

CREATING A POSITIVE AND INCLUSIVE GRADE 4 LEARNING ENVIRONMENT

by:

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A classroom provides more than just a place to learn science, math, and literature—it is also where pupils grow socially, emotionally, and academically. For Grade 4 pupils, who are at a crucial stage of development, creating a positive and inclusive learning environment is essential. When pupils feel safe, valued, and welcomed, they are more likely to participate actively, express themselves freely, and reach their full potential.

At this stage, pupils are still developing their identities and building interpersonal relationships. In a supportive school setting, they gain confidence, make friends, and develop a love for learning. A positive environment reduces anxiety and fear of failure, encouraging pupils to ask questions and learn from mistakes. This openness leads to deeper understanding and improved academic performance. Moreover, a happy classroom atmosphere fosters good behavior and respect. Pupils who understand the importance of cooperation and compassion are more inclined to treat others with fairness and kindness.

An inclusive classroom ensures that every pupil—regardless of background, ability, or learning style—is respected and given equal opportunities to succeed. Grade 4 pupils may speak different languages, come from diverse cultures, or have unique learning needs. In such a setting, no one is left behind or made to feel different, and every child develops a strong sense of belonging. Meeting individual needs is also a key part of inclusion. While some pupils excel in mathematics, others may require additional support

in reading. Skilled teachers address these differences using varied strategies such as group projects, visual aids, hands-on activities, and peer assistance.

The classroom atmosphere is shaped largely by the teacher, whose role includes setting clear, positive rules that promote cooperation and respect. Simple guidelines like “Listen when others are speaking,” “Help one another,” and “Take care of classroom materials” encourage responsibility and harmony. Beyond academics, teachers have the vital task of fostering kindness, respect, and acceptance—helping to shape not only better learners but also better individuals. When pupils feel secure and supported, they are more motivated to learn and more willing to help their classmates do the same.

Building trust and connection with each pupil is key to creating this environment. Small gestures, such as greeting them at the door or asking about their day, make a big difference. Encouraging pupils to share their customs, interests, and talents fosters mutual respect and appreciation for diversity. Group activities help them learn from each other, cooperate effectively, and value one another’s contributions. Providing opportunities for pupils to express their emotions and learn conflict resolution skills further strengthens the sense of community. A clean, organized, and welcoming classroom—adorned with vibrant displays and students’ work—instills pride and reinforces a shared sense of belonging.

By nurturing such an environment, teachers not only enhance academic learning but also guide pupils toward becoming confident, compassionate, and capable individuals ready to contribute positively to the world.

A classroom provides more than just a setting to learn science, math, and literature. Pupils develop socially, emotionally, and academically in this environment. It is important to provide a good and inclusive learning environment for pupils in Grade 4, since they are at a critical developmental period. Pupil participation, self-expression, and potential are all increased when they feel protected, appreciated, and welcomed.

Pupils in grade 4 are still developing their own identities and interpersonal relationships. They gain confidence, make friends, and love learning in a supportive school setting. It lessens anxiety and failure-related concern. Pupils aren't scared to ask questions or make errors when the environment is supportive and friendly. Better academic achievement and a deeper knowledge result from this openness.

Good behavior and respect are also encouraged in a happy atmosphere. Pupils are more inclined to treat others with consideration and justice when they are aware that collaboration and compassion are required.

Every pupil, regardless of background, abilities, or preferred method of learning, is respected equally and given the chance to succeed in an inclusive classroom. No pupil gets left behind or made to feel different as a consequence. Pupils in Grade 4 might learn various languages, come from diverse backgrounds, or study differently. All children should have a sense of belonging.

Meeting every individual's needs is another aspect of inclusion. While some pupils could do well in arithmetic, others might require additional help with reading. To reach each pupil, a skilled teacher utilizes a range of techniques, including group projects, visual aids, practical exercises, and peer support. The mood of the classroom is mostly determined by the teachers. They may create a nurturing and welcoming environment for fourth-graders in the following ways.

Simple, positive rules that emphasize cooperation and respect should govern the classroom. For instance, pay attention to what other people are saying," "Assist one another," or "Take care of the classroom supplies. One of the most important role of a teacher is to establish a friendly and inclusive learning environment for learners. It creates better persons as well as better learners. Students are more driven to learn and more willing to assist others in doing the same when they feel secure, accepted, and supported.

Teachers help promote the development of a generation of self-assured, compassionate, and competent people by encouraging kindness, respect, and acceptance.

Each pupil will feel appreciated if you take the time to get to know them. Building trust may be achieved with small gestures like asking how their day is going or saying hello at the entrance. Through instruction, exercises, and candid conversations, teach pupils to value variety. Allow them to share their customs, passions, and skills. Pupils benefit from group activities by learning from one another, cooperating, and appreciating one other's contributions. Allow pupils to share their emotions. Teach them respect for others and how to resolve conflicts calmly. A neat, orderly, and friendly classroom with vibrant displays and student work promotes a feeling of pride and community.

References:

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