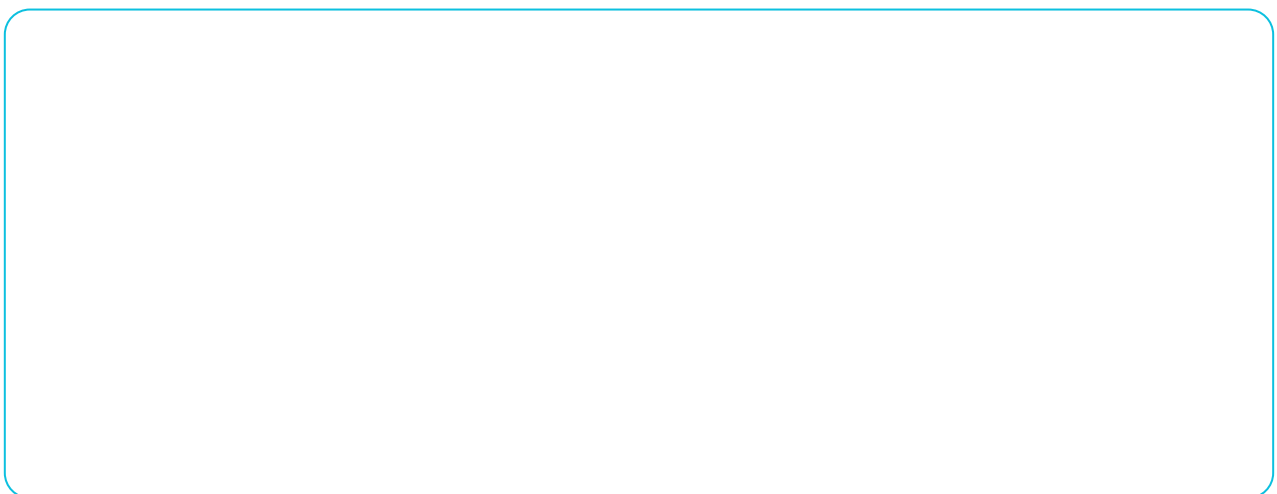
Positive discipline goals I want to work on:



My Personal and Professional GoalsSteps I will take to work on these goals:



How I will know I am making progress:



Goals for supporting learner well-being or emotional safety:

Changes I will try in the classroom to support this goal:

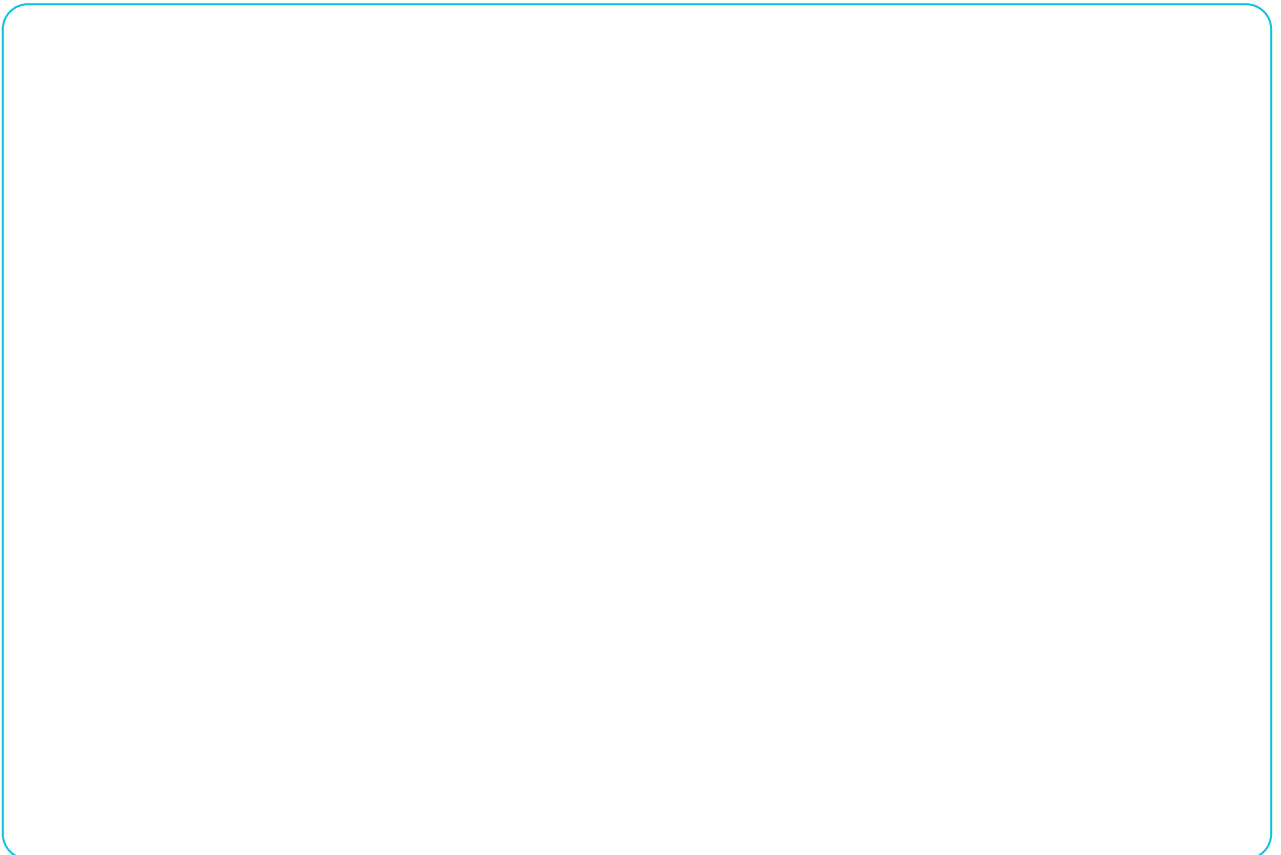
Who can support me with this goal (e.g., colleague, head teacher, peer group)?

A personal well-being goal for myself as a teacher:

Healthy habits I want to build into my weeks:



A reminder I will give myself when things feel difficult:



IDEAS FOR RECHARGING WHEN YOU FEEL DRAINED

Looking Back, Stepping Forward

This page offers small, practical strategies to care for yourself—emotionally, mentally, and physically. Try one, combine a few, or create your own. You deserve care, too.

Physical Care: These activities support your body and can quickly help you feel more grounded:

- Take a short walk outside during lunch or after class
- Stretch for 3 minutes between lessons
- Drink a glass of water before the next task
- Stand and shake out tension in your arms and shoulders
- Eat a nourishing snack or meal when you notice fatigue

Emotional Care: These help you connect with your feelings and gently process stress:

- Journal a few lines after a hard day—no need for full sentences
- Take five slow breaths before reacting to a difficult situation
- Step outside and look at the sky for one full minute
- Talk to a trusted colleague or friend—do not bottle it up
- Play calming music when marking papers or preparing lessons

Boundary-Setting and Mental Rest: These give your mind space to recover from overload:

- Say no to extra responsibilities when you are at capacity
- Leave school on time once a week—set a clear stopping point
- Avoid checking messages after a certain hour
- Take a break from fixing everything—let something wait
- Give yourself permission to rest without guilt

Notes

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Choosing the Right Response: **Four Strategies That Support Growth**



Positive discipline is about choosing actions that build understanding, restore relationships, and protect dignity. As teachers, we aim to guide behaviour with empathy, structure, and clarity. The four strategies offer different responses, depending on the learner's needs, the nature of the behaviour, and the goal of long-term growth. Use them thoughtfully and flexibly.

1. Reflection – Helping Learners Think and Grow

Use for everyday behaviour concerns to support self-awareness and responsibility. Encourages: Learners to understand what they did and why it matters; Personal growth through thinking and writing; Ownership of behaviour through honest conversation.

Examples: Verbal warnings, Time-out for quiet reflection, Reflective essay or letter, Oral apology, Use of a “discipline box” with prompts, Name slips for behaviour logs

2. Penalty – Using Logical and Non-Harmful Consequences

Apply when behaviour is persistent or harms others—but always in a respectful and educational way. Emphasises: Consequences that are fair and related to the behaviour; Avoiding shame or pain, support learning instead; Encouraging cause-effect thinking

Examples: Withdrawal of certain privileges (e.g., playtime, leadership roles), Light duties (e.g., school clean-up with dignity), Remaining after school to discuss or reflect, Writing out a behaviour plan with the teacher

3. Reparation – Repairing Harm and Restoring Trust

Focuses on accountability and healing after harm has been done. Builds: Empathy through apology and action; Learner responsibility to make amends; Reconnection with the classroom or school community.

Examples: Apology to the person or group affected, Repairing or replacing damaged property, agreeing to a behaviour contract with the teacher, involving guardians to support apology or restitution

4. Last Resort – When Behaviour Remains Unchanged

Use when all other efforts have failed, and safety or learning is at risk. Actions must be planned, documented, and respectful.

Requires: Involvement of peers, families, and leadership; Clear communication and a focus on growth; Avoiding emotional responses or quick punishment.

Examples: Parent meetings to co-develop an action plan, Referral to guidance and counselling or external services, Short-term suspension with a learning reintegration plan, Behaviour contract with clear consequences, Class change with reason and support, Temporary home-based learning plan

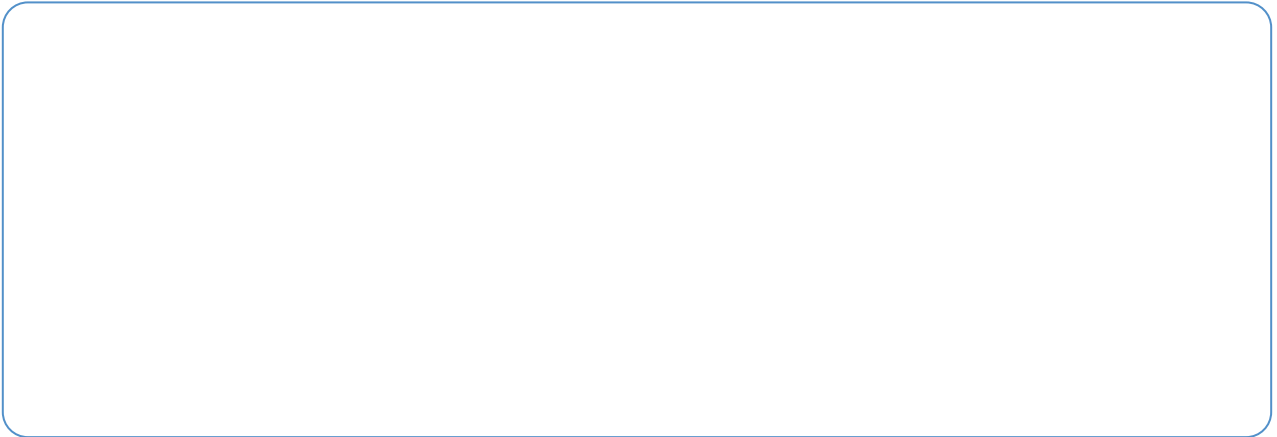
Final Reminder: These strategies do not replace your professional judgement, they support it. You do not have to apply these all at once. Start small, reflect often, and adapt what works for your learners.

Checking In on My Journey

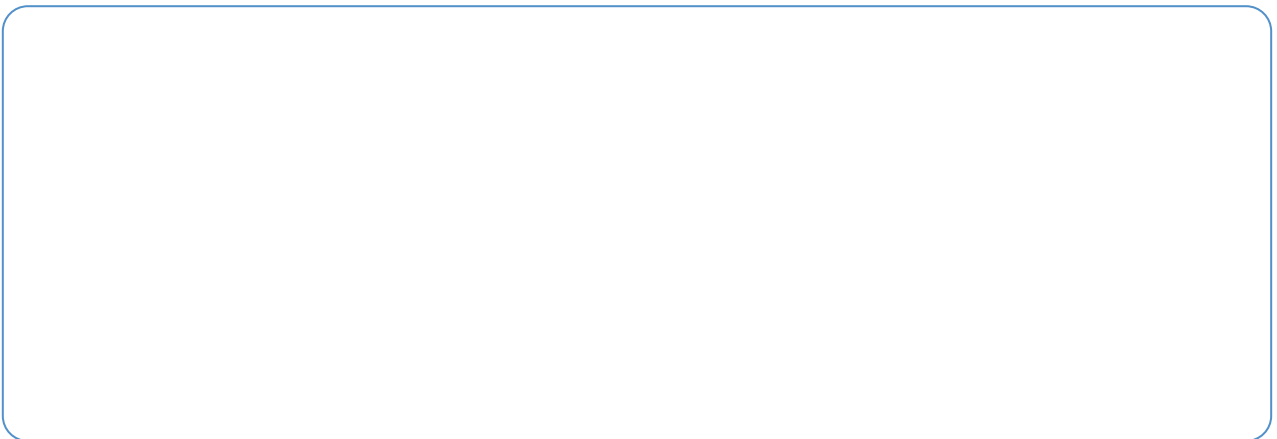
One-Month Goal Check-In

It has been about one month since I set my goals. This reflection helps me pause, notice what is working, and adjust what is not. Every step matters.

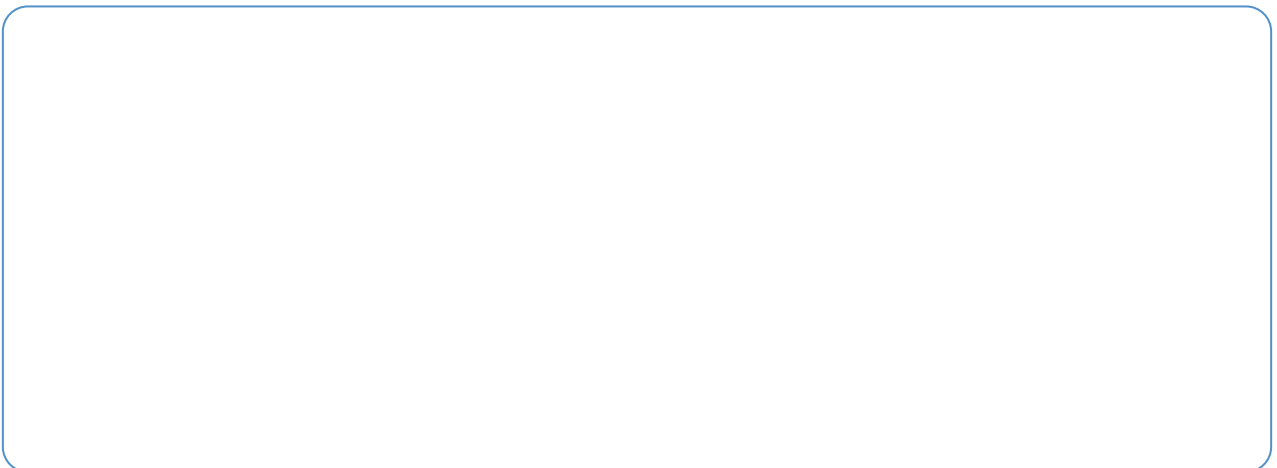
A positive discipline strategy I have tried is:



I noticed these changes in my classroom or learner behaviour:



One thing I did to care for my own well-being this month was:



Checking In on My Journey

A challenge I faced and how I responded:

A small success I am proud of:

A next step I will focus on for the coming month:

Checking In on My Journey

Three-Month Goal Check-In

Deepening My Practice: As the term progresses, I can reflect on what is becoming easier, what still feels hard, and where I am growing.

One strategy I now feel more confident using:

One learner whose behaviour has shifted, and what helped:

A new way I have supported my mental health or stress management:

Checking In on My Journey

One barrier to using positive discipline and what I am trying to do about it:

A conversation I need to have with a colleague or leader to stay supported:

One thing I want to celebrate and share with others:

Checking In on My Journey

End-of-Term Reflection

Looking Back, Looking Forward: This is a moment to honour your efforts, notice your growth, and prepare for the next steps.

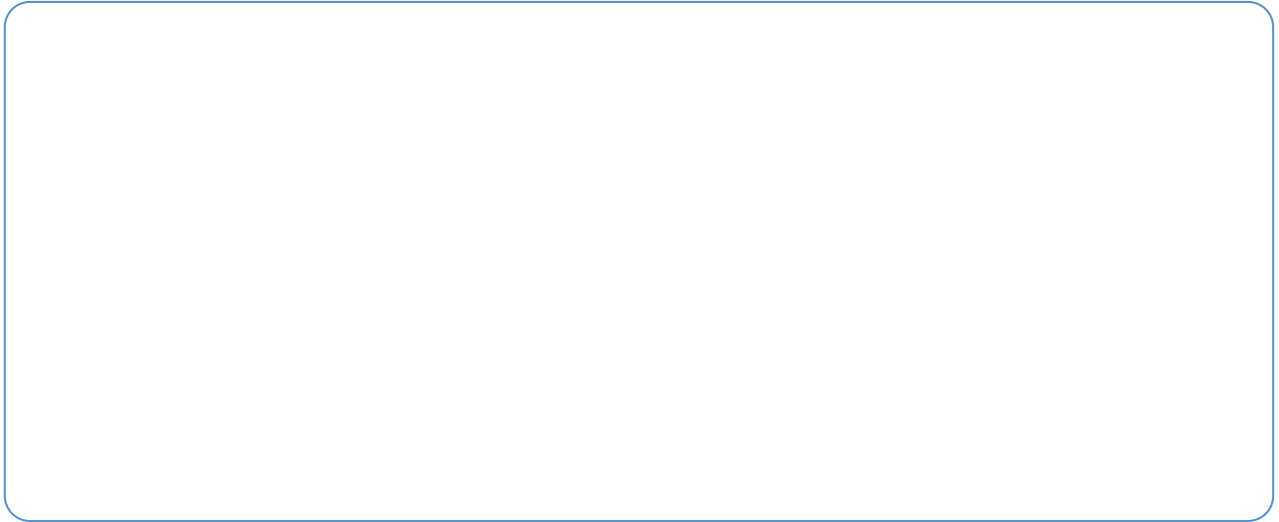
What I have learned about discipline this term:

One classroom or school change that gave me hope:

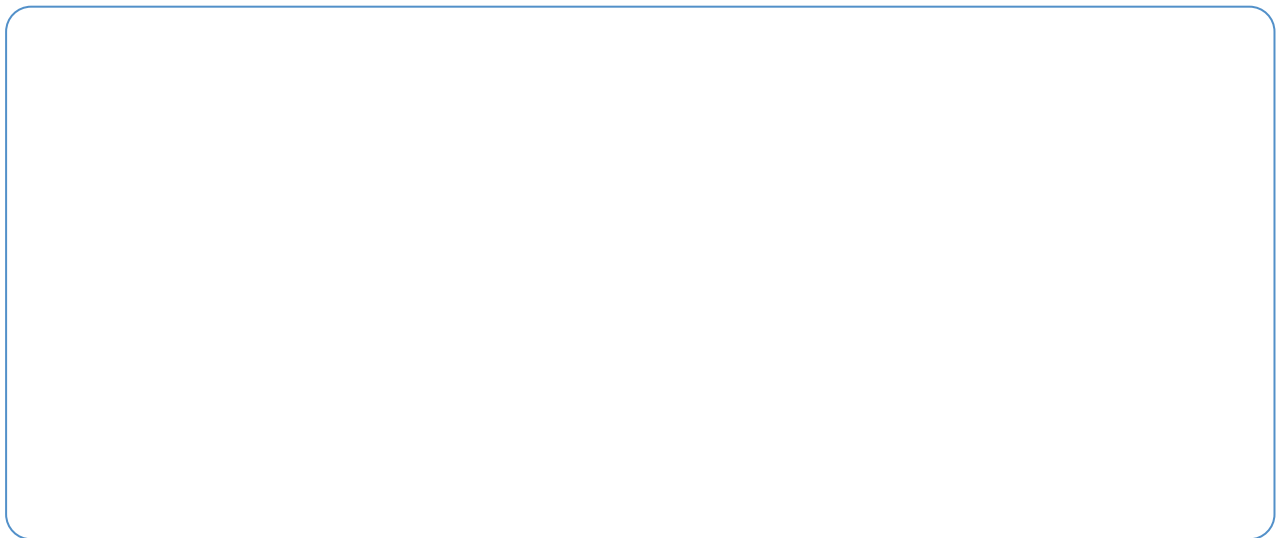
A personal well-being practice I want to carry forward:

Checking In on My Journey

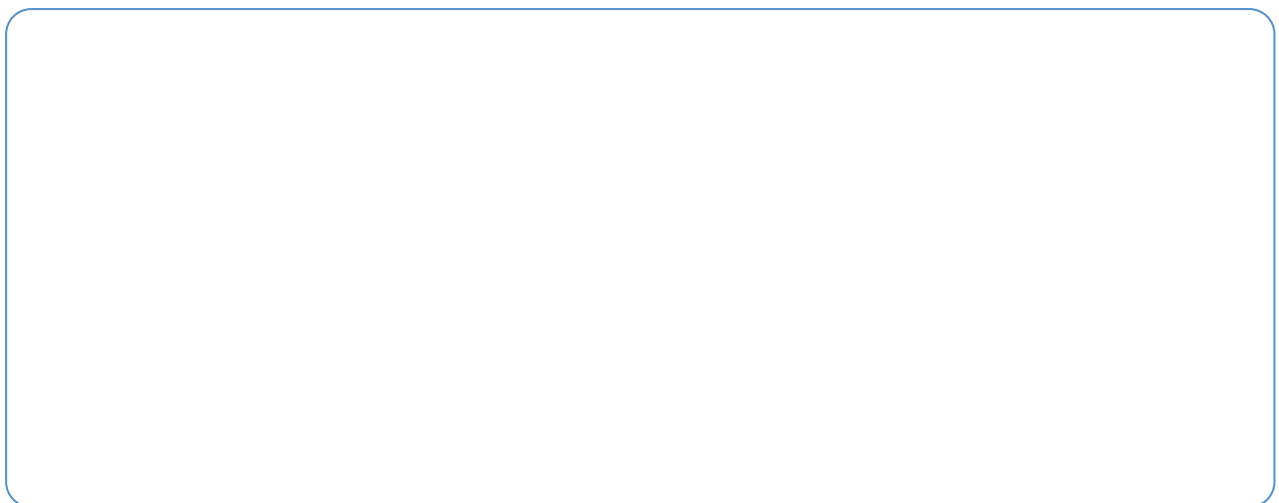
A way I want to keep supporting my learners' emotional safety:



A next-term goal or area I want to keep improving:

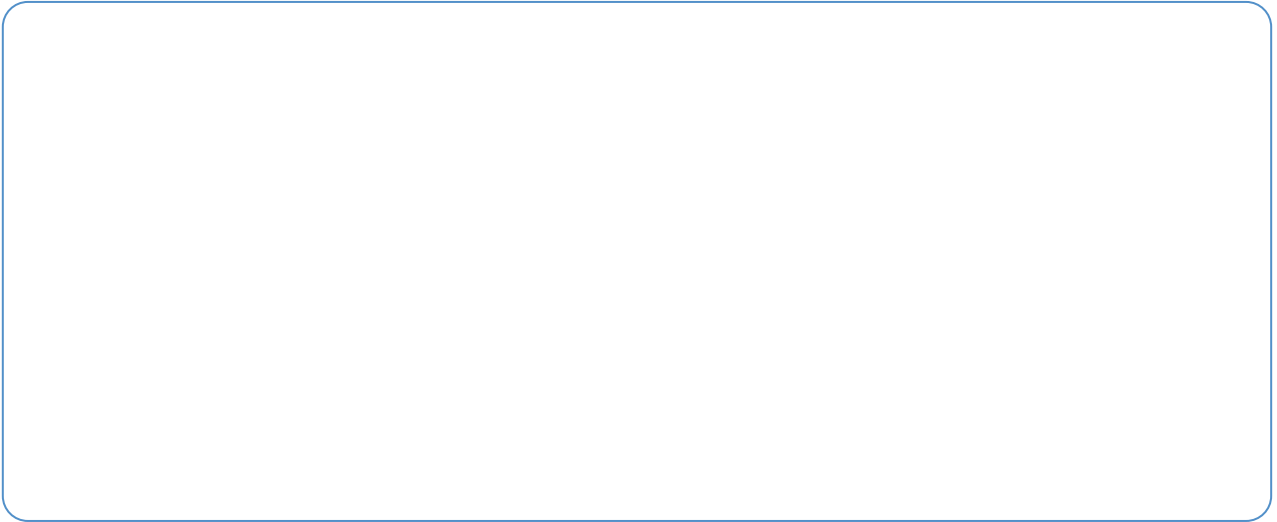


A message of encouragement I want to give myself:

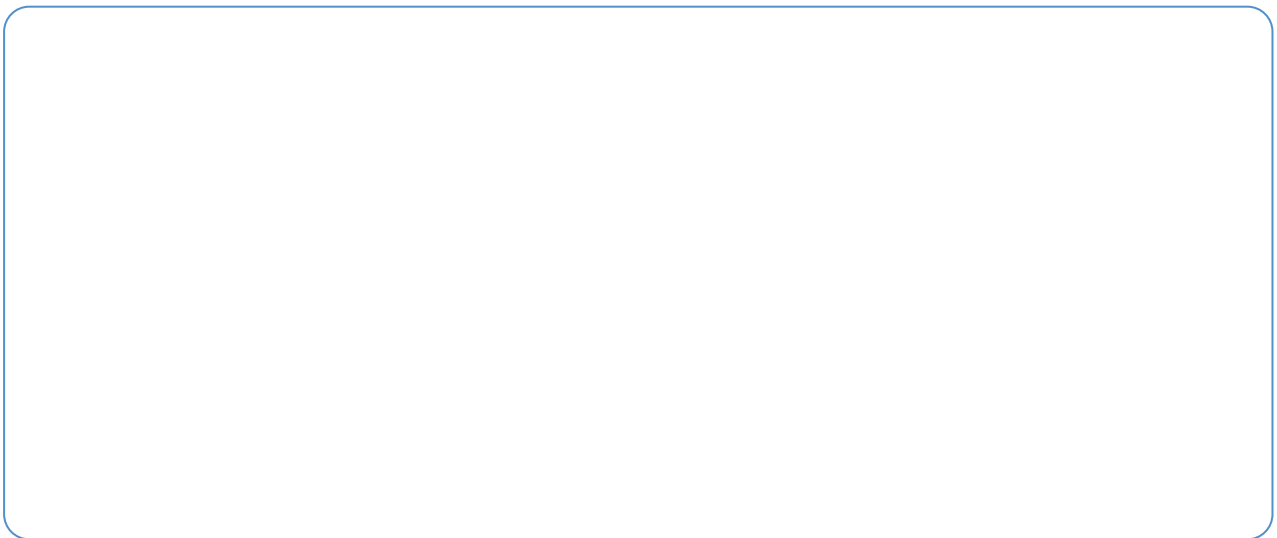


Checking In on My Journey

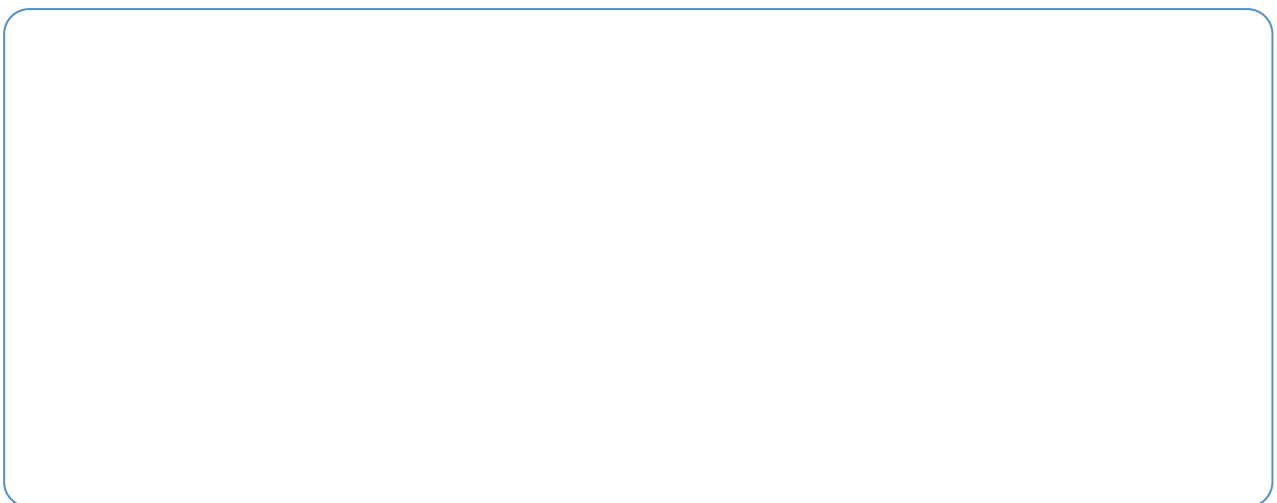
A way I want to keep supporting my learners' emotional safety:



A next-term goal or area I want to keep improving:



A message of encouragement I want to give myself:



Checking In on My Journey

Tracking My Progress

Use this section to reflect on what is working, what needs adjustment, and what support you need.

What I tried this month that worked well:

What was challenging, and why:

What I will adjust or try differently next time:

Peer Support Notes

Peer Support Notes

Use these pages to record insights, questions, ideas, or encouragement from peer support group meetings or teacher learning circles.

Date of Peer Support Meeting:

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Topic or theme discussed:

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Insights or strategies shared that I want to try:

Something that encouraged or challenged me today:

My action step or commitment from this session:

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Carrying It Forward: **You Are the Change You Bring**



Carrying It Forward

YOU ARE THE CHANGE YOU BRING

You have walked through difficult questions, shared your truth, explored new ways of teaching, and committed to the well-being of your learners and yourself. These reflections are more than pages in a journal—they are stepping stones toward a kinder, safer, more respectful classroom and school.

This is not the end of your journey. It is the beginning of deeper awareness, bolder action, and stronger connections with the children and colleagues around you. You may not always get it right. That is okay. Growth takes time. What matters is your intention to teach with empathy, lead with care, and keep showing up.

Use this journal whenever you need a quiet moment to reconnect with your purpose. Revisit your small wins, your goals, your insights. Share parts of your journey with others. Reflect again. Adjust. Grow.

Every effort you make to choose positive discipline, to listen more, to respond with care, or to care for your own well-being is part of building the kind of school every child deserves.

You matter. Your work matters. And this is only the beginning.

With hope and solidarity,

The LEARN Team

Notes

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Notes

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Acknowledgement

My Caring Classroom Companion was developed as part of the LEARN Toolkit, under the leadership of LVCT Health, in collaboration with Evidence and Beyond and independent contributors committed to transforming classroom practice. We extend heartfelt thanks to all the teachers, education officers, child protection champions, and school leaders who shared their insights, stories, and feedback in the development of this reflective journal. Your voices made this resource meaningful, practical, and grounded in real classroom realities.

We gratefully acknowledge the following contributors for their roles in researching, drafting, reviewing, and piloting this journal: Anne S W Ngunjiri, Jane Thiomi, Eva Caroline Ruria, Sammy Gachigua, David Mwenga, Festus Mutua, and Pacific Owuondo – all from LVCT Health; Dr. Lina Digolo – Evidence and Beyond; and Prof. Patrick Digolo – Education Expert, Independent Consultant.

We also acknowledge the valuable collaboration with the Ministry of Education, the Ministry of Health, and the Teachers Service Commission at both national and county levels. Their commitment and engagement in shaping safe and nurturing school environments has been vital to the LEARN Project.

We also recognise the inspiration and lessons drawn from global teacher development resources and African-led learning programmes that centre teacher well-being, learner dignity, and the power of reflective practice.

Special thanks to all the children, teachers, and school leaders who shared their experiences and helped shape this resource with honesty and hope



Learning Environments that Advance Rights and Nonviolence

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