

# How to Become a Professional Teacher

Learn to Unlearn & Relearn  
Dynamic Teaching Skills



- ⇒ Discover proven techniques to develop your teaching caliber
- ⇒ Understand students' psyche and how to motivate them for outstanding results
- ⇒ Identify lesson planning process for meaningful teaching
- ⇒ Know class management techniques to create an inspiring teaching learning environment
- ⇒ Learn counseling & mentoring strategies to solve students' problems, and guide them to the right career path and life !

**Saghir Ahmed**

**Pedagogical Knowledge  
and Competencies**



- **Are professional educators gifted ones ?**
- **Can good teachers be self-made ?**
- **Do effective teachers have some special talents ?**

An answer to all these questions, with some qualifications, is YES !

Teaching is a vocation for which some people have natural talents; some have a mind-set for this profession but need to develop and practice certain skills, but some are not at all suitable for the teaching role.

It takes a long time, experience and expertise to excel in teaching. Outstanding teachers have a rich store of values, aspirations, mature knowledge and teaching skills. When commitment and skills blend and work together then, in the words of John Ruskin, *you can expect a masterpiece teacher who genuinely becomes the cynosure and pride of his / her students !*

The following pages highlight some of the pivotal characteristics that lay down the foundation for becoming an outstanding teacher.

**The one who graduated yesterday  
And stops learning today  
Will be uneducated by tomorrow**

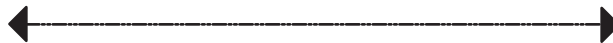
# How to Become a Professional Teacher

Strategies and Skills that will Unlock Your Potential to Succeed

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**Student's Perception Becomes Teacher's Reality**

Nido Quebin

## Foreword

### From a Practicing Teacher to Fellow Teachers

**F**undamentally, this self-training book is meant for all those educators who are Teachers, Principals, School Managers, Student Counselors, Administrators and Consultants, and who are required to teach, train, guide, motivate, coach and counsel students but have no past understanding of the pedagogical skills.

*'How to Become a Professional Teacher'* is not a book to read; it is a book to use. It explains all the vital components of pedagogical skills, and diligently illustrates how these skills should be applied. Using these simple yet sound techniques can make a dramatic change in the overall success of your career and the institute you serve.

With this techniques-filled book as your personal guide, you'll acquire knowledge, skills and confidence needed to plan and deliver a complete instructional program from the very outset. Following the proven process, you will be taken step-by-step through all the stages of converting your thoughts into a result-oriented teaching sessions.

This book is a synthesis and consolidation of the best teaching ideas, techniques and skills that an effective teacher needs to deliver the product and, consequently, contribute to students' development and organizational objectives. It systematically covers all '*rules of the game*' that any and every teacher needs to develop and deliver an outstanding teaching program comprehensively.

*'How to Become a Professional Teacher'* is a useful tool to use and achieve success in teaching domain. I believe, you like reading it and enjoy practicing it.

Pakistan needs you; students need you; education needs you ----- and countless opportunities are all around. Just master the skills and step into the right track !

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## ACKNOWLEDGEMENT

I owe a great debt of gratitude to **Professor Dr. M. H. Qazi** sahib, Rector, University of Lahore, who ignited me to put on paper my life-long learning and academic experiences for the benefits of other fellow teachers. His commitment, dedication and passion to develop educators, and to ' *make this world a worthwhile place* ' is the driving force behind this humble endeavor.

Additionally, I also want to thank all those worthy teachers who very generously contributed their valuable time and ideas in writing this book.

The subject of *Pedagogical Skills* covers the entire spectrum of academic behavior, including personal development, and every kind of teaching-learning activity. The teachers I've learned from are too numerous to mention individually, but you know well who you are .... the aspiring teacher who is committed to education, enriching students' lives and helping them reach their full potential for a meaningful career and, ultimately, a successful life !

Special thanks to **Mr. Izhar Ahmed Khan**, Chairman, Career Information Network, and Coordinator Special Task Force for Foreign Education, Government of Punjab, who is all out to provide educational dimensions of what it means to be an effective teacher.

During the time I've worked on this book, from the initial draft to the final revision, so many caring persons have supported and encouraged the idea. Without their help and valuable comments, this book could not have come into the present form. I very specifically thank the following ones:

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**Average Teacher Tells  
Good Teacher Explains  
Best Teacher Demonstrates  
Excellent Teacher Inspires**

Take a moment to think ....

Do you remember the names and faces of your early-years teachers who stretched your potential and made a difference in your life ?

Do you ever miss those instructors who added value to your studentship and who, even after so many years, still vibrate in your memories ?

Do you still recall a teacher who stands out in your reminiscences, and remains fresh in your mind even after years have lapsed ?

What was so unique about those inspiring educators that made you remember them over the past so many years ?

What was so special about those wonderful teachers ? What was their competitive edge ?

What effects did those exceptional teachers have on your development ?

Their integrity ? Charismatic personality ?

Knowledge, attitude, teaching style, classroom management or presentation skill ?

By the time you've finished reading this book, you'll be in a much better position to identify those hallmark qualities that make some teachers different and prominent from other faculty in the same institute. You'll also find out a solid answer to such critical questions as:

What is meant by pedagogical skills

Who deserves to be called a professional teacher

What do these professional teachers know and practice

What are result-oriented teaching strategies and management

This book is intended to provide readers with direct and systematic approach regarding an effective teacher. It will diligently explain how professional teachers ....

Learn and sharpen their instructional skills

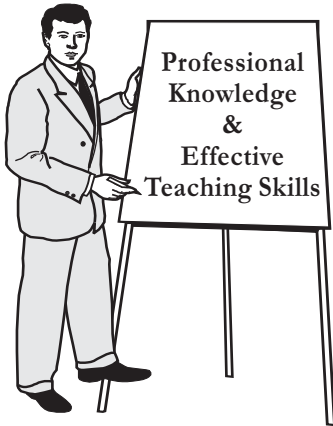
Create a student-friendly learning environment

Set learning objectives; design and implement a lesson plan

Involve students in academic process and how they motivate them

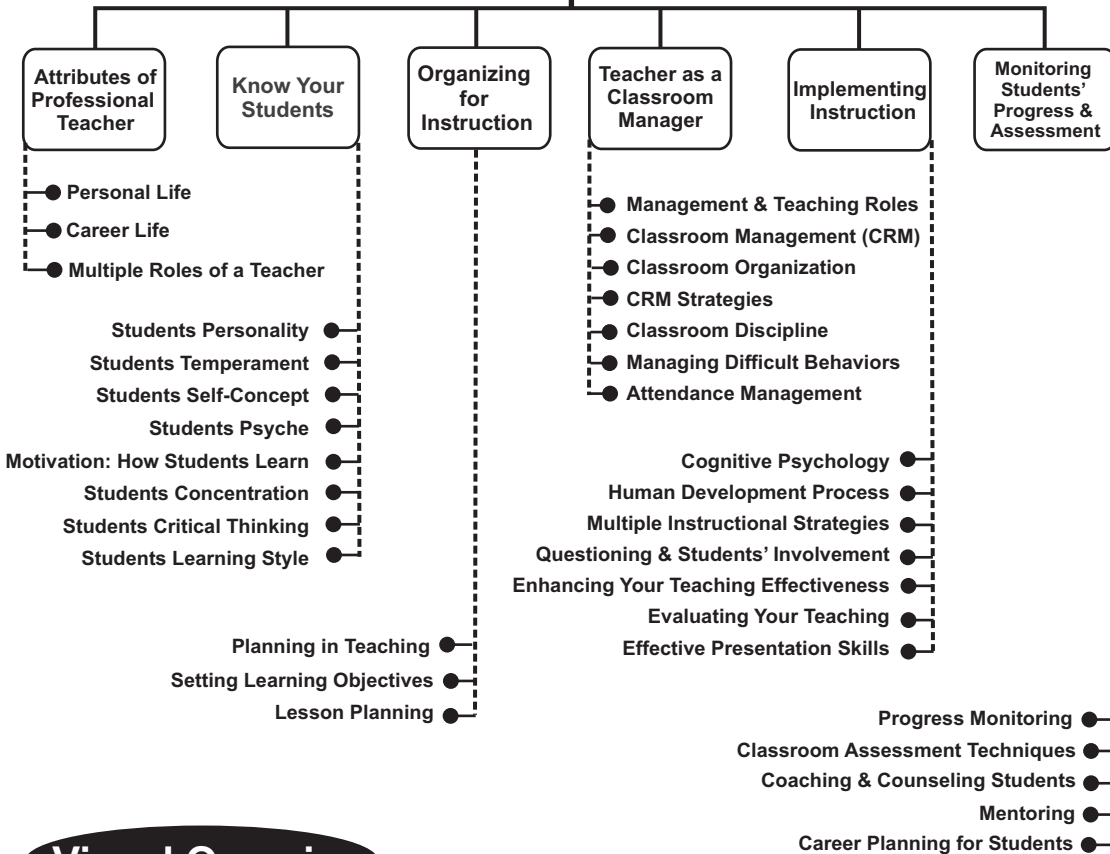
Solve students' problems through counseling and mentoring techniques

No matter what the education, experience and skill levels of a teacher are, *How to Become a Professional Teacher* will excite and encourage you to a higher level of self-improvement. Consequently, you'll develop the kind of Dynamic Teaching Skills that initiate and expedite in the classroom a supportive environment, leading to the students' enhanced learning and, ultimately, an enriching career life.



# How to Become a PROFESSIONAL TEACHER

## Pedagogical Competencies



## Visual Overview



## Pedagogy

Pronunciation: ped - a - go - gee

**P**edagogy is defined as the art or profession of teaching. It includes the activities of educating or instructing. In simpler words, pedagogy is the act, process or art of imparting knowledge and skills.



The word '*Pedagogy*' dates back to the French word '*Pedagogie*' which has been derived from the Greek word '*Paidaggo*', meaning the slave (person) who took children to / from the school.

*Synonyms:* education, educational activity, instruction, teaching

*Opposite:* Andragogy; methods or techniques used to teach adults. In the words of reputed educational theorist Malcolm F. Knowles, andragogy is *the art and science of helping adults learn*.

### Strategic Benefits

Pedagogy encompasses all the instructional ideas, strategies, techniques, practices, skills and actions that teachers can apply in order to improve student outcomes.

A wide instructional repertoire, selectively applied according to pedagogical purpose, is likely to have the most powerful impact on student learning. Pedagogy encourages higher order thinking, engages students in big ideas and complex understandings, and takes into account the abilities and learning styles of all learners.

The learning and teaching is a complex process. It involves:

- designing powerful learning contexts
- providing safe, collaborative, dialogical and cooperative environments
- recognising that social and emotional factors impact on student learning

It creates inspiring classroom environment, attending to the needs of diverse students and engaging them more deeply in their learning activities. This occurs by building an increasing instructional repertoire of powerful pedagogies that develop high-order thinking, creativity, deep understanding, enhanced student learning and improved student outcomes.

Teachers using powerful pedagogies focus on the students; assess their prior knowledge; understand the needs of learners; plan performances of understanding; focus on the core concepts; ask open questions; facilitate discussions and dialogues; encourage alternative solutions and personalize learning.

Pedagogies also develop teachers who are able to create a supportive learning atmos -

phere; consider preferred learning styles; access multiple teaching repertoires; connect learning to real-life situations; develop disciplinary inquiries; promote social understanding; give regular feedback; build time for reflection; demonstrate inclusive practices; provide for student choice and practicalise the curriculum.

Barrie Bennett, in his book 'Beyond Teaching', investigates how knowledge of instruction or pedagogy can assist in creating powerful learning environments. He defines pedagogy as '*the collective term that refers to the instructional concepts, skills, tactics, strategies, and organizers available to teachers to create learning environments that encourage students to learn. We strongly believe that pedagogical knowledge and the action taken as a result of the knowledge are key defining attributes of teachers as professionals.*'

Skill is *an ability to perform an activity proficiently*. They're related to performance that are not necessarily inborn, and may be grouped as technical, interpersonal, conceptual and communicational skills



**S**kill can be acquired through education, work experience, observation and / or job training, or it can also be the result of an ability that you've had for many years.

American Department of Education has defined skills as '*those essential abilities which people need in order to be effective members of a flexible, adaptable and competitive workforce. They are also invaluable in helping people function within the society and for life-long learning*'.

### Types

Skills are organized under the following six categories :

1. *Basic Skills*; such as reading, writing, speaking, mathematics and information handling
2. *Social Skills*; such as coaching, counseling, inter-personal interaction and persuasion
3. *Problem Solving Skills*; such as diagnosing problem causes, decisions, innovation etc.
4. *Technical Skills*; such as design, using, installing and repairing tools or equipments
5. *Systems Skills*; such as computer literacy, automation, advanced technology etc.
6. *Resource Management Skills*; such as the finance or money management, leading and coordinating the activities of others; goal setting, time management, self-discipline etc.

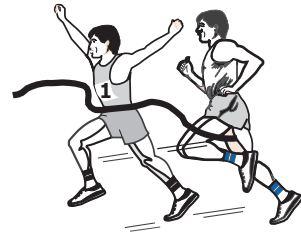


What is necessary to change a teacher is to change his awareness of himself.

Dr. Abraham H. Maslow

### Who is the Professional ?

**P**rofessionalism is defined as '*commitment to excellence*'. A professional teacher is the one who is eager to become the best in his / her field of work; he / she is dedicated to the teaching profession; strives for becoming outstanding; is keen to go to the top, and staying at the top .... always.



According to Dr. Abraham Maslow, professional means reaching '*self-actualisation*' stage; utilizing your full potential, becoming all that you can be and leaving no talent unused.

**Commitment** is your strong pledge with yourself to be the best, an exceptional, in teaching profession; it is your resolution to become brilliant, and you're willing to go extra mile to become an exceptional educator.

**Excellence** means to be *efficient* and *effective*. Efficient implies *doing right things*, and effective means *doing things right*. When you do the right things in the right manner, and you do them over and again, you start moving towards excellence.

#### Two proven keys to excellence are :

1. *Thoroughly know your job*; know all ins and outs of your profession and become an expert, an authority on your work. An incompetent person always feels himself / herself inferior and insecure in the presence of a professional.
2. *Love and believe in your work*. If you don't love your teaching profession, and if you don't believe in the value of your work, you're probably in a wrong profession; you'll never feel pride, happy, satisfied, and you can never become a professional teacher, if your heart doesn't throb with the teaching vocation.

#### Enemies of Excellence : 3 deadliest enemies of excellence are :

- i. *Complacency* : self-satisfaction; if you become happy and satisfied with your current performance, you kill your career growth and you never achieve excellence in your work. Pros are never contented with their performance and outcomes, and they always quest for the good, better, higher and the best.
- ii. *Traditionalism* : if you do what others do, and you blindly follow others, you remain an imitative. The most remarkable quality of all professionals is their innovative and creative approach to their work. They never become a part of the crowd, always look for the road less traveled and continually add quality and quantity to their performance.
- iii. *Fear* : this aspect of human behavior includes various types; e.g., fear of failure, fear of rejection, fear of success, fear of self-presentation and fear of people ( *called people phobia* ). Mostly, these so-called fears emanate from a negative self-image and the low self-esteem which, in turn, originate from a sense of incompetence and self-degradation. Professionals are bold, courageous and self-confident; never scared of any situation because they've diligently prepared themselves for any and every upcoming challenge.



Qualities and competencies in teaching have nothing to do with academic qualifications or credentials; such as, an M. A., M. Ed. or Ph. D, but are related with the performance and productivity of a teacher; the skills a teacher demonstrates in his / her classroom determine the quality and competency of an educator.

The qualities, skills and capabilities that constitute teaching competency include more than the subject knowledge. It has repeatedly been noted that teaching and academic success don't go together. Teaching competencies go far beyond an educational degree; they're identified in terms of a teacher's abilities to behave in specified manners within an academic function in order to produce results. These competencies can be defined as characteristics like a teacher's attitude and passion for teaching, resulting in students' accomplishments. According to Michael Barr, basic competencies of a teacher imply his / her role as a...

- i. manager of learning
- ii. counselor for students;
- iii. member of a professional body
- iv. active participant in various community activities.

Cooper and Weber remark: It is attitudes, understanding, skills and behavior that facilitates intellectual, emotional and physical growth in students. In the words of Norman Alexander, competencies are functional abilities that teachers demonstrate in their teaching activities.

In short, teaching competency is an overall assessment of the performance of the teacher in a classroom setting on the basis of a teaching personality, knowledge of subject matter and students, clarity of teaching objectives, methods and techniques of teaching, application of instructional aids and multiple strategies, involvement of the students, rapport with learners, classroom management etc.

These competencies, that a professional teacher must have, are those that promote effective instruction and learning process, those that transmit environments and value the students as having potential to achieve, and that a teacher is there to help students achieve their full potential for self-realization and a meaningful life.

Quality teaching comes from quality teachers who make a difference in promoting effective learning in classrooms, and what happens in the classrooms determines the quality of education. In other words, quality teaching doesn't come from air-conditioned classrooms; it comes from effective teachers whose role goes beyond information giving, and schools are more than an amalgamation of good teachers.

Effective teaching involves talking regularly with students about their learning, and listening to them. Interaction in the classroom is often dominated by the teacher. The reputed educationist, Guskey W. Freel, has very rightly said: *I learned not from those teachers who taught me but from those who talked with me.*



Students become equal partners in the classroom if they're given more opportunities to formulate their own questions, express their own thoughts and make their very own meanings; and teachers should only develop and maintain a conducive climate in the classroom that supports effective learning. This involves maintaining discipline without undermining the students' sense of self-respect.

In the classroom the way teachers behave determines the way students behave. How the teachers establish their authority, the tone of their voice, the little things they continually say and do on a daily basis, determines the climate in their classroom.

Learning involves developing students' emotions and feelings along with their ability to think and act. Educating a whole person is, therefore, a very important goal of any and every teacher who has to play his / her part in helping growing students learn how to utilize their talents. Professional teachers recognize and value students not simply as learners; they create conditions in which pupils can build their self-esteem. They pursue this goal explicitly and openly, involving students themselves in helping them to achieve it.

Learning is best when the teachers are able to provide their students with different options and inputs. Teachers need to be able to respond to students' attempts to make meanings for themselves by being prepared to adapt contents, structures and contexts.



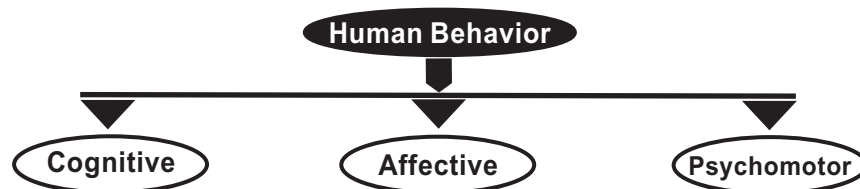
Know Your work; know it well, and then be known for what you know. This is called Excellence.

**Brian Tracy**

## Human Behavior & Educational Process

**H**uman behavior is the collection of activities performed by individuals and influenced by culture, attitudes, emotions, values, ethics, authority, rapport, persuasion, and coercion. Human behavior falls within a range with some behaviors being very common, some unusual, some acceptable, and some are outside acceptable limits. The behavior of people is studied by the academic disciplines of psychology, sociology and anthropology.

The sole purpose of education is to bring about a desired change in human behavior. The changes that it seeks to cause constitute its aims and objectives. Behavior incorporates the following three inter-linked areas:



**1. Cognitive:** it denotes objectives related with memory and reasoning. They deal with the recall or knowledge and development of other higher learning abilities and skills. For example: After learning this chapter, student will be able to read and count independently.

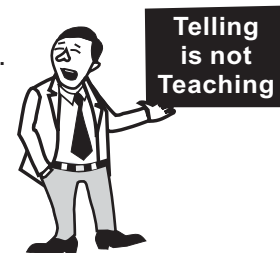
**2. Affective:** it refers to attitude-related objectives. They focus on the attitudes, feelings and behaviors which are associated with values, interests, recognition and prominence.

Some of the most prominent affective skills and traits are: dependability, responsibility, positive attitude, creativity, problem-solving, decision-making, punctuality, efficiency, inter-personal skills, adaptability, motivation, ability to work without supervision etc.

**3. Psycho-motor:** it suggests physical abilities and coordination objectives, and discuss movement of muscular activities, physical skills such as painting, draw designing and the craftsmanship.

Whatever the teaching objectives, Terry Brink suggests these criteria.

- ✓ Objectives should be developmentally appropriate
- ✓ Attainable by the students within a reasonable time limit
- ✓ In proper sequence with other pre-requisites objectives
- ✓ In harmony with the overall goals of the course
- ✓ In line with the goals and values of the institution



Irrespective of national ideology, values, history, culture or heritage, no educational system can ever be effective until and unless its philosophy, goals and targets are crystal-clear in their nature: *what does it seek to achieve* ? The purpose should be well-defined and clear in its nature. This logically leads us to an educational process and its salient components which include four inter-dependent elements:

1. *Setting Educational Objectives* : determining what students will be able to do when they complete their instruction. Effectiveness of both the learning and teaching components of an educational activity is demonstrated by the ability of the students to perform the task required in the practice of their profession, trade, or other endeavors and as specified in the established learning objectives and outcomes.

In order to cause the desired changes in the behavior of the student, objectives must be very clear, concise and precise. If objectives are not clearly defined, they will yield erroneous results in terms of students' accomplishments.

The desired outcomes of learning are described in terms of knowledge and skills that students will acquire. The proof of learning and achievement is obtained by measuring students' behavior in terms of quantity as well as quality. Increased effectiveness is achieved by providing enriched learning experiences that bring the student into closer involvement with the physical universe and society.

2. *Designing an Evaluation System*: it includes the guiding principles of an educator-student evaluation system and aims at measuring the teaching-learning effectiveness. It supplies information about educator quality for accountability, educator planning, decisions, and professional dissemination. It promotes equality of opportunity for student learning, and include formative, summative and monitoring functions.

This evaluation system should be based upon the best objective evidence available, control bias and role expectations. Besides, it should also meet professional standards for sound evaluation, including propriety (ethical and legal), utility (useable and effective), feasibility (practical, efficient, and cost-effective), and accuracy (valid and reliable). It must support fairness and the rights of educators, learners and the institution. In cases of poor practices and low performance, system should also provide specific information for effective remedy. Above all, it should also be subject itself to evaluation, validation, refinement, and updating.

3. *Teaching-Learning Process*: it involves all those undertakings and activities that enable a teacher to transfer knowledge and skills to students; for example, creating a learning environment, classroom management, prepare and implement curriculum, instructional methods, teaching aids, evaluation, mentoring, counseling etc. All this is arranged and executed in the light of teaching and learning objectives. Any incompatibility or deviation between the two is sure to affect the entire teaching-learning process

Ernst von Glasersfeld, the 'father' of constructivism, believes that education has two main purposes: *to empower learners to think for themselves, and to promote in the next generation ways of thinking and acting that are deemed important by the present generation*. Consequently, teaching-learning process has to revolve around this very objective, and only then learning on students' part will become an active cognitive process validated by a change in behavior, insights, and perceptions. Teaching-learning process is a joint responsibility of faculty and students through mutual sharing, learning and growth occurring in an atmosphere of respect and affirmation

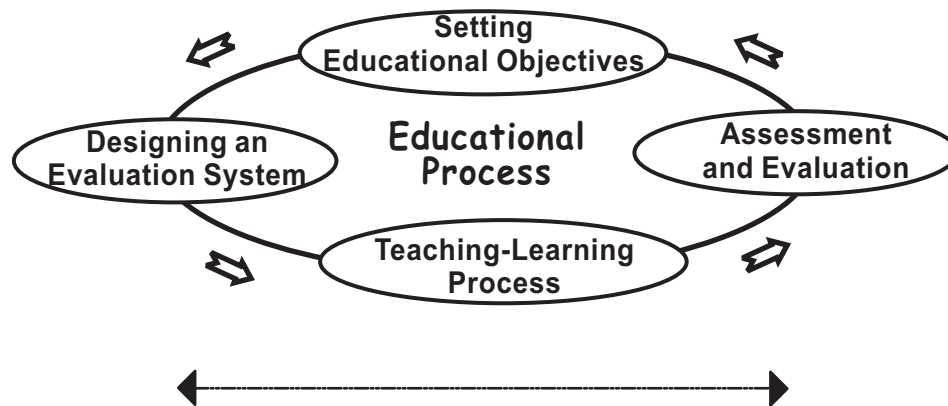
4. *Evaluation*: it verifies whether or not the stated teaching-learning objectives have been attained up to the mark. It involves performance monitoring, level of knowledge and skills acquired, feedback and evaluation.

Assessment and evaluation are integral components of the teaching-learning cycle. The main purposes are to guide and improve instruction and student learning. Effectively planned assessment and evaluation promotes learning and teaching; builds confidence and develop students' understanding of themselves as active learners.

Assessment and evaluation procedures should correspond with curriculum objectives and instructional practices. Additionally, they should also be sensitive to the developmental characteristics of students and teachers.

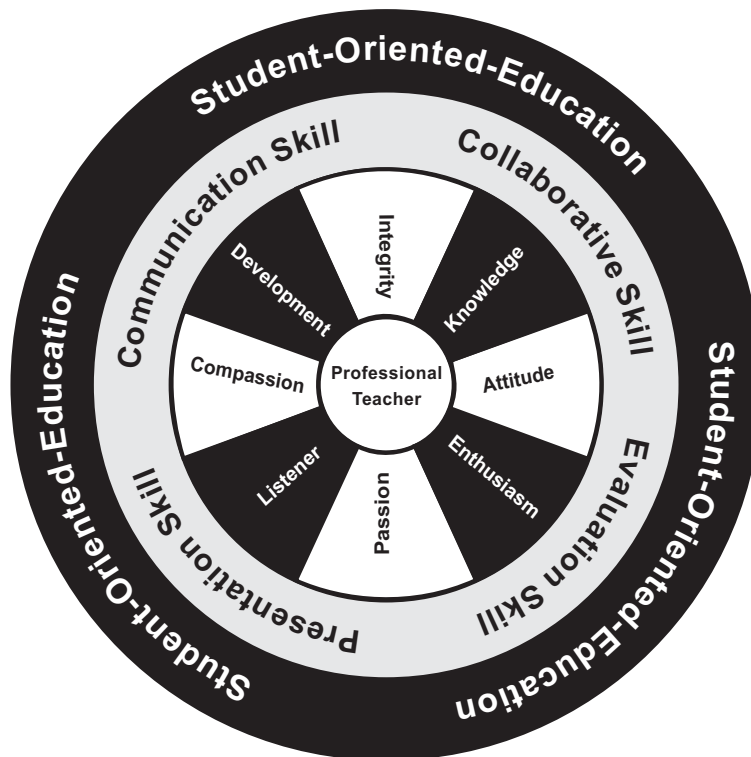
In short, assessment and evaluation are essential components of the teaching-learning process. They should be continuous activities that determine if curriculum objectives have been achieved, and they must be planned in conjunction with instruction and demonstrate awareness of student needs.

Diagrammatically, the educational process can be presented as follows :



Basic function of an educator is to organize and energize the teaching-learning process for students' nurturing and development.  
John Dewey





### Explanation and Clarification of the Model

The focus of education is on learning and the needs of students.

The function of any and every teacher is embedded within the context of learner-centered education. Communication skills, collaborative skills, presentation skills and evaluation skills are the built-in indicators of professional, intellectual, social and physical development of the learner.

## Instructional Tools

### ► Communication Skill

Professional teachers must understand and be able to use knowledge of effective verbal, nonverbal and technological communication techniques to foster active inquiry, collaboration and supportive interaction in and beyond the classroom.

Effective communication in teaching requires an educator to have a clear understanding of the subject matter, and of how to share course contents with students in such a persuasive way that they can easily grasp, digest and own it deeply. Professional teachers are skilled at building positive relationships with students, their parents and the community in order to involve them as participants and partners in student learning.

### ► Collaboration Skills

Professional teachers are proficient in working collaboratively with their students at an individual, small group and whole-class level to communicate learning objectives and highlight the key concepts and problem-solving techniques. Working productively with peers and colleagues is subject to the demonstration of teamwork, team spirit and willingness to adapt to varied roles and responsibilities, while respecting diverse views, opinions and perspectives

### ► Presentation Skills

Professional teachers properly select and use the right information and communicate it persuasively to empower their students who come from diverse backgrounds and possess different levels of potential, mind-sets, abilities and attributes. They make their presentations exciting and enjoyable, choose the best instructional methodology and develop an easy-to-follow approach to improve and maximize student learning.

### ► Evaluation Skills

Professional teachers continually employ a comprehensive system of assessment and evaluation to measure students' achievement, enhance their teaching practice, style and improve curriculum implementation system. These teachers acknowledge assessment and evaluation as necessary accountability in order to ensure the continuous intellectual, emotional, social and physical development of students.

## Teaching - Learning Process

One of the most crucial questions that has always challenged educators and researchers is: *Why do some students learn more than others ? ... Why is it so that some students learn faster, quicker and remember longer ?*

The following model is an attempt to consider most of the possible answers to the question. According to the model, the reasons can be classified into four categories.

<b>A Transactional Model of the Teaching / Learning Process</b>	
<b>Context</b>	All those factors outside of the classroom that might influence teaching and learning
<b>Input</b>	Those qualities of teachers and students that they bring with them to the classroom
<b>Classroom Processes</b>	Teacher and students behaviors in the class as well as some other variables; such as, classroom environment, teacher-student relationships, energizing interaction etc.
<b>Output</b>	Measures of students learning taken apart from the normal instructional process

### Context

This category of context includes all of those variables outside of the classroom that have an impact on teacher and student characteristic, classroom processes and output. The most immediate sub-categories of context variables include:

School characteristics and

School processes

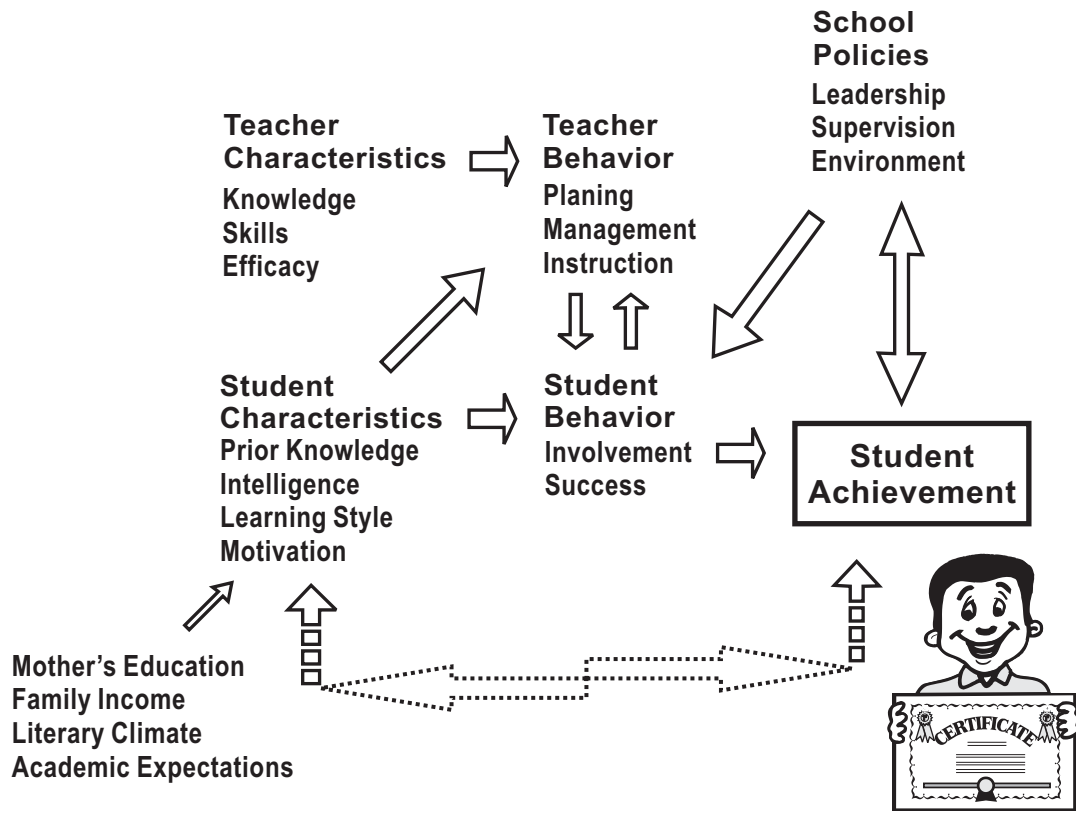


School characteristics includes variables such as organizational structure and school size, and school processes include factors related to activities such as leadership, management practices and school environment.

There are a number of other context variables that influence the teaching-learning process. Some of the sub-categories of these variables include: home climate, peer groups, social institutions, community, religious institutions, society, culture, environmental conditions etc.

Variables related to the home environment seem especially important and include such variables as the education levels of parents, family income, socio-economic status, other parental characteristics (such as age, maturity), and a group of miscellaneous variables which includes the use of technology (computer) and number of books at home.

### Model of the Teaching-Learning Process



The purpose of education is not to pass on the information; it's the information plus formation.  
Dr. Abraham Maslow

One of the variables that best predicts student achievement seems to be the level of mother's education. This may be because the mother is the first educator, first educational institute, of the child and the level of language she uses with the child is a very important predictor of the child's language usage and his / her school achievement.

## Input

This category of variables refers to the descriptions of teachers and students prior to their coming into the classroom. There are 2 important sub-categories:

- Teacher Characteristics and
- Student Characteristics.



Some important subcategories of teacher characteristics includes the teacher's values and beliefs, knowledge, thinking and communication skills, presentation skills, and personality. Of course, there are many more possible subcategories, but these seem to be the most important.

The most important teacher characteristic (in terms of teacher's performance in the classroom and student achievement) is the teacher's values, belief and efficacy. This variable is a measure of a teacher's belief that students can learn and that he / she can teach.

Another important set of teacher characteristics includes the teacher's knowledge with respect to the content domain ( knowledge of subject matter to be taught), human growth and development (theories, topics, and stages), learning theory (behavioristic, cognitive, humanistic), and the teaching/learning process (concepts and principles as well as their application in formal and informal environments).

Student Characteristics are related to the classroom behavior and student achievement. These characteristics include: study habits, age, sex/gender, motivation, learning style, cognitive development, socio-emotional development, moral and character development.

## Classroom Processes

This third most important category, from the perspective of educational institution and educational psychology, includes all the variables that would occur in the classroom. There are three subcategories:

- Teacher Behavior
- Student Behavior
- Other / Miscellaneous



Teacher Behavior consists of all the actions a teacher would make in the classroom and includes three additional sub-categories: Planning, Management, and Instruction.

Planning refers to all those activities a teacher might do to interact with students in the classroom. Management refers to controlling student behavior, while instruction refers to actually guiding student learning.

There are a variety of specific teacher classroom variables that are related to student learning. For example:

- Use of positive reinforcement
- Cues and Corrective feedback
- Cooperative learning activities
- Higher order questioning



Student Behavior includes all of the actions a student would make in the classroom and includes one very important variable and that is Academic Learning Time (ALT) which is defined as the amount of time students are successfully covering content that will be tested.

ALT is a combination of 3 separate variables: Content Overlap, Involvement, and Success. Content Overlap is the percentage of the content covered on the test actually covered by students in the classroom and is sometimes referred to as 'Time on Target.'

Involvement is the amount of time students are actively involved in the learning process, and is often referred to as Time on Task.

Success is defined as the extent to which students accurately complete the assignments they have been given.

A high level of Academic Learning Time means that 1) students are covering important (tested/evaluated) content; 2) students are 'on-task' most of the class period; and 3) students are successful on most the assignments they complete.

There are also other classroom factors which have been related to student achievement' like the classroom climate and the opportunity for students to engage in leadership roles.

One of the most important concepts that has been developed in educational psychology is that classroom process variables are the most direct link to student achievement. More specifically, the teacher's classroom behavior has a direct influence on student behavior and their ALT which, in turn, is most directly linked to measures of student achievement.

## Output

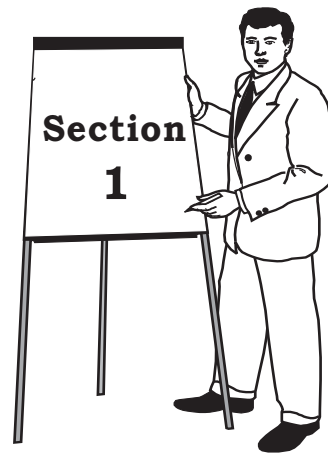
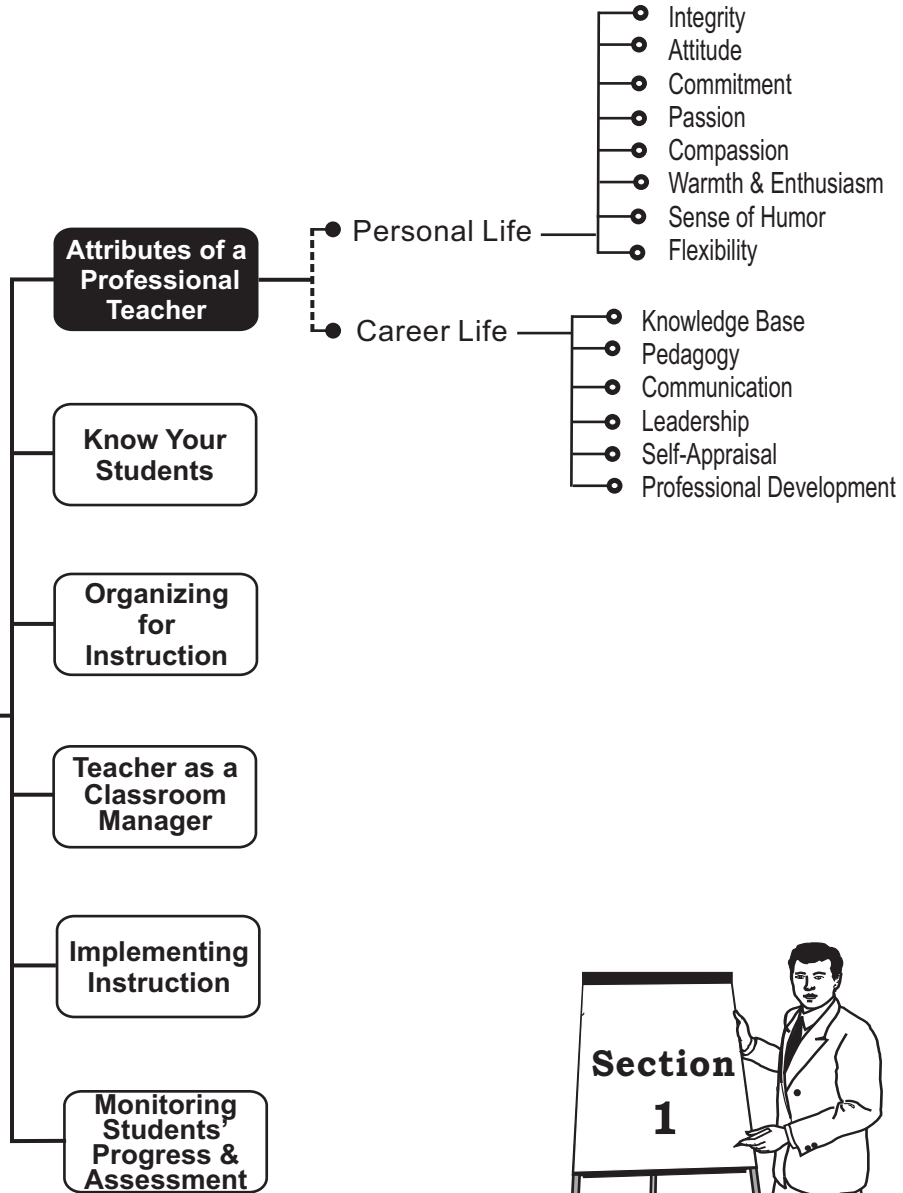
The most important is the Output category because the variables in the rest of the 3 categories are used to predict or relate to the variables measured in this one. For example, when we ask '*Why do some students learn more than other students?*', we must first be clear about what we mean by 'learning.', and we should also be clear about how to measure learning.

Besides, learning doesn't just mean the knowledge of basic skills, such as reading, language and mathematics; it also means that students also have learnt cognitive development and character because it impacts all other three categories.



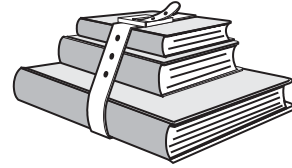
**Pedagogical Knowledge  
and Competencies**

# Pedagogical Competencies





## Attributes of a Professional Teacher



**E**ffective teaching is a very demanding vocation which poses numerous challenges to teachers and demands them to be competent. Each academic year brings new, bigger and higher challenges in terms of new students with complex needs, new course contents, newer expectations of the school management and parents. Consequently, teachers have to be competent and adaptable to address the environmental conditions. This flexibility to handle these changes and challenges comes largely from a teacher's attitude, commitment, experiences, maturity and wisdom.

These attributes and abilities are the pre-requisites to teaching ..... the competencies and values that teachers bring to the classroom, and transfer to their students.



**Effective Teaching**  
begins when you, the teachers, learn from the learners. Put yourself in their place so that you may understand what they learn, how they learn and the way they understand it.

Educationist Dr. Harry Wong

**Integrity****Personal Life**

**T**he very first and the most prominent single mark of the teachers, that truly elevates their status, stature and win them respect, is the noble character coupled with high moral values.

Teachers may be an ocean of knowledge; they may be an encyclopedia and an authority on instructional skills, but unless they consistently follow and radiate morality in their conduct and behaviors, they can't claim credibility, honor and even self-esteem.

Ethics, a strong sense of right and wrong, deep-rooted conviction in values ..... teaching vocation is the culmination of all essential moral codes and obligations. All other virtues are the by-product of a teacher's integrity. An educational degree, say a Master of a Ph D, may take a teacher to an educational institute, but ultimately it is the character that keeps and upgrades him / her there.

Teacher can never give to students what they themselves don't own. They're a role model, a mentor, to their students who, consciously and unconsciously, expect them to adhere to lofty ideals. Good teaching always comes from good teachers who shape students' personality; develop students, and are readily available to support them not only in their learning but also in their character-building.

Teachers and students work together to establish and maintain an inspiring academic environment that is fair to all. Teachers, being the initiator of classroom instruction, are required to refrain from indecent behaviors and strive to maintain integrity which comprises of the following core values :

- **Honesty**

Handling teaching responsibilities diligently and with integrity. None blames others and none claims credit for someone else's contribution. Trustworthy and willing to accept when they commit a mistake, sharing knowledge and ideas with their students and fellow teachers candidly, with trust and confidence. Whatever they write or speak is expressed with honesty.

- **Respect**

Each student is unique and sensitive to his/her sense of self-esteem. Effective teachers celebrate these differences among learners, and praise their accomplishments with an open mind. Not only are the rights of each student safeguarded, but the due rights of the entire class are also honored.

Respect is the foundation of classroom management, and professional teachers show this respect in a number of ways, from their treatment of students to how they get along with their peers. They value students' individual talents and respond to them accordingly.

**Giving**

Kindness to students is one of the best ways to make them feel good about themselves. This enhances their own self-image. Rather than waiting to be asked to do, professional teachers look for the opportunities to help their students and peers without expecting or demanding a *Thank You* or an *Applause* in return.

**Responsible.**

When assigned a task, effective teachers have a sense of duty to execute the project willingly, without making an excuse. Whatever the job, it is completed with brilliance and devotion in mind. They also seek help both from their seniors and juniors; each individual agrees to contribute to the assignment, taking full responsibility for his / her behavior.

**Consideration**

Caring and consideration occupy the first place in inter-personal dealings. Everyone, off and on, feels depressed, upset or lost when doing an important task; so, we all need support and back-up from our colleagues. Effective teachers reach out to students and colleagues for help and cooperation. If there is any conflict, they sincerely focus on agreements, compromise, solutions and forgiving.

**Interaction**

A regular and personalized close interaction and communication between teacher and students plays a significant role in creating a congenial teaching-learning environment for all stakeholders ... their students, parents, teachers, school management, community and, ultimately, the society. These close bonds are the logical outcome of a teacher's genuine interest in his / her students and a sincere concern for their welfare in their educational and career life.

Positive interaction is fostered through reciprocal communication, common objectives, sharing ideas in the class and extra-curricular activities.

**Association**

Teachers and students spend much of their time together in the classroom, and this gives teacher ample time to interact with students and demonstrate caring and sharing feelings. A teacher's ability to relate to his / her students and make with them positive connections brings about association in the school environment.

Professional teachers use multiple strategies to interact with their students, and work with them to achieve academic goals. They behave with them in a friendly manner, remember their names and interests, involve them in the classroom responsibilities and value their opinions as well as feelings.

**Discipline**

Good use of time, teamwork, agreement with others on deadlines, respect for relations, tolerance for each other, planning in personal and professional matters, setting goals, time management, self-organization etc. are the essentials that effective teachers follow and preach to their students for a self-disciplined life.

**Persistent ...**

Effective teachers consistently set a realistic goal and then stick to it; they keep on keeping against all odds; efforts release its rewards only after a person refuses to quit. It is the consistent and persistent teachers who break down all resistance and sweep away all obstacles in the way of their students and lead them to academic success.

## Attitude

The key that opens your heart and mind to better performance, enriching career and a fulfilling life is your attitude ..... the most important single factor that guarantees your success in all walks of life, and is the master key to your progress in teaching career !



Attitude is defined as ' *the position or bearing as indicating action, feeling or mood* '. And it is our actions, feelings or moods that determine the actions, feelings or moods of others. Our attitude is the way we communicate our mood, and tells the world what we expect in return. If we are optimistic and anticipate success, we will transmit a positive attitude and people usually respond favorably to our attitude. But when we are pessimistic and expect the worst, our attitude is often negative and people tend to avoid us. Inside our head, where it all starts, attitude is a mind-set; it's the way we look at things mentally.

Attitude is not simply a state of mind; it is also a reflection of what you value. Your attitude is more than just saying ' *I Can* ' ; it is believing ' *I Can Do* ' . It requires believing before seeing, because seeing is based on situations; believing is based on faith and your unwavering conviction.

### A positive mental attitude helps you ..

Consider teaching job as a part of the larger picture of life

Increases the speed of accomplishment in every area of your career

Utilize your potential to earn the highest return on your teaching activities

Positive attitude is a constructive and optimistic way of looking at yourself, your teaching career and life. It is a mind-set; your thinking habit; the way you look at things mentally.

Attitude is not simply a state of mind; it is also a reflection of what you value. Your attitude is the way you see things mentally from the inside. The more you focus on the positive aspects of your career and life, the easier it will be to feel and remain positive. Positive attitude can be maintained through conscious efforts. You have the total ownership of your attitude. No one else on this earth has the power or authority to change or modify your attitude without your permission.

Teaching is a demanding profession, and professional teachers radiate a sense of pride and accomplishment in their work; they contribute to the profession through their creative work, words and actions. They expect the very best from themselves, and tend to get the same peak performance from their students who constantly observe them and, when convinced, take them for a role model to follow.



There is a very little difference in people, but that little difference makes a big difference in life. The little difference is the attitude, and the big difference is whether it is positive or negative.

William Clement Stone in his book 'Success Through Positive Mental Attitude'

Teacher's positive attitude toward teaching and students most directly affects the classroom environment. Positive attitude can enhance the classroom climate and learning for students because the teacher acts as the mentor, supports students and assumes a teacher-leader role. This type of classroom environment has the power to motivate students, and infuses in them a sense of pride, commitment and high level of performance.

Attitude is the reflection of the person inside. Whenever and wherever you see teachers doing an excellent job and achieving outstanding results, you'll find teachers with a positive and winning attitude. These teachers take the attitude that they can accomplish what they want to; they follow ' **I Can & I Will** ' attitude. They've positive expectations, and they're keen to become successful and competent. They've a positive attitude towards themselves and, consequently, towards the students, career and life.

Due to their healthy attitude, they always achieve outstanding goals. Others may call them lucky or gifted, but they are not genius or talented. The only brilliance they've is their right mental attitude. Failures don't know, and sometimes don't want to know, that what they are getting or experiencing is the outcome of their own negative attitude. Nothing will ever change in the outer world until we change our inner world. When our attitudes change, our life starts changing and improving.

A strong positive attitude is the best preparation for success.  
Dr. Joyce Brothers in 'Success is a State of Mind'

### Attitude and the Work Environment



Nowhere is your positive attitude more required and appreciated by others than the school where you work. There are some sound and valid reasons for this: most of a teacher's waking hours are spent at school. Without positive attitude and positive people around, this time could become troublesome, demoralizing and demotivating.

Educational institutes rely on the positive attitudes of teachers to establish a team spirit among students. Teachers' positive attitudes make students' learning easy, interesting and fun. Besides, positive teachers concentrate on solutions, and radiate enthusiasm that is contagious. Consequently, their students and colleagues also display the same positive feelings. This creates a pleasant work atmosphere where a negative thinker doesn't find much room to pollute the environment.

Both positive and negative attitudes travel quickly at the workplace. Working around positive teachers is a delightful and exciting experience. They make their students feel more motivated. Likewise, working with a negative teacher is very much likely to cause you to turn negative. It's all subject to the attitude. By changing attitude, we can change our life. Prof. Dr. William James at the Harvard University, father of modern psychology, after his life-long research, concluded: *The greatest discovery of my generation is that people can change their life by altering their attitude of mind.*

The following self-test will help you measure your approach to teaching responsibilities.

**Your  
ATTITUDE  
Toward Teaching**

Read each statement diligently, and then circle the number you honestly feel you belong:

	Agree	➔			Disagree
1. I always seek and welcome responsibility	5	4	3	2	1
2. I really like leadership situations	5	4	3	2	1
3. Becoming an outstanding teacher is very important to me	5	4	3	2	1
4. I always want to know more about my students, lessons, curriculum and educational institute	5	4	3	2	1
5. I keenly want to progress in my career with the educational institute	5	4	3	2	1
6. I am totally committed to learn and master new knowledge, skills and teaching behaviors	5	4	3	2	1
7. Working with different students and teachers is an interesting challenge to me	5	4	3	2	1
8. I always devote some spare time to update my knowledge and skills about my career	5	4	3	2	1
9. I am excited about becoming a competent teacher committed to my students' success	5	4	3	2	1
10. I enjoy helping students do an excellent job, and I contribute to their career objectives	5	4	3	2	1

**Your Score**

add up all the numbers you've circled to determine your overall score; and here is what your score means :



- Above 40 .... You've an excellent attitude towards teaching ---- Congratulations !
- 30 - 39 ..... You're an above-average teacher, and deserve an applause
- 20 - 29 ..... You've few reservations, and need your attitude adjustment
- 10 - 19 ..... You should rethink about your actions for the desired results

This self-test is not a standardized one; it is meant to give you an idea only and that's all.

## Commitment

**C**ommitment stands for a teacher's determination and strong pledge (with him / herself) to be the best, real best, in teaching profession. Absolutely outstanding !



An authentic survey reveals that only committed teachers get applause from their students; succeed in handling tough situations, triumph in the face of adversity, win respect from peers, and always seem to be one step ahead of others. These winning teachers are totally committed to their profession and students. Their commitment is their **Winning Power** ... a power so strong that it can overcome any obstacle, achieve any goal and put them exactly where they want to be in their career and life.

All successful teachers follow commitment, whether or not they are aware of it. For some, it comes naturally; but for most, it is a learned response to performance, right way of thinking that leads them to success.

Commitment is not at all affiliated with any special or particular teacher; it is meant for all those who are serious about their teaching vocation, and who *want* to succeed in career. Commitment generates in a teacher a burning desire, an obsession, that brings about enthusiasm for the career.

Commitment is a strong word, much stronger than an '*agreement*'; it is your strong pledge with yourself that you **WILL** be willing to pay any and every price to make things happen. Being committed means doing whatever it takes; it means making those extra efforts or studying long hours even when you do not feel like it.

Commitment often requires sacrifice in order to achieve a career goal. If you intend to be the '*Best Teacher*', you will probably have to sacrifice an active social life for a while, and then you never quit however the road may be tough and hard to walk. When you are totally committed to your career objectives, attaining them is easier than you think. Your choices are clearer, your vision is straight and you automatically know what you've to do.

Being committed to your goal of becoming the Best Teacher is not an easy task. It takes considerable time, energy and efforts. That is why, people make so few commitments and often have troubles keeping them. Commitment requires strong self-discipline, and a persistent inner voice to motivate you to keep on keeping on against all challenges.

Commitment should always be a '*do or die*' determination; otherwise, it is simply a fickle agreement. Commitment demands courage, sacrifice and perseverance against all odds. Consequently, you achieve satisfaction and confidence that comes with success, coupled with a high sense of self-esteem ..... the hallmark attribute of all winning teachers !



If you're able to stay with your goals and work toward your dreams a little bit each single day, you'll definitely achieve them. As an added benefit, you also achieve the satisfaction and confidence that naturally comes with success !

**Passion**

**P**assion is truly the sure key to success in teaching !.

Passion for teaching; passion for knowledge; passion for students and passion for self-improvement.

A passionate teacher is the one who can motivate students with his diverse abilities; he gains knowledge and imparts skills; is the teacher with a sincere desire to change his students lives through education. Passion means the inclusion of *heart* in teaching.

Teacher's heart is very open and receptive to teaching students; he is the person who knows beyond any shadow of a doubt that teaching is a sacred profession. Passion can be seen in a teacher's body language, his eyes, gestures, chosen words, speech inflection and voice tone. All these signs automatically become visible when words are mentioned regarding students and teaching-learning activities.

Passion for teaching is one of the hallmark qualities of an effective teacher. Students need an excitement in classrooms, and they love to be taught by a teacher who creates an energizing, exciting and inspiring atmosphere for teaching-learning activities. The teacher who radiates this excitement proves that he'll also be enthusiastic in his teaching. This skill is easy to acquire and once developed, makes a big difference in students' lives.

It is imperative that teachers love and appreciate their students. Love of the subject matter is helpful but insufficient. In fact, if you love your subject more than you love students, you will never be able to inspire them. You'll be wonderfully successful with those who already value your subject, but that is good teaching, not inspiring teacher. To motivate students who may be unaware of why your subject is important, you must first demonstrate that you care for them.

There are no perfect teacher-student relationships, and there will be times when you may not appreciate your students. To have those moments occasionally is normal, but if you find yourself disliking large number of students and complaining about them in general, you are then probably not in the right profession. It's true that teachers today face many challenges, but it is equally true that students today can be motivated to produce quality work and to take pride in doing their best.

*A teacher should love students as his / her own children.* The teacher who cares for his student's needs, he demonstrates the love that is essential in the classroom. When students recognize this love, they perform successfully .... and the teacher who loves his students will give them a quality teaching and an enjoyable environment.

**And Compassion Too !**

Compassion, care and love for students is another significant characteristics of a teacher's entity. These vital factors are the very essence of the teaching profession; the rest can be learned with the passage of time.



It is obvious that a teacher must have many traits to be a good teacher, but the ability to place oneself in the students' place is critical to achieving positive results. If a teacher has no understanding of students' feelings, the teacher will most likely be ineffective. When empathy and compassion are present along with intelligence, knowledge of the subject, creativity, care and positive attitude, the learning environment is dramatically enhanced.

Effective teachers do have the knowledge to teach their related subject, but first they must have compassionate feelings for students. This ingredient in many times is left out and this is where arise a lot of problems; e.g.,disrespect for the teacher, disciplinary problems leading to disruptive behaviors of students. The best teacher you can think of is the one who appears to have a message written on it: **The Best Teacher !**, and his / her personality tells this all the time.

A caring teacher is not just to teach knowledge but also to teach the *skills to learn*, because when students are given an assignment, they must do it by themselves. If they face a problem that is hard for them, they can use their skills to resolve the problem on their own. Compassionate teachers must be very patient and fair with their students, sometime funny, humorous; and straightforward in their teaching. They would then be friendly, fair and responsive to their students.

Students want the teacher who they can count on and trust; they want to believe and love the teacher because he / she understands them and feels that he / she can help them in the subject. The teacher who understands their students and their needs, and help them overcome these problems, get outstanding success because they're able to make the students successful !

To put the whole thing into a nutshell, good teaching is all about caring, nurturing and developing human minds and talents. It is as much about compassion as it is about knowledge and skills .... and it is reflected in what is said, but more importantly by what is done !

The most important contribution teachers can make to the education of youth is to provide them with a clear sense of coherence in their studies; that is, a sense of purpose, meanings and inter-connectedness in what they learn.

### **Warmth & Enthusiasm**

Studies find that some teachers are more enthusiastic in their instruction than others, and this directly reflects on students' accomplishments. Warmth, friendliness, care and understanding seem to be the teacher traits more strongly related to students' attitudes towards learning. In other words, teachers who are warm and friendly tend to have students who very actively participate in teaching-learning activities, and whole-heartedly contribute to instructional objectives.

Teachers who continually demonstrate spark and enthusiasm have students who are more attentive, excited and involved. Research proves that there is a direct and close relationship between a teacher's excitement and students' achievements.

## Sense of Humor

Faced every day with the problem of getting --- and holding --- the attention of students, the teacher resorts to the use of a number of tools and tactics, including humor. Using humor in the classroom can enhance teaching effectiveness in 'dry courses' and reduce stress.

Humor also contributes to the learning environment by increasing motivation and encouraging students to be more creative and open to new ideas. Students take part in the learning process since mistakes are more acceptable in this atmosphere. Besides, it also serves students well in life.

Research studies show that a sense of humor is the most consistent characteristic of top executives in major companies, and that managers showing a sense of humor advance faster and further than those without one. As Eisenhower said: 'A sense of humor is part of the art of leadership, of getting along with people, of getting things done.'

## Flexibility

Learning style differs from pupil to pupil. Some students are visual; some prefer oral and narrative styles while some others need a completely different learning approach. Professional teachers carefully evaluate the students when delivering a lecture; they constantly observe their students' reaction and customize their speech and presentation style accordingly in order to get their message across to students. Such teachers follow adapt-ability, and are always able to reach students persuasively.



Flexibility is a crucial element. Knowing that there is no such instructional strategy that fits all students and all educational systems, effective teachers recognize the unique needs and abilities of each student and provide them with a learning experience that allows them to use their natural and acquired abilities and develop skills in order to be life-long learners.

A critical goal of education is to help the students transfer what they've learned to different, even unique, situations. This ability, referred to as *cognitive flexibility*, includes the teacher's ability to represent knowledge from different conceptual perspectives. This way, effective teachers construct from concepts a knowledge tailored to the needs and levels of students' understanding.

According to cognitive flexibility theory, the way students are taught is a significant influence on the type of their learning. The way students store and structure knowledge they acquire determines to a great extent how flexible they'll be when they use that knowledge. Encouraging cognitive flexibility requires a flexible teaching environment by a flexible teacher. Effective teachers present knowledge in a variety of ways, as well as for a variety of different purposes. Flexible instructional methods help students learn the contours and complexity of the material, and it helps them work with that content from several different perspectives

### Flexibility Indicators for Teaching and Learning

Flexibility, in the real sense and spirit of the word, describes giving students some degree of choice and control, noting that this can occur within the classroom as well as beyond it.

Flexible learning is an approach to education that offers the student choice in what to learn, how it is learned and assessed, and when and where learning happens, with a particular emphasis on widening the range of participatory opportunities. It also highlights a strategic approach to developing student autonomy and capability for lifelong learning.

The following table provides indicators ( *not benchmarks* ) which have been formulated by experts to assist activities regarding flexibility in teaching and learning.

1	Learner Choice	Provides options and alternatives available for selection by the informed learner
2	Variety	Provides a number of options and alternatives
3	Diversity	Provides a range of different options and alternatives which accommodate a heterogeneous learner group ( for example, variation in students' learning styles, application of concepts etc.)
4	Time Expansion	Enables students to undertake their studies at times which can be changed, modified and / or negotiated according to need
5	Place Expansion	Enables students to undertake their studies at places which can be changed, modified and / or negotiated according to need
6	Pace Expansion	Enables students to undertake their studies at a pace which can be changed, modified and / or negotiated according to need
7	Adaptability & Versatility	Provides opportunity for modifications or changes according to the needs and / or contexts of the student
8	Attitude	Faculty involved demonstrate an open and willing attitude towards flexible learning

**Attributes of a Professional Teacher****Career Life****Knowledge Base**

**T**eachers cannot teach what they themselves don't know. There is a direct relationship between teacher knowledge and students' gain of knowledge. Effective teachers are proficient in their subject; have a deep understanding of their subject and become experts in sharing their knowledge with students.

Competent teachers can also determine the essential knowledge and skills that are necessary for mastery of their subject, and they can integrate them into effective teaching. Thus, they can better convey their knowledge and intellect to students. These knowledgeable teachers can easily link the topics to real-life situations and thus enhance students' learning and understanding of the subject-specific concepts and skills. When teachers know a topic in great depth, they will automatically be enthusiastic about the subject, and consequently they can better engage students in teaching.

Professional teachers manage and present their knowledge in such an organized way that it helps students understand the subject, ask intelligent questions and comprehend the concept. Research proves that students always admire, respect and follow those teachers who can effectively and confidently convey their knowledge through effective communication skill.

Teacher's thorough knowledge of his/her subject has an enormous effect on the students' intellectual development, and it wins him / her a credibility. On the contrary, if the teacher doesn't have a sound knowledge and expertise, he'll always feel himself inferior and scared not only in the classroom but also internally. Research into the importance of a teacher's knowledge has singled out the following factors:

Students learn better when teachers are proficient in course contents, well-versed in planning lessons, deliver interactive lectures to add to students' achievement

Teacher's ability to convey contents to the students in a way that they can easily digest, comprehend and apply

Teachers with a specialization in the content area pave students' way to innovative thinking leading to remarkable achievements both in studies as well as career

Teachers with a thorough knowledge tend to ask intelligent questions, interact with students and engage them in high-value learning activities. They are ready for any student questions, are not vague in their answers, and thus have a more positive impact on their students

Professional teachers exhibit their expertise in the subject matter and spend time in updating their knowledge of the discipline. They present material in an enthusiastic manner and instill in their students a passion to learn more on their own.

**Pedagogy**

All professional teachers promote learning and achievement toward high developmental expectations and standards for students. Instructional emphasis is on active learning that employs a wide range of instructional techniques, materials, ideas and experiences that personalize learning for all students. They rely on sound pedagogical knowledge to make curricular decisions, select the right instructional strategies, develop teaching plans and formulate the evaluation process to measure learning and progress.



When teachers plan their teaching, one of their biggest challenges is to find out the ways of making an abstract topic understandable. This ability to explain and clarify the concept in different ways to students is different at various levels. For example, at early level ( say, an elementary level ), the teacher might use pictures and concrete examples to explain the moon. At the junior ( middle class ) level, teachers build on this foundation by emphasizing additional traits and examples of the moon. At high school level, geography teacher can discuss characteristics such as the solar system, different shapes, movements and shades of the moon in different seasons, and what the moon contributes to human life. The same concept is taught in different ways at different levels to make student understand the moon-related concept and its application to human system.

If teachers are not proficient in the utilization of pedagogy, they will unsuccessfully teach the idea and lesson. Consequently, students will never be able to grasp the link between the concept and the example teachers use to clarify the concept.

Professional teachers ...

- identify and incorporate effective teaching practices based on the assessment of each student's cognitive, emotional, physical and linguistic growth

- plan encouraging and challenging opportunities that engage students in ideas, material, teacher and one another

- select, adapt and create a rich variety of instructional resources that reinforce and extend skills, accommodate learning styles and match instructional goals to diverse needs; they design teaching that is responsive to the needs and experiences of students

- empower students to think deliberately about how they are learning, accept responsibility for their learning, develop confidence, work independently and collaboratively and then monitor their individual as well as collective progress

- plan their instruction and first define the concept for themselves as an idea or thought that explores or treats a story

A good teacher can inspire hope, ignite imagination, and instill a love of learning.

Brad Henry

## Communication

Communication is the lifeblood of teacher-student connection. It regulates all aspects of teaching-learning activities. Without an effective communication, a teacher can never (and will never) be able to deliver the product.



The Webster College's Dictionary defines communication as an act of transmitting, giving, sharing, imparting, exchanging of words, symbols, messages, ideas and thoughts by talk, gestures or writing. This definition shows that communication is a process of passing information and understanding from teacher to students.

Professional teachers understand their students and know how well to communicate with them, both individually and collectively. Some of the students need basic facts, but most of them want a detailed description. Again, there are students with totally different learning styles and communication needs. Effective teachers diligently analyze their students when delivering a lecture; they observe students' reactions and decide how best to make different students understand the concept.

Communication ability is an indication of a teacher's effectiveness because it relates to how well a teacher conveys his / her concept to students. Clarity is the most promising teacher behavior for students; teachers who provide clear presentations, explanations, illustrations and examples tend to have students who learn more and admire teachers more positively. Students learn more from orally-expert teachers than teachers with low verbal skill. When students understand what teachers communicate, and when teachers understand the students' reactions, a two-way communication starts and expedites the learning process.

Teachers constantly interact with their students through words and actions; that is, through verbal and non-verbal communication. Professional teachers are good at reciprocal communication, and know well how to converse with students, and their verbal ability has a positive effect on students and their accomplishment.

Studies show that over 85% of success is contained in a teacher's ability to communicate effectively with his / her students. This skill requires accuracy, clarity, brevity, simplicity, consideration, completeness and conciseness. All these vital factors collectively bring about *connectivity* between a teacher and students, and enable teachers to sell their ideas to students; stretch students' potential and, consequently, persuade pupils to accept their points of view willingly.

When teachers are prepared, and combine the course contents with a deep sense of care, love and concern, they enhance students' learning. This attribute of love and caring attitude toward students teachers express in the following ways:

- Listening to students with deep interest
- Understanding students' needs, expectations and perceptions
- Paying attention to students, individually as well as collectively
- Appreciating students' ideas, whatever they are

Ability to communicate clearly and persuasively is the competitive edge that makes the professionals different and prominent from ordinary teachers. This ability to communicate and motivate students has a lasting effect on them, and teachers enjoy the following far-reaching benefits :

- Ability to establish rapport with students
- Enhance students' understanding and achievements
- Clarity of explanation, thus making lecture comprehensible to students

Research has shown over and over again that there is a very close relationship between a teacher's verbal ability and students accomplishments, and all school of thoughts associate this achievement with a teacher's effective communication skills.

Verbal skill is an indicator of a teacher's effectiveness because it relates to how well and how quickly the teacher conveys knowledge and skills to students. When students properly understand what the teacher is communicating, and when teacher observes positive reactions from students through their body language, it initiates a two-way communication process which promotes teaching-learning activities and expands students' mental horizon and vision for life.

**Listening** is an integral component of effective communication. Teachers who demonstrate effective listening skill and a persuasive style to express their ideas, always win the respect and appreciation of their students.

When teachers listen to their students, they actually initiate a two-way communication that breeds trust, understanding, encouragement and caring feelings bringing about motivation for students.

Research proves that students are highly appreciative of those teachers who value their questions, listen to their thoughts with encouragement, and help them solve their problems. Students love those teachers who show respect to their opinions, and are humane in their dealings with them. Active listening on the teacher's part ....

- Eliminates mis-interpretation
- Lays the foundation for clear understanding
- Improves students' self-confidence and self-image
- Helps to get intelligent replies from the students
- Enables teachers to respond more quickly to students' needs

Persuade students with your ears, by listening to them.



A good teacher must be able to put himself in the place of those who find learning hard.  
Eliphaz Levin

## Leadership

Teachers' leadership results in a focus on the continuous improvement for higher levels of student achievement. As the leader, they place high priority on academic excellence, demonstrating a solid knowledge base of effective teaching and learning strategies and the skills necessary to design instruction for continuous improvement of teaching practice.

Teacher leaders work independently as well as collaboratively with colleagues and school management to promote the program quality and advance knowledge and practice in their field.

### Professional teachers .....

demonstrate intellectual curiosity and continuous learning through the development, implementation and communication of current research-based educational theory and practice to others, staying open and responsive to new and diverse perspectives

The word "GOAL" is written in a large, bold, black, sans-serif font. The letters are slightly shadowed, giving it a 3D appearance. It is positioned to the right of the first bullet point.

develop and display positive behavior and respect for the rights of others, and those moral standards necessary for personal, family and social well-being

work as a leader and collaborator in a professional manner to change attitudes, improve policies and practices to reduce or eliminate the so-called barriers so that each student can become a successful learner

address the needs of diverse students within the scope of teaching obligations, and diligently follow procedures as specified in the school policies, rules and regulations

## Self-Appraisal

Professional teacher is a reflective practitioner who continually evaluates the effects of his choices and actions on students, and actively looks for opportunities to grow professionally. As an advocate for students and their individual learning, these educators demonstrate a personal vision of committed, confident learners and use that vision to guide learning goals, expectations and standards for student work.

### Professional teachers .....

understand methods that provide a variety of self-appraisal and problem-solving ways for critical reflection on practice and resulting influences on students' growth

exercise personal responsibility and demonstrate ethical behaviors in personal and career life, setting and meeting high standards and goals

respect students as individuals with differing backgrounds, skills, talents and interests

develop mutually supportive relationships with their colleagues and the community members to achieve common objectives for education and character-building of students



## Professional Development

**P**rofessional Development refers to all those learning activities that improve and increase teachers' knowledge of the subjects they teach, and enable them to become highly qualified and competent in their respective discipline. Such activities aim at enhancing professional growth, and they may include individual self-development, continuing education, curriculum writing, peer collaboration, refresher training, coaching and study groups.

Professional development goes beyond the term '*training and development*', and encompasses a definition that includes both formal and informal means of enriching knowledge; learning new skills and developing new insights into pedagogy.

Professionalism is defined as '*commitment to excellence*'; hence, a competent teacher is always striving for being the best in teaching. His dedication to the students' development is evident from his learning that continually provides him with a multitude of instructional strategies to stretch students' potential. Therefore, an effective teacher is someone who himself is a life-long learner.



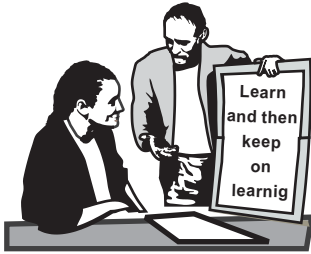
A good teacher doesn't dictate to students what is written in the book or curriculum; he shows to them the whole world and promotes their critical thinking, understanding and wisdom. An average teacher teaches only textbook materials, while an outstanding teacher also teaches the Truth that is happening outside in the real world. And only a knowledgeable teacher can guide the students, both textual and personal, in wisdom and understanding.

Professional teacher never forgets that he is also a student, a learner having an insatiable thirst for knowledge. He is the one who doesn't 'teach', but instead is willing to 'learn' with students and from students. The moment a teacher thinks he 'knows', that very moment he doesn't. He starts indulging into complacency, a feeling of self-satisfaction, thus killing his professional growth and prosperity.

ASTD (American Society for Training & Development) has given a proven and time-tested formula for professional growth:  $IP + FG = D$ ; that is, Improved Performance in the present work plus Future Growth equals to Development leading to Professional & Career Growth.

Effective teachers regularly and over-whelmingly invest in their personal grooming. They practically demonstrate to their students that learning is a lifelong journey, not a destination; thus, they continuously upgrade and enrich their knowledge by attending refresher course, reading the latest research reports, participating in training programs, seminars, workshops and conferences.

They persistently learn and grow just as they expect their students to learn and improve. Thus, they become for students a living example of life-long learners by developing themselves intellectually and professionally. An effective teacher must live his / her life in such a way that students who are always watching them and taking them for a role model and a mentor, will not be led astray.

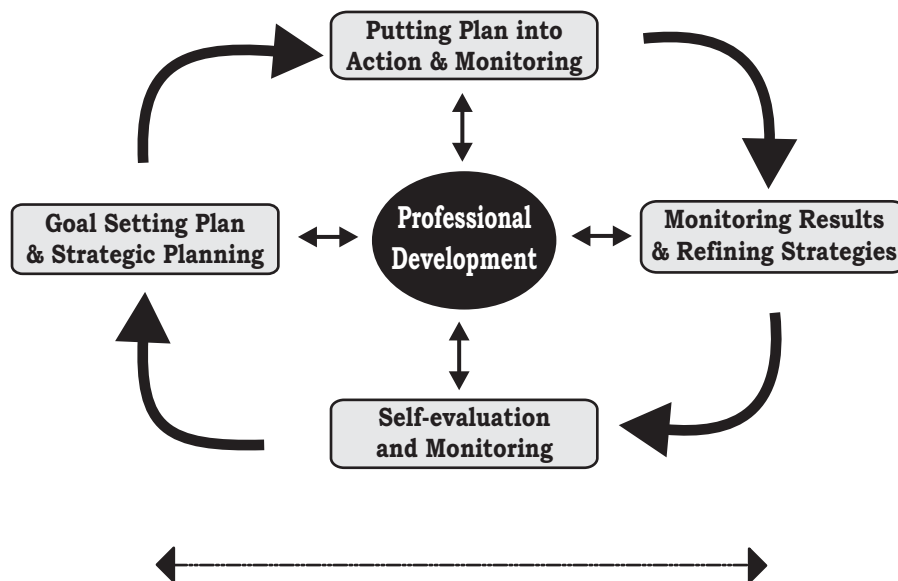


Professional development gives educators the knowledge and skills to provide students with the opportunity to meet and win challenges of the future; improves their classroom management skills; help them initiate intensive and student-focused activities that have a lasting effect on classroom instruction and teacher's own performance. Professional grooming promotes a teacher's understanding of effective teaching strategies that are based on proven principles and substantially improve students' knowledge and achievements.

The ultimate goal of a professional teacher is lifelong learning. They are self-regulated learners who are motivated to learn and self-monitor their progress, and they :

- Set goals for extending their knowledge and sustain their motivation
- Periodically check and monitor their progress toward a goal
- Revise and fine-tune their strategies, based on the progress they make
- Evaluate obstacles that may arise and make the necessary changes

### Model of Self-Regulatory Learning



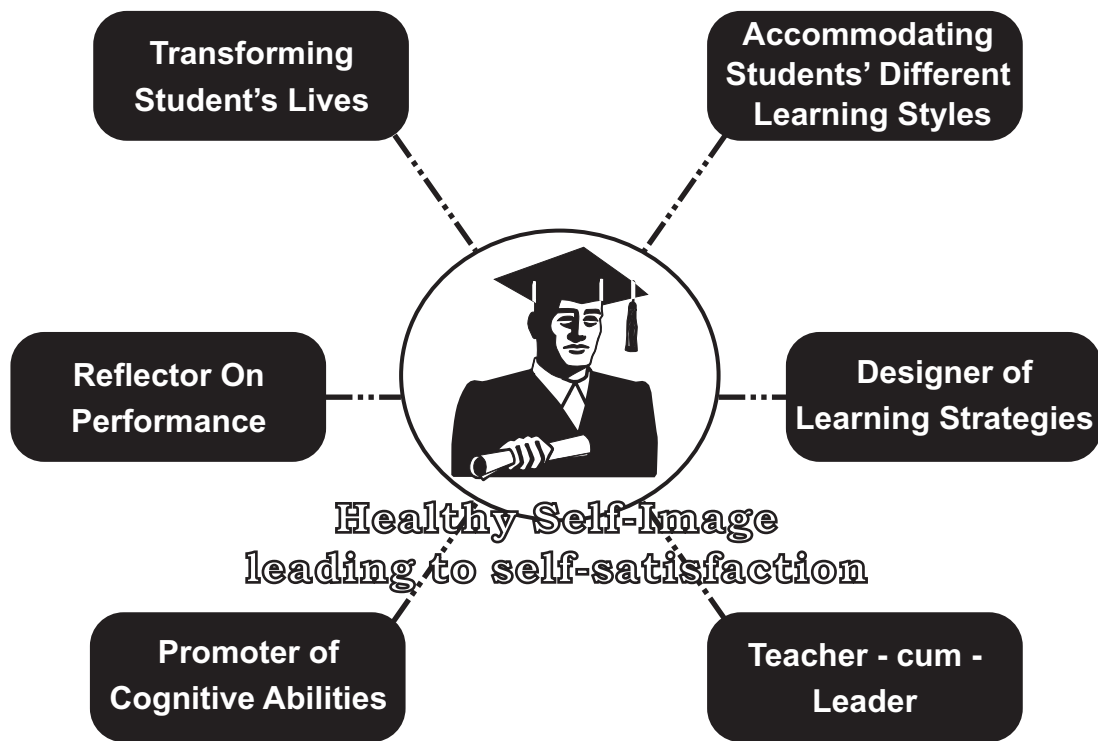
If you want to gain knowledge, add something everyday to your mind. But if you want to gain wisdom, remove something everyday from your mind.

Chinese Philosopher Lou Tzu

## Multiple Roles of a Teacher

Professional teachers don't just teach. They perform many roles simultaneously.

### Six Decisive Roles of an Accomplished Teacher



A teacher affects eternity; you can never tell when his influence stops.

John Adam

## Multiple Roles of a Teacher

## Six Decisive Roles

Research into the multiple roles of a teacher has identified the six roles a teacher has to incorporate into his / her instructional responsibilities:

1. **Transforming students' lives by renewing their minds**
2. **Accommodates individual differences in learning styles**
3. **Reflection on outcome and performance**
4. **Designer of co-operative learning strategies**
5. **Promoter of high-order cognitive abilities**
6. **Teacher-cum-Leader**



These six cardinal virtues convert a teacher into a teacher-leader who, simultaneously, owns and displays many characteristics. First, they love what they do. They're energized, dedicated and flexible who act as a parent to many of his / her students; a care-taker to some students; a guide to below-average students, and a mentor to new, junior teachers.

A teacher-leader has an outgoing personality with a positive mind-set and the desire and drive to be the best! Such teachers do not complain about things that are not happening but be proud of what's happening. Also, they take charge when no one else does, go extra mile to make things happen, work late and encourage other fellow teachers. They give coaching and guidance, and help their students and colleagues to solve tricky problems. In fact, they are a 'student-magnet'; a living example and a role model for others to follow.

As a mentor and educator, a teacher-leader gets excited about teaching and tells others through his / her personality the following ABC's :

**A = Attitude -- Always Positive.** If teachers like what they do, it is reflected in their actions and performance. Positive results logically happen if they're happy and excited about teaching.

**B = Being Prepared & Organized.** If teacher is fully prepared via proper lesson planning, course contents and teaching activities, it will automatically show itself in the class as a whole and in the students' outstanding performance.

**C = Classroom Climate & Control.** If a teacher has control over his / her class, has teaching materials readily available, and is well experienced with tools and equipments, teaching-learning process will be an enjoyable fun.

A teacher-leader earns this title from his/her contributions to students as well as services to other teachers. For teachers to become a teacher-leader, it is essential that they must first possess skills that would make them a good teacher of students.

Teacher-leaders understandably know more than the class needs, but they do not act that way. Arrogance has no place in the classroom. If teachers really care about their students and have the knowledge and skills for the particular subject, they will emerge a

One of the most important roles of a teacher is the *lesson development*. When the teacher is in classroom, he / she is always on the front line of implementing the curriculum. So, developing and determining what will or should be implemented is of primary importance, and a true teacher-leader is applying the curriculum based on current situation of the students. They don't wait to be told what should be taught, and how it should be taught.

A teacher-leader needs to be able to design lesson and instructional techniques using a proper lesson process and a comprehensive teaching plan. He must plan the lesson in such a way that satisfies students' needs and growth. It is a must for a teacher-leader to be knowledgeable of the contents for which he exhibits expertise, yet he has the pedagogical attributes to execute an academic plan that promotes students' learning and development.

A teacher-leader should have a sound knowledge of the curriculum and teaching methodology. Additionally, he should also be competent, nurturing, committed to the profession, open and sensitive to the views of students, and thus be able to provide guidance, advice and support to them.

Teacher-leaders should always encourage their students to explore their diversity in various ways. In the classroom, they should assign projects from diverse viewpoints, followed by open discussions. Project assignments in a classroom sometimes offer the option of studying various subjects simultaneously. For example, in a Chemistry class students can also study Physics or Biology and develop an additional perspective of the understanding of science subjects.

Professional teachers use such instructional opportunities to show their students that, although they're studying a particular subject, familiarity with other relevant subjects can also expand their mental horizons and diversity. Students have much potential power in many field, so good teachers always lead them to many opportunity, not into one discipline only.

The learning experience which students gain in the classroom setting fills them with a new understanding of various perspectives of the real world. Teachers who actively engage students in such activities also teach them the values of collaboration, team work, cooperation and self-esteem.

The direction in which a teacher starts the students will determine their future lives.

Plato: The Republic



## Know Your Students

### Pedagogical Competencies

Attributes of a Professional Teacher

**Know Your Students**

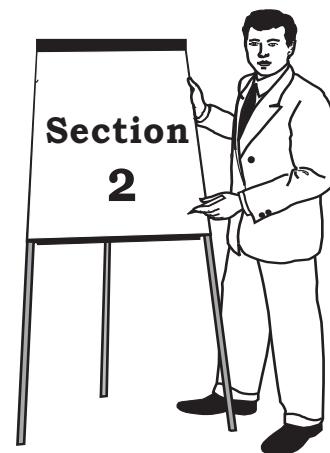
Organizing for Instruction

Teacher as a Classroom Manager

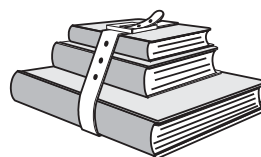
Implementing Instruction

Monitoring Students' Progress & Assessment

- Students Personality
- Student Temperament
- Student Self-Concept
- Student Psyche
- Motivation : How Students Learn
- Student Concentration
- Student Critical Thinking
- Students Learning Style



## Know Your Students



**S**chooling requires more than just cognitive development, and an effective teacher has to know, understand and feel the emotional, social and moral development of the students. This section provide a framework for understanding these evolutionary stages, explores ideas how the teachers can comprehend their students, and what they can do to improve their pupils' self-concept and self-esteem.

What is meant by student self-concept and self-esteem ?

How these self-related feelings are formed ?

How students' ideas for studies change as they grow ?

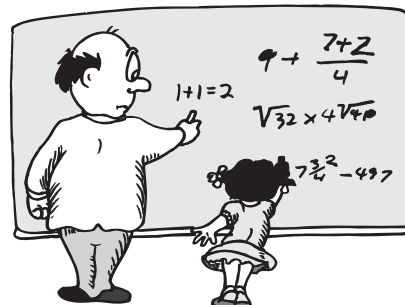
What is the developmental process students pass through ?

What environmental factors determine student thoughts about values ?

And what teacher can do to help their students overcome negative habit patterns, foster in them such personal qualities as integrity, a sense of right and wrong, teamwork, positive self-image and self-respect and

The role of the teacher is to create the conditions for invention rather provide ready-made knowledge.

Seymour Papert



## Student's Personality



Each child is born with a unique personality which, depending on socialization, education and environmental conditions, can either blossom or wither. If teachers understand their student's unique temperament and personality type, they give students room to become the flowers they were intended. Logically, the most significant question for a teacher to ask is: *How do I expand my student's personality and potential?* To do so, a teacher must understand the 'internal person' residing inside the student and his / her formative process.

To understand students, let us first identify and define all those factors that contribute to the formation of a child's personality.

Personality is the sum-total of a person's inner-self and outer-self. It refers to the emotions, thoughts and behavior patterns unique to an individual, the characteristics that distinguish one person from others. In psychology, personality refers to the patterns of thoughts, feelings and behaviors, consistently exhibited by an individual over a long period of time, the way an individual perceives the world and himself / herself.

Theorists emphasize different aspects of personality and disagree about its development and manifestation in behavior. One of the most influential theoretical systems is the psychoanalytic theory of Sigmund Freud who believed that unconscious processes direct a great part of a person's behavior. Another influential theory of personality derived from behaviorism and represented by the American psychologist B. F. Skinner, places emphasis on learning. He sees human behavior as determined largely by its consequences. If it is rewarded, behavior recurs; if punished, it is less likely to recur.

### Formation & Development of Personality

Heredity and environment interact to form personality. From the earliest age, infants differ widely because of the variables that they inherit from their parents. For example, some infants are more attentive than others while some are more active. Among the personality characteristics that are partly determined by heredity are intelligence and temperament.

Intelligence is the facet of mind which prompts our capacity to think, solve problems, to reason and to have knowledge of the world. Differences in intelligence are caused by the differences in the speed at which information is transmitted through the nervous system.

In psychology the term '*intelligence*' is used in two different senses: the first sense is to think of it as the cognitive system ( or mind ) as a whole; second common usage of the term is in the study of individual differences; that is, why one individual ( student ) is more intelligent than another ?

Temperament is a set of inborn traits that organize the child's approach to the world, and are instrumental in the development of the child's distinct personality. These traits also determine how the child goes about educational and learning activities.





## Student Temperament

**T**emperament is a set of in-born characteristics that organize the child's approach to the world. These traits are instrumental in the development of a child's distinct personality. They also determine how the child reacts to learning about the world around him.

These traits appear to be relatively stable from the birth; they're enduring characteristics that are actually never 'good' or 'bad'. How these traits are received (by teacher) determines whether they're perceived by the child as a good or bad thing. Some students are noisier than others; some are more witty, and some have more regular comprehension than others.

When teachers understand how their students respond to certain situations, they can learn to anticipate issues that may cause difficulties for their students to learn and understand. They can prepare student for the situation, or they may avoid a potentially difficult situation altogether. Besides, teachers can also tailor their instructional strategies to the particular temperamental traits of the students. They can also avoid thinking that the student behavior that reflects a certain behavior trait needs a medical or psychological treatment. Teachers can feel more effective as they more fully understand their student's unique personality.

### **Determining the students' temperaments.**

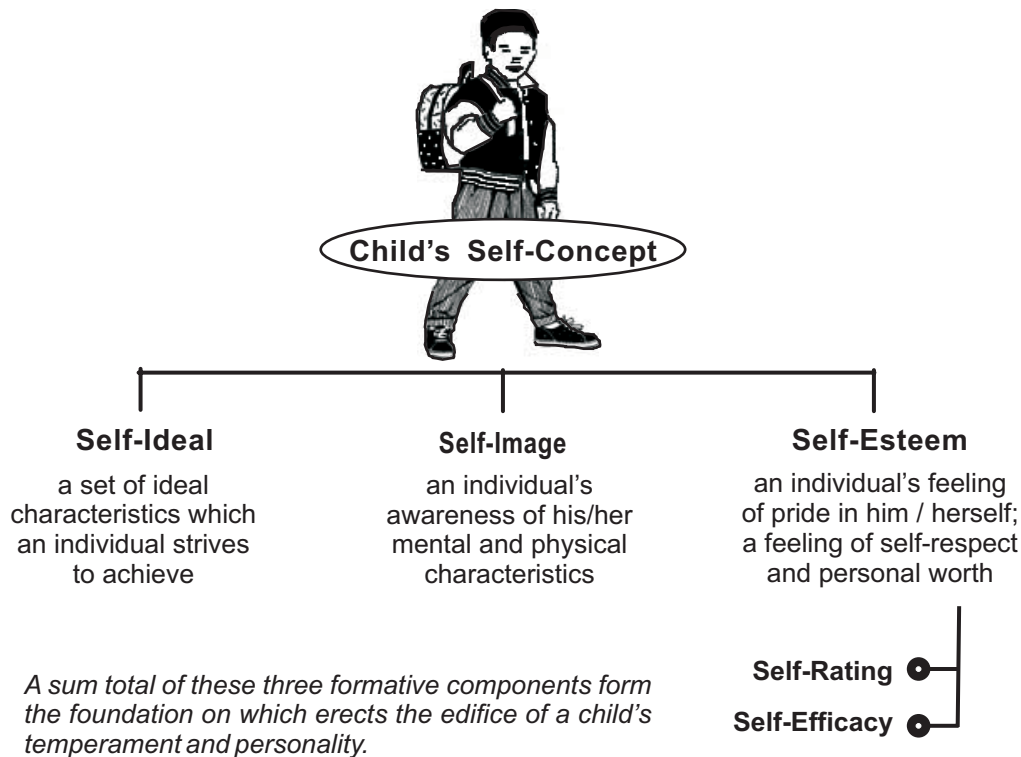
There are a number of ways to determine the students' temperaments, but, according to educational psychologists, a careful observation is the most useful for teachers. Teachers see students every day and see them in many different settings — in classroom, play ground, library and in reading lessons. Some students are highly active, quick to respond, and impulsive; others are shy and reluctant, especially when faced with new situations or new demands. Thus, by observing students' behaviors in different situations, it is possible for teachers to see individual differences in students' temperaments or behavior styles.

Professional teachers must be aware of their students' individual temperaments. This is because being aware of students' temperaments helps teachers anticipate when problems may arise and take steps to prevent them. Highly active, impulsive children are likely to have problems when moving from one activity to another. Shy or slow-moving students may feel upset when the usual classroom routines are changed. Many problems in the class can be prevented or minimized by recognizing how these individual differences in students' temperaments interact with the routines of the classroom.

Student's temperament may affect his academic performance. Part of being a successful student has to do with ability, but students' temperaments can also contribute to their achievement. Students respond to academic assignments differently. Some like novelty and are task-oriented and are not easily distracted. Other students are bothered by newness, take a long time to understand an assignment, and often need help in getting started. Still others find it difficult to settle down, are easily distracted, and give up quickly. Impulsive, quick-acting students often rush through homework, leading to careless mistakes. These differences in behavior styles affect how students approach learning tasks, and they contribute to their performance and achievement.

## Students Self-Concept

**S**elf-concept is the bundle of a person's beliefs about himself / herself, about every part of his life and the world. These beliefs determine our reality because we always see the world through a screen of prejudices formed by our belief structure; we always act in a manner consistent with our self-concept.



### Self-concept comprises of the following 3 ingredients:

To understand the students, let us first of all identify and define all those factors that contribute to the formation of a child's personality. The following visual illustrates these ingredients :

1. **Self-ideal:** it is the vision or ideal description of the person that an individual (student) has that he or she would most like to be in every aspect of life. It is the sum total of our dominant thoughts or aspirations. In other words, it is our vision of what an ideal person should be; the qualities and attributes that a student admires most in other persons.

Self-ideal exerts a powerful influence on a students behavior and on the way they think about themselves. Whether they are aware of it or not, outstanding students have very clear self-ideals toward which they are continually moving. They always act in line with their high self-concept and achieve outstanding success in their studies.

### 3 ingredients of Self-Concept:

To understand the students, let us first of all identify and define all those factors that contribute to the formation of a child's personality. The following detail illustrates these three ingredients :

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2. **Self-image:** this is the way we see ourselves and the way we think about ourselves in our daily activities. Students always behave and perform consistently according to the picture that they hold of themselves in their mind and thoughts. By changing this self-image from low to high performance, students can improve their results. Teachers can play a major role in helping students improve their performance by deliberately changing the mental picture that they hold about themselves in their studies and classroom performance.
3. **Self-Esteem:** this is how we feel about ourselves; how much we like, accept and respect ourselves as a valuable human being. It is the foundational quality of all high performance; it is the key to personal happiness, enthusiasm, personal effectiveness and optimism that make us a high-performing and high-achieving person. Successful people who constantly achieve brilliant success have a sense of high self-esteem, and all unsuccessful persons rate themselves ( deep down in their heart and mind ) low, losing and under-achiever. They do not feel worthwhile about themselves.

Self-concept evolves through constant self-evaluation, social interaction and experiences in and out of school. The degree to which this evaluation is positive determines if or not a student has a high or a low self-esteem. Students develop their self-concept by comparing themselves to the personal ( *internal* ) standards and the social ( *external* ) standards. If a student constantly gets encouragement and positive feedback from parents and the teacher, he / she will develop a healthy self-concept, positive self-image and a high sense of self-esteem.

On the contrary, if the teacher is critical of students, undermines their contributions or devalues their achievements, they start feeling themselves incompetent, inferior and insecure leading, ultimately, to self-degradation and self-denial. They will be reluctant to go to school, shirk work, develop hostile attitude towards studies as well as the teacher, and even adopt negative habit patterns. They lose their self-confidence and suffer from many personality disorders; fear, anxiety, abnormality, self-doubts etc. Insecurity in relationships also haunts those crippled by low self-esteem.

## Self-Efficacy

It is the belief that one has the capabilities to execute the course of actions required to manage prospective situations. Unlike efficacy, which is the power to produce an affect (that is, competence), self-efficacy is the belief that one has the power to produce that effect.



According to Albert Bandura, self-efficacy is one's self-judgments of personal capabilities to initiate and successfully perform specified tasks at designated levels.

It is important here to understand the distinction between self-esteem and self-efficacy. Self-esteem relates to a person's self-worth, whereas self-efficacy relates to a person's perception of his / her ability to reach a goal. For example, a teacher is not good at teaching. He or she would likely to have a poor efficacy in regard to instruction, but this may not affect his self-esteem. Most of the teachers don't invest much of their self-esteem in this activity.

### Sources of self-efficacy

Students' beliefs about their efficacy can be developed by four main sources of influence. Most effective way of creating a strong sense of efficacy is through mastery experiences. Repeated successes build a strong belief in a student's personal efficacy; failures undermine it, especially if failures occur before a sense of efficacy is firmly established.

If students experience only easy successes, they come to expect quick results and are very easily discouraged by failure. A resilient sense of efficacy needs experiences in overcoming obstacles through perseverant effort. Teachers should explain to their students that some setbacks and difficulties in human pursuits serve a useful purpose in consistent efforts.

Another way of creating and strengthening self-beliefs of efficacy is through the vicarious experiences provided by social models, including parents and teachers. Seeing people similar to oneself succeed by sustained efforts raises students' beliefs that they too possess the capabilities to succeed.

Social persuasion is a third way of strengthening students' beliefs that they what it takes to succeed in their studies. Students who are persuaded (verbally) that they possess the capabilities to master the given activities are likely to mobilize greater efforts and sustain it than if they harbor self-doubts and think of personal deficiencies when academic problems arise. To the extent a teacher boosts self-efficacy, leads students to try hard enough to succeed. They promote development of skills and a sense of personal efficacy.

Teachers who build successful efficacy do more than convey positive appraisals. In addition to raising students' beliefs in their capabilities, they create situations for students in ways that bring success. These professional teachers also avoid students placing in the situations where they are likely to fail often. Students measure their success in terms of self-improvement rather than by triumphs over other students in the class.

According to an authentic research, conducted by an international panel of the experts under the sponsorship of the UNICEF, there are two very prominent reasons for students' achievements and failures at schooling:

### 1. Praise and 2. Criticism

For over two decades, researchers in education have tried to understand the importance of student motivation and also to identify mechanisms that lead to high motivation levels on the part of students. In terms of importance, there is no question that motivation is very essential for student academic success. These researchers infer that there is a direct correlation between the student's high self-image and his high achievement. In fact, many researchers identify two critical variables for academic success: *Skill and Will*.

*Skill* refers to the student's skill as a learner while *Will* refers to the student's intrinsic motivation to learn, and this internal drive emanates from a sincere praise and encouragement from the teacher and parents.

Teacher's own experience as a student and common wisdom also suggest that praising the students is an effective method for increasing their motivational levels. In fact, research suggests that the effective use of praise by the teacher can potentially influence up to 53% of the variance in student motivation levels.

The primary, and an important, question for classroom teachers is *how to praise effectively*. Praise, if used incorrectly and / or untimely, can actually harm student motivation. Identifying mechanisms that facilitate student motivation has been more difficult. Research has been able to uncover some very practical suggestions for classroom teachers:

- Use verbal and nonverbal immediacy when interacting with student
- Be approachable, and show sharing, caring and curing attitude
- Avoid threatening students; it scares them and lowers teacher's respect
- Avoid emphasizing grades as the only criteria for brilliance; focusing instead on the intrinsic value of learning



\* \* \*

You're in-charge of your feelings, beliefs and actions. And you teach others how to behave toward you. While you can't change others, you can influence them through your own behaviors and actions. By being a living role model of what you want to receive from others, you create more of what you want in your life.

Eric Allen Baugh

### Praising to Motivate Students

Hereunder are suggestions for giving effective praise to students and also some things to avoid when trying to give praise:

Effective Praise	Ineffective Praise
Link praise to specific student accomplishments	Delivering praise inconsistently
Be sincere and look spontaneous	Praise is vague and doesn't specify particulars of student's achievement
Reward the student for obtaining a specific criterion	Praise is bland, void and seems to be a routine matter
Convey to the student the value of the accomplishment	Praise appreciates simple participation and not achievement
Attribute the success to the student's own efforts	Gives student no information about the relevance of the accomplishment
Implies future success for continued effort and encourages student to perform because of intrinsic enjoyment	Attributes success to luck, and encourages the student to perform the task for external

**Criticism** is one of the most harmful and the most devastating of all human behaviors; it sabotages students' success and saps their potential. Destructive criticism on a teacher's part lowers students' self-esteem, creates a poor self-image and undermines their performance in everything they attempt.



Criticism shakes the students' self-confidence and, consequently, they feel inferior, shattered, confused and make mistakes whenever they try any thing for which they've been criticized. They may even give up trying at all and simply avoid learning altogether.

Teacher's discouraging or sarcastic remarks and negative criticism makes the students feel incompetent and inadequate. They feel angry and defensive, and want to strike back or avoid the school and studies.

Performance downs, effectiveness decreases and negative habit patterns and behavior disorders occur. Notably, the relationship between the teacher and students deteriorate.

Students who are criticized for their homework, soon develop a negative attitude between the homework and how they feel about themselves. They begin to hate it and avoid it wherever and whenever possible. They see the school and teacher as a source of pain and anxiety. Gradually, they begin to associate with students having the same negative attitudes towards teacher and education.

Quite often teachers make the mistake of thinking that they are giving '*constructive criticism*' when, in reality, they are tearing down the students and, mistakenly, call it 'constructive' to justify their blunder. True constructive criticism leaves the students feeling better and more capable of studying better in the future.

If criticism does not enhance student's performance, by increasing their feelings of self-esteem, then it is one hundred percent a destructive act of self-expression carried out against the students who are not in a position to resist, react or bounce back.

Psychologists confirm that destructive criticism is the root cause of many personality problems and disorders. It creates countless gaps in human personality; for example, shattered thoughts, broken spirits, anger, frustration, demoralization, revenge, resentment, self-limiting beliefs, hostility, self-pity, self-doubt and so many other negative emotions.



When teachers criticize students openly in the class in front of other students, victim students also learn to criticize themselves and others around them. They under-estimate, under-rate themselves, and interpret their learning experience in a negative way. This self-degradation results into this type of thinking: *I'm not good enough; I'm a loser; I'm a failure ....* and then they do get fail not only in their studies but also in career life!

Teachers must remember that the sole purpose of criticism is *to stimulate students' thinking for performance improvement*. It is to help students to be better at their studies, Criticism is not meant to insult or degrade students; it is not a medium to express your anger or chagrin. Its sole purpose is to help and heal, not hurt, the students who look to you for guidance.

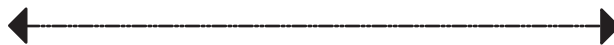
An understanding of the student is central to effective teaching. This demands teachers, first of all, to have a positive attitude towards him / herself, a true passion-filled heart for teaching and an empathic attitude towards students who, whenever possible, should be given an opportunity to get involved in the classroom environment. Teacher has to explain to students how to get what they want in ways that maintains dignity and respect for themselves and others.

Students are more inclined to learning when the teachers are encouraging and show respect for students who can sense when teachers care about them and want them to do their best work. When the teacher praises students, they develop ( or at least try their best to develop ) those characteristics which the teacher expects and refers to. Praising students does produce worth-praising followers who begin to follow teachers around !

## Positive Reinforcement

Hereunder are certain proven steps that can help a teacher to ensure that what teacher is giving is truly the constructive feedback and not destructive criticism:

- Always safeguard and respect the student's self-esteem. Respect the pupil's ' I ' value, and always be gentle and kind with them. Teacher's role is to help and heal the students.
- Concentrate on the students' future and not the past; don't remind them of their failures in the past and focus on their goals for the future. None of us is, or will ever be, perfect, and none of us can turn the clock back; so, let the past go away once for all
- Judge your students' performance and not their personality. Teacher's job is to review the behavior and not the student's individuality
- Praise the students' accomplishments publicly but review their performance privately. Save them from feeling down
- Get the student's clear commitment on what is to change and improve, by when and how. Be specific and forward-looking in your discussions with the students
- Offer your sincere help to guide the students; assure them of your support in their efforts and let them feel your pat on their back. Your caring words will boost up their morale and win you their love and respect
- Pose in the students your confidence that they *really* want to become the best students; be supportive and expect the very best from them. Above all, be calm, patient, constructive and not angry, sarcastic or destructive.



There are four ways and only four ways, in which we've contact with the world. We're always evaluated and classified by these four contacts: what we do, how we do, what we say and how we say it. .... Dale Carnegie



## Students Psyche

### What is Student Psyche ?

**P**syche refers to the *sum total of the non-physical aspects of a person; the entirety of what makes a person be who he / she is*. A teacher's role in understanding students' psyche, and engaging them in learning experiences, includes these factors:



#### *Learning about the students' attitudes, their interests and abilities*

An important aspect of planning and organizing instruction is acquiring an understanding of the students. Talking directly with each student provides teacher with the information about how each student perceives himself / herself as a learner. Instruction and learning are both improved when teachers take every opportunity to learn about their students' strengths, weaknesses and needs. Therefore, it is also useful to:

- administer oral or written diagnostic questionnaires or surveys to assess a students' current skills, abilities, attitudes and interests
- consult available student portfolios and records from previous years
- consider the potential of each student, and plan other changes that address the students' learning requirements.

#### *Learning about students' learning styles*

It is essential for teachers to take the students' learning styles into account when teaching. They should be proficient in the identification and application of these 4 learning styles of students: 1. Auditory, 2. Visual, 3. Tactile and 4. Kinesthetic. (see the chapter number 2 *Students' Learning Styles for complete description*)

#### *Learning to involve students in learning : Engaged Learning*

Teacher's role in the classroom is that of a facilitator who provides students with an enriching environment, experiences and activities; he should know to help students take charge of their own learning. He should guide and coach students so that they feel excited and self-motivated about learning on their own.

help students define learning goals that are meaningful to them

understand how specific activities are related to these academic goals

evaluate how well these goals have been achieved

energize students by finding excitement and pleasure in learning

realize that learning is collaborative; students are explorer and they've to learn how to learn and be an active partner in teaching-learning process

## Motivation: How Students Learn



### What is Student Motivation ?

**T**he term students '*Motivation to Learn*' has a slightly different meaning. It stands for '*the meaningfulness, value and benefits of the academic tasks to students regardless of whether or not they're intrinsically interested*'.

Another definition notes that motivation to learn is characterized by the student's long-term, quality involvement in learning and commitment to the process of learning.

Student motivation naturally has to do with *students' desire and readiness to participate in the learning process*. But it is also concerned with the goals that underlie their involvement or the non-involvement in the educational process. Although students may be equally motivated to perform a task, the sources of their motivation may differ.

A student who is **Intrinsically** motivated undertakes an activity '*For Its Own Sake*', for the enjoyment it provides, the learning it permits, or the feelings of accomplishment it evokes. This motivation is associated with activities that are their own reward.

An **Extrinsically** motivated student performs '*In Order To*' obtain some reward or avoid some punishment external to the activity itself, such as good grades or teacher approval. Motivation is created by external factors such as rewards and punishment.

### Factors Influencing Motivation

According to the Dutch educationist, Dr. Jeremy K. Brophy, motivation to learn is a competence acquired '*through the general experience but is stimulated most directly through the modeling, communication of expectations, and direct instruction or socialization by others* (especially parents and teachers).'

Students' home environment shapes their initial attitudes toward learning. When parents nurture their children's natural curiosity by welcoming and answering their questions, encouraging exploration, and familiarizing them with the resources that can enlarge their thinking, they give their children the message that learning is worthwhile, fun and satisfying.

When children are raised in a home that nurtures a sense of self-worth, autonomy and self-efficacy, they'll be more apt to accept learning as an enjoyable activity. Conversely, when parents discourage their children's natural curiosity and suppress their feelings, children don't view themselves as basically competent and able, and their interests in the academic pursuits are greatly diminished.

Once children start schooling, they begin to form their beliefs about their school-related successes and failures. The sources to which the children attribute their achievements and failures have important implications for how they approach learning situations.

The beliefs teachers themselves hold about teaching and learning, and the nature of the expectations they have for students, also exert a powerful influence on students. To a very large degree, students expect to learn if their teachers expect them to learn. School-wide goals, values, norms, policies and practices also support or change the students' learning-related attitudes and beliefs.

Some students seem naturally enthusiastic about the learning, but many of them need or expect their teachers to inspire, challenge and stimulate them. *Effective learning in the class depends on the teacher's ability to maintain the interest that brought students to the course in the first place.* Whatever level of motivation students bring to the classroom will be transformed, for better or worse, by what happens in that class.



There is no single magical formula for motivating students. Many factors affect a given student's motivation to learn: interest in the subject matter, perception of its usefulness, general desire to achieve, self-confidence and self-esteem, as well as patience and persistence.

Of course, not all students are motivated by the same values, needs, desires, or wants. Some of students will be motivated by the approval of others, some by overcoming challenges, and some others by the attraction of a successful career.

Researchers have identified those aspects of the teaching situation that enhance the students' self-motivation. To encourage students to become self-motivated independent learners, teachers can do the following:

- Create a teaching-learning atmosphere that is open, positive and interactive
- Help students feel that they are valued members of a learning community
- Give frequent, early and positive feedback that supports students' beliefs that they can do well in their pursuit of learning and a valuable profession
- Ensure students' success by giving them tasks that are neither too easy nor too difficult
- Help students find personal meanings, value and career benefits in the learning activity. Good teaching practices can eliminate or minimize students' lethargic attitude than any special effort to motivate them.

Most students respond positively to a well-organized lesson organized by an enthusiastic teacher who has a genuine interest in students and what they learn. Thus, the teaching activities and strategies that you undertake to promote learning will also enhance students' motivation.

## General Principles of Motivation

**C**reating classroom in which students are motivated to learn is critical. Motivation can mean the difference between students learning and not learning. It is the factor that underlies student engagement and striving to succeed in challenging activities.



Basic principles of motivation exist that apply to learning in most situations. Teachers who establish warm and inspiring environment promote student motivation, effort and favorable attitudes towards learning. Motivation is enhanced by the way in which teaching materials are organized; that is, the degree to which the instructional materials make the information personally meaningful and valuable to students. Learning take place most readily when a student wants to know something, and is therefore ready to learn.

Basic principles applicable to any learning situation are :

1. The environment can be used to focus the students' attention on what needs to be learned. Teachers who create a warm and accepting atmosphere promote students' persistent efforts and favorable attitudes toward learning. Interesting visual aids, such as posters, pictures, sample etc. motivate students by capturing their focused attention and natural curiosity.
2. Incentives enhance learning. Incentives include privileges and receiving praise from the teacher who can determine an incentive that is likely to motivate a student at a particular time. In a general learning situation, self-motivation without rewards will not succeed.
3. Internal motivation must repeatedly be reinforced by praise and rewards. Some students have little capacity for internal motivation; therefore, they must be guided and reinforced constantly. The use of incentives is based on the principle that learning occurs more effectively when the student experiences a feeling of satisfaction.
4. Approval is a very strong motivator. Students seek others with whom to compare their abilities and leanings. Teacher's endorsement of a student's progress can also result in encouraging him / her to learn more diligently and rapidly.
5. Learning is more active when a student is ready to learn; that is, when he / she *wants to* know something. Sometimes student's readiness to learn comes with time, and the teacher's role is to encourage its development. If a desired change in behavior is urgent, the teacher may need to supervise directly to ensure that the desired behavior occurs. If a student is not yet *ready to learn*, he / she will not be able to follow instructions and therefore needs teacher's supervision and have lessons repeated over and again.
6. Motivation is enhanced by the way in which the instructional material is organized. Generally, the best-organized material makes instruction meaningful to students. One method of organization includes relating new tasks to those already known to the student. Other ways to relay meaning are to determine whether the students being taught understand the final outcome desired and instruct them to compare and contrast ideas.

7. It is very important to help each student set clear goals and to provide informative feedback about his / her progress towards the goals. Setting a clear goal demonstrates a student's commitment to achieve something, and thus it activates learning on a daily basis. It also directs the student's activities toward the goal and offers an opportunity to experience success.
8. Teachers must recognize this fact that no master theory of motivation exists to stretch all students at all time. Different students need different motivational approach. However, motivation is so necessary for learning that strategies should be planned to organize a continuous and interactive motivational environment for maximum effectiveness.

### Conclusion

Teacher can't motivate students; they're already motivated. But teacher can determine what motivates them and use this knowledge to channel their potential and energies toward teaching-learning goals.

Students do things for their own reasons, not for the teacher. Consequently, the teacher should show students what's in it for them when teaching them. He can show them the benefits by using rewards and recognition, appealing to their sense of pride, self-worth and achievement.

Frequently change the style, format and contents of learning-teaching activities; make students' involvement an essential part of the learning process; that is, demonstrations, review followed by open discussions, small groups, questions - answers session etc.

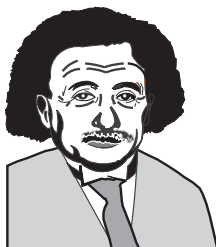
Use students' questions to organize lesson contents and then develop teaching methods accordingly.

Use students' cooperation to maximize their involvement and sharing in the class and in teaching-learning process

Provide consistent feedback regarding mastery of learning; acknowledge and affirm students' responsibility in completing the learning task

Appreciate students when they contributes to a successful learning, and provide closure with a positive ending

Teacher consistently gets students' behavior which teachers consistently expect and reinforce.



The objective of education is to prepare the students to educate themselves throughout their lives.

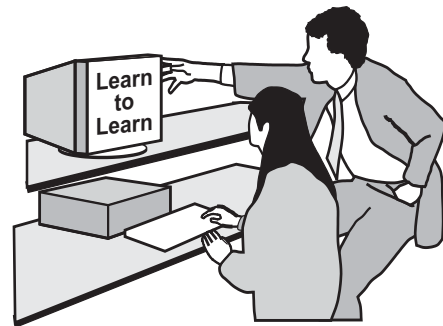
Albert Einstein

## Strategies to Motivate Students

### Capitalize on students' existing needs

Students learn best when incentives for learning in a classroom satisfy their own motives for enrolling in the course. Some of the needs students bring to the classroom are the need to learn something in order to complete a particular project or activity, the need to seek new experiences, the need to perfect skills, the need to overcome challenges, the need to become competent, the need to succeed and do well, the need to feel involved and interact with others.

Satisfying such needs is rewarding in itself, and such rewards sustain learning more effectively than do the exam grades. So, the teachers should design quiz, assignments, in-class activities, group discussions and questions to address these kinds of needs.



students' motivation means  
**Students' Desire & Willingness**  
 to participate in the learning process

### Make students active participants in the learning process

Students learn best by doing, making, writing, designing, creating and solving the situations. Passivity dampens students' motivation, curiosity and morale. Pose questions; don't tell students something when you can ask them. Encourage them to suggest approaches to a problem or to guess the results of an experiment. Use and follow small group 'Collaborative Learning' methods that stress active participation.

### Find out what motivates students

Effective teachers ask their pupils to recall two recent class periods, one in which they were highly motivated and one in which their motivation level was low. Each student makes a list of specific aspects of the two classes that influenced his level of motivation, and students then meet in small groups to reach consensus on characteristics that contribute to high and low motivation. In over twenty subjects, research has positively confirmed that the same nine characteristics emerge as major contributors to student motivation.

- Teacher's enthusiasm
- Organization of the course
- Active involvement of students
- Variety in teaching methodologies
- Use of appropriate, concrete and understandable examples
- Relevance of the course material
- Appropriate level of the material
- Eagerness of students for learning
- Rapport between teacher & students

**Expect the very best from your students .... realistically**

Realistic expectations mean that your standards are high enough to motivate students to do their best but not so high that students will feel frustrated in trying to meet those expectations. To develop the drive to achieve, students need to believe that achievement is possible; so, provide students with early opportunities for success.

**Help students set achievable goals for themselves**

Failure to attain unrealistic goals can disappoint and frustrate students. Encourage them to focus on their continued improvement, not just on their grade or assignments. Help students evaluate their progress by encouraging them to critique their own work, analyze their strengths and work on their weaknesses. For example, consider asking students to submit self-evaluation form with one or two assignments.

**Tell students what they need to do to succeed in your subject**

Don't let your students struggle to estimate what is expected of them. Reassure them that they can do well in your course, and tell them exactly what they must do to succeed. Say something to the effect that *'If you understand the concept and benefits of this lesson, you can easily pass the exam. Students who have trouble with this chapter can ask me for extra help.'* Instead of saying *'You are behind'*, tell the student *'Here is one way you can learn the chapter. How can I help you?'*

**Strengthen students' self-motivation**

Avoid messages that reinforce your power as a teacher. Instead of saying, *'I want!'*, *'you must,'* or *'you've to,'* say *'I think you will find...'* or *'I'll be interested to know your reaction'.*

**Avoid creating intense competition among students**

Competition produces anxiety, which can interfere with learning. Reduce students' tendencies to compare themselves with one another. Research report that students are more attentive, display better comprehension, produce more work, and are more favorable to the teaching method when they work cooperatively in groups rather than compete as individuals. Refrain from public criticisms of students' performance and from comments or activities that pit students against each other.

**Be enthusiastic about your subject**

A teacher's enthusiasm is a crucial factor in the student motivation. If you become bored, lethargic or apathetic, students will too because *'speed of the leader is the speed of the follower'*. Typically, a teacher's enthusiasm comes from confidence, excitement about the course content, and genuine pleasure in teaching.

If, for any reason, you find yourself uninterested in the teaching material, think back to what attracted you to the field and bring those aspects of the subject matter to life for your students. Or devise an exciting way to present the material, however dull the material itself may seem to you.

**Provide students with opportunities to learn on their own**

When you give the struggling students a ready-made solution, you deprive them of the chance to think for themselves. Use the following more productive approach:

- ✓ Ask the student for one possible approach to the problem
- ✓ Gently put aside students' anxiety about not getting the answer by refocusing their attention on the problem at hand
- ✓ Ask the students to build on what they do know about the problem
- ✓ Resist answering the question '*Is this right?*' Suggest to the students a way to check the answer by themselves.
- ✓ Praise the student for all small, independent steps



If you follow these steps, your students will learn that it is all right not to have an instant answer. They will also learn to develop a greater patience and to work at their own pace. And by working through the problem, students will experience a sense of achievement and confidence that will increase their motivation to learn.

**Structuring the course contents to motivate students**

Think in terms of your students' interests. Find out why students are enrolled in your course, how they feel about the subject matter and what their expectations are. Then try to devise examples, projects, quiz or assignments that relate to the course contents, to students' interests, experiences and expectations. Explain how the course contents and objectives of your subject will help students achieve their personal and career goals. Show your students 'the big picture', expand their vision and dreams that fill them with enthusiasm for a valuable career life.

**Let students have some say in choosing their studies**

Give students options on demonstrations or some other assignments (but not on tests), and let them decide between two locations for the OJT trip, or have them select which topics to explore in greater depth. If possible, include optional or alternative units in the course.

**Gradually increase the difficulty of the course material**

Give students opportunities to succeed at the beginning of the course. Once students feel that they can succeed, you can then gradually increase the difficulty level. If assignments and experiments include easier and harder questions, every student will have a chance to experience success as well as challenge.

**Vary your teaching methods**

Variety activates students' involvement in the lesson and their motivation rises. Break the routine by including a variety of interesting teaching activities and methods in your course: role play, debates, brainstorming, group discussions, demonstrations, case studies, presentations, guest speakers or small group work.



### **Design tests that encourage students to achieve**

Many students will learn whatever is necessary to get the grades they desire. If you base your tests on memorizing details, students will focus on memorizing facts. If your tests stress the synthesis and evaluation of information, students will be motivated to practice those skills when they study.

### **Avoid using tests as threats**

Research proves that the threat of low grades may prompt some students to work hard, but other students may resort to academic dishonesty, excuses for late work, and other counter-productive behaviors.

## **Motivating Unmotivated Students**

**E**ffective learning in the classroom depends on a teacher's ability to maintain the interest that brought the student to the classroom in the first place. Whatever level of motivation students bring to the classroom will be transformed, for better or worse, by what happens in that classroom setting. Classroom climate is important ; if students experience the class as a caring, supportive place where there is a sense of belonging and everyone is valued and respected, they'll tend to participate more fully in the process of learning.

Motivation to learn is caused by a student's long-term, active involvement and quality participation in learning activities; therefore, it is essential for teachers to view themselves as 'active socialization agents' capable of stimulating students motivation to learn. Various in-class activities can also foster motivation to learn. Ideally, tasks should be challenging but achievable. Relevance also promotes motivation, helping students to see how skills can be applied in the real world. These tasks are quite beneficial because they stimulate students' curiosity, an intrinsic motivator. In addition, defining tasks in terms of specific, short-term goals also assist students to associate efforts with success.

To help unmotivated students, teachers should recognize that even when students use strategies that are ultimately self-defeating (such as cheating, procrastination, plagiarism etc.), their goal is actually to protect their sense of self-worth. In such situation, a process called '*Attribution Retraining*', which involves modeling, socialization and practice exercises, is sometimes used with discouraged students.

The goals of attribution retraining are to help students to (1) concentrate on the tasks rather than becoming distracted by fear of failure; (2) respond to frustration by retracing their steps to find mistakes or seeking alternative ways to approach a problem instead of giving up, and (3) attribute their failures to insufficient effort, lack of information, or reliance on an ineffective strategy rather than to lack of ability or skill.

Other potentially useful strategies include: portray effort as an investment rather than risk, portray skill development and domain-specific, focus on mastery. Because the potential benefit ( having students who learn for its own sake ) is priceless, it is crucial for teachers to devote themselves fully to maintain and rekindle students' motivation to learn.

## Motivating Students by Responding to Their Work

### Give students feedback as quickly as possible

Return tests and results promptly, and reward success publicly and immediately. Give students some indication of how well they have done and how to improve. Rewards can be as simple as saying a student's response was good, with an indication of why it was good, or publicly announcing the names of students.

### Reward success

Both positive and negative comments influence motivation, but research indicates that students are more motivated by positive feedback. Praise builds students' self-confidence, competence and self-esteem. Recognize the sincere efforts even if the achievement is minor. If the students' performance is weak, let them know that you believe they can improve and succeed over time.



### Introduce students to the good work done by their classmates

- ✓ Share the ideas, knowledge, and accomplishments of individual students with the class as a whole:
- ✓ Pass out a list of assignment topics chosen by students so they will know that others are doing work that is of interest to them
- ✓ Make available copies of the best assignments and projects to all students
- ✓ Provide class time for students to read assignments submitted by classmates
- ✓ Have students write a brief critique of a classmate's assignment / project
- ✓ Schedule a brief talk by a student who has experience or who is doing excellent on a topic relevant to your lecture

### Be specific when giving negative feedback

Negative feedback is very powerful and it can lead to a negative class atmosphere. Whenever you identify a student's weakness, make it clear that your comments relate to a particular performance or performance, not to the student as a person. Try to cushion negative comments with a compliment about aspects of the task in which the student succeeded. Save students from down face, guilt, and always maintain their 'I' value and self-esteem.

### Avoid using degrading remarks

Many students in the class may be anxious about their performance and abilities. Be sensitive to how you phrase your comments and avoid such remarks that may hurt their self-respect and feelings of inadequacy.

Harsh criticism is the surest way to de-motivate students, undermine their talents and, ultimately, lower their self-respect.

## Additional Tools to Boost Students Motivation

### 1. Learning Environment

The setting in which we work can encourage us to give our best effort or discourage us from even trying to perform. Following are some of the ideas to motivate students by influencing factors in the learners' environment:

- Reduce distractions in the classroom surrounding
- Let students choose their seat location and study partners
- Use positive remarks to keep students focused on their studies
- Encourage students to come up with ideas for effective classroom setting
- Create an inspiring room arrangement, with attractive visuals and displays



### 2. Classroom Community

We define ourselves in relation to others through social relationships. These connections are a central motivator for most people. Following are some useful ideas to motivate students by fostering a sense of a learning community:

- Actively listen to students and acknowledge their contributions
- Greet students and chat briefly with them at the start and end of a class period
- Ask students to complete a learning-preference questionnaire
- Assign students who help each other to get organized and encourage one another
- Train students to evaluate each other's assignments or projects and provide feedback
- Hold weekly 15-minutes '*mini-meeting*' with the class, and discuss with students about the topics or assignments that are important to them. Notice all important points and explain them to students if you feel necessary
- Keep in the classroom a '*suggestion box*'; have the students write weekly their suggestions and recommendations and respond to them with short comments of your own
- Be interactive and visible to students and use words of praise and encouragement.

### 3. Academic Activities

Motivated students are engaged in interesting activities that guarantee a high success rate and relate to real-world issues. Some ideas to motivate through selection and development of learning activities include:

- Use humor, sense of humor creates a congenial environment
- Set timer (say 60 seconds) and challenge students to finish lesson activities before time

Arrange academic field trips, say museum, and on these field trips let students use skills learned in the class (e.g., asking questions in an interview with an officer of the museum)

Invite expert guest speakers to share their knowledge on academic topics, and prepare review questions and answers based on material covered in the class. Let the guest speaker quiz student teams; award points based on teams performance

Offer students meaningful choice in choosing their assignments (e.g., selection of the work materials, type of activity, field trips, projects etc.)

Select imaginative activities, or an example, to review academic material. In order to collect data or material for a project, you might send students to the library on a fact-finding tour

Encourage active student participation, individually as well as collectively

Use the 'real-world' examples to review, quiz or test items to motivate students

Keep teaching and assignments short, and let students repeat instructions back

Celebrate student achievement, and praise their contributions to the activities

Celebrate mistakes as opportunities to learn; call mistakes a '*learning experience*'

Prior to assignments, have students set their own short-term work or learning goals

Periodically, have students rate their own progress toward their self-selected goals

Structure more difficult activities in the middle, with easier tasks at the start and end

Analyze slow students' activities by giving them small-group assignments, and use a game format to maintain their interest level

Use innovative, novel and interesting materials and presentations for instruction

Allow students to set their own pace for completing the work, project or assignments

Select activities that make a community contribution. For example, students may work on writing skills by publishing a monthly newsletter showing their own classroom or field trip activities

#### **4. Learning Challenges**

Every learner presents a unique profile of strengths and weaknesses. We unlock motivation when we acknowledge and address unique learning profiles. Some of the Ideas to motivate by accommodating challenges to learning:

Avoid cursing those students who need remedial academic support

Lead students through the first part of an assignment as a group before having them complete it independently and individually

- If an assignment requires the use of new terms or contents, first pre-teach these ideas
- Make the classroom 'fun' setting in which students can work on their own
- Recognize and credit students for their efforts on assignments and mastery of the contents
- Select academic activities that guarantee a high degree of students success
- Allow students to take a brief break when you see them tired, bored or frustrated
- Help students to get organized by using a note book or a diary
- Have students keep a schedule of work assignments and due dates
- Encourage students to use memory aids such as lists, notes and pocket diary
- Assist students in breaking large, multi-step tasks into smaller sub-tasks
- Enable students to highlight key information to be remembered
- Provide review of key concepts, and remind students of upcoming assignments

### 5. Rewards for Learning

Learning is a motivating activity when the learner can count on short- or long-term rewards for mastering the material being taught. Ideas to motivate student for successful learning includes :



- Reward students' completed work by using frequent encouragement for good efforts
- Build in short-term rewards (e.g., increased free time, pencils, positive remarks, stars etc.) For student effort and work completion
- Create high-visibility location to display student work (e.g., school notice board, news board etc.), and encourage students to select their own best works to be displayed
- Have students monitor their own progress in accuracy



The desire to know and learn is far more important than an achievement and performance. This is the real motivation that leads a student to action.

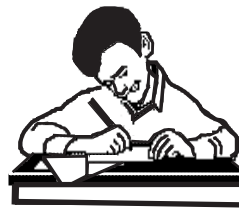
Saghir Ahmed



## Students' Concentration

**C**oncentration is an elusive state of mind. Ironically, the more you think or worry about concentration, the less you concentrate on the task at hand. That is why, strategies and techniques to enhance concentration approach it indirectly, usually by focusing on the elimination of distractions. While there are few quick-fix solutions for improving the concentration, the first step is usually the same for most students. An analysis of what distracts students' concentration will often indicate the most effective course of action for improvement.

### Some Typical Distractions



1. **Classroom Location:** students often face concentration difficulty because of the noise or an uncomfortable class environment. Teaching in a calm, quiet and distraction-free place is one of the simplest and most effective means of facilitating concentration.
2. **Physical Distractions:** Irregular sleep, fatigue, tension, sickness and eating habits can also be the unsuspected cause of students' concentration difficulties. Sometimes, we tend to ignore the connection between physical health and mind functioning. Finding the right treatment can help to maintain brain at its physiological peak.
3. **Motivation:** many students define their ability to concentrate in terms of motivation. Sometimes difficulties with concentration can be attributed to an uneasiness about the course, teaching methods, teacher's attitude, learning environment etc.
4. **Personal Problems:** sometimes students find it hard to study due to certain personal issues. An unfavorable situation at home, problem with a friend etc. can cause a disruption in a student's ability to concentrate. Mostly, these disruptions are short term, and the ability to concentrate normally returns quickly.

## Concentration Improvement : 3-Step Process

Do you find students having trouble concentrating on learning when you are studying ? Here are some time-tested, effective tips to use to increase their concentration in the classroom:

1. Learn the causes of poor concentration and decide which applies to your student
2. Understand what you can do to control these distracting factors; and
3. Take the step to control distracting factors

## Students' Concentration

Causes	Learn the Causes	Control the Causes
<b>External Causes</b>	<p><b>Environmental Distractions</b> classroom chairs that are too comfortable to relax, snacks, people etc.</p>	<p>Re-arrange a distracting environment, and remove or re-arrange those items, eliminate or minimize noisy factors, that cause distractions to students</p>
<b>Internal Causes</b>	<p><b>Physical Distraction</b> Hunger, fatigue, drowsiness etc.</p> <p><b>Boredom</b> dislike, disinterest</p> <p><b>Anxiety</b> about studies, test or an assignment</p> <p><b>Difficulty</b> in learning tasks</p> <p><b>Daydreaming</b></p> <p><b>Mind Wandering</b></p> <p><b>Personal Worries</b></p>	<p>If convenient and permitted by the school, teach the students when they are most alert. Ask them to eat a high protein snack and do five minutes of light exercise to wake up.</p> <p>Find a reason which satisfies the student for taking the class; talk with other students and the school management in this context.</p> <p>Know how to make learning interesting and effective. Counseling students empathically will relax him</p> <p>Break large tasks into small achievable goals; give the small task first. Show the students appreciation for progress ( and punishments for avoidance )</p> <p>Explain to students to separate the daydreams from studies and tell them the benefits of learning followed by a successful and paying career.</p> <p>Also counsel the student that when his mind starts to wander, write down the interrupting thoughts; visualize their disadvantages; get ready again and start learning</p> <p>Help student identify and define the problem and develop a concrete, specific plan to resolve personal worries.</p>

## Concentration: Some Basic Guidelines



### 1. Set aside a place for study and study only

- A. Find a specific place that you can use for studying ( for example, library, a vacant classroom, quiet bedroom at home, etc. )
- B. Make a place specific for studies only. You are trying to build a habit of studying when you are in this place. So, don't use your study space for social conversations, writing personal letters, gossips, computer chat, daydreaming, etc.
- C. Ensure that your study area has the following:
  - good lighting
  - proper ventilation
  - a comfortable chair, but not very comfortable to cause drowsiness
  - a desk large enough to keep your books and reading materials
- D. Make sure that your study area does not have the following:
  - a distracting view that may involve your attention
  - a telephone or mobile
  - a radio or TV
  - a friend or neighbor who wants to talk to you
  - eatables, soft drinks or snacks to divert your attention from books to stomach



### 2. Divide work into small. Short-range goals

- A. Don't set a goal as vague and large as ' *I'm going to spend all day Saturday studying!* '. By doing so, you'll only get failure and discouragement.
- B. Take the time that you've scheduled for study and set a reachable study goal. For example: finish reading 3 sections of chapter seven in my English book, or complete one math problem, or write a summary of History lectures etc.
- C. Set your goal when you sit down to study but before you begin to work.  
Set a goal that you can reach. You may, in fact, do more than your goal but set a realistic goal even if it seems too easy.

### 3. Set aside a certain time to begin studying

Usually, some behaviors are habitual at certain times of the day. If you check your day carefully, you'll find that you tend to do certain things at fixed times. If you study some of your study habits carefully, it will be easy to start changing habits. And if the behavior is started at a habitual time, you'll find that it is easier to start. And if the behavior is started at a habitual time, you can very easily study without daydreaming or talking about other things.



#### 4. Keep a reminder pad

Another method that helps increase your ability to concentrate is to keep pencil and pad on your study table. If, during your study time, you think about some important things that need to be done, write them down and then you can go back to studying. You'll know that if you look at the pad later, you'll be reminded of the things you've to do. This will save you about forgetting the things that might interfere with your studies.

#### 5. Relax completely before you start to study

A tension-free, relaxed and peaceful mind is apt to pick up and remember information very easily. Going to bed early and rising early always give your body the due rest, sleep and comfort. This brings the mind in the right study frame, and study becomes an easy and enjoyable activity.

Stand up with face away from books. Do not sit at your desk staring into a book and complaining about your poor will power. If you do so, your book soon becomes associated with day-dreaming. If you must daydream, and we all do it occasionally, get up and turn around. Do not leave the room; just stand by your desk, while you face away from your assignment. This physical act of standing up helps bring your thinking back to study.

#### If your mind still wanders ...

Stop at the end of each page and count 10 slowly when you're reading. This is a very useful idea that may increase your study time, and it will be quite useful to concentrate because your mind is wandering. If someone were to ask you, ' *What have you read about?* ' and the only answer you could give is, '*About thirty minutes,*' then you need to apply this technique. But remember, it is only useful if you can't concentrate because it is a sort of ' emergency trick '.



Students are born with a powerful desire to learn. Everything we do as teachers must ensure that this powerful desire is kept alive. If there were to be one thing to be continually assessed, it would be this desire for learning. ----- Educator Maria Montessori



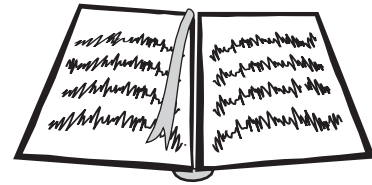
### Students Critical Thinking

To read well requires students to develop their thinking about reading and, as a result, to learn how to engage in the process of what is called '*close reading*'. Students not only need to learn how to determine whether a textbook is worth reading, but also how to absorb a book's important ideas, and this requires an active use of intellectual skills. It needs command of the theory of close reading as well as a guided practice.

The following are some of the fundamentals of effective reading, and they mean to think through the reading process.

### Reading for a Purpose

Skilled students don't read blindly, but purposely. They've a clear agenda or objective. Their purpose, together with the nature of what they're reading, determines how they read. They always read in different ways in different situations for different purposes. Of course, reading has a nearly universal purpose, and that is to figure out what an author has to say on a given subject.



When we read, we translate words into meanings. The author has previously translated ideas into words. We must take those same words and re-translate them into the author's original meanings, using our own ideas and experiences as an aid. Accurately translating words into intended meanings is an analytic, evaluative and creative act.

In general, we read to find out what authors mean. Our reading is further influenced by our purpose for reading and by the nature of the text itself. For example, if we're reading for pure pleasure and personal amusement, it may not matter if we don't fully understand the text. We may simply enjoy the ideas that the book stimulates in us. This is fine as long as we know that we don't deeply understand the book. Some of the various purposes for reading include:

- *Sheer pleasure*: requires no particular skill level
- *To figure out a simple idea*: which may require skimming the text
- *To gain technical information*: skimming skills required.
- *To understand a new concept*: requires close reading skills that stretch our minds.
- *To learn a new subject*: requires close reading skills in internalizing and fully understanding of meanings.

## Students' Learning Style

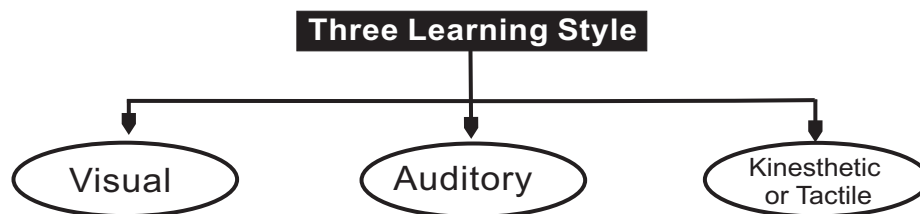
Each student has an extraordinary capacity to learn in many different ways, and each student learns in a different way. For example, some students like to absorb new information through pictures; some prefer sounds while some others learn through their feelings or touch.



A learning style (*also called cognitive style*) is simply a preference for the method by which a student learns, retains and remembers what the teacher has taught him / her.

Professor. Dr. Shuell K. Tyler, in his book ' *The New Dimension of Individual Difference* ', defines learning style as the '*preferred ways that different individuals ( students ) have for processing and organizing information, and for responding to environmental stimuli*'.

Although educational researchers report as many as 12 or 13 types of learning intelligence, there are only three primary learning styles, and all other styles fit into sub-categories of the following three basic learning styles:



### 1. Visual .... Learning through Seeing



Visual learner are those who learn best by using their eyes to see information. They learn best by seeing words and numbers printed in a text form, or by using the graphics and pictures, observing real life objects or events, using maps, charts, graphs and other visual aids.

Students with this learning style learn by listening and speaking, and prefer oral instructions to recall what they hear. These students enjoy talking and interviewing; they're phonetic readers, enjoy oral reading and listening to recorded books.

Visual students learn by debating, giving oral reports, participating in group discussions, and taking part in oral discussions or written material. Such students need to see Teacher's body language and facial expressions to fully understand the contents of a lesson. They prefer to sit at the front of the classroom to avoid any visual obstructions ( for example, other students' heads ). They may think in pictures and learn best from visual displays, including diagrams, illustrated text books, overhead projector transparencies, videos, multimedia presentations, flip charts etc.

Visual students are sight readers who enjoy reading silently. They learn best by observing and enjoy working with the following visual Aids :

- Computer Graphics
- Maps and Charts
- Pictorial Graphics
- Poster and Diagrams
- Graphic organization with a lot of pictures



## 2. Auditory ... Learning through Listening



**A**uditory learners are those who learn best by listening and talking. They take in information best by their sense of hearing and learn by listening to someone present information orally and by being allowed to discuss the topic and ask questions.

Some auditory learners also learn best by involving music and sound effects. Auditory students learn best through oral lectures, discussions and talking things through and listening to what others say.

Auditory students interpret the underlying meanings of speech through listening to the tone of voice, pitch and speed. Written information may have little meaning until it is heard. They benefit from reading the textbook aloud and / or using a tape recorder. They take in information that is presented orally; process that information, store it in their mind and then recall what they've heard.

Basically, auditory process involves the task of attending, listening, processing, storing and recalling.

Auditory learners like to hear the information. Those who learn in this manner may be very talkative and tend to use auditory words in their descriptions (such as loud, soft, shout and listen). They tend to become bored by pure visual stimulation, and prefer the following:

- Repeat words aloud in order to remember
- Listening and discussing with others
- Using the audio and Cd's
- Remembering what the teacher has said, and then writing it down

### 3. Kinesthetic or Tactile .... Learning through Touching, Moving, Doing or Feeling

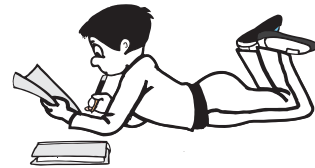


**S**tudents with this strength learn best by touching; they understand directions which they write it down, and learn best through manipulatives. These students learn best by ....

- Drawing
- Playing games
- Making models and diagrams

Kinesthetic students also learn by touching or manipulating the objects. They need to involve the whole body in learning, and they remember the materials best if they act it out. These students learn best by ...

- Playing games that involve the whole body
- Movement activities
- Making designs or models
- Setting up experiments, and following instructions



#### Finding Students' Learning Styles

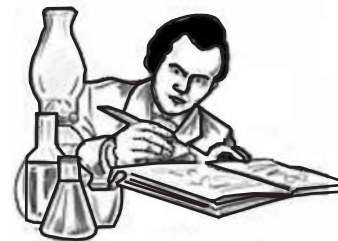
Take an advice from the wise sage, Socrates, who said, '*Know Thyself.*' Each of us has our own unique learning style. As a teacher, it is very important for you to realize your students' learning style if you want to add value to their success. In order to identify your students' learning style, you first need to understand the ways that they study best; whether it be quiet or noisy; should there be a lot of lighting or dim light; whether it be a lying-down position or sitting-up. These are the factors important to the success of how well your students learn, and how well they'll take in the new information.



**Visual**



**Auditory**



**Kinesthetic / Tactile**

**Remember :** everyone has a style, and there is no single best learning style. Students may change their behavior but they can't change their style. Situations or tasks that match the students' style are usually easier to handle. If you're unable to ascertain a student's style, he / she probably has a different style. Students who have the same learning style are not exactly the same; they only have a lot in common with one another

## Your Learning Style

Knowing your learning style ---- your personal strengths ---- can help you find the best environment and strategies for you to be a success in many ways. Knowledge of your learning style helps you to..

- ✓ understand why you may feel frustrated in certain situations
- ✓ know and accept yourself for the way you're
- ✓ you become free to develop your own potential for growth and success



The following chart helps you determine your students' learning style; read the word in the left column and then answer the questions in the successive three columns to see how you respond to each situation. Your answers may fall into all three columns, but one column will contain the most answers and this indicates your primary learning style.

When you ...	Visual	Auditory	Kinesthetic & Tactile
<b>Spell</b>	Do you try to see the word properly ?	Do you sound out the word or use phonetic approach ?	Do you write the word down to find if it is right ?
<b>Talk</b>	Do you dislike listening for too long ? Do you favor words such as <i>see picture</i> and <i>imagine</i> ?	Do you enjoy listening but are impatient to talk ? Do you use words such as <i>hear, tune, and think</i> ?	Do you gesture and use expressive movement? Do you use words such as <i>feel, touch &amp; hold</i> ?
<b>Concentrate</b>	Do you become distracted by untidiness or movement ?	Do you become distracted by sounds or noises ?	Do you become dis - tracted by activity around you ?
<b>Meet someone again</b>	Do you forget names but remember faces or re - member where you met ?	Do you forget faces but remember names or what you talked about ?	Do you remember the best what you did together ?
<b>Contact people on business</b>	Do you prefer the direct and face-to-face personal meetings ?	Do you prefer the telephone ?	Do you talk with others while walking or participating in an activity ?
<b>Read</b>	Do you like descriptive scenes or pause to imagine the actions ?	Do you enjoy dialog and conversation or hear the characters talk ?	Do you prefer action stories or are not a keen reader ?
<b>Do something new at work</b>	Do you like to see the demonstrations, slides, diagrams or posters ?	Do you prefer verbal instructions or talking about it with others ?	Do you prefer to jump right in and try it ?
<b>Need help with computer application</b>	Do you seek out pictures or diagrams ?	Do you seek help from others, or complain against the computer ?	Do you keep trying to do it, or try it on another computer ?

### **Seeing and Watching** Is your student predominantly a Visual Learner ?

Visual learners prefer to see and write down information as a picture or a diagram. They remember events better in a subject if the teacher explains ideas or facts with the use of a chart, graphic illustration or overhead projector, or if the teacher refers to pictures, maps or diagrams in books to explain facts. So, these students learn better by ..

- Face to face contact
- Looking at or using diagrams or pictures
- Watching TV / video / films
- Explaining ideas in a drawing or sketch

#### **Action Plan:**

- Record information with a mental picture
- Reconstruct this as a diagram or picture
- Make visual links between ideas
- Use color coding to classify ideas as themes or to prioritize information



### **Hearing and Listening** If your student is predominantly an Auditory Learner ?

Auditory students learn better by .....

- Repeating words out aloud in order to remember
- Listening and discussing with others
- Using the audio cassettes or Cd's
- Remembering what the teacher has said and writing about it

#### **Action Plan:**

- Listen carefully and attentively to the lecture
- Tape record your notes after the class and listen to them in
- Share your ideas or discuss any problem with the teacher / senior students



### **Doing, Feeling, Moving, Touching** If your student is predominantly a Kinesthetic Learner ?

These students learn best by ..

- Writing things down
- Using their hands on experience or touch things
- Having an idea practically demonstrated
- Constructing or assembling things

#### **Action Plan:**

- Get physically involved in the task at hand
- Try to act out your ideas .... role play
- Write and review notes
- Move things about and demonstrate your ideas



## Teaching for the Success of All Learning Styles

Principles for Promoting Teacher Effectiveness and High Achievement for all Students.



One of the biggest challenges that teachers face is to find ways to succeed with all of their students, not just with a few bright ones. No doubt, a teacher cannot reach all students, and even the talented and well-trained teacher can find many students difficult to work with. Often these problems are rooted in emotional or behavioral issues, but very often teacher's difficulty in understanding students is the result of students' preferences and learning styles.

Research into teacher and student differences suggests that when teachers do what they traditionally do, similar-typed students do better in their classes, enjoy their learning experience and win teacher's favor. Conversely, students who are less similar to the teacher by type are less successful, and even receive lower grades on average. However, when teachers take steps to understand and mitigate issues related to incongruence, these effects are minimized.

### Solution

Given the fact that students are diverse in their learning styles and different in cognitive orientations, it is important for a teacher to find solutions that will benefit both the teacher and his / her students. Some teachers ignore this issue and approach all students from their uniformly narrow set of attitudes and practices. This approach is usually a lose-lose situation and results in the form of unhappy students and a frustrated teacher.

Teachers who realize this difference in their teaching style and their students' learning styles set out to change their personalities to adapt to the styles of their students. This seems to be a sound solution, but in the end it is unhealthy for the teacher and results in a lose-win solution. Still other teachers, having learned of their students' learning styles, set out to design an individualized program of instruction for each student. This is a positive effort, but the cost in time and effort makes this impractical for teachers with even small-size class.

Educationists recommend a teaching approach incorporating 'multiple intelligence theory' which shows that results are usually improved teaching performance and a classroom that meets the needs of more learners.

This approach achieves teacher-student incongruence that leads to win-win situation, but it must be systemic and practical; it must benefit the teacher and promote student growth and achievement. Teachers should take this diversity for a benefit, and not a liability. Moreover, a right approach would also allow the students to enhance their potential.

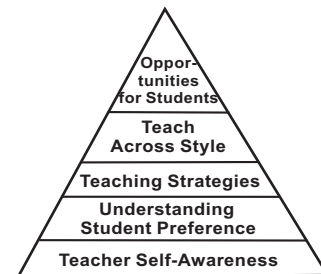
Teaching behavior is a mirror wherein educators can see their image. .... Helen Keller



A teacher should know the following five critical ingredients seem to create a win-win approach to difference in students' learning styles:

1. teacher should have an awareness of who students are, what they value and what are their natural preferences.
2. teacher should understand the learning needs and cognitive style preferences of each of the students and help them function collectively and appreciate one another's talents
3. teacher must understand and apply the right pedagogical tools that are effective for each student's learning style
4. the approach should enable the teacher to understand the needs of those students who have opposing preferences.
5. the approach should create the conditions in which different types of students work best so that the teacher can create opportunities for each student to progress according to his or her particular strengths.

These five components should be considered hierarchical in their nature, each element building upon the last, as depicted in this figure:



### **Element 1: Teacher Self-Awareness**

Teachers should know themselves and their teaching style and tendencies. They should evaluate their teaching-related values related. Most of us believe that we know ourselves quite well, and that ours are the best ideas. If so, why some of our students are not learning. This is because, we do not have a broad perspective of each of our students' needs, and as a result, we see those needs 'the same' and overlook their diversity.

In order to conduct a sound self-examination, educators should look back at their own experience of school. How did we learn best in school? How did we form our definition of effective teaching? Often we view what is 'best' through the lens of what was 'best for us'. It can be very instructive to survey the school experiences of other adults here, and note the differences among the stories.

It may be useful in the process of self-reflection to take a learning styles inventory, and become familiar with one's preferences. As you become more familiar with your preferences, you will begin to see how your preferences manifest themselves in your teaching values and behavior. This may reveal why you are naturally drawn to certain types of students and particular teaching methods.

The next four elements will provide some assistance in helping you make your teaching behavior more conscious and deliberate. These elements should provide a practical guide to helping you choose teaching behavior that is best for you and your students.

**Element 2: Understand your students' learning styles and needs**

As you become more familiar with your own cognitive preference, you will also be able to see those preferences in your students. It is not a formal analysis of your students, but can be enlightening to both teacher and student. For the teacher, the results of an inventory can provide a degree of certainty that an educated estimate cannot. For the student, the inventory offers an introduction to the idea of learning style differences, and provides a concrete method for initiating the process of personal type awareness. For many students it will be a help to understand features that make them unique, and for some why they consistently think and feel differently from other students. Moreover, it can also be helpful in understanding why certain classes are different from others.

**Element 3: Teaching Strategies**

The simplest way to ensure students with diverse learning styles succeed is to incorporate pedagogical practices that promote cross-type success, and avoid ineffective practices. The following 6 practices are proven to lead to high levels of achievement, and provide an excellent start in creating a classroom where more students win and fewer students lose.

**Set Clear Learning Objectives :** if your learning outcomes and assessment criteria are clear, and well communicated to all students, all types of learning-styles students gain benefits. Clear directions clearly and a well-communicated purpose for each lessons are critical in promoting clear targets in the classroom.

**Engage students in instructional activities :** if students are engaged in highly involved activities that require them to work as teams to solve problems, it provides rich learning opportunities where all ... promising as well as slow-moving ... students will have their needs more readily met.

**Element 4: Teach Across Styles**

As teachers become more knowledgeable of their own preferences, it becomes easier for them to teach students with varied learning styles. This way teachers find out the requirements of their pupils and create an environment that supports students with different needs. They provide students with opportunities for expression, creativity, practical application of the concept, praise their achievements and appreciate their open-mindedness, innovation and learning tempo.

It is helpful to periodically test same-type students with any given task in order to evaluate their learning speed. It can highlight those who do well and are more successful, and consequently teacher may consider what to do in the future to make the activity more beneficial to other (slow-moving) students.

**Element 5 : Provide Opportunities for Students**

Teacher should help students work in their strengths areas for some part of the overall learning experience. Therefore, all students need to spend some part of each lesson or day working to their strengths. This will expedite their learning, creativity and retention.

**Strategy for Reading Textbooks****Reading Techniques****SQ4R**

**S**Q4R is a method of study which stands for **S**urvey, **Q**uestion, **R**ead, **R**ecord and **R**eview. It is a method of studying, not reading. Contrary to the popular myth, reading material once is not enough for learning. The keys to learning are organization and repetition, both of which are included in this method.

**Survey**

Survey the entire chapter by reading the headings and sub-headings, observing charts and graphs, reading summaries, and skimming any questions at the end. This step provides an organizational overview of the chapter and ultimately saves time.

**Question**

Ask questions based on the survey. Becoming actively curious about the material helps in concentration, comprehension and memory.

**Read**

Read for Understanding' take one major section at a time. ( Do not take notes yet.)

**Recite**

After reading each section, make a deliberate effort to recall the main points. This is the step most students skip, yet it is critical to retention. After reciting, check in the book for corrections and forgotten points. Try to put things in your own words.

**Record**

Take notes on each section as the Read and Recite steps are fully complete. The more organized and detailed are the notes, the better for mastery of the material. Once again use your own language.

**Review**

After all sections have been read, recited, and recorded, an overall review of the chapter is needed. This is best accomplished by rereading all notes for the chapter, followed by a deliberate effort to recall the material. This review reminds the student of all material covered, reorganizes the separate sections back into a united whole, allows a check on any material that remains unclear.

Education is not given for the purpose of earning a living;  
it is learning what to do with a living after you've earned it.

Helen Keller

## Strategy for Reading Textbooks **SQRW**

SQRW is a four-step strategy for reading and taking notes from text books. Each letter stands for one step in the strategy.

SQRW helps you to understand what you read and to prepare a written record of what you learn. The written record is valuable when students participate in a class discussion and when they study for an exam.



Read each step in the SQRW formula:

### **S** survey

Surveying brings to mind what you already know about the topic and prepares you for learning more. To survey a chapter, read the title, introduction, headings, and the summary or conclusion. Also, examine all visuals such as pictures, tables, maps, graphs and read the caption that goes with each. By surveying a chapter, you'll quickly learn what the chapter is all about.

### **Q** question

You need to have questions in your mind as you read. Questions give you a purpose for reading and help you stay focused on reading. Form questions by changing the heading of each chapter into a question. Use the words *who*, *what*, *when*, *where*, *why*, or *how* to form questions. For example, for the heading 'Uses of Computer' in a chapter about how technology improves lives, you might form the question 'What are some uses of computer?' If a heading is stated as a question, use that question. When a heading contains more than one idea, form a question for each idea. Do not form questions for the Introduction, Summary or Conclusion.

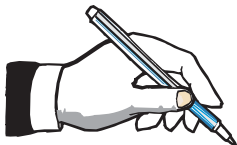
### **R** read

Read the information that follows each heading to find the answer to each question you formed. As you do this, you may need to change a question or turn it into several questions to be answered. Be focused and flexible so you can collect as much information as you need to answer each question.

### **W** write

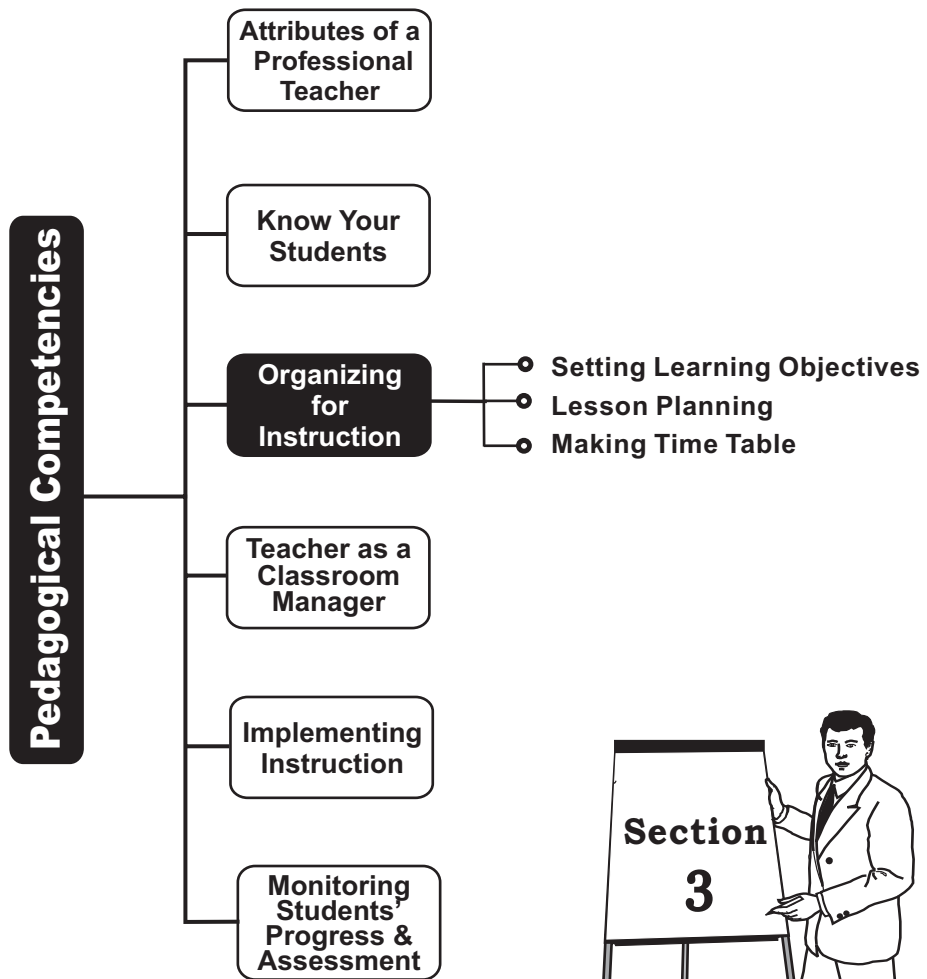
Write each question and its answer in your notebook, and then re-read each of your written answers to make sure that each answer is legible and contains all important information needed to answer the question.

As you practice SQRW, you'll find that you learn more and have good study notes to use to prepare for class participation and examination.

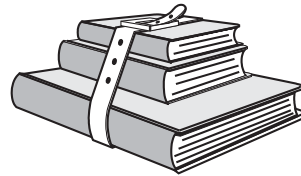


Once you complete the Survey step for the entire chapter, you should complete the Question, Read, and Write steps for the first heading. Then complete the Question, Read, and Write steps for the second heading, and so on for the remaining headings in the chapter.

## Organizing for Instruction



## Organization for Instruction



**O**rganization is an on-going process of arranging information and experiences into mental systems or categories. It is an element of processing that influences learning; hence, the classroom organization aims at maintaining a positive, productive environment. Professional teachers focus on instruction, plan their instructional goals and convert their plans into action.

Organization doesn't just happen by chance; teachers have to make it happen by using multiple levels of planning to create an inspiring environment that stimulates students' thinking, fosters creativity and promotes learning ..... leading to gain knowledge, skills and disciplined behaviors.



Organization is the work teachers do to arrange and relate learning objectives in the most efficient, effective and economical way possible.

Ivor K. Davies

## Planning in Teaching

The most prominent quality of all professional teachers is their strategic thinking approach to instruction. They make long-term and daily plans to optimize their teaching time. Thus, they organize for instruction by creating the maximum learning time and opportunities for students.



Planning for your future is one of the biggest commitments you can make. Anita Wookfolk from Ohio State University, in her book 'Educational Psychology', observes: 'First, planning influences what students will learn, because planning transforms the available time and curriculum materials into activities, assignments and tasks for students.

Second, teachers engage in several levels of planning ..... by the year, term, unit, week and day. All the levels must be coordinated. Accomplishing the year's plan requires breaking the work into terms, the terms into units, and the units into weeks and days. Planning done at the beginning of the year is particularly important, because many routines and patterns are established early.

Third, plans reduce .... but do not eliminate ..... uncertainty in teaching. Even the best plan cannot control everything that happens in the class. Therefore, planning must allow flexibility. There is some evidence what when teachers 'overplan' ( fill every minute and stick to the plan strictly ) their students do not learn as much as students whose teachers are flexible. Hence, the teachers should think of their plans as flexible frameworks for action, as devices for getting started in the right direction.

In order to plan creatively and flexibly, teachers should have wide-ranging knowledge about their students, their interests and abilities; subject being taught; alternative ways to reach and assess their understanding; working with groups; expectations and limitations of the school management; how to apply and adapt materials and texts, and how to put together all the knowledge into meaningful activities.

Finally, there is no one standard model for effective planning. For experienced teachers, planning is a creative problem-solving process. These educators know how to accomplish many lessons and assignments; what to expect and how to proceed, so they don't follow the detailed planning models because planning is 'in their heads. But, on the contrary, junior teachers make detailed and formal plans.

No matter, what is the nature of your plan and how you design it, it must have a well-defined objective to achieve

## Focus on Teaching

Professional teachers clearly understand the cause of their vocation. They know that the very purpose of their getting up in the morning is teaching, learning and coaching students. In all of their activities, they maintain an intense focus on instruction. They plan ahead of time, practice what is to be taught, visualize classroom, arrange essential activities in the class, anticipate students' questions and expect the very best possible outcomes.

Jackson Davis, in his book '*Educating in the 21st Century*', write that classroom instruction should :

- Be organized around important concepts and questions
- Reflect the concerns and questions of students, and
- Be oriented toward standards-based assessments

Consequently, all professional teachers emphasize the importance of instruction through their beliefs, planning and actions. They integrate into their teaching various elements that ultimately result in an outstanding performance of both teachers and their pupils.

### Proper Utilization of Teaching Time



Time is the most valuable asset both for teacher and students; so, it has to be properly scheduled and utilized according to the time table. When time is properly allocated, teacher and students do more in less time. It develops a sense of urgency, and every single moment is properly utilized. This is a visible difference between a professional and a non-professional teacher.

Effective teachers prioritize their academic activities and allocate time according to their significance. Research proves that the class wherein students customarily show outstanding performance and exceptional results, teacher has consistently planned well and made sound decisions for teaching. Well-planned instruction enables teachers in the following activities:

- Concentrating on the underlying purpose of each lesson
- Reviewing the course contents before presenting them to students
- Determining how to start, deliver and conclude instruction

Professional teachers recognize this fact that students come from different levels of intellectual development and readiness; so, they deal with students according to their individual needs and move them to higher levels of knowledge.

Effective educators do not just present the course material without considering the development of their students; they clearly spell out the teaching objectives and supporting activities for students. Their planning ensures that the topic adequately meets students' needs; helps them comprehend the lesson concept, and then provides feedback to help teacher evaluate whether or not students understood the lesson, and whether or not the lesson objectives have been achieved.

Planning is what you do before you do something, so that when you do it, it is not all mixed up. .... Dr. Albert A. Milne, English Writer



## Setting Learning Objectives

People with clear directions succeed because they know where they're going.

**L**earning objective is *a statement of what students will be able to do when they've completed the instruction.*



Learning objectives summarize the knowledge, skills, and abilities that students will be expected to achieve. A learning objective answers these crucial question:

- What do we want students to know, understand, or be able to do
- What students should be able to achieve by the end of a learning experience

A crystal-clear learning objective has three major components :

1. a description of what students will be able to do after the lesson is over
2. Conditions under which students will be able to do a given task
3. Criteria for assessing and evaluating the students' performance

A desired outcome of learning described in terms of student knowledge, skill or attitude; a proof of learning may be obtained through the direct measurement of precise student behavior (criterion objective). General evidence of learning may be inferred from measurements of a sampling of student behaviors ( level of learning objectives ).

Students' needs analysis is the first step in the teaching / training process, and then we start setting learning objectives whereby we answer the following critical questions:

1. What must the teaching / training achieve ?
2. How will the students / trainees be affected ( i.e., improved ) ?

To put the whole thing into a nutshell, learning objectives serve three vital purposes:

- i. They define the direction for instruction
- ii. Highlight the required changes in students' knowledge, skills and attitude
- iii. Outline activities to reinforce instruction

In order to design an effective instruction program, instructor must translate the students' performance deficiencies into training needs. If you know that your students don't concentrate well, and you've discovered that this deficiency is due to environmental conditions, then your learning objectives must address this issue.

The clearer the teaching objectives, the more are the students and teacher goal-oriented, focused and committed.

Once learning objectives are clearly defined, strategies for teaching and instructional aids are decided, and then evaluations methods .... qualitative as well as quantitative ... are set.

### Why to Write Learning Objectives ? Five valid reasons



1. Objectives give you a clear direction for instructional activities. As a teacher, you know where you're going, how will you reach there and by when. So, your time on designing an instructional program is properly utilized.
2. Objectives give direction to other co-teachers who focus on the same direction. Consequently, they bring about uniformity in the teaching program.
3. Learning objectives also motivate students to grow as they clearly see WIIFM (*what's in it for me*) that keeps them interested, involved and motivated.
4. Objectives serve as a yardstick and standards to evaluate your teaching. At the end of the program, students give you their feedback on the character of the teaching: *how many of learning objectives have been achieved, met or exceeded expectations* ? This kind of feed- back reflects the professionalism of your instruction, and provides trainees with input which they can use to further enhance their development.
5. Objectives also help convince the school management as well as students who would like to see the benefits of what they undertake. Objectives shown them the WIIFM for the teaching time and the money they will invest.

### Types of Objectives



Teaching and training address three crucial areas: **ASK**; Attitude, Skills and Knowledge. Logically, learning objectives should be designed to meet needs in any of these three categories.

- Objectives for **Skills** are fairly easy to evaluate because the action is often the application of the same skills for which you impart instruction.
- For **Knowledge**-related objectives, students should demonstrate that they know something
- Objectives addressing **Attitude** are challenging to frame. You must think how students will demonstrate the desired behaviors. How would you know if or not students hold a particular attitude ? .... Only through what they say or do, and you observe and judge

Sometimes, attitude change cannot be truly measured in a learning situation and field follow-up must occur to determine if the objective has been achieved or not. For example ' *At the end of this training program, without a teacher / trainer participation, each trainee / student will agree unanimously on the superiority of positive mental attitude* '.

## Essential Elements

Learning objectives must contain these four essential factors :

1. an **Action** to be performed by the learner / trainee

For you to know that a learning objective has properly been achieved, you should see or hear something which shows that students/trainees are now able to do something which they could do not perform *before* teaching. For this to happen, students / trainees must perform an action that allows them to demonstrate what they have learnt in the teaching / training class.

2. **Conditions** under which the students / trainee is to perform an action

Will it be in the classroom or in the field ?  
From memory or with an open book ?  
With or without working tools and visual aids ?

3. **Criteria** for achievement of learning objectives

This identifies how well students should perform to be successful.

Do they have to get all the answers correct, or will 85% be OK ?  
Must the action be performed in 5 or 10minutes ?  
What is the performance standard, and to what extent students should meet this standard ?

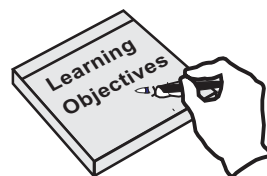
4. **Timing** : a learning objectives must be time-bound

By when the students / trainees will have achieved the learning objective ?

In most cases, the timing is ' *at the end of this training / teaching program, students will be able to .....* '



### Sample Objectives



*Performance  
Deficiency*

Students are unable to concentrate on their learning activities and can't make good notes from the teacher's lecture

*Learning  
Objectives*

1. At the end of this lesson, each student will identify at least 5 distracting reasons that disturb concentration and note-taking process  
( *Objective: Knowledge* )
2. At the end of this class, using sound techniques, all students will make an individual presentation of eliminating distractions leading to better concentration and good note-taking activity  
( *Objective: seeks to improve Knowledge* )

## Lesson Planning

Lesson planning is more than ' *what I'm going to teach today* ' thought; it is a clearly-written plan that drives the teaching-learning activities, and highlights the skills, knowledge and concepts to be taught and evaluated to enhance students' learning.

In essence, a lesson plan should offer a real value to teacher, students and the school management who will want to know what is expected of all stakeholders. Primarily, a teacher is the designer and implementer of the instruction; consequently, he prepares plans that help him step-by-step in the organization and delivery of the daily lessons.



Lesson plans vary widely in their style and specificity. Some teachers prefer to write elaborate detailed outlines; others rely on brief notes format.

### Benefits of Lesson Planning

LP offers the following prominent benefits to students, teacher and school management:

LP gives you a clear direction for teaching activities. As a teacher, you know well where you're going, and how and by when you'll reach there

LP guides students to focus on the same direction. Consequently, they become an active partner in teaching-learning activities and bring about a uniformity in the classroom

LP motivates students to grow as they clearly see the benefits that keep them interested, involved and motivated in teaching-learning process

LP systematically covers the course contents, missing out nothing, thus showing teachers and students a clear picture of the promising future and bringing them attitudes that attract success

LP provides track of teaching-learning activities, and serves as a benchmark to assess and evaluate teaching, thus monitoring teachers' performance and progress

LP saves you from becoming a ' *wandering generality* ' and make both teacher and learners meaningful persons heading toward a well-defined objective

LP improves your morale, your working behaviors; gives you a high sense of self-esteem and enables you to dramatically increase your speed of accomplishments

In short, lesson planning is a powerful process of harnessing your mental and physical energies, putting them behind clear goals; it excites you for a challenge to succeed, helps you climb the success ladder; inspires your imagination, stimulates your creativity and fills you with enthusiasm.

### Lesson Planning Stages

- Three inter-linked steps:
1. Pre-Lesson Preparation
  2. Lesson Planning & Implementation
  3. Post-Lesson Activities

These 3 stages include certain sub-steps which, in graphical terms, are as follows :

Pre - Lesson Preparation	Lesson Planning & Implementation	Post - Lesson Activities
<ul style="list-style-type: none"> <li>• Lesson Details</li> <li>• Lesson Goal</li> <li>• Lesson Contents</li> <li>• Class Level</li> <li>• Motivation for students (Rationale)</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching Goals</li> <li>• Learning Objectives</li> <li>• Topic / Contents</li> <li>• Teaching Methods</li> <li>• Teaching Materials</li> <li>• Questions to Ask</li> <li>• Home / Lab. Work</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson Evaluation &amp; Teacher Reflection</li> <li>• Self-Evaluation leading to Self-Refinement</li> </ul>

**a. Pre-Lesson Preparation:** this phase concentrates on the following aspects:

- i. *Lesson Details* : these details include information about the course and topic; e.g., course code, course code, title, topic, date, day, week number, period timings for the lesson; teacher's and his assistant's name, classroom location and number, laboratory work and general guidelines
- ii. *Lesson Goal* : this critical aspect highlights ..
  - what do you want students to know and be able to do ?
  - what knowledge, skills and attitude do you expect students to gain ?
- iii. *Lesson Contents* : a data containing an ordered array of names, topics and activities that will be used in delivering the teaching-learning activities
- iv. *Class Level* : who are your target audience/students, their grades level, mental approach, caliber, absorbing capacity etc. An understanding of these factors will help you maintain the approach of your lesson planning
- v. *Students' Motivation (Rationale)* : this significant part shows the students how the lesson relates to them, and why they need to learn the topic. Before students can be motivated to learn, they must feel that learning will benefit them (WIIFM), enrich their intellect and add value to their career.

## B. Lesson Planning & Implementation

### i. *Teaching Goals*

It points out the ultimate gain that students will get from a lesson. It fills the gap between the students' present level of knowledge and skills, and their expected level after the lesson is over. This goal is the benchmark to measure students' learning and teacher's effectiveness

### ii. *Learning Objectives*

They provide knowledge and skills that will be developed by students, and their sole purpose is to clarify what students will do to understand the concept. In simpler words, you define:

- \* what do you want students to know and be able to do ?
- \* what knowledge, skills and attitudes do you expect students to gain ?

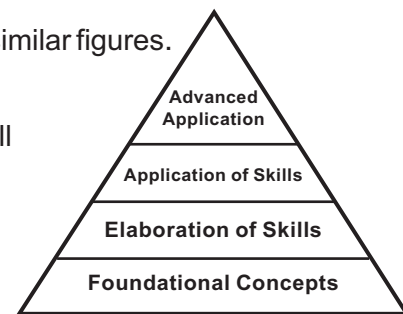
*Example :*

- a. Students will determine areas and volume of circles
- b. Students will calculate the missing measurements of similar figures.

### iii. *Topic / Contents*

It covers all those topics and activities that teacher will discuss in the classroom to help students understand the concepts, gain the knowledge and develop skills.

This *Pyramid of Knowledge* explains the contents strategy:



### iv. *Teaching Methods*

What instructional strategies will teacher use to help students learn the topic and encourage their active learning. It may include: lectures, class discussions, small group discussions, brainstorming, case studies, role play, report-back sessions, videos and slides, pictures, charts, graphics, field trips, demonstrations, guest speaker etc.

### v. *Teaching Materials*

This include all those instructional aids that enable a teacher to reinforce teaching-learning activities; e.g., white board, overhead projector, multimedia, audio-visual aids, charts, dummy products / samples, illustrations, pictures, equipments etc.

### vi. *Questions to Ask ( Questions Bank )*

This part of the lesson plan comprises of those topic-related questions that teacher intends to ask students in order to verify their understanding and comprehension of the topic. These questions help teacher know what students have grasped what he / she taught them.

### vii. *Home / Laboratory Work*

It includes all those additional tasks, assignments, projects etc. that teacher asks students to complete at home or lab. in order to intensify their classroom learning.

### **C. Post-Lesson Activities**

#### *i. Lesson Evaluation & Teacher Reflection*

This includes the probing questions that teachers use to evaluate the effectiveness of the lesson plan. *Reflective Teaching* is the term used for this process, and teachers may accomplish it by asking themselves the following questions:

- What is the best in this lesson plan ? and why ?
- How did the students participate in the class ?
- Which activities offered students opportunities to shine ?
- Were these activities appropriate for students ?
- What and how can I do differently ?
- What can I learn from this plan that will help me in the future ?



Some additional questions to ask after the lesson include :

- Did I have a clear, specific goal for the lesson ?
- Was the goal important for students ? ..... How do I know ?
- Was my teaching and activities consistent with the goal ?
- What examples / activities would have made the lesson clearer ?
- What could I have done to make lesson more interesting for students ?
- How do I know if students understood what I taught them ?
- Overall, what will I do differently to improve the lesson next time I teach it ?

#### *ii. Self-Evaluation leading to Self-Refinement :*

Self-evaluation, an integral part of every lesson, requires teachers to think back over the class- room instruction and be a self-judge to conduct self-appraisal.

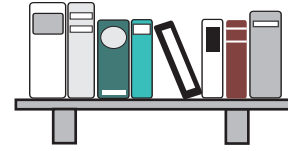
Self-evaluation is a powerful tool that helps teacher to become an even better teacher. This self-evaluation gives you insights that may save lots of trouble later. Few brief evaluative notes on a lesson plan help you immensely the next time you make that plan. As a teacher, you'll be surprised to see how much you forgot if you don't write your ideas down, and you may repeat the same mistakes over and over again. Also, you'll be surprised at how just a few moments of reflective thinking and writing can help discover things that you would have otherwise not noticed.

Regularly evaluating your instruction will eventually lead you to develop a solid understanding of teaching-learning process ..... and the time spent doing self-evaluation is the time well invested in your career, maturity and professionalism !

*One last point to remember ....*

Evaluation must always be related to your lesson objectives. It will simply be a waste of time and efforts to aim at other thing and evaluate another.

Teachers don't plan to fail: they fail to plan. American Teachers Association

**Implementing the Lesson**

- Am I fully prepared ?
- Are the lesson objectives and procedures clear in my mind ?
- Are my materials and equipments properly set up ?
- Am I projecting warmth and enthusiasm ? ... Do I have a pleasant tone ?
- Am I pacing the lesson according to students' needs and expectations ?
- Are students actively involved and interacting in the lesson and discussions ?
- Do I create an exciting classroom environment ? ... Do I make students feel easy ?
- Do I involve students and allow them to participate in teaching-learning process ?
- Do I have time to summarize ? to leave students with a stimulating thought ?

Self Evaluation	How will I know whether or not I met my teaching objectives ?
	What students' action will indicate the level of their understanding ?
	What are my evaluation tools ?

**Format for Lesson Presentation**

Setting the Stage	Yesterday we discussed and learnt that .....
	Who can remember what we learnt yesterday .... ?
Setting the Objective	Today we'll learn to .....
	Today we're going to discuss and learn .....
Stating the Rationale	This lesson is important because .....
	Today we're going to discuss and learn .....
Trust in Students	At the end of this lesson, you'll be able to .....
	When we finish this chapter, you'll know the .....
Checking Students' Comprehension	At the end of this lesson, you'll be able to .....
	When we finish this chapter, you'll know the .....
Closing the Lesson	<i>Write the topic on the board and ask .....</i>
	Who can tell me what I should do first ? Second ? Last ?.

*Ask students what has been learned today.*

Who can tell me what has been learned today ?

When you hear the word Oxygen, what will you remember ? .... when your parents ask you what you learned in math. today, how you'll reply ?



## Beginning & Ending the Lesson

Two most significant points to consider in a lesson plan are the ..

1. Beginning ( *introduction* ) and
2. Ending ( *conclusion* )



If the lesson is to stand alone, the teacher should carefully prepare the introduction and conclusion. If additional lessons follow this one, it will be rather easy to come up with a proper conclusion because it will help you into the subsequent lessons.

If this is the first lesson in the series of lessons, then the introduction should take more consideration as it will set the tempo of all following lessons .... and the conclusion of this lesson will lead you into the introduction of the next ( second ) lesson and so on.

**Introduction** : it serves the following purposes :

- Establishes a rapport between the teacher and students
- Holds the students' attention
- Outlines the lesson and shows how it relates to the entire course
- Shows the students how the instruction will benefit them
- Leads into the instruction

A meaningful story, event or quotation can be a good way to break the ice. The 3 necessary elements in the introduction are :

**Attention** : There are several ways to gain and maintain students' total attention. Teacher may talk about an incident relevant to the lesson and thereby leading students into the lesson. Alternatively, teacher may ask a question that is related to the lesson. The main purpose is to focus students on the lesson being taught.

**Motivation** : The whole purpose of the motivation step is to show students how the lesson relates to them, and why they need to learn the material. Before students can be motivated, they must understand and feel that the learning will benefit them.

**Overview** : The purpose of the overview is to tell students what the teacher will teach them and show them the big picture. Teacher should show his / her students the main objectives of the lesson ( with the help of visual aids, if possible ). The overview should serve as a roadmap to the students, showing them what they'll learn, and the route taken to get there.

**Re-motivation** : As a teacher, this is your last chance to tell students why the information in the lesson is important to them. Professional teachers will continually re-motivate students throughout the lesson.

**Closure** : This normally is the most difficult portion of the lesson. During the closure, students need to be released from active listening. Because this part is difficult, teachers often end it with lame remarks. Use inflection in your voice to show to students that the lesson has ended; try a thought-provoking question relevant to the topic.

If the lesson is followed by another lesson, it is very easy to close by telling the students what is ahead in the next lesson.

**Conclusion** : the ending of the lesson will probably stay in students' minds longer than any other part of the lesson. For this reason, the teacher should prepare the conclusion carefully. It should accomplish the following three aims :

When you're dealing with *knowledge level* lessons, it may be appropriate to have interim summaries throughout the lesson to emphasize the main points. A final summary is always made at the end of the lesson to retrace the important points of the lesson. Reviewing the main points will help students in retaining the information and allow them to write down any missed detail in their notes.

If you're dealing with a *comprehensives level* lesson, final summary should provide logical reasons to support the desired conclusion; that is, the lesson objectives.

### Teaching Outside the Box

*written by*

Lou Anne Johnson, Canadian Teacher

A teacher can't be all things to all students

It's a mistake to personalize a student's unacceptable behavior

A teacher is both a role model and a change agent for his / her studies

You're a powerful and compelling figure in the lives of your students

In recalling their school years, students mostly remember their teachers, and not the course they took

Teachers love their students as parents love them ..... but in a different way and for a different reason

Teaching is not like inducing a chemical reaction, but more like reading a painting, or planting a garden, or writing a friendly letter

Most of the significant advances in civilization have been the result of the work of teachers

When students believe success is possible, they will try. If they don't believe that they can succeed, it doesn't matter how easy the material or how smart the teacher, they'll fail

## Mistakes to Avoid



**G**ood lesson plans bring about good teaching. A sound lesson plan organizes what you, as a teacher, will do or say in the next lesson. Also, it provides an opportunity for other teachers and Principal, to discuss and share with you ideas about the plan.

The amount of details in a written lesson plan depends on the complexity of the lesson and on your own experience. A good lesson doesn't guarantee the teaching of a successful lesson, but without a clear plan the chances for success are definitely diminished. Generally, junior teachers find it helpful to write out their plans in details, while experienced teachers require fewer details.

The first mistake to avoid is the ***bad attitude***.

Good teaching is the reflection of good planning. Writing down your thoughts before hand clarifies your lesson. Also, remember that others have expectations that teachers are very organized, even if you know your subject very well and have taught it before. If you ask an architect to design a home, we expect him to show us a written house plan, even though he may have built hundreds of houses. Principals, school administrators and parents have the genuine right to have similar expectations of the teachers of their children.

The second mistake to shun is the ***negligence***.

If you neglect to include all important aspects in the preparation of your lesson plan, you may end up in confusion, frustration and failure. Although there are a number of formats for lesson plans, each needs serious thoughts in these critical areas: objectives, contents, instructional materials, teaching aids, procedures, activities, questions and evaluation.

The third mistake is ***vague objectives***.

Objectives are critical guidelines. Pitfalls include writing them in an unclear and ambiguous manner. If our topic is water, it is not very helpful to write your objective as ' *To learn about water* '; this is merely writing your topic in the form of a phrase or a sentence. The most common and the best way to write learning objectives is in terms of students' conceptual activities, skills or behaviors; for example, ' *At the end of this topic, students will know and demonstrate an ability to purify muddy water in 15 minutes without the help of teacher* '. Writing objectives as learning principles is most effective way to emphasize the learning of knowledge. These objectives require you to clearly and concisely identify the key points you expect students to learn.

*When writing learning objectives ...*

Think of learning objectives in terms of ' *What must the students learn in the lesson ?* '

Write down the answer to this question in a simple but meaningful sentence

Keep objective (*what students must learn*) separate from what students do ( *activities* )

Differentiate the *topic* for your lesson from the objectives of the lesson. Keeping ' *what students must learn* ' separate from what ' *students must do* ' gives you a focus to a topic

Don't put too many objectives for a single lesson. One or two objectives for a lesson are needed. Objective means ' *the most important idea* ' students need to learn.

The fourth mistake is to use **long sentences or paragraphs**

Make your lesson plan in an outline form. Write down your activities, procedures, questions in the form of main points. List all the questions to ask at appropriate places against the relevant activities. Don't make a separate page for guide questions because it is difficult to refer to them while you're teaching the lesson. Finally, write down potential or expected answers from the students. You may write these expected answers against each question.

The fifth mistake to neglect the **ending of the lesson plan**

Don't end the plan abruptly in the middle of a point or activity. Finish your lesson in one of these ways:

Summarize what was learned or done in the lesson

Ask a few main summarizing questions

Make your class discussions lead toward a conclusion about the topic under discussion

The sixth mistake is **neglecting evaluation**

Evaluation divides into these two areas : 1. evaluation of the students, and 2. evaluation of the teacher ... how well the lesson has been delivered



Evaluation of students can be done by asking them an oral or written quiz at the end of the lesson to verify ..

Did students properly follow teacher ?

How well did students respond to teacher's questions ?

Did students pay attention ?

Could students do the follow-up assignments ?

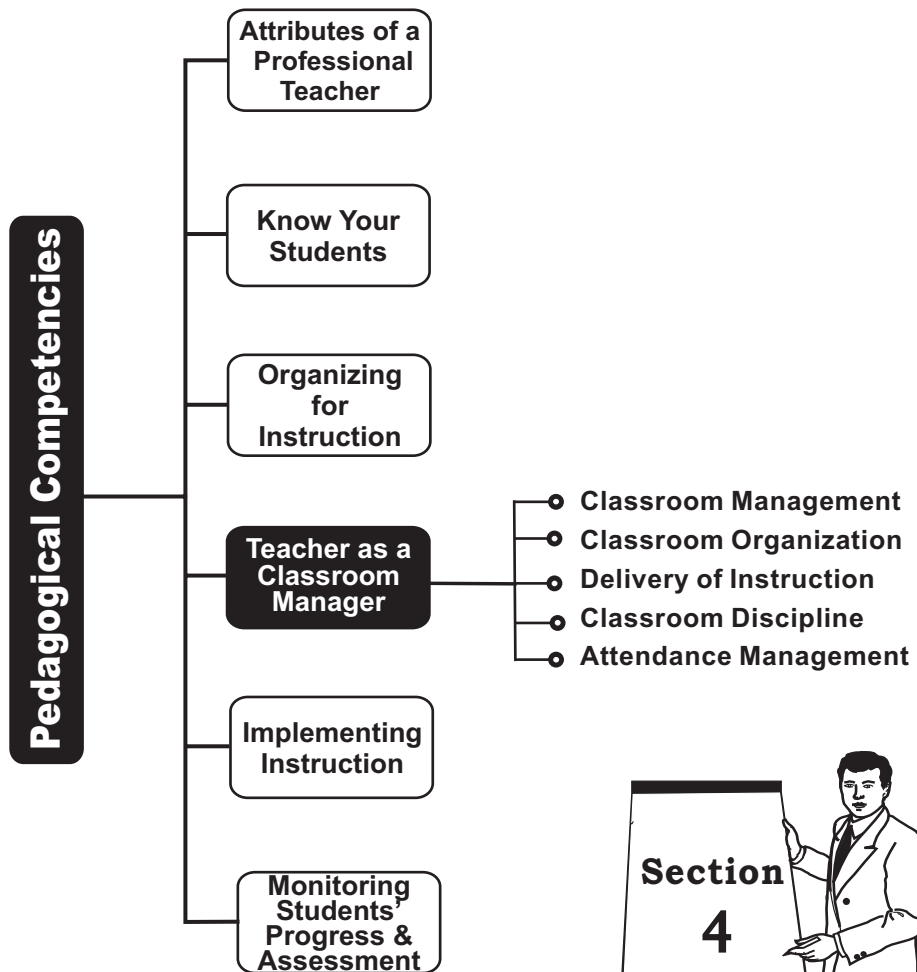
Self-evaluation of your own performance is equally significant. Before the actual teaching of your lesson, identify something you intend to achieve in your own teaching performance. It might be ...

- a) giving directions
- b) asking a series of questions, or
- c) focus on some important aspects of class management
- d) effectiveness of involving students in the classroom discussions
- e) moving the lesson and activities at an appropriate pace
- f) effectiveness of following each part of the lesson plan

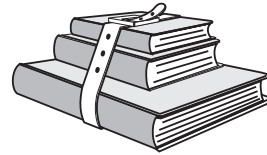
Think over the identified area for self-improvement from your own judgement, or discuss with your students or a colleague who saw you in action. Finally, draw some conclusions about the aspects you would like to focus on in your next lesson.

Are you satisfied with this aspect of teaching performance, or do you want to improve it in your next lesson plan ? . This self-assessment is a sure way to refine your effectiveness as a teacher. And it is only through reflection on specific aspects of your teaching that you can improve and become a true professional teacher.

## Teacher as a Classroom Manager



## Teacher as a Classroom Manager



**A**n energizing classroom atmosphere provides teachers with enormous opportunities to demonstrate teaching-learning skills. Anytime they teach students a new topic, learning how to create and maintain a proper planned classroom prevents poor performance; fills students with a new learning spirit; makes them concentrate on assignments; promotes their critical thinking and helps them overcome learning problems.

Instructions planning doesn't happen automatically; teachers make it happen. Effective teachers use multiple levels of planning ..... yearly, quarterly, monthly, weekly and even daily ..... to ensure that knowledge and ideas are presented in a sequential manner leading to students' enhanced learning.



Success is always been easy to measure.  
It's the distance between  
your commitment and your achievement.

Saghir Ahmed

## Management & Management Roles

**M**anagement is the ' *process of coordinating work activities so that they're completed efficiently and effectively with and through other people* '.

Process denotes on-going functions performed by managers, and these functions are typically called POLC; which stands for .....

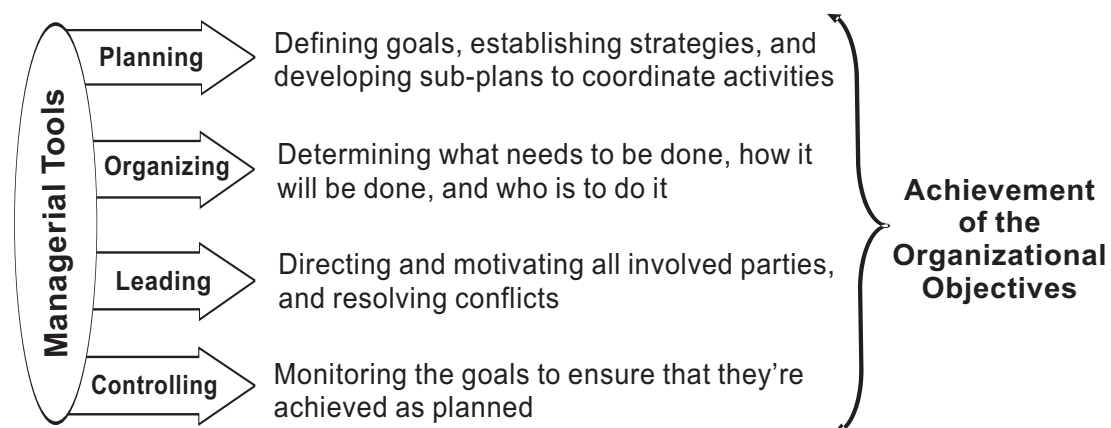


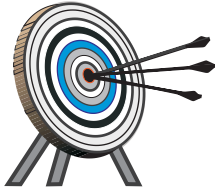
- 1. Planning** : *it involves defining the organization's goals, establishing the overall strategies for achieving those goals and developing a comprehensive plan to integrate and coordinate activities*
- 2. Organizing** : *it is the process of determining what tasks are to be done, who is to do them, how the tasks are to be grouped, who reports to whom, and what decisions are to be made by whom*
- 3. Leading** : *this management function involves motivating subordinates, influencing individuals or teams as they work, selecting the most effective communication channel, or dealing with peoples' behavior problems,*
- 4. Controlling**: *it deals with the monitoring the actual performance, comparing actual to the pre-set standards, and taking corrective action*

All these managerial functions are inter-linked and inter-dependent. A manager may not perform them in a sequence but this is what a manager regularly performs in a continuous cycle, called the *management process*.

Management process is the set of on-going decisions and work-related activities in which managers engage as they plan, organize, lead and control. In other words, work activities of every manager are usually done in a continuous manner, that is, in a process.

The following figure depicts these management functions, their coordination and outcome:





## Management Roles Three Dimensions

**W**hat managers do can best be described by looking at the different roles they play at work. The reputed management expert, Henry P. Mintzberg, calls these managerial functions the 'Management Roles', and categorizes them under the following 3 inter-related managerial behaviors :

<b>Interpersonal Roles</b>	these roles involve people (subordinates and persons outside the firm) and other duties that are ceremonial and symbolic in nature
<b>Informational Roles</b>	they involve receiving, collecting and disseminating information; for example, monitoring, evaluation
<b>Decisional Roles</b>	these functions revolve around the allocation of resources, making choices, negotiations, conflict management etc.

In order to effectively perform these roles, a manager has to be quite proficient in the following three skills:

<b>Technical Skills</b>	Knowledge of and proficiency in a specialized field to handle the daily tasks, any special project etc.
<b>Human Skills</b>	Ability to work well with other persons individually and in a group, and understanding of motivation and leadership
<b>Conceptual Skills</b>	Ability to think and understand the complexities of the work and organization, and where and how the subordinates' team fits into the total picture of the organization

It appears from the above that both education and management are quite compatible, and the same behaviors are utilized both by managers and educators. Management in its broadest sense is about

1. Setting goals and expectations, and makes plans how these goals will be achieved
2. Organizing available resources ( financial, material, human and technological ) so that they can be economically utilized in the planned way
3. Controlling the process to ensure that the desired goal is achieved effectively
4. Setting organizational standards to evaluate quality
5. Recognize positive performance
6. Handle problems proactively



## Teaching Roles

Teaching work does contain some elements of management. Ivor Davis, in his noted book, *The Management of Teaching*, writes that the foundation of sound teaching is planning, and an effective teacher must conduct these three planning-related activities :

- a. Task Analysis; it includes the analysis of course contents, topics, activities and skills
- b. Identification of Objectives comprising of instructional and learning objectives
- c. Skill Analysis includes all those activities that promote and enhance skills

Consequently, every teacher is definitely a manager. The function of a teacher, like that of a manager, is to:

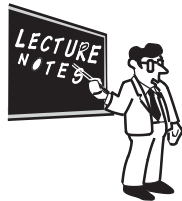
- Set academic objectives for his students as well as the educational institute
- Organize the classroom environment, syllabus and course design
- Plan : lesson planning, classroom management,
- Establish standards for students' performance
- Motivate and lead students
- Direct and control students' behaviors, maintain discipline

Manager's mission is to utilize and integrate resources economically in the definition and pursuit of organizational strategic goals. A teacher's prime objective is to plan, organize, direct and control the work of students and other junior teachers.

A teacher's management inventory includes the following management skills and traits :

- Involve students appropriately in learning decisions that affect them
- Delegate classroom activities effectively
- Manage students with flexibility
- Supervise students as individuals with different learning needs
- Guide students consistently, yet adjust approach based on student's needs
- Solicit students' input to solve problems
- Listens to all students attentively
- Activate students' lethargic attitudes
- Plan effectively
- Maintain student discipline
- Give positive feedback regularly
- Provide solutions to improve performance
- Celebrate students' achievements
- Consult effectively with students on problems
- Motivate students through encouraging remarks
- Give recognition to students for their accomplishments
- Confront students' poor performance effectively
- Set and review goals with students as well as the entire class
- Develop effective strategies to help students improve their learning
- Meet one-on-one with students in a consistent manner to solve their concerns





### Manager versus Educator



Following comparative analysis highlights the functions, behaviors and common denominators that a manager and an educator share to make things happen :

- ▶ Manager plans to give direction; develops strategies, and is concerned with what is to be done, how it is to be done; sets standards used in controlling
- ▶ Manager looks ahead, anticipates change and develops appropriate responses
- ▶ Manager creates, develops, changes and modifies an organization's structure and framework
- ▶ Manager divides work into specific jobs and assigns responsibilities associated with the jobs so that the all-level staff performs properly
- ▶ Manager leads his / her staff to achieve the firm's goals; converts them into a team, motivates them; influences their attitudes and working behaviors
- ▶ Manager continually monitors, evaluate and measures his/ her staff's activities and performance to ensure that the organizational goals are being achieved as planned. If they notice any significant deviations in their staff's output, they redesign their plan and policies, and address the issue accordingly
- ▶ Teacher plans to analyze the course contents; conducts task analysis; make time table schedule, defines learning and instructional objectives in terms of knowledge, skills and attitudes
- ▶ Teacher describes students' future activities and identifies the expected behaviors
- ▶ Teacher creates, improves and upgrades the classroom environment, teaching methods and instructional strategies
- ▶ Teachers splits instructional work in order to arrange and relate it to the students' learning in the most effective and efficient way possible
- ▶ Teachers motivate the students to reach their academic goals; inspire their interest in the teaching process so that they willingly strive to attain learning objectives
- ▶ Teachers regularly observe and check their students' learning activities; use various techniques of evaluation and assessment to make sure that learning objectives are being achieved. If they come across any deviation, they make necessary changes in the activities of their organization and leading

#### To summarize the whole thing .....

- ▶ Being the team leader, a manager is concerned about helping his subordinates perform professionally
- ▶ Being the manager of the instructional process, a teacher is concerned about helping his/her students learn effectively

## Classroom Management ( CRM )

**T**eaching is defined as the '*organization of learning*'; hence, the gist of effective teaching is to organize learning for positive results. Teaching-learning process will be an inspiring fun; the only secret is to create a conducive classroom setting.

Teaching creates an inspiring environment wherein effective learning takes place, and this atmosphere is made up of the following components:

CRM includes those actions, techniques and strategies which teachers use to create and maintain a positive and productive learning environment, relatively free of the students' behavioral problems. Professional teachers use rules, procedures, discipline and routines to ensure that students are actively involved in learning. These effective educators use management skills not to control the student behavior, but to influence and direct it in a very constructive manner to set the stage for instruction.

### Objectives of effective classroom management are to ...

Make ample time for learning

Improve the quality of time usage by keeping students actively engaged

Ensure that students' participation in the teaching-learning process is active

Encourage students to manage their behavior and feel excited about learning

Professional teachers create focused and nurturing classrooms that result in increased student learning. These effective teachers properly explain to students the procedures, anticipate students' needs, keep a plan to orient new students, and offer clear instructions to all students for enhanced learning.

Every smooth-running project involves discipline, order, clear principles and procedures that determine students' conduct and behavior. Professional teachers set and implement rules for handling any predictable problems. Procedures cover administrative tasks, students' movements, routines for the current lessons, inter-personal behaviors among students and teacher-students interactions.

Professional teachers rely on routines to maintain a smoothly running classroom. In fact, classroom management skills are essential for a teacher to get anything done.

Classroom management is like a salt in a recipe; when it is present it is not noticed, but when it is missing, diners will ask for it.

Classroom rules are the fixed principles that determine students' conduct and behavior. A rule is fixed means that doesn't change regardless of the situation. In reality, we know that the rules do undergo modifications in the daily life of a classroom. However, rules establish the boundaries for behavior, and consistency in their implementation is essential to effective classroom management.



In order to introduce and uphold discipline, professional teachers use minimum number of rules and procedures that help them maintain an order in the classroom. They focus on expectations of how students act and react toward one another, how they maintain an inducing class environment, and actively participate in learning. These teachers offer clear expectations of the rules, explain them to students, and offer students opportunities to be successful in meeting and exceeding the expectations.

There is no magic number of rules that a teacher applies to manage a classroom; rather, it is the clear establishment of fair, reasonable, enforceable and consistently applied rules that make a real difference in the classrooms.

Effective teachers have a sense of classroom tempo and student harmony such that they're aware of when an intervention may be needed to prevent a problem. Often, teachers use non-verbal cues and redirection to prevent students' misbehavior. These techniques typically allow the momentum of the instruction to continue and refocus the student; however, there are times when a stronger intervention is very necessary. When a rule is broken, an effective teacher is prepared to rectify the problem; he / she doesn't react to an entire class for a rule violated by a single student.

Effective teachers tend to react in several ways, including the following ones:

- Positive reinforcement that points to the desired behavior
- Consequences that punish the negative behavior
- Combination of reinforcement and consequences
- Reminding the student why a rule is important



Professional teachers establish consequences for following and breaking the rules and procedures so that the teacher and students know exactly what will happen (for violating the classroom rules and thereby disturbing the learning environment ).

Successful classroom management involves not only responding effectively when the problems occur, but also preventing the frequent occurrence of the problems.

The most effective decisions in classroom management are based on a clear concept of the goals and intended outcome that a teacher intends to accomplish and all students are aware of these outcomes. All these objectives can be summed up under these 5 headings :

- 1. Organization:** rules and procedures developed in conjunction with teaching strategies that help students meet their personal and academic needs

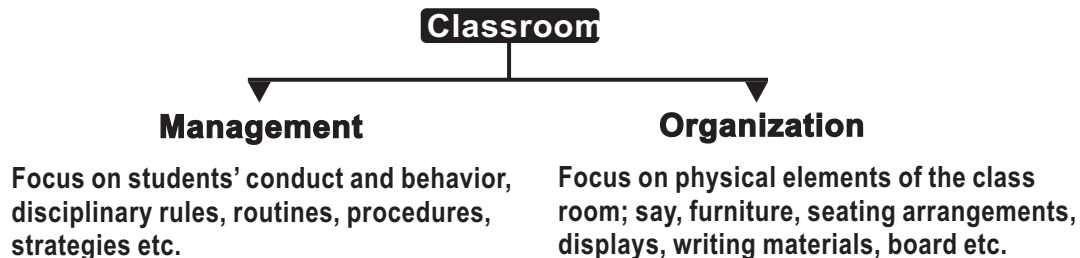
Arrange seating either in U-shape or theatrical style, rows or rounds, so that you as a teacher can easily interact with all students and move close to them

Hang on the wall daily lesson plan and to-do activities so that all students know the learning objective and procedures of the day

Involve students in the upcoming activities and give them clear instructions so that they precisely know their individual as well as collective roles

## Classroom Organization

Classroom management and organization are inter-linked and inter-dependent, two faces of the same coin. While rules and procedures are meant to correct the students' conduct and behaviors, classroom organization affects the physical environment of the classroom, thus making it more inspiring and more effective. This can be understood by the following figure :



Rules and procedures should be developed in conjunction with teaching strategies that help students meet their personal and academic needs.

- Arrange seating in such a way that you can see and easily move close to students
- Explain to students the daily lesson plan and related activities: theory and practical
- Remind students the key procedures associated with the upcoming lesson
- Engage students until you've given them clear instructions for the upcoming activity
- Encourage students to take responsibility for their learning by deciding not to do the tasks that students themselves can do
- Move around the classroom and attend to students' individual needs
- Provide simple step-by-step directions, and use group competition to activate learning among students
- Develop and implement structured activities that help students between active periods and quieter practical learning activities

### A Teacher's Golden Rules for Class

#### Five F's

My students can expect from me that I will be ....

1. Friendly
2. Firm
3. Fair
4. Focused
5. Flexible



#### Five R's

I expect from my students that they will be:

1. Respectful of themselves
2. Respectful of their classmates
3. Respectful of me as their teacher
4. Respectful of the knowledge
5. Respectful of the school & society

## Classroom Management Strategies

A teacher's ability to manage his classroom is an essential skill for effective teaching. While many teachers believe that the term classroom management is synonymous with the term classroom discipline, class room management is much broader in its scope and it covers the entire classroom setting.

There are many inter-dependent aspects of classroom management that confront teachers on a daily basis. Teachers not only must consider the knowledge and skills that needs to be conveyed to students, but they must also manipulate time, space, environment, equipment, resolve conflicts and maximize their students time on task.

Of these many aspects of classroom management the following are the basic and vital to ensure an effective and successful classroom:

1. Classroom environment
2. Student expectations
3. Teacher expectations
4. Lesson plans, and
5. Motivation



The first aspect, classroom environment, is where the teacher sets the tone of the class when the students enter the classroom. To ensure an effective and mind-opening environment, which offers an unobstructed view from anywhere in the classroom and enables him to actively monitor students' activities from anywhere in the room, is the class setting. On the walls posters of famous people, great leaders, examples of student work and essays or assignments completed by them, quotations promoting self-esteem, responsibility, and teamwork should hang to create a friendly and inviting atmosphere. The front half of room should contain the student desks, white board, a demonstration area, and multimedia presentation equipment, if available. Back half of room should contain the laboratory area with computer stations, printer and storage area for lab equipment and stationary.

Second aspect of classroom management is what students can expect from the teacher and his / her role as a teacher. Students can expect that teacher should be friendly, caring and approachable. He should be fair; this means that there will be clear rules with consistent enforcement. He should be firm and focused on their learning as a group and as individuals.

The third aspect is what is expect from and required of students. Teacher expects and requires that students will be respectful of themselves, respectful of their fellow classmates, respectful of teacher, respectful of school property, and ready and prepared to learn. All other classroom rules spring from these basic expectations and requirements. For example, to be respectful of their fellow classmates requires the student to accept and respect their class fellows as valuable individuals who come from varying cultural and socio economic backgrounds.

Furthermore, these individuals all have varying degrees of talents and abilities that they bring with them into the classroom. Requiring that students be respectful of their fellow classmates, establishes the foundations for collaborative learning skills that are necessary to be successful in lifelong endeavors.

The fourth aspect of classroom management is lesson plans. Subject-wise lesson plans should incorporate an inquiry-oriented approach to learning, where students will be actively engaged throughout the class time. In addition, the lesson plans should be created in such a way that they stimulate students' natural curiosity and creativity thereby creating an atmosphere where learning is fun and exciting. Moreover, teacher should come to classroom prepared to focus on the objectives which he/she has prepared in relation to the knowledge, skills, and dispositions that students are expected to demonstrate. This will keep students actively engaged by presenting stimulating demonstrations and discussions, and thus preventing them from having the time to become a discipline problem.

The final aspect of classroom management, motivation, is vital to ensure an effective and successful classroom. Students must have a desire to learn. They must look forward with anticipation to attending class. So, the teacher should arrange the topic in such a way that everyone is included, needed and wanted. If students become distracted, a simple question directed to them can bring them back into the discussion.

Students also need to be provided with a sense of achievement. There are very few other things that can motivate a student more than a sense of success after completing a challenging task. Opportunities for success should be built into the course and continue to teach in such a way that students can continue to be successful.

Finally, students should be encouraged to take charge and responsibility. As with Newton's Third Law of Motion, 'for every action there is an equal but opposite reaction', students will realize that they are able to control their actions and the choices they make, but there are consequences for those actions and choices.

**O**rganized classroom management is the master key to good teaching. Challenging students, especially, need to have teachers with unwavering faith to truly believe that each student can ( and will ) succeed. The key to dealing with these gifted students is to set up a classroom management system that prevents potential disciplinary problems and helps them focus on learning.

The following elements also create a healthy classroom structure:

*Classroom Furniture.* Chairs, desks and tables should be arranged in such a way that encourages students' interaction, and are safe and comfortable for sitting and writing. A comfortable and interactive environment fosters learning.

*Classroom Sounds.* The sounds coming from the classroom should be filled with those of ideas being generated. Idea generation is the key to developing students interest and thus stimulating their critical thinking. An effective teacher can inspire hope, ignite the imagination and instil in students a love for learning.

*Teacher Location.* This location should be central as the teacher has to work with students throughout the classroom. This approach allows the teacher to work with and encourage students individually. Sitting centrally also helps teacher move around the room and attend individual needs.

*Teacher's Voice.* It should be caring, genuine, warm and not threatening. Tone of the voice is an important communication device that the teacher can use to emphasize and reinforce the concepts.

*Classroom Tasks.* Different projects / activities should take place in the class simultaneously, and different students in the class should be encouraged to work on individual tasks. This method of instruction allows the teacher to foster individual student strengths

*Discussions.* Students should address one another directly when discussing a complex issue / topic with the emphasis on thoughtful dialogue. Such an inspiring environment further exemplifies a healthy classroom environment. Besides, teacher should also use group competition to stimulate more orderly transitions.

*Guest Speakers.* Occasionally, prominent social figures / experts should be invited to the class to share their experiences and observations. Students should welcome them and be eager to explain or demonstrate what they've been doing in the class. A positive reaction to a guest speaker by students is a good indication of the overall classroom climate.

**C**ommunication; effective communication is foundation for good classroom management. This skills can be divided into two categories:

***Sending Skills*** .... Skills used when speaking to students

Talk directly to students rather than about them. When teachers do this, students are shown respect, and receive accurate information about adults' feelings

Take responsibility for statements by using the personal pronoun 'I'. For example: 'When I'm interrupted, I get distracted and face difficulty in teaching other students'.

Make statements rather than asking questions. When dealing with students' behaviors, questions often create defensiveness.

Speak courteously; this creates positive role models for students

***Receiving Skills*** .... Techniques for becoming a more effective listener

Use emphatic listening. This makes the speaker feel that he / she has been heard clearly and that the feelings expressed are acceptable

Use paraphrasing, active listening, or reflecting in order to make the speaker feel heard. This allows the listener to become involved in the dialogue

Make eye contact and be aware of non-verbal messages

Suggest strong leadership by using body language, facial expressions, physical movements and gestures.



**M**onitoring. Often misbehavior in the class occurs because students find gossips more interesting than a dry, boring lesson. Students may also behave when they're not involved in the learning activity, don't understand the task, or can't get help when it is needed. Following are useful techniques for responding to minor classroom disruptions:

Scan the class frequently in order to notice and respond to any potential problems

React calmly, quickly to a student's disruptive behavior in order to create a positive effect

Make positive contact with (disruptive) students by praising the positive behavior that substitutes the negative behavior

Remind students of the classroom rules and procedures that they're not demonstrating, and clearly explain to them the rules and procedures and the consequences for violation

Apply consistent consequences for mis-behaviors, and inform students that they're choosing the consequences of their ( right or wrong ) behavior. Use consequences which are educational in nature.

When one or two students are continually misbehaving or disruptive, keep yourself focus on other students, and then find

**D**elivery of Instruction. All educators emphasize that the quality of instruction is a key factor in influencing the students' behavior and achievement. Effective teachers use strategies to deliver instruction that meets the multiple learning needs of their students.



These teachers connect the students' prior knowledge, interests and life experiences in their instructional process. They identify for connections and potential applications of curriculum to the real-life issues. Teachers assign in-class and home work tasks that provide students with links to life, and thus stretch students' potential.

Professional teachers also use a variety of methods to monitor the students' learning. They guide them in goal setting and assessing their own learning, thus involving and helping the students in establishing realistic study goals for learning and monitor their own progress. These teachers work with their students to gather and evaluate information on their progress and assist them in analyzing progress through meaningful measures.

Following strategies can help any and every teacher in delivering an effective and result-oriented instruction:

Involve students in evaluating their own work as well as your instruction

Hand out an outline, definitions, or study guide to help students organize their thoughts and focus their attention

Ask the question and give ample wait time before asking the student to answer

Vary your instructional style in order to satisfy diverse student learning styles

Provide students with work according to their ability levels

Relate materials / assignments to the real life whenever possible

Be animated and use activities to increase student motivation to participate

Engage student learning through cooperative group work, competitive teams, group discussions, debates and role playing

Be attentive to students' needs and expectations and ... and think like a student !

### **CLASSROOM MANAGEMENT : AN ACRONYM**

*by*

James Madison University, Virginia, USA

- C** Cooperative learning groups help students get to know everyone in the class
- L** Lesson plans should always be complete with opening and closing activities
- A** Assign students co-ope learning roles so they know what their responsibilities are
- S** Substitute conceptual knowledge by practical exercises, quizzes and assignments
- S** Seating arrangements should be very convenient and comfortable for all students
- R** Ready and fully prepared every morning for the daily lesson plan and activities
- O** Objectives for teaching and learning should be well-defined and hang on the
- O** Objectives must be mastered by the teacher before presenting
- M** Make an inviting class where students feel eager to come, learn and enjoy
- M** Make every teaching day a brand new day, and add value to each student's life
- A** Always walk around the classroom to monitor students' performance and behavior
- N** Never, never give up to students
- A** Act in the very best of students and school management
- G** Get students beyond the level of comprehension, and challenge them at all times
- E** Enrich students with newer and loftier ideas
- M** Make learning fun, and include creative exercises, games to enhance instruction
- E** Effective teachers have an effective discipline plan with rules and rewards
- N** Nothing is impossible for a committed teacher and passionate students
- T** Try to be consistent in how you discipline students and organize instruction

Good teaching must be slow enough so that it is not confusing, and fast enough so that it is not boring. It should be motivating and energizing that excites pupils enough to think bigger.

Sindey J. Harris, an Australian High School Teacher

## Classroom Discipline

**E**ffective discipline is a challenging aspect of classroom management, and one of the essential organizational skills an effective teacher displays is his / her ability to control and prevent negative behaviors in the classroom.



Research indicates that most of the discipline-related problems occur because students do not know or do not follow rules and routines. Regulations and behavior codes governing student conduct are not clear to learners and teachers have the responsibility to know these disciplinary measures and act accordingly. This knowledge will eliminate many unnecessary discipline problems and frustration. Teacher should examine his own knowledge of school procedures if a deficiency is noted and should seek to rectify the problem with the assistance of the school management.

The key to eliminate or minimize discipline problems is good classroom management skills. The following are some of the strategies that a teacher can use to facilitate the class room management and discipline:

### Discipline plan

Many teachers make the mistake of starting their school year with a poor discipline plan. Students quickly assess this situation; adopt a take-it-easy attitude and realize whatever they do will not be questioned. Once this environment prevails, it can be very difficult to initiate and uphold classroom management and discipline techniques. However, it is never too late to mend. Once the teacher emphatically explains to students the required behavior in quantitative terms, it is easier to get easier because what gets measured, gets done.

### Open communication

Regular communication between the teacher and students is essential to avoid potential problems. This communication is more than 'teacher talks - student listens'; it is even more than the words exchanged between individuals. This communication take place in many forms: through words, actions, movements, voice tone, facial expressions and other non-verbal behaviors. Many times the message teacher sends is not the message students receive. Sometimes, teachers believe that they are sending one message but their voice, body position, choice of words and gesture may convey a different message. If teacher continually interacts with students and communicates the desired behaviors, a positive climate of discipline and organization starts prevailing the classroom.

### Expect the best from all students.

The positive relationship between high teacher expectations and high student behavior are well known for creating an inspiring learning atmosphere. Teachers who expect the best from their students and convey those expectations, will receive the respect and cooperation from their students. So, expect that your students will behave, not that they will disrupt. Reinforce this with the way you speak to your students. Therefore, the best step to reduce discipline problems is to establish high, positive expectations of students.

**Fairness**

Students have a distinct sense of what is and what is not fair. Teachers must act fairly for all students if they expect to be respected. If they do not treat all students equitably, they will be labeled as unfair and students will not be keen to follow your rules. Make sure that if your best student does something wrong, they too get punished for it.

**Make the implicit explicit**

Many problems arise when the expectations regarding behavior are not properly stated. An example of not being explicit with expectations would be, 'Now Ahmed, behave properly!'. By saying ' *behave properly* ' to Ahmed, the teacher assumes that Ahmed knows what is meant by 'proper behavior' which is not likely the case.

**Rewards, yes -- punishment, no!**

A factor that creates classroom discipline problems is the overuse of punishment. Conversely, the use of rewards is often a much better approach than using punishment. A reward brings attention to good behaviors, offers models for all students, and makes students feel positive about themselves, the teacher, and the class.

**Punishment should fit the mistake.**

When teachers are frustrated, they often create additional discipline problems by using ineffective punishment. For example, 'If that behavior does not stop, the whole class will be punished.' All this approach does is to anger those students who behave properly. A better approach is to let the punishment fit the mistake. For example, if a student spills water on the floor and makes it look dirty. The appropriate punishment might be for that student to clean up the floor. This corrective approach allows the consequences to be directly related to the inappropriate behavior.

**If you must punish, remove privileges.**

In certain cases where there is no punishment to fit inappropriate student behavior, the next best option is to remove privileges. Removing privileges is an excellent way to modify the students behavior, as they will quickly learn that consequences of their actions are the forfeiture of privileges. For example, students who complete their home- work neatly and on time might be allowed to play a game, but if students don't follow a proper behavior, teacher can remove the privilege.

**Classroom environment**

As a teacher, you want to create the environment in your class that is conducive to maximizing learning. What are the things you can control? You have a degree of control over rules and procedures to ensure that students are actively involved in learning.

**Stop disruptions with a little humor**

Sometimes all it takes is for everyone to have a good laugh to get things back on track in a classroom. Many times, however, teachers confuse good humor with sarcasm. While humor can quickly diffuse a situation, sarcasm may harm your relationship with the students involved. Use your best judgment but realize that what some people think as funny others find to be offensive.

**Be consistent**

One of the worst things you can do as a teacher is to not enforce your rules consistently. If one day you ignore mis-behaviors and the next day you jump on someone for the smallest infraction, your students will quickly lose respect for you. Your students have the right to expect you to basically be the same everyday. Moodiness is not allowed. Once you lose your student's respect, you also lose their attention and their desire to please you.

**Know each student well**

Punishment to one student may be a pleasure to another one. So, the teacher must know students well enough as not to punish those students who win rewards and to reward students they intend to punish. For example, is having a student stand out in the ground really punishment? A student might miss the class. Also, is it really a reward for a particular student to be asked to come to the board to write. That student may be self-conscious about writing on the board and may indeed look for ways to avoid having to write on the board in the future for misbehavior.

**Environmental control**

A classroom can be a warm and inspiring place. Students enjoy an environment that changes periodically. So, organize and frequently change the classroom setting with attractive pictures, colorful posters, models and motivational quotes that invites pupils' enthusiasm for your subject.

**Conclusion**

Teaching is the organization of learning. Consequently, it follows that a teacher is essentially an organizer. The task of any organizer is to enable students to learn effectively together for the achievement of a common purpose: to be proficient in the attainment of knowledge leading to career success.

This is precisely your role as a teacher !

\* \* \*



The good teacher discovers the natural gifts of his pupils and liberates them by stimulating the influence of inspiration that he can impart. The true leader makes his followers twice the men they were before. ... Stephen Neill

## Managing Difficult Behaviors

**M**anagement of student behavior is a major concern of teachers because of its importance in establishing a positive learning environment. Creating the opportunity to learn and develop both academic and behavioral skills is essential to an effective classroom.



Overall purpose of behavior management is to help students display behaviors conducive to learning. The goal of positive behavior management should be to teach and encourage academic and social behaviors that are appropriate for the classroom situation.

### Behavior and Learning

Behavior is a concern because it is closely related to effective learning from both the student's and teacher's perspective. When a classroom is free of disturbances, students can use classroom time for learning activities. Learning occurs in classrooms where the time allotted for instruction is used for teaching. When time is used interacting with students' whose behaviors are not focused on the lesson, less time is available to learn. One student's behavior can use other student's learning time by distracting them or by taking the teacher's time away from the lesson. When the entire class behavior meets expectations, then learning can be maximized.

### Teachers' Goals

Teachers' goal in behavior management is to have appropriate behavior displayed by all students because it:

- Creates a safe learning environment for all stakeholders,
- Encourages learning by eliminating distractions
- Is respectful to other students
- Facilitates the organization of the classroom so learning time is efficient, and
- Increases time available to interact with the lesson / topic

### Student Benefits

Students benefit from classrooms where behavior management is used to promote positive behaviors and encourage learning. Benefits include:

- The opportunity to learn, practice and develop social skills
- The positive experience of getting along with teachers and other students
- Experiences with group and cooperative activities
- Meeting the goal of following procedures developed for effective learning, and
- Learning behavioral expectations in different situations

Classrooms where behavior management is a part of the daily routine benefits students. Students are provided with chances to learn classroom and general social skills. Those skills can be practiced and the teacher and paraeducator can provide feedback on behaviors that are appropriate.

Behavior management can create a positive environment where a student gets along with teachers and other students. Many learning activities require cooperation group activities, cooperative projects, peer tutoring, one-on-one tutoring with a teacher leading instruction are some areas where cooperation is necessary for learning. If the student discovers that he / she will be involved in positive learning experiences, their cooperation and participation will be very active.

Some of the difficult behaviors that may cause irritations / problems, along with their nature and solutions, are listed hereunder :

### **Expert**

There are two types of 'I Know It All' students: those who know it all and those who think that they do.

Genuine Expert

#### *Prevention*

If you know that some students are very knowledgeable, talk to them and let them know that you really appreciate their ideas. Give them 'ego food'; acknowledge them and ask for their support with examples and stories

#### *Solution*

Ask for the experts' help in sharing examples and stories  
Make the class more active; keep everyone, including the expert, involved

Fake Expert

#### *Prevention*

Use ground rules developed by the school to provide group learning and / or peer reinforcement activities wherein everyone participates  
Clearly state the learning objectives and the desired outcomes for the session

#### *Solution*

Make the class more active; keep everyone, including the expert, involved and help students see that perhaps their knowledge is shallow or obsolete, or this exercise is to teach them a new process, not the one they are expert on and help them see that they may not have all the answers

### **Unattentive**

#### *Prevention*

Explain to students the benefits for learning ( WIIFM )  
Ask questions and involve students in teaching  
Divide students in small group or project work

#### *Solution*

Give students an assignment to keep them busy  
Use a more animated vocal style, and try harder to keep the students' attention

Mocking

Cynic

Disrespectful

Non-Participation

Side Conversations

Dominator

Interrupter

**Mocker**

Mocking student may be a symptom of many other behaviors. Recognize that behavior which is causing hindrance in the learning of the class, or just bothering you. Answering this question is the first step to managing the mocking behavior. If it relates to you (that is, the class doesn't suffer), try to deal with it internally first

*Prevention*

- Listen carefully to their points and acknowledge their inputs
- Redirect group discussions to get other students in the group involved

*Solution*

- Talk to the students during break or a vacant period about your concerns

**Cynic***Prevention*

- Prepare and use an issue / problem to discuss for a later, more appropriate time
- Acknowledge the differences of opinion when they come up
- Provide time for the discussion as available

*Solution*

- Acknowledge their concerns as they come up
- Offer to discuss their issues / problems during the break or after class
- If the student's behavior is severe, discuss with them how their behavior is causing loss to the entire class progress

**Disrespectful***Prevention*

- Plan ways to for the group to get to know each other better on a personal level
- Use smaller group activities and rotate the groups
- Use disciplinary rules developed by the school to provide reinforcement

*Solution*

- Invoke school disciplinary rules
- Acknowledge students' opinions, explore them as appropriate and move on

**Non-Participation***Prevention*

- Get everyone active from the start, and keep them involved
- Give the powerful reasons for coming to the school
- Explain the benefits (WIIFM) for their learning and life success

*Solution* Invoke school disciplinary rules

- Give the student an easy task
- Use smaller group activities to make their participation easy
- Direct questions to them that you are sure they can answer successfully



### Side Conversations / Talkatives

#### Prevention

- Use ground rules developed by the school to provide reinforcement
- Provide an impactful reason and benefit for the learning
- Ask them questions and appreciate their answers

#### Solution

- Brief silence before lecture to arrest students attention
- Move towards them during your lecture without causing undue attention
- Remember, your purpose is to stop the distraction without embarrassing the student

### Dominator

It is important to understand the cause of the domination. Is the student cynical, posing as an expert, feeling neglected, or does he / she crave attention ? Any of these and many other potential reasons may exist. Keep these factors in mind as you try to deal with the dominating behavior

#### Prevention

- Using ground rules developed by the school management, provide reinforcement
- Use group activities and get everyone involved

#### Solution

- Invoke school disciplinary rules
- Redirect questions to others in the group
- Use smaller group activities



### Interrupter

#### Prevention

- Use ground rules to reinforce discipline
- Give students an agenda so they know the topic of the day
- Provide a sound reason and benefit for the learning

#### Solution

- Discuss the issue / problem with the student in the break or after the class
- Don't jump to the conclusion; take a few minutes to uncover the real cause of their interruption. Sometimes, students just want to be heard

**Irresponsible Behavior:** this student shows these specific attitudes and actions at home and / or school :

- Doesn't complete assigned tasks / home work, and doesn't bring books to the class
- Daydreams constantly, and refuses to accept accountability for anything
- Doesn't make effective use of his / her time, and disturbs other students
- Always gives excuses and blames others, and shows absence of interest in studies
- Is inconsistent and shows poor self-discipline and low self-image
- Disorganized with regard to his / her desk and personal belongings

## One on One Discussions with Students

When you decide to talk to a student, remember the following important elements:

You don't hurt student's self-esteem, and you don't allow any additional problem to grow between you and the student

You can't change students' behaviors; you only give them good reasons to change it

Determine if the situation is really causing serious problem for the entire class's learning. If it is not, let it go

The underlying purpose of your discussion with the student is to remove the barriers to learning without degrading them. Always act and respond with these in mind

Address instruction and assignments to challenge academic achievements

Effective classroom management skills can minimize students' misbehavior

Most inappropriate behavior in classrooms that is not seriously disruptive and can be managed by relatively simple procedures that prevent escalation

Monitor students carefully and frequently so that misbehavior is detected early before it involves many students or becomes a serious disruption

Act to stop inappropriate behavior so as not to interrupt the instructional activity or to call excessive attention to the student by practicing the following unobstructive strategies:

- ✓ Moving close to the offending student or students, making eye contact and giving a nonverbal signal to stop the offensive behavior
- ✓ Calling a student's name or giving a short verbal instruction to stop behavior
- ✓ Redirecting the student to appropriate behavior by stating what the student should be doing; citing the applicable procedure or rule  
Example: Ahmed / Samina, please look at the board and read the first line with me, I need to see everyone's eyes looking here
- ✓ More serious and disruptive behaviors such as fighting, continuous interruption of lessons, cheating and stealing require direct action according to school rules

### Techniques

Thomas McDaniel, in his article 'A Primer on Classroom Discipline', has proposed the following 10 techniques to overcome students discipline and behavior problems:

#### 1. Focusing

Be sure you have the attention of everyone in the classroom before you start your lesson. Don't attempt to teach over the chatter of students who are not paying attention.

Inexperienced teachers sometimes think that by beginning their lesson, the class will automatically settle down. It may sometimes work, but students think that you're willing to

talk while they talk. They get the idea that it is permissible to talk while you are presenting a lesson.

The focusing technique means that you will demand their total attention before you begin. It means that you will wait and not start until everyone has settled down. Effective teachers know that silence on their part is very effective. They'll punctuate their waiting by extending it 3 to 5 seconds after the classroom is completely quiet. Then they begin their lesson using a quieter voice than normal.

## **2. Direct Instruction**

The technique is to begin each class by telling the students exactly what will be taught. The teacher outlines what he and the students will be doing this period. He may set time limits for some tasks. An effective way to incorporate this technique with other classroom control strategies is to include time at the end of the period for students to do activities of their own choice.

## **3. Monitoring**

The key to this technique is that the teacher gets up and gets around the classroom. While students are working, he / she should make the rounds and check on students progress. An effective teacher will make a pass through the whole class about two minutes after the students have started a written assignment and checks that each student is busy.

## **4. Modeling**

Values are caught, not taught. Teachers who are polite, courteous, prompt, enthusiastic, in control, patient and organized provide examples for their students through their own behavior. The 'Do as I say', not 'Do as I do' teachers send mixed messages that confuse students and invite misbehaviors.

## **5. Non-Verbal Signs**

Non-verbal cues include facial expressions, body postures, hand signals etc. Take time to explain to students what you want students to do when you use your cues.

## **6. Environmental Control**

Students enjoy an environment that changes periodically. Classroom with pictures and colorful posters invite enthusiasm. So, enrich your class with interesting objects

## **7. Low Intervention**

An effective teacher will take care that the student is not rewarded for misbehavior by becoming the focus of attention. So, monitor students activities by moving around. Stop the problems before they even start.

## **8. Assertive Discipline**

This is high profile discipline. The teacher is the boss and no student can interfere with the learning of any other student. Clear rules are laid out and consistently enforced.

An important component of assertive discipline is the Assertive I-Messages which are the statements that the teacher uses when confronting a misbehaving student. They are intended to be clear descriptions of what the students is required to do. The teacher who

Makes good use of this technique focus the students' attention first and foremost on the behavior he / she wants, not on the misbehavior, 'I want you to .....' or 'I need or expect you to .....'.

### 9. Humanistic I- Messages

These I-messages are expressions of our feelings. Thomas L Gordon, creator of the 'Teachers Effectiveness Training (TET) system, describes to structure these messages in these three parts:

- a. Include a description of the student's behavior: 'When you talk while I talk'
- b. Relate the effect of this behavior on he teacher. "I've to stop my teaching..... '
- c. Let the student know the feeling that it creates in the teacher and entire class.  
' ..... which frustrates me and disturbs all other students.'

### 10. Positive Discipline

Use classroom and school rules that describe the behaviors you want instead of listing the things that students cannot do. Instead of '*no talking in the classroom*', use '*concentrate on your lesson diligently*'. Refer to the rules as expectations, and let students know this is how you expect them to behave in the classroom.

Frequently praise students' positive behaviors. Whenever you see a positive behavior, acknowledge it. Of course, this can be done verbally, but a smile, a nod or a thumb-up sign will reinforce the behavior.

### Summary

You can't change students' behavior; you only give them good reasons for them to change it

Determine is the situation is really causing a problem for the class learning; if it is not, let it go

Never hurt the student's self-esteem; your basic function is to remove barriers to learning. Always act and respond with these in mind

Keep these factors in mind, using common tools mentioned above, you should be able to handle any sort of difficult behavior most of the time!

Good teachers are best when students barely know they exist.  
Not so good when students always obey and acclaim them  
Worst when students despise them  
Of good teachers, when their work is done and their aims fulfilled  
The student will say 'I did this myself.'

Lou Tzu

## Attendance Management

Learning activities that take place in the classroom are meaningful and essential to the educational process. Absence from class represents a loss of the opportunity for interaction and exchange of ideas among students and between student and teacher.

Students' absence from the class interrupts the teacher's planned delivery of the curriculum and student's completion of homework assignments. Class attendance is, therefore, an integral part of the student's course of study, and is a requirement for earning course credit.

### Objective

The purpose of attendance is to maximize student learning by decreasing the number of absences. Regular attendance in the classroom is conducive to learning because frequent absences of pupils disrupt the continuity of the instructional process. Continuous learning leads to improved students achievement, knowledge and intellectual development; a level of responsibility develops among students and prepares them for adulthood working behavior. So, the primary objectives of attendance are to ...

- ▶ Monitor learning
- ▶ Develop in students the life skill of dependability
- ▶ Correct any weaknesses or gaps that exist in a student's knowledge
- ▶ Ensure that all students receive instruction, and no student is left behind
- ▶ Provide students with opportunities to learn, and see that they receive all that is needed to build a complete education
- ▶ Provide opportunities to develop the habits and skills of dependability, sense of responsibility, accountability and punctuality

Remember, the purpose of attendance is NOT to punish students. Teachers use attendance to assess students' learning and performance, and then pace their instructions accordingly.

### Encouraging & Managing Attendance

Promoting and fostering desired student attendance habits requires a commitment from the school administration, teachers and parents; no single person / group can successfully accomplish this task.

A professional staff member's responsibility, therefore, may include, but not be limited to:

1. providing meaningful learning experiences every day. A student who is absent from any given class period should be missing a significant component of the course;
2. speaking on the importance of students being in class, on time, ready to participate;
3. keeping accurate attendance records (excused vs. unexcused)
4. incorporating daily attendance as part of the monthly evaluation of each student;
5. requiring students to make up missed tests and other pertinent assignments

## Your Classroom Management Profile ?

Read these 12 questions and learn more about your classroom management profile. The steps are simple:

Read each statement carefully in each group of questions

Select the group of questions which comes nearest to your ideas

For each Yes and No give yourself 1; add up your total score and

Then read applicable details on the next page and that's all ..... it's very easy !

### Group 1

- |   |     |    |
|---|-----|----|
| ✓ The classroom must be quiet in order for students to learn                              | Yes | No |
| ✓ I don't accept excuses from a students who is late or tardy                             | Yes | No |
| ✓ If a student is disruptive during class, I punish him / her without further discussions | Yes | No |

### Group 2

- |   |     |    |
|---|-----|----|
| ✓ I don't like to impose any rules on students                                      | Yes | No |
| ✓ If a student submits a late assignment, it's not my problem                       | Yes | No |
| ✓ I think classroom preparation is not worth the effort; so, there's no need for it | Yes | No |

### Group 3

- |   |     |    |
|---|-----|----|
| ✓ I'm concerned about both what students learn and the way they learn       | Yes | No |
| ✓ I prefer to explain to students the reason behind my rules and decisions  | Yes | No |
| ✓ Students know they an interrupt my lecture if they've a relevant question | Yes | No |

### Group 4

- |   |     |    |
|---|-----|----|
| ✓ I don't want to punish a student because it might hurt his / her feelings             | Yes | No |
| ✓ Emotional well-being of my students is more important than classroom control          | Yes | No |
| ✓ If a student requests a short break or leave, I always grant him / her the permission | Yes | No |

**See next page to read details about your classroom management style**

## Your Score & Your Classroom Management Style

Your score for each management style can range from 3 to 15

A high score indicates a strong preference for that particular style

After you've scored your self-test and determined your profile, read the descriptions of each management style. You may see a little bit of yourself in each one.

As you gain teaching experience, you may find that your preferred style(s) will change. Over time, your profile may become more diverse or more focused. Also, it may be suitable to rely on a specific style when addressing a particular situation or subject. Perhaps a successful teacher is the one who can evaluate a situation and then apply the appropriate style.

Finally, remember that the intent of this exercise is to inform you and arouse your curiosity regarding classroom management styles.

### **Group 1 : Authoritarian Style**

The authoritarian teacher places firm limits and controls on students. Students will often have assigned seats for the entire course term. Desks are usually in straight rows and there are no deviations. Students must be in their seats at the beginning of class and they remain there throughout the period. This teacher rarely gives permission for washroom or accepts excused absences.

Often, class environment is quiet and students know they should not interrupt the teacher. Since verbal exchange and discussion are discouraged, students don't get an opportunity to learn and practice communication skills. This teacher prefers strict discipline and expects total obedience. Failure to obey the teacher usually results in detention or a trip to the Principal's office. In this classroom, students need to follow directions and not ask why.

At the extreme, the authoritarian teacher gives no indication that he / she cares for his / her students. Mr. ABC is a good example of an authoritarian teacher. His students receive encouragement or praise infrequently, if at all. Also, he makes no effort to organize such activities as field trips because he feels that these educational events only distract the students from learning. After all, Mr. ABC believes that students need only listen to his lecture to gain the necessary knowledge and skills, and that's all.

Moreover, students in this class are likely to be reluctant to initiate any activity, since they feel quite powerless.

Mr. ABC tells the students what to do and when to do it. He himself makes all classroom decisions. Consequently, his teaching style does very little to increase his students' achievement motivation or encourage the setting of learning goals.

## **Group 2 : Indifferent Style**

The indifferent teacher is not very much involved in the classroom. He / she places few demands on students and appears generally uninterested. The indifferent teacher just doesn't want to impose rules and discipline on students. As such, he often feels that class preparation is not worth the effort. Things like field trips and projects are totally ignored. This teacher doesn't make the necessary preparation for teaching, and he / she may use the same instructional materials, year after year.

Also, classroom discipline is lacking. This teacher may lack the skills, confidence or courage to discipline students who also sense and reflect their teacher's indifferent attitude. Accordingly, very little learning takes place. Students just go through the class and kill their time. In this aloof environment, students have very few opportunities to learn or practice skills. With few discipline rules placed on them, students have low achievement motivation and lack self-control.

Mrs. PQR is a good example of an indifferent teacher. She uses the same lesson plans every year and never bothers to update them. For her, each day is the same. She lectures for the first 50 minutes of class and then she will show a sample picture. When she does, it becomes a substitute for her lecture, not a supplement. If there is any time left (and there always is) she allows students to study quietly and to talk softly. As long as they don't bother her, she doesn't mind what they do. She believes that students are responsible for their own education.

## **Group 3 : Authoritative Style**

Authoritative teacher places limits and controls on their students but simultaneously encourages independence. This teacher often explains the reasons behind the rules and his decisions. If a student is disruptive, this teacher offers a polite but firm reprimand. He sometimes implements strict discipline, but only after careful consideration of the classroom situation.

The authoritative teacher is also open to considerable verbal interaction, including discussions. His students know that they can interrupt the teacher if they've a relevant question or comment. This environment offers the students the opportunity to learn and practice skills.

Ms. XYZ exemplifies the authoritative teaching style. She displays a warm and nurturing attitude toward her students and expresses genuine interest and affections. Her classroom abounds with praise, appreciation and encouragement. She often writes comments on assignments and gives positive remarks to her students. Authoritative teacher encourages positive behavior and fosters higher achievement motivation. Often, she'll guide students through a project, rather than lead them.



**Group 4 : Tolerant Style**

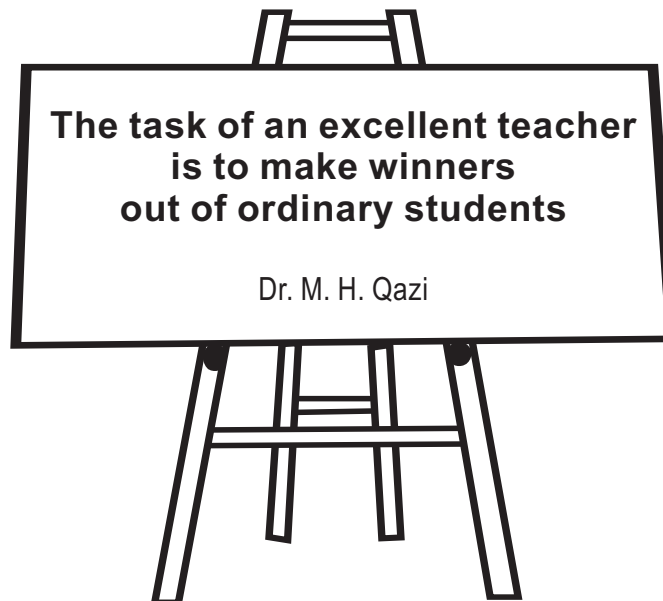
The tolerant teacher places few demand or controls on the students. ' *Be busy with your own work* ' describes this classroom. This teacher accepts the student's actions and is less likely to monitor their behavior.

Mr. EFG uses a tolerant style. He tries not to hurt a student's feelings and has difficulty saying no to a student or enforcing rules. If a student disrupts the class, Mr EFG may assume that he is not giving that student enough attention. When a student interrupts a lecture, he accepts the interruption with the belief that the student must have something valuable to add. When he does offer discipline, it is likely to be inconsistent.

Mr. EFG is very involved with his students and cares for them very much. He is more concerned with the students' emotional well-being than he is with classroom control. He sometimes bases class- room decisions on his students' feelings rather than on their educational concerns. Mr EFG wants to be the students' friend, and may even encourage contact outside the classroom.

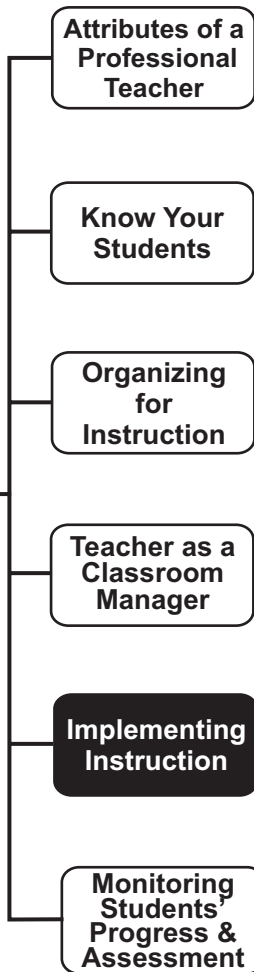
However, this over-indulgent style is difficult for the students to learn. This behavior may be socially acceptable but the teacher is permissive, and students frequently have lower motivation to achieve.

\* \* \*

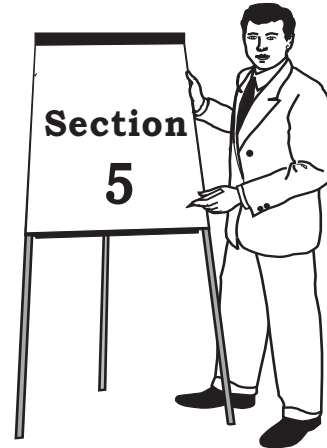


## Implementation of Instruction

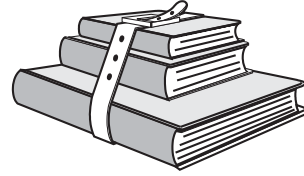
### Pedagogical Competencies



- Cognitive Psychology
- Human Development Process
- Multiple Instructional Strategies
- Questions & Students Involvement
- Enhancing Your Teaching Effectiveness
- Evaluating Your Teaching
- Presentation Skills



## Implementing Instruction



**S**chooling requires more than cognitive development, and an effective teacher has to know, understand and feel the emotional, social and moral development of his / her students. This section provides a framework for understanding these evolutionary stages, explores ideas how teachers can understand their students and what they can do to improve their pupils' self-concept and self-esteem.

- ▶ What is meant by students' self-concept and self-respect ?
- ▶ How these self-related feelings are formed ?
- ▶ How students' ideas for studies change as they grow ?
- ▶ What is the developmental process students pass through ?
- ▶ Which environmental elements determine students' values ?
- ▶ And what teacher can do to help students overcome negative habit patterns, foster in them such personal qualities a sincerity, sense of right and wrong, teamwork feelings and self-esteem ..... and enrich their learning process !

**Proper Instruction  
leads to proper construction of minds**

Robert K. Abbenzeller



## Cognitive Psychology How Do Students Learn ?

### Cognition ( Learning )

**T**erm 'cognition' refers to all those processes by which the sensory input is transformed reduced, elaborated, recovered stored and used. It is concerned with these processes even when they operate in the absence of relevant stimulation, as in images.

Wikipedia encyclopedia defines cognitive psychology as '*the psychological science that studies cognition and mental processes that underlie behavior, including thinking, reasoning, decision making and to some extent motivation and emotion*'.



Cognitive psychology is the study of human mental processes in relation to how we think, feel and behave. It covers a broad range of domains, and many areas exist within the discipline of cognitive psychology. Perception, memory, attention, acquisition of knowledge, expertise, comprehension and production of language, problem solving, creativity, decision making, reasoning etc. are some of these areas.

The term cognitive psychology came into use with the publication of the book ' Cognitive Psychology ' by Ulric Neisser in 1967, wherein Neisser provides a broad definition of cognitive psychology, emphasizing that it is a *point of view* which postulates the mind as having a certain conceptual structure.

**Major areas** in cognitive psychology include the following:

Perception : attention, pattern recognition, object recognition

Memory : working memory and long-term memory, semantic, constructive, encoding

Knowledge: mental imagery, mental models, dual coding

Language: grammar, linguistic, phonetics, phonology, language acquisition

Thinking: choice, concept formation, judgment, decision making, problem solving

### Cognitive Psychology & Student

Educational psychologist Robert Fisher, in response to a question from a teacher, wrote that '*Cognitive psychology is the study of human mental processes in relation to how we think, feel and behave. The goal of cognitive psychology is to understand the nature of human intelligence and how it works*'.

In reply to a student's question, Prof. Anthony Grasha at Cincinnati University, responded: '*How can I teach you if I don't know how you learn ?*' And this leads us to the clarification of cognitive approach which is favored as an explanation for how students learn in settings such as school and college environments where knowledge is complex and process is as important as recall of facts.

Cognitive psychologists Svinicki L. Casazza has outlines six principles of learning based on known cognitive theories (*elaborated on next pages*) and their implications both for teachers and students :

1. If information is to be learned, it must first be recognized by students as important.

*Implication:* The more attention is effectively directed toward what is to be learned (that is, toward critical concepts and major areas ), the higher the probability of learning.

2. During learning, students act on information in ways that make it more meaningful.

*Implication:* Both teacher and students should use example, images, elaborations and connections to prior knowledge to increase the meaningfulness and value of information

3. Students store information in long-term memory in an organized fashion related to their existing understanding of the world.

*Implication:* The teacher can facilitate the organization of new materials by providing an organizational structure, particularly one with which students are familiar, or by encouraging students to create such structures

4. Learners continually check understanding, which results in refinement and revision of what is retained

*Implication:* Ample opportunities for checking and diagnosis should be given to reinforce learning

5. Transfer of learning to new contexts is not automatic but results from exposure to multiple applications

*Implication:* Provision must be made during initial learning for later transfer

6. Learning is facilitated when students are aware of their learning strategies and monitor their use

*Implication:* The teacher should help students learn how to translate these strategies into action at appropriate points in their learning

### Theory of Observational Learning



In the early 1960s, Dr. Albert Bandura, a Canadian behaviorist teaching at the Stanford University, began a series of writings that challenged the older explanation of imitative learning and expanded the topic into what is now referred to as the Observational Learning, learning by observing others and by using cognitive processes, including self-help.

Observational learning, also called social learning theory, occurs when an observer's behavior changes after viewing the behavior of a model.

An observer's behavior can be affected by the positive or negative consequences ... called vicarious reinforcement or vicarious punishment ... of a model's behavior. The following are the guiding principles behind observational theory:

Observer (student) will imitate the model's (teacher's) behavior if the model possesses characteristics ... such as knowledge, talents, intelligence, power, good appearance or popularity ... that the observer finds attractive or desirable.

The observer will react to the way the model is treated and imitate the model's behavior. When the model's behavior is rewarded, the observer is more likely to reproduce the rewarded behavior. When the model is punished, an example of vicarious punishment, the observer is less likely to reproduce the same behavior.

A distinction exists between an observer's 'acquiring' a behavior and 'performing' a behavior. Through observation, the observer can acquire the behavior without performing it. The observer may then later, in situations where there is an incentive to do so, display the behavior.

Learning by observation involves four separate processes:

- ✓ *Attention*: observer cannot learn unless they pay attention to what's happening around them. This process is influenced by characteristics of the model, such as how much one likes or identifies with the model, and by characteristics of the observer, such as the observer's expectations or level of emotional arousal
- ✓ *Retention*: observer must not only recognize the observed behavior but also remember it at some later time. This process depends on the observer's ability to structure the information in an easy-to-remember form, or to mentally or physically rehearse the model's actions
- ✓ *Production*: observer must be physically and intellectually capable of producing the act. In many cases, the observer possesses the necessary responses. But sometimes, reproducing the model's actions may involve skills the observer has not yet acquired. It is one thing to watch a circus trick, but it is quite another thing to repeat it
- ✓ *Motivation*: in general, observer will perform the act only if they have some motivation or reason to do so. The presence of reinforcement or punishment, either to the model or directly to the observer, becomes most important in this process

Attention and retention account for acquisition of learning of a model's behavior; production and motivation control the performance.

Human development reflects the complex interaction of the person, his behavior and environment. The relationship between these elements is called *reciprocal determinism*.

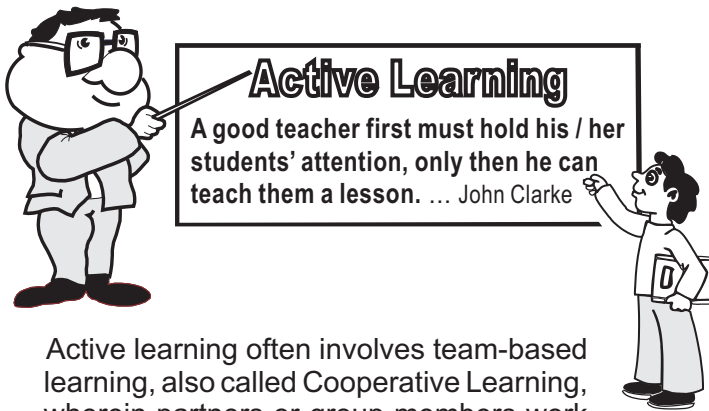
A person's cognitive abilities, physical attributes, personality, beliefs and attitudes influence both his / her behavior and environment. However, these influences are reciprocal. A person's behavior can affect his feelings about himself and his attitudes and his beliefs about others. Likewise, much of what a person knows comes from environmental resources; such as, parents, peers, media and books. Environment also affects behavior: what a person observes can powerfully influence what he does. But a person's behavior also contributes to his environment.

### How Observational Learning Impacts Learning

**Curriculum:** students must get a chance to observe and model the behavior that leads to a positive reinforcement

**Instruction:** teachers must encourage collaborative learning, since much of learning happens within important social and environmental contexts

**Assessment:** a learned behavior often cannot be performed unless there is the right environment for it. Teachers must provide the incentive and the supportive environment for the behavior to happen; otherwise, assessment may not be accurate



Active learning often involves team-based learning, also called Cooperative Learning, wherein partners or group members work together to solve problems. It ensures that students really understand the concept being covered.

Active learning is a process whereby students are actively engaged in the learning process, rather than passively absorbing a lecture.

Active learning involves reading, writing, discussion and engagement in solving problems, analysis, synthesis, evaluation.

Team learning comprises of techniques where students do more than simply listen to a lecture. Students are DOING something including discovering, processing and applying the information. According to Meyers and Jones, active learning derives from two basic assumptions:

1. Learning is by nature an active effort
- and
2. Different students learn in different ways

Team learning is especially beneficial as 'weaker' students get material from a non-teacher

source; that is, from their group mates, and 'stronger' students reinforce their knowledge by explaining the material to others. Research shows greater learning when students engage in active learning. However, it is important to note that lecture does have its place and active learning can't occur without contents or objectives. The critical elements of active learning are talking and listening, writing, reading and reflecting.

Students are involved in more than listening; less emphasis is placed on transmitting information and more on developing students' skills. Students are involved in higher-order thinking ( analysis, synthesis, evaluation ) and engaged in activities ( reading, discussing and writing ); and greater emphasis is placed on students' exploration of their own attitudes and values.

Besides Observational Learning, there are a number of other techniques which teachers can use to help students learn and retain:

- a. *Engaged Learning Technique* : students are engaged in active learning when they read, write, listen, speak and see in a variety of settings to collect information and develop the concept important to daily life. These concepts, together with basic facts, form the sound foundation for all learning.
- b. *Teams-Games Technique* : using this technique, the teacher presents a lesson. Then students in four- or five- member heterogeneous teams help each other master material. Students take individual quizzes and their quiz scores are compared to their own past averages. Then points are awarded based on the degree to which students can meet or exceed their own earlier performances. These points are then summed to form team scores, and teams that meet certain criteria earn credits or other rewards. This system gives students equal opportunities to contribute maximum points to their teams
- c. *Cooperative Learning* : it is a generic term for various small group interactive instructional procedures. Students work together on academic tasks in small groups to help themselves and their teammates learn together.

Cooperative learning enhances student learning by:

- ✓ providing a shared cognitive set of information between students
- ✓ motivating students to learn the material
- ✓ ensuring that students construct their own knowledge
- ✓ providing formative feedback
- ✓ developing social and group skills necessary for success outside the classroom,  
and
- ✓ promoting positive interaction between members of different cultural, social and



## Human Development Process

## Major Theories

### Erik Erikson's Development Stages :



Personal, Social and Emotional Development

**P**sychoanalyst, Erik Erikson born and raised in West Germany and later on migrated to America, proposed in his famous book, *Childhood and Society*, a theory of the child's psychological development that offers a basic framework for understanding the needs of children in relation to society in which they grow and later on make their contributions.

Erikson's psycho-social theory describes the physical, emotional and psychological stages of an individual's development. After studying child-rearing practices in several cultures, Erikson came to the conclusion that all human beings have the same basic needs, and that each society must provide in some way for those needs.

According to Erikson's theory of emotional development, people go through eight (8) life stages between infancy and old age, each of which involves a central crisis. Each crisis involves a conflict between a positive alternative and a potentially unhealthy alternative.

The way in which the individual resolves each crisis will have a lasting effect on the person's self-image and view of the society. An unhealthy resolution of problems in the early stages can have potential negative repercussions throughout life. Also, adequate resolution of each crisis leads to greater personal and social competence and a stronger foundation for solving the future crises.

### Eight Development Stages

These ' *eight stages, eight ages of man* ' are as follows :



#### ► 1. Infant ( 12 to 18 months )

*Basic Trust versus Basic Mistrust*

the infant must form a first loving and trusting relationship infant needs maximum comfort with minimal uncertainty to trust himself, others and the environment

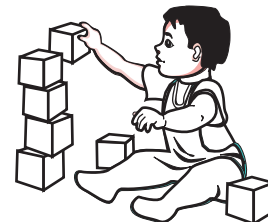
*Psycho-social virtues* developed by the infant are: **Hope, Faith**

#### ► 2. Toddler ( 18 months to 3 years )

*Autonomy versus Shame and Doubt*

child's energies are directed toward the development of physical skills, including walking, grasping, controlling

*Psycho-social virtues* : **Will, Determination**



## Erikson's Human Development Stages

### ▶ 3. Pre-schooler ( 3 to 6 years )

*Initiative versus Guilt :*

child continues to become more assertive and to take more initiative, not imitative activities; develops forceful feelings

*Psycho-social virtues :* **Purpose, Courage**



### ▶ 4. School-Age Child ( 7 to 12 years )

*Industry versus inferiority*

child tries to develop a sense of self-worth; learns new skills or Risk a sense of inferiority, failure or incompetence.

*Psycho-social values :* **Competence, Expertise**



### ▶ 5. Adolescence ( 12 to 18 years )



*Identity versus Role Confusion*

teenager must achieve identity in different roles: gender, student, religion, athlete, peer group etc., and tries to integrate these roles into a self-image under a role model and peer pressure

*Psycho-social virtues :* **Fidelity, Loyalty**

### ▶ 6. Young Adult ( the 20's )

*Intimacy versus Isolation*

Young adult develops intimate relationships or suffer feelings of isolation

*Psycho-social virtues :* **Love, Affection**



### ▶ 7. Middle Age Adult ( late 35's to 50's )



*Generativity versus Self-Absorption*

seeks satisfaction through productivity in career, family and civic interests, and each adult must find some ways to satisfy and support the next generation

*Psycho-social virtues :* **Care, Be Concerned**

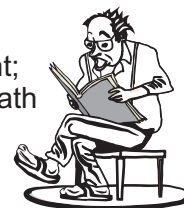
### ▶ 8. Older Adult ( 50's and beyond )

*Integrity versus Despair*

culmination is a sense of acceptance of oneself, a sense of fulfillment; reviews life accomplishments, deals with loss and preparation for death

*Psycho-social values :* **Wisdom, Insight, Intelligence**

( chart adopted from Erikson's book ' *Identity and the Life Cycle* ' )



## Piaget's Cognitive Stages

Swiss psychologist Jean Piaget (1896 - 1980) was originally a biologist but then moved into the study of the development of children's understanding through observing, talking and listening to them while they worked on exercises he set.



Piaget's view of how children's minds work and develop has been enormously influential, particularly in educational theory.

According to Piaget, certain ways of thinking that are quite simple for an adult are not so simple for a child. Sometimes, all that a teacher has to do to teach a new concept is to give student a few basic facts as background. At other times, however, all background facts are useless; and it shows that the student simply is not ready to learn the concept.

Much of your teaching depends on the cognitive abilities, sharing information with your students and looking for signs that the information has properly been understood. Consequently, a teacher should understand the cognitive development stages that Piaget highlighted for children as they grow. Piaget relates these stages of cognitive development and relates them to a student's ability to understand and assimilate new information.

Stages	Ages	Characteristics
Sensorimotor	0 - 2 Years	Child begins to make use of information, memory and thought Begins to recognize that objects don't cease to exist when they're hidden Moves from reflex actions to goal-directed activities
Preoperational	2 - 7 Years	Child gradually develops use of language and ability to think in symbolic form Able to think operations logically in one direction Has difficulties seeing another person's point of view
Concrete Operational	7 - 11 Years	Able to solve concrete hands-on problems in a systematic manner Understands laws of conservation and is able to classify and serialize Understands reversibility
Formal Operational	11 to Adult	Able to solve abstract problems logically, and becomes more scientific in thinking Develops concerns about social issues and identity



## Piaget's Theory and Teachers

Piaget has highlighted the mechanism whereby teachers can learn a lot about how the students think by listening carefully and by paying attention to their ways of solving problems. If teachers understand students' thinking, they'll be better able to match their teaching methods to students' abilities.

### ⇒ Understanding Students' Thinking

Cognitive development and academic knowledge differs from student to student in any class. How can a teacher determine the causes that inhibit a students' thinking ability, and block students from learning the basic facts ?

To overcome this stumbling block, Piaget suggests that teachers should observe their students carefully as they try to solve the problems which teacher gives them, and then seek answers to these crucial questions ?

What kind of logic do teachers use ?

Do teachers focus on only one aspect of the situation ?

Are they misguided only by appearance ?

Do they suggest solutions systematically ?

Do they ask students how they try to solve the problems ?

What kind of thinking is behind students' repeated mistakes or problems ?



If teachers think over and probe these questions, they'll find out that their students are the best source of information about their own thinking abilities.

### ⇒ Constructing Students' Knowledge

Piaget's fundamental insight was that individuals construct their own understanding, and learning is a continuous process. At every level of child's cognitive development, teachers must ensure to involve students in learning activities. When students themselves do something, they incorporate the information into their mind. So, the teachers must give students an opportunity to experience the world. Such activities experiences should involve both physical and mental manipulation of ideas.

### ⇒ Curriculum

Teachers must plan a developmentally appropriate curriculum that enhances their students' logic, conceptual growth and interaction with teachers and peers in order to test their thinking, to receive feedback, and to see how others solve their problems. Students should act, observe, talk or write about what they've experienced. Communicating with others make students use, test and exchange their thinking abilities.

### ⇒ Instruction

Teachers must emphasize the critical role that experiences and interactions with the surrounding environment plays in student learning. For example, teachers have to take into account the role that fundamental concepts, such as the permanence of objects, play in establishing the cognitive structures.



### Maslow's Hierarchy of Needs

American behavioral scientist, Dr. Abraham H. Maslow (1908-1970), is considered to be the father of Humanistic Psychology, also called the *Third Force*. He developed a theory of personality that has influenced a number of different fields, including education. This wide influence proves the practicality of the Maslow theory which accurately describes many realities of personal experiences.

Maslow's theory ' *Hierarchy of Needs* ', proposed that within every person there is a hierarchy of five needs. One must satisfy lower level basic needs before moving on to meet the higher level of needs. Once these needs have been reasonably satisfied, one may be able to reach the highest level called self-actualization, as shown in the figure.



1. **Physiological Needs:** basic human / biological needs of food, water, shelter etc. They're the strongest needs because they're must for existence and survival.
2. **Safety Needs:** security and protection from physical and emotional harm, as well as assurance that physical needs will continue to be satisfied. When all physiological needs are satisfied and are no longer controlling thoughts and behaviors, the needs for security can become active.
3. **Social Needs:** affection, belongingness, acceptance and friendship. When the needs for safety and physiological well-being are properly satisfied, the next class of needs for love, affection and belongingness can emerge. This involves both giving and receiving love, affection and the sense of belonging.
4. **Esteem Needs:** internal esteem factors such as self-respect, autonomy and achievement, and external esteem factors such as status, recognition and attention. Humans have a need for a stable, firmly based, high level of self-respect, and respect from others. When these needs are satisfied, the person feels self-confident and valuable as a person; but when these needs are frustrated, the person feels inferior, weak, helpless and worthless.
5. **Self-actualization Needs:** growth, reaching one's full potential and self-fulfillment; the drive to become what one is capable of becoming. When all of the foregoing needs are satisfied, then and only then are the needs for self-actualization activated. Maslow describes self-actualization as a person's need to be and do that which the person was 'born to do.' An artist must paint; a musician must make music and a poet must write. These needs make themselves felt in the form of restlessness, and the person feels tense and lacking something.

Hierarchic theory is often represented as a pyramid, shown above, the lower levels representing the lower needs and the upper point representing the need for self-fulfillment. Maslow believed that the only reason people don't move well in the direction of self-actualization is due to the hindrances placed in their way by the environment and society.

## Maslow's Theory and Education

The most important educational goal for students is to learn. Another important goal is to make this acquired knowledge purposeful and beneficial to the students so that it may be retained and used throughout their lives. An essential factor involved in meeting these goals is motivation. If students are unmotivated in one way or another, it is likely that little learning will take place, or if by chance some learning should take place, it is probable that it will not be retained.

Maslow's theory has great impact on educational structure. In order to maximize on the effectiveness of school-wide and individual classroom teaching programs, teachers and the school management must consider the student needs and their hierarchical order. This must always be a top priority in the development of teaching programs so that students have the capability of reaching their highest levels of potential. For instance, if a student has not had his breakfast before he comes to school, he will not be able to concentrate on learning; he will be preoccupied with the need for food. Because there are many students who come to school without a proper breakfast, school systems must meet this need by providing the breakfast programs so these children will be more likely to learn effectively.

Maslow stated that education is one of these hindrances, and recommends that the ways to education can switch from its usual people-stunting tactics to people-growing approaches.

## Teacher's Role

Ray P. Ryckman, a Canadian educator, wrote in his reputed book '*Motivation in Education*' these thought-provoking words:

*I've come to the frightening conclusion that I'm the decisive element in the classroom. As a teacher, I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated, and a child humanized or dehumanized.*

Another British educator, John Fenton showed that how teachers conduct their classrooms is a major factor directing students' motivation. Therefore, it is the responsibility of teachers to know what their students' needs are to understand the concept of Maslow's hierarchy, and to develop their teaching programs accordingly.

In the educational scene the teacher has the primary responsibility to develop, encourage, enhance, and maintain motivation in the student.

In his later years, Dr. Maslow intensely realized that an environmental precondition of stimulation, or challenge, was needed to motivate individuals. Therefore, it is also the teachers' responsibility to include a means of stimulation in their teaching programs to catch and maintain students' interest.

## Application of Maslow's Theory to Education

Benefits of the Maslow Theory can easily be visualized if any educational system initiates the following :



### ➤ Physiological Needs

- reduced and free lunch programs
- correct room temperatures
- snacks / water breaks
- bathroom breaks

### ➤ Safety Needs

- well planned lessons, carried out in an orderly manner
- controlled classroom behaviors
- emergency procedures well planned, discussed and practiced
- consistent expectations
- attitude of teacher: accepting, non-judgemental, pleasant, non-threatening
- provide praise for correct responses instead of punishment for incorrect answers

### ➤ Social ( Love & Belonging ) Needs

*with regard to teacher-student relationships*

- teacher' attitude: empathetic, considerate, interested, patient, fair, supportive
- use one-on-one instruction
- provide positive comments and feedback rather than negative
- get to know students (likes, dislikes, concerns, interests, personality type)
- be available for students in need
- show that he / she appreciates students' thoughts, opinions and judgments
- show trust of students by providing situation where it is necessary

*with regard to student-student relationships*

- class meetings and class discussions
- peer tutoring, sharing and caring
- provide situations requiring mutual trust



### ➤ Esteem Needs

*Self-esteem*

- develop new knowledge based on background knowledge to ensure success
- pace instruction to fit student's individual and collective needs
- focus on strengths rather than weaknesses
- take individual needs and abilities into account when planning lessons
- teach using multiple instructional strategies and plans on learning outcomes
- be alert to student difficulties and counsel them as soon as possible
- involve all students in class participation and responsibilities
- when necessary to discipline a child, do as privately as possible

➤ **Esteem Needs** ( continued )

*Respect from others*

develop a classroom environment where students are positive & non-judgmental  
 start of the week award programs for jobs well done  
 providing deserved positions of status  
 recognition programs for special effort (e.g., helpful patients or old people )  
 develop a curriculum to encourage children to be empathetic and good listeners  
 apply cooperative learning in such a way as to develop trust among students  
 involve students in activities of importance and worthiness (e.g., cleaning up the environment, carrying out a food drive for the needy)

*Knowledge & Understanding*

allow students time to explore areas of curiosity  
 provide lessons that are intellectually challenging  
 use a discovery approach to learning whenever possible  
 have students approach topics of learning from various angles  
 provide opportunities for class and small-group discussions  
 get students involved in classroom teaching-learning activities  
 plan lessons to help students compare and contrast different objects



*Aesthetic*

organize classroom materials in a neat and appealing way  
 display students' work in an appealing manner  
 put up interesting and colorful wall hangings  
 replace over-used classroom materials periodically  
 create varied appealing and interesting learning activities  
 large and spacious window areas  
 well maintained surroundings (e.g., walls painted, desks clean, repaired etc.)

➤ **Self-actualization**

expect the very best performance from students  
 inspire students to do their best  
 give students freedom to explore and discover on their own  
 make learning meaningful, and connect instruction to real life  
 include cognitive activities in lesson planning  
 get students involved in self-expressive projects, and also allow students to be involved in creative activities, assignments and projects



The whole art of teaching is only the art of awakening the natural curiosity of young minds for the purpose of satisfying it afterwards. — Anatole France





### Theory of 'Multiple Intelligences'

The theory of Multiple Intelligences was developed in 1983 by Dr. Howard Gardner, professor of education at the Harvard University and was first published in his 'Frames of Minds'. It suggests that the traditional notion of intelligence, based on IQ ( intelligence quotient ) testing is far too limited. Dr. Gardner proposed eight different intelligents to account for a broader range of human potential in children and adults.

**G**ardner defines intelligence as '*a biopsychological potential to process information that can be activated in a cultural setting to solve problems or create products that are of value in a culture*'.

### The 7 Original Intelligences

*Linguistic intelligence* ( word-smar persons; e.g., lawyers, writers, poets, speakers )

*Logical-mathematical intelligence* ( number / reasoning-smart people; e.g., scientists, mathematicians, logicians )

*Spatial intelligence* ( picture-smart people; e.g., navigators, pilots, graphic artists )

*Bodily-kinaesthetiic intelligence* ( body-smar people; e.g., athletes, dancers, actors, sportsmen )

*Musical intelligence* ( music-smart people, musicians )

*Inter-personal intelligence* ( people-smar people; e.g., teachers, actors, political leaders, religious leaders )

*Intra-personal intelligence* ( self-smar; one who has the capacity to understand oneself )

According to Dr. Gardner, our schools and culture focus most of their attention on linguistic and logical-mathematical intelligence, and we respect the highly articulate or logical persons. However, Dr. Gardner says that we should also place equal attention on students who show gifts in other intelligences; for example, artists, architects, musicians, naturalists, designers, therapists, entrepreneurs, and many others who enrich the world in which we live. Unfortunately, many pupils who have these gifts don't receive much reinforcement for them in schools. Many of these students, ultimately, end up being labeled 'ADD' ( attention deficit disorder ), or simply under-achievers.

The theory of multiple intelligences proposes a major transformation in the way our schools are operated. It suggests that teachers be trained to present their lessons in a wide variety of ways using art activities, music, sound, rhythm, cooperative learning, role play, multi media, field trips, open and group discussions, guests speakers inner reflection etc.

The theory of multiple intelligences has grabbed the attention of many educators around the world, and countless schools are currently using its philosophy to redesign the way they educate students. But still there are thousands of schools still teaching in the same old dull way, through dry lectures and boring worksheets and textbooks.

## 7 Multiple Intelligences & Students' Learning Styles

As obvious from the theory, Howard Gardner has identified seven distinct learning styles. According to the theory, 'we are all able to know the world through language, logical-mathematical analysis, spatial representation, musical thinking, the use of the body to solve problems or to make things, an understanding of other individuals and an understanding of ourselves'.

When teachers recognize their students multiple intelligences and apply this theory to them according to their individual intelligence, they can achieve remarkable results. For example:

### Visual / Spatial Students

These students are capable of visualizing an object and create mental images. They gain their knowledge by seeing and they have a strong sense of color. They can recognize relationship between objects, and representing graphically. They have difficulties with spoken instructions, and they have trouble to follow the lectures. Finally, they are usually inventors, architects, engineers, mechanics.

*How these students learn :*

- ✓ To memorize facts, visualize the spellings of words
- ✓ To take notes, use flow charts and diagrams and color codes
- ✓ To review quickly and frequently, write out everything
- ✓ To make the learning interesting and pleasant; use multimedia, television and video

### Verbal / Linguistic Students

They are related to words and language. They acquire and process their knowledge by listening, reading and writing. They can easily understand the syntax and meanings of the words and express themselves verbally. They have highly developed auditory skills. They like to read, write, discuss and explain. They are usually teachers, journalists, writers, lawyers, translators, interpreters.

*How to learn:*

- ✓ To acquire knowledge, use multimedia, books and lecture
- ✓ To assimilate a subject, discuss or explain it to someone else
- ✓ To memorize, use tape recorders



### Logical / Mathematical Students

They deal with numbers and relationships. They have the ability to recognize patterns to work with geometric shapes and to make connections between pieces of information. They like to experiment, solve puzzles and ask questions. They've skilled in reasoning, logic and problem solving. They usually are scientists, engineers, chemists, accountants and computer programmers

*How to learn*

- ✓ To expand your knowledge, play logic games that improve your ability to classify
- ✓ To deal with details, learn and first form concepts

**Bodily / Kinesthetic Students**

These students are related to physical movement, the knowledge of the body and how it functions. They have the ability to use their body to express emotions, to play a game and to interpret and invoke effective 'body language'. They can control movements, and are considered hyper-active; for example, athletes, actors, performers, sportmen etc.

*How these students learn :*

- ✓ If you're learning a subject that doesn't include physical activity, for example computer science, you need to take short but frequent breaks and move around
- ✓ Through physical activity, acting out, role playing using equipments and real objects

**Musical / Rhythmical Students**

They can recognize tonal patterns, rhythms and beat. They're sensitive to environmental sounds, human voice and musical instruments. They can create melodies and sounds, and understand the structure of music. They are usually singers, composers etc.

*How to learn:*

- ✓ To create a pleasant atmosphere for studying, use music in the background
- ✓ To assimilate a subject easier and acquire knowledge use CD's, videos, multimedia

**Interpersonal**

They can communicate verbally and non-verbally with others and have empathy for their feelings and beliefs. They're organizers and know how to create and maintain a synergy. They can also see from others' perspectives. They're usually counselors, business people, politicians, community organizers etc.

*How to learn*

- ✓ To acquire knowledge, involve with interaction, discussion and group activities
- ✓ To process the information, use audio and video conferencing

**Interpersonal**

They are skilled in inner focusing. They've deep awareness of inner feelings, dreams and ideas. They're reflective, analytical and can recognize self-strengths and weaknesses. They've wisdom, intuition, motivation, strong will, confidence and opinions. They're self-employed, researchers, theorists, thinkers, philosophers etc.

*How to learn*

- ✓ Through privacy, time, books, creative materials
- ✓ To study independently, introspection, research



The one exclusive sign of thorough knowledge is the power of teaching. .... Aristotle



## Vygotsky's Social Development Theory

**L**ev Semyonovich Vygotsky (1896 -1934 ) was born in USSR, the same year as Jean Piaget. He was not trained in science but received a law degree from the Moscow University. Then he went on to study literature and linguistic, and got his Ph. D for a book on the psychology of art.

Vygotsky proposed the social development theory of learning, and suggested that social interaction profoundly influences cognitive development. Central to Vygotsky's theory is his belief that biological and cultural development don't occur in isolation, and social interaction plays a fundamental role in the development of cognition.

Vygotsky believed that this life-long process of development was dependent on social interaction, and that social learning actually leads to cognitive development. This phenomena is called the Zone of Proximal Development (ZPD): a level of development attained when the children engage in social behavior. Full development of the ZPD depends on the full social interaction.

Vygotsky states : *Every function in the child's cultural development appears twice: first, on the social level, and later on the individual level; first, between people (inter-psychological) and then inside the child (intra-psychological). This applies equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate as actual relationships between individuals'.*

### 4 Basic Principles Underlying the Vygotskyian Theory



1. Children construct their knowledge
2. Development can't be separated from its social context
3. Learning can lead development
4. Language plays a central role in mental development

### Scope & Application

This is a general theory of cognitive development. Most of the original work was done in the context of language learning in children, although later application of the framework have been broader.

**Example:** Vygotsky provides the example of pointing a finger. Initially, this behavior begins as a meaningless grasping motion; however, as people react to the gesture, it becomes a movement that has meaning. In particular, the pointing gesture represents an interpersonal connection between individuals.

- Principles:**
1. Cognitive development is limited to a certain range at any given age
  2. Full cognitive development requires social interaction

## Vygotsky v/s Piaget

Vygotsky's ideas and theories are often compared to Jean Piaget, especially his cognitive developmental theory. They had a conflict explaining that development concepts shouldn't be taught until children are in the appropriate developmental stage.

Vygotsky approached development differently from Piaget who believed that cognitive development consists of 4 main periods of cognitive growth: sensorimotor, preoperational, concrete operations, and formal operations. Piaget's theory suggests that development has an endpoint in goal. Vygotsky, in contrast, believed that development is a process that should be analyzed, instead of a product to be obtained. According to Vygotsky, the development process that begins at birth and continues until death is too complex to be defined by stages.

Vygotsky believe dthat this life long process of development was dependent on social interaction and that social learning actually leads to cognitive development. This phenomena is called the Zone of Promixal Development (ZPD). Vygotsky describes is as' the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers '. In other words, a student can perform a task under adult guidance or peer collaboration that could not be achieved alone. ZPD bridges the gap between what is known and what can be known. Vygotsky claimed that learning occurred in this zone.

Opposite to Vygitsky's ZPD, Piaget believed that the most important source of cognition is the children themselves. Bky argued that the social environment could help the child's cognitive development. The social environment is an important factor which helps the child culturallt adapt to new situations when needed. Both Piaget and Vygotsky had the common goal of finding out how children master ideas and then translate them into speech.

Piaget found that children act independently on the physical world to discover what it has to offer. Vygotsky, on the other hand, wrote in his '*Thought and Language*' that human mental activity is the result of social learning. As children master tasks they will engage in cooper - ative dialogues with others, which led Vygotsky to believe that acquisition of language is the most influential moment in a child's life.

In conclusion, Piaget emphasized universal cognitive change and Vygotsky's theory leads us to expect high variable development, depending on the child's cultural experiences to the environment. Jean Piaget's theory emphasized the natural line, while Vygotsky favored the cultural line of development.

\* \* \*

In school you first get the lesson and then take the test .  
But in life you first take the test and then get the lesson I

Saghir Ahmed

## Jerome Bruner : Constructivist Theory

**B**runer is one of the best known and influential psychologists of the 20th century. He was one of the key figures in the so-called '*cognitive revolution*', but it is the field of education that his influence has been specially felt. His books *The Process of Education* and *Towards a Theory of Instruction* have been recognized as classics. He made a profound contribution to our understanding of the process of education and to the development of curriculum theory.



### Overview

A major theme in the theoretical framework of Bruner is that learning is an active process in which learners construct new ideas or concepts based on their current/past knowledge. The learner selects and transforms information, constructs hypotheses and makes decisions, relying on a cognitive structure to do so. Cognitive structure ( *sya*, schema, mental models ) provides meaning and organization to experiences and allows the individual to '*go beyond the information given*' .

As far as instruction is concerned, teacher should try and encourage students to discover principles by themselves. Teacher and student should engage in an active dialogue. The task of a teacher is to translate information to be learned into a format appropriate to the student's current state of understanding. The curriculum should be organized in a spiral manner so that the student continually builds upon what they have already learned.

Bruner states that a theory of instruction should address four major aspects:

1. Pre-disposition towards learning
2. The ways in which a body of knowledge can be constructed so that it can be most readily grasped by the students
3. The most effective sequences in which to present material, and
4. The nature and pacing of rewards and punishments.

His view is: Good methods for structuring knowledge should result in simplifying, generating new propositions, and increasing the manipulation of information.

### Three Principles:

1. Teaching must be concerned with the experience and contexts that make the student willing and able to learn ( *readiness* )
2. Instruction must be structured so that it can be easily grasped by the students ( *spiral organization* )
3. Instruction should be designed to facilitate extrapolation and / or fill in the gaps ( *that is, going beyond the information given* )

## Scope / Application of Bruner's Theory

Bruner's constructivist theory is a general framework for instruction based upon the study of cognition. Much of the theory is linked to child development research. The idea outlined in the theory originated from a conference focused on science and mathematics learning. He illustrated the theory in the context of mathematics and social science programs for young children. The original development of the framework for reasoning processes is described in Bruner and Austin, focusing on language learning in young children.

**Example**, taken from Bruner:

The concept of prime members appears to be more readily grasped when the child, through construction, discovers that certain handfuls of beans cannot be laid out in completed rows and columns. Such quantities have either to be laid out in a single file or in an incomplete row-column design in which there is always one extra or one too few to fill the pattern.



The patterns, the child learns, happens to be called prime. It is easy for the child to go from this step to the recognition that a multiple table, so called, is a record sheet of quantities in completed multiple rows and columns. Here is factoring, multiplication and primes in a construction that can be visualized.

Jerome Bruner's theory of how children construct knowledge involves three basic modes of instruction:

In their early years, young children rely extensively upon enactive modes to learn. As a child learns to roll over, sit up or walk, they're learning to do so their own actions. While this mode is present in people of all ages, it is more dominant when a person is young. An example of this dominance is the way a young person can often learn to play a musical instrument more quickly than an older person.

Iconic representation normally becomes dominant during the next stage of childhood years. Child learns to understand what pictures, animations, diagrams are, and how to arithmetic using numbers and without counting objects.

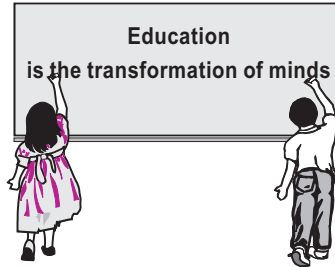
Later, usually around adolescence, the symbolic mode of learning becomes most dominant students can understand and work with concepts that are abstract.

According to Bruner, developmental growth involves mastering each of the increasingly more complex modes, enactive to iconic to symbolic. Mastering this incorporates becoming more skilled in translation could be a discussion (symbolic mode) of what students had learned from an experiment (iconic mode).

A teacher must believe in the value and interest of his subject as a doctor believes in health. Gilbert Highet

## Good Teaching Practices

The following seven teaching principles are intended as guidelines for teachers, students, and school administrators to improve teaching and learning. Research supports these common sense principles, and many teachers and students have experienced them. They rest on years of research on the way teachers teach and students learn, and how pupils and faculty members interact with each other.



### Good practice in education:

1. Encourages contact between students and teacher
2. Develops cooperation and coordination among students
3. Encourages active learning,
4. Gives prompt feedback
5. Emphasizes time on assignments
6. Communicates high expectations, and
7. Respects diverse talents and ways of learning

While each of these teaching practice can stand alone, their effects multiply when they're all present in teaching, and together they employ these six powerful forces in teaching-learning activities:

activities  
expectations  
cooperation  
interaction  
diversity and  
responsibility

### 1. Regular contact between students and teachers

Frequent student-faculty contact in and out of classes is the most important factor in the student motivation and involvement. Teachers can help their students get through rough times and keep on working. Knowing teachers well enhances students' intellectual commitment and encourages them to think about their own values and future plans.

### 2. Cooperation and coordination among students

Learning is enhanced when it is more like a team effort than a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated. Working with other students often increases involvement in learning. Sharing one's own ideas and responding to others' reactions sharpens thinking and deepens understanding.

### 3. Active learning

Learning is not a spectator sport. Students don't learn just by sitting in the class and listening to teachers, memorizing ready-made assignments, and spitting out answers on the exam. papers. They must talk about what they're learning, write about it, relate it to the past experiences and apply it to their daily lives. They must make what they learn a part of themselves.



## Multiple Instructional Strategies

### Teaching Strategies to Meet Students' Needs

**E**ffective teaching is the basis of successful learning. Effective instruction identifies and builds on prior knowledge, makes real-life connections, develops deep understanding and monitors and reflects on learning.

Teaching Begins  
With Self-Training



An instructional strategy is a *plan of action that teachers use to accomplish an intended goal*. This goal is always expressed in terms of students learning. Consequently, a teaching strategy includes and involves teacher and students whose efforts and contributions culminate in the form of 'Reciprocal Teaching-Learning Process', according to Prof. Albert S. Palincsar, who in his book '*Teaching Skills*' based his concept on the following premises:

Students learn more effectively when they're actively and consistently involved in organizing, processing and delivering the instruction

Active learning involves providing students with the opportunity for an in-depth pursuit of contents for understanding and meaningful use

Active learning involves knowledge, thinking, problem solving and processing skills

This approach to instruction shifts the entire focus from the *what* of knowledge ( *content* ) to the *how* of learning ( *processes* ) whereby teachers nurture students to solve problems when their answers are not readily known.

Professional educators shift from knowledge to process, and add value to the collective intelligence of the class, as well as the individual intelligence of each student. The role of the teacher shifts from the information provider to that of catalyst, coach, innovator, researcher and collaborator with students throughout the learning process. Consequently, development of the students' unique potential and abilities becomes the central focus of the entire learning. When this teaching approach is consistently followed up by educators, then in the golden words of Australian Prof. Seymore Papert, '*the shift from instructionism to constructionism*' takes place.

Teaching is the shifting of knowledge from the teacher to students, and this happens only when there is a culture of co-operative learning (*sometimes called collaborative learning*) which occurs as a result of close interactions between teachers and students in and outside the classroom.

Co-operative learning is the learning which occurs as a result of interactions between members of a collective group ... two or more students ... in a classroom. For example, learning-related tasks in the form of laboratory groups whereby pairs of students work together to conduct an experiment. The most important pre-requisite in this context is the setting up of rewards for both the group and for individuals within the group; that is, each student must feel his / her contribution to the group.

## Reciprocal Teaching

### Definition

Reciprocal teaching refers to *an instructional activity that takes place in the form of a dialogue between teachers and students regarding segments of text*. The dialogue is structured by the use of four strategies: 1. summarizing, 2. question generating, 3. clarifying, and 4. predicting. The teacher and students take turns assuming the role of teacher in leading this dialogue.



### Purpose

The purpose of reciprocal teaching is to facilitate a group effort between teacher and students as well as among students in the task of bringing meaning to the text. Each strategy is selected to achieve the following purpose:

#### Summarizing

It provides the opportunity to identify and integrate the most important information in the text. Text can be summarized across sentences, across paragraphs, and across the passage as a whole. When the students first begin the reciprocal teaching procedure, their efforts are generally focused at the sentence and paragraph levels. As they become more proficient, they're able to integrate at the paragraph and passage levels.

#### Question Generating

Reinforces the summarizing strategy and carries the learner one more step along in the comprehension activity. When students generate questions, they first identify the kind of information that is significant enough to provide the substance for a question. They then pose this information in question form and self-test to ascertain that they can indeed answer their own question. Question generating is a flexible strategy to the extent that students can be taught and encouraged to generate questions at many levels. For example, some school situations require that students master supporting detail information; others require that the students be able to infer or apply new information from text.

#### Clarifying

This activity is particularly important when working with students who have a history of comprehension difficulty. These students may believe that the purpose of reading is saying the words correctly; they may not be particularly uncomfortable that the words, and in fact the passage, are not making sense. When the students are asked to clarify, their attention is called to the fact that there may be many reasons why text is difficult to understand (e.g., new vocabulary, unclear reference words, and unfamiliar and perhaps difficult concepts). They are taught to be alert to the effects of such impediments to comprehension and to take the necessary measures to restore meaning (e.g., reread, ask for help).

**Teaching as a strategy to learning**

Whatever qualities, subject knowledge and classroom management skill a teacher may have, they'll be of no value if he / she is ineffective in the actual act of teaching. Consequently, a teacher must use a range of effective teaching strategies, communicate effectively and engage all the students in teaching-learning process. There is no hard and fast rule as to which teaching strategy works better in the classroom; it's all subject to the teacher's own judgement and the demand of the contents and situation that determines the selection and application of an appropriate teaching method.

Selecting and using multiple teaching strategies is part of a system of decisions made by all teachers when planning lessons, and sometimes even during lessons when adjustments are needed.

Strategies are the '*how to*' for learning the contents are '*what it is*'. These strategies are planned prior to teaching and are based on factors such as:

- Desired student outcomes
- Interest levels of students
- Amount of time available for activities
- Availability of human and material resources
- Types of thinking and processes needed by the students
- Teacher knowledge about developmental levels, and prior experience of students

A teacher should not only plan his instruction and select appropriate support activities, but also successfully implement strategies that are in line with the contents and teaching objectives. A variety of flexible teaching strategies contribute to the teacher's effectiveness, and professional teachers always utilize a group of instructional strategies that enhance and expedite students' learning.

Teachers who successfully use a variety of instructional strategies impact more student. All students are unique because of their individual backgrounds, strengths, deficiencies and prior experiences. Professional teachers, using various tactics, help their students gain knowledge in multiple ways and move them forward from where they're to where they should be.

In addition to using a variety of teaching strategies, professional teachers also promote their students' cognitive (learning) abilities. Their instructional modes stretch students' mental processes, such as memory, perception, imagination, problem-solving ability, critical thinking, creativity and analytical skills which enable students to relate their conceptual learning to the real life situations and thus incorporate the concepts into their memory permanently.

Research proves that appropriate instructional strategies exert a far-reaching influence on students' learning. Teachers who use the right learning strategies backed by the right hands-on activities, help their students outperform and achieve outstanding success not only in their exam. but also in their career and life.



## Common Teaching Methods

**E**ffective teachers recognize that no single instructional method can be applied to all situations. So, they develop a gamut of teaching approaches that prove successful for students of varying abilities. Some of the most common teaching strategies, effective in terms of promoting student learning are listed hereunder:

### Lecture

Since ages, the lecture is the most widely used instructional strategy in the classroom, and it remains an important way to communicate the information. Used in conjunction with active learning teaching strategies, the traditional lecture can be an effective way to achieve the instructional goals.

#### **Strengths:**

- a way to communicate a large amount of information to many students
- maximizes teacher's control and is non-threatening to students
- presents factual material in a direct, logical manner
- contains experience which inspires students
- stimulates thinking to open discussion
- useful for large groups

#### **Limitations:**

- assumes an unrealistic level of student understanding and comprehension
- disengages students from the learning process as they're passive listener
- students quickly forget the information as communication is one way
- minimizes feedback from students and learning is difficult to gauge

The following steps and recommendations can positively help a teacher make the lecture approach more effective:

- ⇒ Fit the lecture to students' specific needs
- ⇒ Focus your topic --- you can't cover everything in one lecture
- ⇒ Prepare an outline that includes 5 to 8 major points to be covered in a lecture
- ⇒ Organize all of these points for clarity
- ⇒ Select appropriate examples or illustrations
- ⇒ Present more than one side of the issue
- ⇒ Repeat points when necessary
- ⇒ Be sensitive to students' body language and their feedback
- ⇒ Be clear in your introduction and summary
- ⇒ Be enthusiastic ---- you should be excited by your topic



### Lecture with Discussions

There are a variety of ways to stimulate discussions with students. For instance, some teachers begin a lesson with a whole group discussion to refresh students' memories about the topic. Other teachers find it helpful to have students write important points or questions from the lecture.

Obviously, a successful class discussion involves planning on the part of the teacher and preparation on the part of the students. Teachers should communicate this commitment to all students by clearly articulating the course expectations. Just as the teacher carefully plans his / her lecture, the students must also comprehend the assigned topic and be ready to learn.

- |                    |  |
|--------------------|--|
| <b>Strengths</b>   | involves students at least after the lecture<br>students can question, clarify and challenge |
| <b>Limitations</b> | time may limit discussion period<br>quality is limited to quality of questions               |
| <b>Preparation</b> | - requires that questions be prepared prior to discussion                                    |



### Case Study Method

This approach provides an opportunity for students to apply what they learn in the classroom to real-life experiences, This instructional method has proven to be an effective way of both disseminating and integrating knowledge.

Case study is the teaching strategy that involves students in an active discussion about issues and problems inherent in practical application. It can highlight fundamental, critical issues and provide a format for role controversial scenarios. Some teachers convert the current events or social problems ( reported through the print or electronic media ) into learning experiences that illuminate students in finding the solutions to critical social problems.

Case study approach works well in co-operative learning environment to stimulate critical thinking and awareness or multiple perspectives.

- |                    |  |
|--------------------|--|
| <b>Strengths</b>   | develops analytical and problem solving skills<br>allows for exploration of solutions for complex issues<br>allows student to apply new knowledge and skills |
| <b>Limitations</b> | students may not see relevance to own situation<br>insufficient information can lead to inappropriate results  |
| <b>Preparation</b> | - case must be clearly defined in some cases<br>- case study must be prepared properly   |

## Brainstorming

Brainstorming is an organized approach for producing creative ideas by letting the mind think without interruption. Brainstorming can be done either individually or in a group sessions. Students are encouraged, and expected, to share their thoughts with one another as soon as they're generated. The key to brainstorming is not to interrupt the thought process. As ideas come to the mind, they are captured and stimulate thinking for better ideas.



It is a means of enhancing thought process, aiming to facilitate problem solving through the maxim utilization of thinking faculty. The greater the number of ideas generated, the greater the chance of producing an effective solution.

<b>Strengths</b>	<ul style="list-style-type: none"> <li>listening exercise that allows creative thinking for new ideas</li> <li>encourages full participation because all ideas are equally recorded</li> <li>draws on students' knowledge and experience</li> <li>spirit of congeniality is created</li> <li>one idea can spark off additional ideas</li> </ul>
<b>Limitations</b>	<ul style="list-style-type: none"> <li>can be unfocused</li> <li>needs to be limited to 5 - 7 minutes</li> <li>students may have difficulty getting away from known reality</li> <li>if not facilitated well, criticism and evaluation may occur</li> </ul>
<b>Preparation</b>	<ul style="list-style-type: none"> <li>- facilitator selects issue</li> <li>- must have some ideas if group needs to be stimulated</li> </ul>

## Small Group Discussions

The purpose of the small group discussions is the exchange of ideas. Teacher divides students into small group (6 to 8 members in each group), and each student has an equal opportunity to participate in the discussions on a given topic.

Objectives of these discussions are to integrate the topic with personal experience; learn from the experience of others, and apply knowledge to real life issues and problems.

<b>Strengths</b>	<ul style="list-style-type: none"> <li>allows participation of everyone</li> <li>students often feel more comfortable in small group</li> <li>can reach group consensus</li> </ul>
<b>Limitations</b>	<ul style="list-style-type: none"> <li>needs careful thought as to purpose of group</li> <li>students may get side tracked</li> </ul>
<b>Preparation</b>	<ul style="list-style-type: none"> <li>- needs to prepare specific questions for students to answer</li> </ul>



## Role Play

A role play is meant to assume the attitudes, actions and discourse of (another person), especially in a make-believe situation in an effort to understand a differing point of view or social interaction. Role play occurs when the real life is 'pretended'; for example, when a student pretends to drive a car to the shops and unlocks the car door with a pretend clothes peg key, sits on a box (the car seat) and turns the wheel (a dinner plate), he plays the role of a driver.

Role play is a form of drama whereby students create in the class a life-like setting to try out new situations. According to Aristotle this is a 'metaxis' which means that the real world and the fantasy world of drama coming together in the mind of the player (the student)

**Strengths**

- introduces the problem situation dramatically
- allows for exploration of solutions
- develops students' collaborative skills
- provides opportunity to practice skills
- provides opportunity for students to assume roles others, and thus appreciate another point of view



**Limitations**

- students may be too self-conscious
- not appropriate for large groups
- students may feel threatened

**Preparation**

- teacher should define problem situation and roles clearly
- teacher should give clear instructions to participating students

## **Case Study**



A case study is a detailed analysis of a social phenomena whereby students carefully study a life-like situation, analyze components and reasons and suggest an appropriate solution. The idea is to determine what factors led to the success or failure of the situation described in the case.

**Strengths**

- develops students' analytical and problem solving skills
- allows for exploration of solutions for complex issues
- stimulates students' creativity to apply new knowledge and skills

**Limitations**

- students may not see relevance to their own situation
- insufficient information can lead to erroneous results

**Preparation**

- case must be clearly defined in some cases
- case study must be thoroughly prepared

## Worksheet Surveys

It is a sheet of paper used by students for roughly calculating or solving problem. It is an evaluation tool to assess the level of students' learning and comprehension of the topic being taught. Students respond to the topic-related questions in a survey sheet, and teacher evaluates their answers to assess their understanding of the course contents.

### **Strengths**

helps students think on their own without being influenced by others  
individual thoughts can then students share in a large group

### **Limitations**

### **Preparation**

can be used only for short period of time

- teacher has to prepare customized survey sheets and handouts

## Guest Speaker

Guest speakers provide an opportunity for students to hear about a particular topic or occupation from an expert. Guest speakers should provide well-planned reinforcement activities that support and help the students apply learning to concepts currently being taught. These guest speakers provide the real life examples of how academic theory is applied to the real workplace.



### **Strengths**

personalizes topic

### **Limitations**

enlightens students and breaks down their stereotypes

### **Preparation**

may not be a good speaker  
speakers may give irrelevant ideas

- contact speakers and coordinate

## Index Card Exercise

A card, often relatively small, 3 × 5 inch, used in noting or recording information and usually filed in an index.

opportunity to explore difficult and complex issues

students may not do exercise

teacher must prepare thought-provoking questions



### **Specialists / Experts**

An expert is someone who is devoted to one occupation or a branch of learning. These specialized knowledge persons express their views on a given topic and enlighten students with their expertise.

<b>Strengths</b>	<ul style="list-style-type: none"> <li>allows experts to present different opinions</li> <li>can provoke better discussion than a one person discussion</li> <li>frequent change of speaker keeps attention from wandering</li> </ul>
<b>Limitations</b>	<ul style="list-style-type: none"> <li>experts may not be good speakers</li> <li>personalities may overshadow content</li> <li>subject may not be in a logical order</li> </ul>
<b>Preparation</b>	<ul style="list-style-type: none"> <li>- facilitator coordinates focus of panel, introduces and summarizes</li> <li>- briefs panel</li> </ul>

### **Group Discussions**

A discussion among students who have an agreed course topic. Student-led discussions, under the guidance and supervision of teacher, is an important aspect of group meeting for discussion purpose. By discussing, developing and reflecting, the students benefit from taking time to develop strategies or guidelines for good-student led discussions on various academic and social topics. Group discussions can enhance the efficiency of students' thinking capabilities.



<b>Strengths</b>	<ul style="list-style-type: none"> <li>pools ideas and experiences from students</li> <li>effective after a presentation or experience that needs to be analyzed</li> <li>allows everyone to participate in an active process</li> </ul>
<b>Limitations</b>	<ul style="list-style-type: none"> <li>not practical with more than 20 students</li> <li>few students can dominate</li> <li>some students are inactive and may not participate</li> <li>is time consuming</li> <li>can get off the track</li> </ul>
<b>Preparation</b>	<ul style="list-style-type: none"> <li>- requires careful planning by facilitator to guide discussion</li> </ul>

## Questions and Students Involvement

The art of asking questions is one of the basic skills of good teaching. Through the art of thoughtful questioning, a teacher can extract not only factual information, but also can help students in connecting concepts, draw conclusion, increase awareness, encourage creativity and imagination, stretch critical thinking process and help them explore deeper levels of knowledge, thinking and comprehension.



A question is any sentence which has an interrogative form or function. In a classroom setting, teacher questions are defined as instructional cues or stimuli that conveys to the students the content elements to be learned, and directions for what they're to do and how they're to do it. Student questions indicate that they're ignorant but realize the fact that they're willing to find out the right answers. Students learn by asking questions, getting feedback on these queries and also learn through this process 'how to ask good questions'.

In fact, students who ask questions are knowledge-seekers and self-motivated. Questions are also important to teachers because they check on students' understanding, comprehension and provide feedback. Teachers are authorities who know the facts, and teaching is telling students those facts. The relationship between teacher's questions and students' response is to assess students' achievement, retention and level of their participation.

### Objectives of Questions

- To develop interest and motivate students to become actively involved in lessons
- To evaluate students' preparation and check on homework or project completion
- To develop in students critical thinking skills and inquiring attitudes
- To review and summarize the previous lessons
- To assess achievement of instructional goals and objectives
- To stimulate students to pursue knowledge and apply skills on their own

When students ask questions, they (consciously or unconsciously) follow a series of steps. Some of these steps include :

- |                                   |                              |
|-----------------------------------|------------------------------|
| a. Attending the question         | b. Interpreting the question |
| c. Formulating in mind a response | d. Revising the response     |

Involving students through questioning is a powerful teaching strategy, and its influences on students' learning, their achievement and behavior are very positive and far-reaching. These outcomes can be seen in the following prominent areas :

- Cognitive level of responses produced by students
- Student attitudes toward learning process
- Development of analytical approach to knowledge
- Enhancement of critical thinking and creativity
- High level of comprehension and retention



## Types of Questions

There are five basic types of questions:



1. **Factual** : these questions seek reasonably simple and straight forward answers based on obvious facts or awareness. They are usually at the lowest level of cognitive or affective processes, and answers are frequently either right or wrong.

For example: *Name the city where the Pakistan Movement Resolution was passed ?*

2. **Convergent** : answers to these types of questions are usually within a very finite range of acceptable accuracy. These may be at several different levels of cognition: comprehension, application, analysis or ones where the students make inferences based on personal awareness or known information.

For example: *On reflecting over the entirety of the Pakistan Movement, what were the main reasons why the Muslims, under the leadership of Quaid-e-Azam, demanded an independent country ?*

3. **Divergent** : these questions allow students to explore different avenues and create many different variations and alternative answers. They require students to analyze, synthesize or evaluate a knowledge base and then project or predict different results. Intention behind these questions is to stimulate the imaginative and creative thought, or investigate cause and effect relationships.

For example: *In the presence of combined efforts of Hindus and Muslims, what might have happened to their relationship if the British had not been so opposing to the Muslims ?*

The following comparison between Convergent and Divergent Questions will help teachers understand the nature and significance of these questions. Besides, it will also enable them to identify the timings these questions should be put to students:

Convergent Questions	Divergent Questions
Focus on finding and learning right answers by the teacher	Develop students' own learning and answers ability
Responses supported by teacher	Answer based on student's own ideas
Responses lead to agreement	Disagreements clarify the concept
Are based on available facts	Needs and prompts creative thinking
Originality is not required	Stimulate imagination and curiosity

- 4. Evaluative:** these types of questions usually require sophisticated levels of cognitive and/or emotional judgement. In attempting to answer these types of questions, students combine multiple cognitive and / or affective processes. Often, an answer is analyzed at multiple levels and from different perspectives before the student arrives at new and solid synthesized information or conclusions.

Example: *Compare and contrast the freedom-related behaviors of the Hindu leaders with that of the Muslim leaders*

*What are the similarities and differences between rural and urban games ?*

*Why and how the concept of technical and non-technical education differs ?*

- 5. Combination Questions:** these are the questions that blend any combination of the above four types.

How, when and why these combined questions should the teacher ask ? ..... all depends on the situation, timings and judgement of the teacher.

### **Bloom's Taxonomy**    **Types of Questions**

Benjamin Bloom's taxonomy ..... *classification system* ..... has guided educators for over 40 years. In 2001, a group of educational researchers published the first major revision of the taxonomy. The new version retains the six basic levels in a slightly different order, but the names of three levels have been changed to indicate the cognitive process involved.

Six cognitive processes are: remembering (*knowledge*), understanding (*comprehension*), applying, analyzing, evaluating and creating (*synthesizing*). In addition, the revisors have added a new dimension to the taxonomy to recognize that cognitive processes must process something, and ' *something* ' means that you've to remember or understand or apply some form of knowledge.

The following table (revised taxonomy) shows the cognitive process dimension :

Knowledge Domain	1 Remember	2 Understand	3 Apply	4 Analyze	5 Evaluate	6 Create
A. Factual Knowledge						
B. Conceptual Knowledge						
C. Procedural Knowledge						
D. Metacognitive Knowledge						

Source: *A Taxonomy for Teaching and Assessing* by L. Anderson and D. Krathwohl, published by Allyn & Bason, Boston, USA

Below are the six question categories as defined by Bloom :



### Knowledge

- ✓ Remembering
- ✓ Memorizing
- ✓ Recognizing
- ✓ Recalling identification
- ✓ Recalling information : who, what, when, where, how .... ? describe

### Comprehension

- ✓ Interpreting
- ✓ Translating from one medium to another
- ✓ Describing in one's own words
- ✓ Organization and selection of facts and ideas retell ....

### Application

- ✓ Problem solving
- ✓ Applying information to produce some result
- ✓ Use of facts, rules and principles
  - How is ..... an example of ..... ?
  - How is ..... related to ..... ?
  - Why is ..... significant ?

### Analysis

- ✓ Sub-dividing something to show how it is put together
- ✓ Finding the underlying structure of a communication
- ✓ Identifying motives
- ✓ Separation of a whole into component parts
  - What are the parts or features of ..... ?
  - Classify ..... according to .....
  - Make an outline / diagram of .....
  - How does ..... compare / contrast with ..... ?
  - What evidence can you list for ..... ?

### Synthesis

- ✓ Creating a unique, original product that may be in a verbal form, or may be a physical object
- ✓ Combination of ideas to form a new whole
  - What would you predict / infer from ..... ?
  - What ideas can you add to ..... ?
  - How would you create / design a new ..... ?
  - What might happen if you combined ..... ?
  - What solutions would you suggest for ..... ?

**Evaluation**

- ✓ Making value decisions about issues
- ✓ Resolving controversies or differences of opinions
- ✓ Development of opinions, judgements or decisions

Do you agree that ..... ?

What do you think about ..... ?

What is the most important ..... ?

Put the following in order of priority

How would you decide about ? or what criteria would you use to assess ..... ?

Bloom's taxonomy provides teachers with a useful structure in which to categorize the test questions, as indicated by the following :

Competence	Skills to be Demonstrated by Students
Knowledge	observation and recall of information knowledge of dates, events and places knowledge of major ideas mastery of subject matter <i>Question Cues:</i> tell, describe, identify, show, collect, examine, quote, who, when, where etc..
Compre- hension	understanding information grasp meaning translate knowledge into new context interpret facts, compare, contrast <i>Question Cues:</i> summarize, describe, interpret, estimate, distinguish, discuss, predict etc.
Application	use information use methods, concepts and theories in new situations solve problems using required skills and knowledge <i>Question Cues:</i> apply, demonstrate, examine, solve, modify, relate, classify, illustrate etc.
Analysis	seeing patterns organization of parts recognition of hidden meanings identification of components <i>Question Cues:</i> analyze, explain, separate, connect, arrange, divide, compare, infer etc.
Synthesis	use old ideas to create new ones generalize from given facts relate knowledge from several ideas predict, draw conclusions <i>Question Cues:</i> combine, integrate, modify, re-arrange, create, design, formulate, prepare, rewrite, generalize, compose, substitute, what if ? Etc.
Evaluation	compare and discriminate between ideas assess value of theories, presentations make choices based on reasoned arguments verify value of evidence <i>Question Cues:</i> assess, decide, grade, test, measure, recommend, select, explain, support, conclude, compare, summarize, judge, discriminate etc.

## Questioning Strategies

**A**sking a timely question is a very powerful teaching tool. A thought-provoking question helps students gain knowledge and develop an ability of analysis, synthesis and comprehension.



### Purpose of Questions

Purpose of teacher asking questions is to stimulate students' thinking level.

The way a teacher asks questions, determines the answers given by students.

Professional teachers design and phrase their questions intelligently

Questions aim at engaging students in the lesson.

Questions ensure students' active participation in the instruction process

Questions unlocks students' potential, thus moving them to higher levels of learning

Effective teachers are quite proficient in designing and asking multiple levels of questions. Learning objectives determine the numbers, types and quality of the questions to be asked. For example, if students are just learning a concept then questions should be focused more on comprehension and recall so that the students may develop a sound foundation to understand the basic concept and then move to higher-level questions.

Education researchers have conducted general investigations of the role of classroom questioning and have drawn the following conclusions:

- Instruction which includes posing questions during lessons is more effective in producing achievement gains than instruction carried out without questions
- Oral questions asked during classroom teaching are more effective in fostering learning than are written questions
- Questions which focus student attention on salient elements in the lesson result in better comprehension than questions which don't

### Timings of Questions

- ⇒ Asking questions frequently during class discussions is positively related to the learning facts, as they stimulate students' thinking for the lesson
- ⇒ Increasing the frequency of classroom questions promotes the learning more complex material and skills
- ⇒ Asking questions before reading and studying material is effective for students who have high ability, and / or known to be interested in the subject matter
- ⇒ Young students and poor readers tend to focus only on material that will help them answer questions if these are asked before the teacher delivers a lesson

### Guidelines for Classroom Questioning

Many teachers face trouble or reluctance in getting students reply to their questions. The same students who talk and chat non-stop to each other suddenly become tongue-tied if teacher asks them a question. Or, there may be one or two students who dominate every class discussion or question-answer sessions. In order to involve every student in the class, it is suggested that teacher starts the class by asking: *Who has a question to ask ?*.

Usually, students don't respond to this question, but the teacher should try harder to get the first question. Once somebody asks, others will follow.

Based on the exhaustive research on the classroom questioning skills, educational experts offer the following recommendations:

Teachers should incorporate questioning into classroom teaching-learning practices

Ask questions which focus on to-the-point elements in the lesson; avoid questioning students about irrelevant matters

When teaching students factual material, keep up a moderate teaching pace and, frequently ask cognitive questions

With senior and higher ability students, ask questions before ( as well as after ) the material is taught and learned

Ask question only after the material has been taught and learned by students

Structure your questions in such a way that most of them get correct answers

Keep wait-time to about 5 seconds after asking questions; this activates students' cognitive abilities

Increase wait-time beyond 5 seconds when asking higher cognitive questions

Be particularly careful to allow ample wait-time to students who are lower ability

Use probing questions as an essential part of the classroom activities and keep them focused on salient elements of students' responses

Avoid vague or critical remarks while student answers the questions; your encouraging attitude will build students' confidence and esteem

Always praise students for their responses, and make certain that it is sincere, credible and directly connected to the students' responses



To be or not to be ?;  
that's the question !

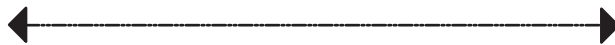


## Nature of Questions

Professional teachers constantly ask good questions to check and assess their students' understanding of the basic concepts in a lesson, and then they motivate students to think critically and creatively about what they've learnt.

To begin with, teachers should do their homework and then decide the following critical factors :

1. What kind of questions would you ask students in teaching ?
2. What kinds of questions would you *not* ask in your teaching ?
3. Write a set of 8-12 questions that you'll ask in your subject. If you've already created a lesson plan, include these questions in the plan ( *called Question Bank* )
4. Identify a concept with which your students typically have difficulty. Develop a set of questions that you may use to insure that this concept students have properly learned.
5. Imagine the ways in which students will react to questions based on their knowledge levels, and then modify your questioning style accordingly
6. Know the objectives of your questions, and also know the relationship between the students' replies and the subject matter
7. Think how would you respond / react to the students' questions
8. How would you deal with differences between student responses and facts
9. How would you evaluate student responses and correct them properly



The word 'question' is derived from the Latin word 'quarrier' ( to seek ) which is also the root of 'quest'. A creative life is a continuous quest, and good questions can be very useful guides. They hold the power to draw out answers that surprise us. If we are on an inner journey to greater self-knowledge, we must use questions to go exploring.

Richard Bach

As a general rule, , teachers teach more by what they are than by what they say  
Anonymous

It is better to ask twice than to fail once.  
Sheikh Sa'adi ( ra )

## Socratic Questions

Socrates, Greek philosopher of Athens ( 469 - 399 BC ), is famous for his view of philosophy as a pursuit proper and necessary to all intelligent man. He is one of the great examples of a man who lived by his principles even though they ultimately cost him his life. Knowledge of his teachings comes indirectly from certain dialogues of his disciple Plato and from the Memorabilia of Xenophon.



Socrates has been one of the greatest educators who taught by asking questions and thus drawing out answers from his pupils who include Plato and Aristotle. The overall purpose was to challenge accuracy and completeness of thinking in a way that moved students towards their ultimate goal.

Hereunder are six ( 6 ) types of questions that Socrates asked his pupils.

### 1. Conceptual Clarification Questions

Get students to think more about what exactly they are asking or thinking about. Prove the concept behind their argument. Basic '*tell me more*' questions that get students to go deeper. For example:

- Why are you saying that ?
- What exactly does this mean ?
- How does this relate to what you have been thinking about ?
- What do we already know about this ?
- Can you give me an example ?
- Can you rephrase that ?
- Are you saying ..... or ..... ?

### 2. Probing Assumptions

Probing of assumptions make pupils think about the pre-suppositions and unquestioned beliefs on which they are their argument. This shakes them up and get them going. For example:

- What else could we assume ?
- You seem to be assuming .... ?
- How did you choose those assumptions ?
- Please explain why and how ..... ?
- What would happen if we ..... ?
- Do you agree or disagree with ..... ?
- How can we verify or disprove that assumption ?



### 3. Probing Rationale, Reasons & Evidence

When pupils give a rationale for their arguments, dig into that reasoning rather than just assuming it is a given. Pupils often weakly understand supports for their arguments. For example:

- Why is that happening ?
- How do you know this ?
- Can you give me an example of that ?
- What is the nature of this ?
- Are these reasons good enough ?
- How may it be negated ?
- What evidence is there to support what you're saying ?



### 4. Questioning Viewpoints & Perspectives

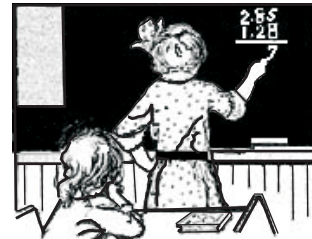
Most arguments are given from a particular position; so, attach the position and show that there are other, equally valid, reasons. For example:

- Another way of looking at this is ..... Does this seem reasonable ? ..... What alternative ways of looking at this are there ?
- Who benefits from this ?
- What are the strengths and weaknesses of ..... ?
- What if you compare ..... and ..... ?
- How could you look another way at this ?

### 5. Probing Implications & Consequences

The arguments that pupils give may have logical implications that can be forecast. Do these make sense ? Are they desirable ? For example:

- Then what would happen ?
- What are the consequences of that assumptions ?
- What are the implications of ..... ?
- How does ..... fit with what we learned before ?
- What is the best and why ?
- Why is it important ?



### 6. Questions about the Question

A teacher can also turn the question in on itself. Use pupils' track against themselves and bounce the ball back into their court. For instance:

- What was the point of asking that question ?
- Why do you think I asked this question ?
- What could be the logic behind this question of mine ?
- What does that mean ?



## Enhancing Your Teaching Effectiveness

**A**ccurately assessing your students' developmental situation can direct your planning and enhance your teaching. A sound knowledge of basic learning principles will help you take the best advantage of your teaching efforts. Following are some principles sure to enhance your teaching effectiveness:



### Seize the moment

Teaching is most effective when it occurs in quick response to a need the learner feels. So, even though you're elbow deep in something else, you should make every effort to teach the student when he / she asks as the student is ready to learn. Satisfy that immediate need for information now, and augment your teaching with more information later.

### Involve the students in planning

Just presenting information to the student doesn't ensure learning. For learning to occur, you should involve students in identifying their learning needs and outcomes and help them to develop attainable objectives. As the teaching process continues, you can further engage them by selecting teaching strategies and materials that require the students' direct involvement, such as role playing and return demonstration. Regardless of the teaching strategy you choose, giving the students a chance to test their ideas, to take risks, and to be creative will promote learning.

### Begin with what the students know

You'll find that learning moves faster when it builds on what students already know. Teaching that begins by comparing the old, known information or process and the new, unknown one allows the student to grasp new information more quickly.

### Move from simple to complex

Students will find learning more rewarding if they've the opportunity to master simple concepts first and then apply these concepts to more complex ones. However, what one student finds simple, another may find it complex. A careful assessment takes these differences into account and helps you plan the teaching starting point.

### Follow students' preferred learning style

How quickly and well students learn depends not only on their intelligence and prior education, but also on their learning style preference. *Visual* learners gain knowledge best by *seeing* or *reading* what you're trying to teach; *auditory* learners, by *listening*; and *tactile* or *psychomotor* learners, by *doing*.

You can improve your teaching success if you assess students' preferred learning styles, and then plan teaching activities and use teaching tools appropriate to those styles. To assess a student's learning style, observe the student, administer a learning style inventory test, or simply ask the student how he or she learns best.

( see section 2 for details regarding Students' Learning Styles ).

**Make material meaningful**

Another way to facilitate learning is to relate material to the student's lifestyle, and to recognize the incompatibilities. The more meaningful material is to a student, the quicker and easier it will be learned.

**Allow immediate application of knowledge**

Giving students an opportunity to apply their new knowledge and skills. It reinforces their learning and builds confidence. This immediate application translates learning to the 'real world' and provides an opportunity for problem solving, feedback and emotional support.

**Plan for periodic rest**

While you may want the students to push ahead until they've learned everything on the teaching plan, remember that periodic plateaus occur normally in learning. When your instructions are especially complex or lengthy, your students may feel overwhelmed and unreceptive to your teaching. Be sure to recognize these signs of mental fatigue and let the students relax. (You too can use this time to review your teaching plan and make any necessary adjustments.)

**Tell students about their progress**

Learning is made easier when students are aware of their progress. Positive feedback can motivate them to greater effort because it makes their goal seem attainable. Also, ask students how they feel about what they're learning.

Students probably want to take part in assessing their own progress toward learning goals, and their input can guide your feedback. You'll find that their reactions are usually based on what 'feels right.'

**Reward students with praise**

Praising desired learning outcomes or behavior improves the chances that students will retain the material or repeat the behavior. Praising students' successes associates the desired learning goal with a sense of growing and accepted competence. Reassuring them that they've learned the desired material or technique can help them retain and refine it.

The teacher is the one who made two ideas  
grow when only one idea grew before.

Albert Einstein

## Evaluating Your Own Teaching

Assuming that none is perfect and therefore everyone has room for improvement, evaluation is the means by which teachers try to identify which aspects of their teaching are good and which need modification. Teachers themselves take this responsibility for doing an evaluation.



### Definition of Evaluation

Doing an evaluation is like conducting good research whereby you try to answer some important questions about an important topic. The key to doing both the activities well is ...

- a) identifying the right questions to ask and
- b) figuring out how to answer them.

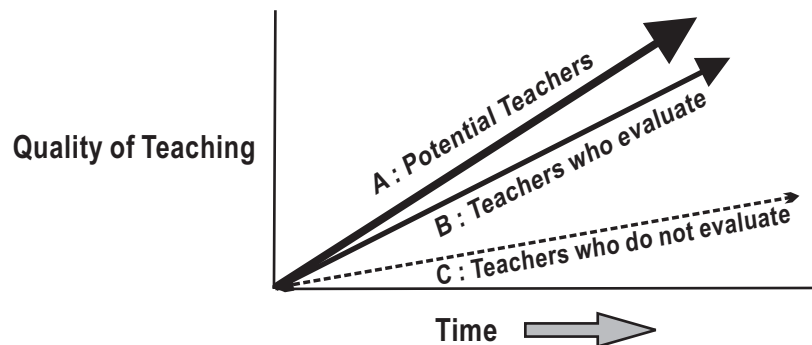
What are the key questions in the evaluation of teaching ? ..... Basically they are as follows:

- ▶ How well am I teaching ?
- ▶ Which aspects of my teaching are good and which need to be improved ?

The first question attempts to provide a self-assessment, while the second one is analytical and diagnostic in its character. Before moving to seek an answer to these critical questions, let us look at the reasons to evaluate.

### Why Evaluation ?

It takes a certain amount of time and effort to effectively evaluate our own teaching. Is this a wise use of time? Yes, it is, for three reasons; but first consider this diagram:



Regardless of how experienced a teacher may be in his / her subject, they all have the potential to get even better. Some teachers continually improve themselves and reach their full potential while others experience a modest improvement in their career and then seem to even decline in quality. The basic difference between them is that the former continually gather information about their teaching and make an effort to improve some aspect of it.

The second reason for self-evaluation is to know the quality of your teaching from others. All career professionals seek others' comments about the quality of their teaching. It may be the teacher's colleague or institution head. As a teacher, you must keep a track record of your career because the only way teachers can identify their instructional quality is to gather information.

Third, there is a very personal need to evaluate, for our own satisfaction. It is one thing to do a good job and think that it is OK; it is quite another experience to have solid information and thereby know that we did a good job. That knowledge is possible only through evaluation.

### **If self-evaluation is worth doing then how should teacher do it ?**

There are five basic sources of information that teachers can use to evaluate their teaching. Each of these five sources has a unique value as well as an inherent limitation.

#### **1. Self-monitoring**

This is what teachers do automatically when they teach. Most of this mental activity is concerned with delivering the lecture but one portion of the mind is concerned with 'How good / bad am I teaching ? ... Are students connected with me ? ... Are they interested or bored ?'

Benefits:

- Immediate and instant value
- you get an immediate result; so, adjustments are possible instantly

Limitation:

- > teachers may add his / her own biases and misinterpretations
- > they may misread the students' response to their teaching

#### **2. Recordings**

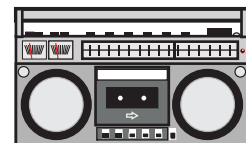
Modern technology gives us relatively inexpensive and easy access to audio and video recordings, and a teacher can utilize it and then later can listen and watch to it.

Benefits:

- it gives a totally objective information
- tells us exactly what we really said and thought
- how much time did we spend on a given topic
- how many times did we ask questions

Limitation:

- > objective reality is highlighted
- > we can analyze our voice and then adjust our speech rate



#### **3. Feedback from Students**

As an observer of teaching, students are in a unique position to help their teachers in the evaluation process. If a teacher wants to know whether or not students understood a topic clear, or whether students felt teaching exciting or dull, who else could possibly answer these questions better than the students themselves ? Students are the best source and judge for understanding the immediate effects of teaching and learning.

Feedback information can be obtained in two distinct ways: questionnaires and interviews, each with its own relative values.

**a) Questionnaires.** The most common method of obtaining students' reactions to your teaching is to use a questionnaire.

Lots of different questionnaires exist but most in fact ask the similar questions: ( for example, major subjects, past academic achievements, reasons for taking the course), the students questionnaire should focus on such vital points as organized and interesting classroom atmosphere, amount of learning, overall assessment of the course and the teacher (e.g., compared to other teachers, this one is ... ) and anticipated grade.

- Benefits:
- they obtain response from the whole class
  - allow for an anonymous and candid response from students

- Limitation:
- > they ask a question once and can't probe for further clarification
  - > they can only ask questions that the teacher anticipates as important

Questionnaires can be given at three different times: the beginning, middle and end of a course. Some teachers may use questionnaires at the beginning of a course to get information about the students, e.g., prior courses or knowledge of the subject, preferred modes of teaching and learning, and special problems a student might have with the subject or learning.

Some teachers may use mid-term questionnaires to get an early warning of any existing problems so that changes can be made in time to benefit students. The advantage of end-of-term questionnaires is that all learning activities have been completed; so, students can respond meaningfully to questions about the overall effectiveness of the course.

**b) Interviews.** The other well-established way of finding out about student reactions is to talk to the students on individual or collective basis.

Either the teacher himself (if sufficient trust and rapport exist) or another impartial teacher (if more anonymity and objectivity is desired) can talk with students about the course and the teacher.

A random sample, in a focused interview format, can also be taken for discussions about the quality of learning and lectures, labs, tests and so forth. Within these topics, teacher can identify clarification and examples of perceived strength and weakness. Also note when there is divergence of reactions and when most students seem to agree.

- Benefits:
- students often identify anticipated strengths and weaknesses
  - interviewer can probe and follow-up on topics that need clarification

- Limitation:
- > teacher can only interview a few students and not the whole class
  - > reactions of some students may not represent the whole class



#### 4. Students' Test Results



Teachers always give students some form of graded exercise, whether it is an in-class test or an out-of-class project. The intent of these test is to assess the quality of student learning, but simultaneously teachers can also use this information to assess the quality of their teaching.

Special value. Teaching is all about to help students learn. Assuming teachers can devise a test or graded exercise that effectively measures whether or not students are learning what teachers want them to learn, the test results basically tell whether or not teachers are succeeding in their teaching efforts. This is critical information for all teachers. Although other sources also address this issue but none takes it so directly as test results.

Benefits:

- students' results instantly highlight the level of their learning
- teachers can immediately identify his / her weak and strong areas

Limitation:

- > tests lack a casual connection between the teacher and students
- > we can't determine the reasons why or why not students learnt. This is because, some students work very hard in a course, not because the teacher inspires or motivates them but because they want a good grade in the course and the teacher is NOT effective; therefore, they work hard to learn it on their own.

#### 5. Outside Observer

In addition to the two parties directly involved in a course, the teacher and the students, valuable information can be obtained from the observations of a third party, someone who brings both an outsider's perspective and professional expertise to the task.

Special value. Part of the value of an outside observer is that they don't have a personal stake in the particular course; so, they freely express their conclusions, positive and negative, without any cost to themselves. Also, as a professional, they can bring an expertise that is likely to supplement that of both the teacher and the students.

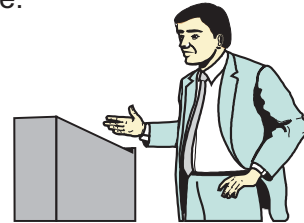
A variety of kinds of observers exist: a colleague, a senior colleague, or an educator. For example, two teachers can visit each other's classes and share observations. Here the risk is low and each one can empathize with the situation, problems and challenges facing the other. Interestingly, the person doing the observing in these exchanges often finds that they learn as much as the person who gets the feedback. Senior teachers can be of value because of their accumulated experience.

An educator may or may not be able to give feedback on the clarity and significance of the content material, but his expertise in teaching allows him to comment on your presentation techniques, discussion procedures, and ideas for more active learning.

## Effective Presentation Skills

**P**resentation is defined as ‘ *an act of presenting, usually delivered orally* ’. It is the manner in which a teacher presents and explains his / her lecture or ideas. A well planned and well-structured lecture can be ineffective if the presentation is delivered poorly. The delivery phase can make or ruin a well-prepared lecture.

The following description provides the key points on which a teacher should focus on in the delivery of his / her lecture.



### How to prepare your oral presentation

*First of all.....*

Think, very precisely, about what you want to achieve:

Do you want to inform your students, inspire them to think about the topic, or convince them of a particular point of view ?

Think about your students:

what background knowledge do they have about the topic ? .... Do they have any particular interests ? .... How are you going to involve them in your presentation ?

*Then .....*

- ✓ Brainstorm your topic and write a rough outline.
- ✓ Research your topic. Don't get carried away, and always remember that you have a limited time for your presentation.
- ✓ Organize your material and write a draft; think about the length of time you have to talk.
- ✓ Summarize your draft into points to write on overheads and / or cards
- ✓ Plan and prepare your visual aids
- ✓ Rehearse your presentation and get its length and time

### How to organize the contents of your presentation

Introduction ( *may be written last* ) : *Capture your students' attention*: begin with a question, an interesting story, a startling comment, or anything that stimulates students' thinking and make them think on their own.

State your purpose; for example: Today I'm going to talk about ..... or This morning I want to explain .....

*Present an outline of your topic / lecture*; for example .....

I'll explain the following two points: First of all ..... then ..... This will lead you (students) to ..... and finally .....

## The Body

Present your main points one by one in a logical manner

Pause at the end of each point ( give students time to take notes, or time to think about what you're saying

Make it absolutely clear when you move to another point. For example:

The next point is that ....

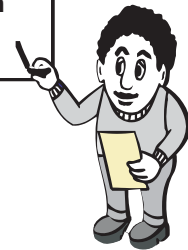
OK, now I'm going to talk about ....

Right, now I would like to explain ....

Use clear, easy-to-understand examples to illustrate your points

Use visual aids to make your presentation more interesting

**Presentation  
is  
Persuasion**



## Conclusion

It is very important to leave your students with a clear summary of everything you've covered in your lecture

It is also important *not* to let the lecture evaporate in the air; therefore, make sure that your ideas have reached the end of the presentation

Summarize the main points again, using phrases like:

To sum up, .....

So, to put the whole thing into a nutshell, .....

Restate the purpose of your lecture, and say that you've achieved your objective:

I believe, you can now see that .....

My objective was ..... and it should be now clear that .....

Recap the gist of your lecture, and invite students' questions

## Using your voice to communicate clearly

Speak loudly enough for every student to hear you. This is because, if students cannot hear you, they will not listen you

Speak slowly and clearly. Don't rush; speaking fast does not

Make you seem smarter. It will only make it harder for students to understand you

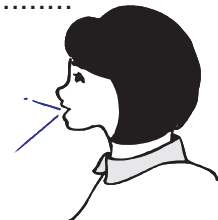
Key words are important; so, speak them out slowly and loudly

Vary your voice quality. If you always use the same volume and pitch, students will get bored

When you begin a new point, use a higher pitch and volume

Slow down for key / important point

Use pauses; they give you a chance to gather your thoughts and students a chance to think



## Non-Verbal Language

### Using your body language to communicate

Stand straight and comfortably; don't slump or sloop

Don't just address your lecture

Hold your head up, and look around to make eye contact with students

Don't stare at a point on the floor or the wall. If you don't involve students, they won't listen to you

When you talk to your (*frank*) friends, you *naturally* use your hands, facial expressions and your body to add force to your communication. Do the same in your lecture as well. Addition of your body language will make your lecture far more interesting and persuasive for students

Don't turn your back on the students, and maintain your posture face to face



### Your interaction with the students

Diligently observe your students. Are they looking interested or bored ?

If your students look confused or perplexed, ask them why.

Check if students are with you; ask them: Does it make sense ? or Is that clear to you ?

Be open to students' questions. If some student raises a hand in the middle of your lecture, answer it. If you can't answer immediately, turn the question back out to the students and let some other student answer it.

Questions show that the student is listening with interest. They should not be taken for an objection, but for a request for clarification and explanation whereby the students seeks deeper understanding.

Be ready to get the discussion going after your lecture. Just in case no student has anything to say or ask, have some thought-provoking questions or points for discussions ready to ask the student.

### Using visual aids to add life to your lecture

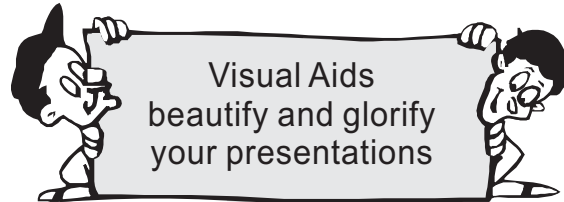
You could use visuals to beautify your lecture. Visual aids are very useful because:



- ⇒ They help the students focus on what you are saying
- ⇒ Make the lecture more interesting by providing variety
- ⇒ Help to explain the points / concepts more clearly
- ⇒ Help students see the keywords and main points

Some of the common visual aids you could use include the following :

- ✓ White marker board
- ✓ Flip charts
- ✓ Overhead Projector
- ✓ Powerpoint Presentation
- ✓ Product Samples / Displays
- ✓ Multimedia Presentation



When thinking about what visual aids ( VA ) to use, ask yourself these important questions:

Will the VA improve my presentation and lecture ?

Have I used the VA before, and are they easy to use ?

Will the VA help to maintain students' attention and interest ?

Will all the students ( sitting near and far ) be able to see the VA ?

### Preparing Visual Aids

When preparing your visual aids, make sure to do the following make-or-break things :

1. Check that the size of the print is large enough for the students to see
2. Don't type all your text in capital letters as it makes it more difficult to read
3. Don't use long sentences; use bullet points and numbers to organize your key points
4. Add pictures, illustrations, diagrams etc. to make it more interesting
5. Use a font style that is easy to see and read
6. Change colors and use attractive templates

#### **Be careful to .....**

Use bold typeface

Use no more than five or six main points on an overhead

Give your students time to take notes from your overhead

Make sure students can easily see the overhead screen

Colored pictures / animations can make your overheads more interesting and attractive



### Checking facilities

Whenever possible, check the facilities of the room where you'll deliver a lecture. Make sure that the overhead projector properly works; how to turn it on and off; how to change its bulb if, during the lecture, it goes off; where is the electric socket for the plug. Also check if there is a whiteboard or a blackboard. If a blackboard, is chalk provided ?

## The Delivery

This is where you've to deliver the lecture to students. When you begin to speak, students will listen carefully to what you say, and watch closely how you perform. Consequently, it is important to understand that *how* you say something is just as important *what* you say.

Remember, the tone of your voice and your body language can account for 65% of the lecture. Your physical movements can express your attitudes, internal feelings and thoughts. Therefore, pay attention to the following parts of your body:

### » Your Voice

Voice is probably the most valuable tool of a teacher. It carries most of the course contents that students take away. So, the teacher should concentrate on these four vocal qualities :



**Volume** : how loud the sound is. The purpose is to be heard without shouting. Professional teachers lower their voice to draw students in, and raise it to highlight an important point.

**Tone** : this includes the characteristics of a sound; for example, an aircraft has a different sound from a running horse. A voice that carries threat can scare the audience, while a voice that contains smile can cheer up the listeners.

**Pitch** : how high or low the voice note is. Ahmed has a high voice; Saima has a moderate voice, while Naseem has a low voice.

**Pace** : this is how long a sound lasts. Talking too fast causes the words and syllables to be short, while speaking slowly lengthens them. Varying the pace helps the teacher maintain the students' interest

The two most important aspects of the voice for a teacher are *projection* and *variation*. A monotone speech is both boring and dull ( and causes sleep !); Therefore, it is important to vary the pitch and speed of your lecture. You should better ...

- Speak slowly so that every student can follow you
- Speak loudly so that every student can hear you
- Speak clearly so that every student can understand you
- Never use slang or hard-to-understand technical jargons
- Deliberately pause at key points. This has the effect of emphasizing the importance of important points you want to highlight



### Vary your voice

One of the major criticism of teachers is that they speak in a flat and monotone voice. Students perceive this type of teacher as boring, dull and frustrating. Research proves that students learn less and lose their interest more quickly while listening to those teachers who don't vary their speech.

## The Body

Teacher's body communicates different impressions to students who not only listen to you but also watch you. Body movements tell them whether or not a teacher is caring and committed. On the other hand, displaying good posture tells your students that you know what you're lecturing and you care deeply about it. Also, a good posture helps you to speak more easily and effectively. Throughout your lecture, you should display ....

**Eye Contact :** looking at someone when you're talking to them is called '*eye contact*'. you can establish a good rapport with students by looking at them when you're lecturing. This helps to regulate the flow of communication. It signals interest in students and conveys to them a touch of care, concern, warmth and credibility.

**Facial Expressions :** smiling is a powerful cue that transmits happiness, friendliness, warmth and liking. So, if the teacher smiles frequently during the lecture, he / she will be perceived as more likable, friendly, cheerful and approachable. Smiling is contagious and students will react positively; they'll be more comfortable and eager to listen to you. Smile gives your students reassurance. Also, try not to look confused or uninterested; be yourself and natural.



**Gestures :** if the teacher fails to gesture while speaking, he / she may be perceived as stiff, dull and boring. A lively speaking style captures students' attention, makes the lecture more interesting and facilitates understanding.

**Postures :** as a teacher, you communicate numerous messages by the way you talk, walk and move. Standing erect and leaning forward communicates that you're receptive and caring. Make sure you're not standing in the way of the visual aids. Check that every student can see the whiteboard / scree. Interpersonal closeness results when you and your students face each other. Speaking with your back turned or looking at the floor or ceiling should be avoided as it shows lack of interest.

**Hands & Feet :** don't play with objects; for example, a pen or marker in your hand. Also, don't put or keep your hands in your pockets when you're lecturing. Also, try not to walk up and down the room too much or tap your feet when you lecture. This causes a distraction and thus students can't focus on what you teach them.

**Appearance :** dress properly and appropriately for the classroom, but never too casual to show a take-it-easy attitude. Remember to dress for the students and not yourself. Also, don't wear jewelery ( bangles, ear rings etc.) that might shine or move about.

**Your Attitude :** it's your mind-set that, more than anything else, makes all the difference in the presentation. Your thinking about the topic, your students and your career is the deciding factor in your success as a presenter.

Be excited and enthusiastic about the subject; believe in the value of the topic you're teaching and be confident; try to stay calm and be and look professional !

## Active Listening

All professional teachers not only inform their students, they also listen to them. By listening, a teacher knows if students are understanding the lecture, and that the contents are important to them.

Active listening is NOT the same as hearing ! Hearing is the first part of the perception of sound. Listening, the 2nd part, involves an attachment of meaning to the symbols that are perceived. Passive listening occurs when the receivers ( students ) have little motivation. Active listening with a purpose is used to gain information, to determine how the students feel, and to understand them.

Some of the good traits of effective listeners are :

Spend more time listening than talking ( but of course as a teacher, you'll be doing most of the talking).

Don't finish the sentence of other person

Don't answer questions with questions

Never be pre-occupied with your own thoughts when others speak

Let the other person talk, and don't dominate the conversation

Plan response after others have finished speaking .... and NOT while they're speaking. Keep your full concentration on what others are saying, and not on what they're going to respond with

Provide feedback but don't interrupt incessantly

Analyze by looking at all relevant factors and asking open-ended questions

Keep the conversation on what the speaker says, and NOT on what interests them

God gave you 2 ears and  
1 tongue; use them in the  
same proportion.



Part of the listening process is getting feedback by changing and altering the message so that the intention and feelings of the speaker are properly understood by the listener. This is easily done by paraphrasing the words of the sender ( speaker ) and restating the sender's feelings or ideas in your own words. You might say: ' *This is what I understand your feelings to be; am I correct ?* ' It not only includes the verbal response, but also non-verbal ones; for example, nodding your head to show an agreement, dipping your eyebrows to show that you don't quite understand the meanings etc.

Carl Roger, in *Effective Communication* has listed these 5 main categories of feedback:

*Evaluative*: make judgment about the worth and relevance of other person's statement

*Interpretive* : paraphrasing, an attempt to explain what other person's statements mean

*Supportive* : an attempt to assist the other person in the message clarification

*Probing* : attempt to gain additional information to continue or clarify a point / discussion

*Understanding* : attempt to discover completely what the other communicator means by his / her statements



## Questions

Most students ask questions because they are knowledge-seekers and are eager to find out more about the topic under discussion. Questions don't mean that the teacher didn't explain the topic good enough, but shows that students' interest is deeper than the average class.



Always allow time at the end of your lecture for questions. After inviting questions, don't rush ahead if no student asks a question. Pause for about 6 seconds to allow the students to organize their ideas and thoughts. When a question is asked, repeat the question to ensure that everyone in the class has heard it ( and that you also heard it correctly). This way, you keep every student focused, and not just the questioner. To reinforce your lecture, try to relate the question back to the main points.

Make sure you listen to the question being asked. If you don't understand it, ask the student to repeat it for clarification. Pause to think about the question as the answer you give may not be the correct one. If you don't know the answer, be honest ( nobody can ever be Mr. Know All ! ) and tell the student that you'll get back to him / her ..... and make sure you do !

### Valuable Tips for an Effective Lecture

If you've handouts / notes for students, don't read straight for them. Students don't know if they should read along with you or listen you to read.

Don't put both hands in your pockets for long periods of time. This tends to make you look odd and non-professional.

Don't wave a pointer around in the air; use the pointer for what it is made for; otherwise, the students look at the pointer and not at you

Don't lean on the podium for long periods. The students may begin to wonder when you're going to fall

Speak to the students, and NOT to the visual aids, such as whiteboard or overheads. Also, don't obstruct the visual aids and students

Speak clearly and loudly enough to all students to hear. Don't speak in a monotone voice; use inflection to highlight the main / important points

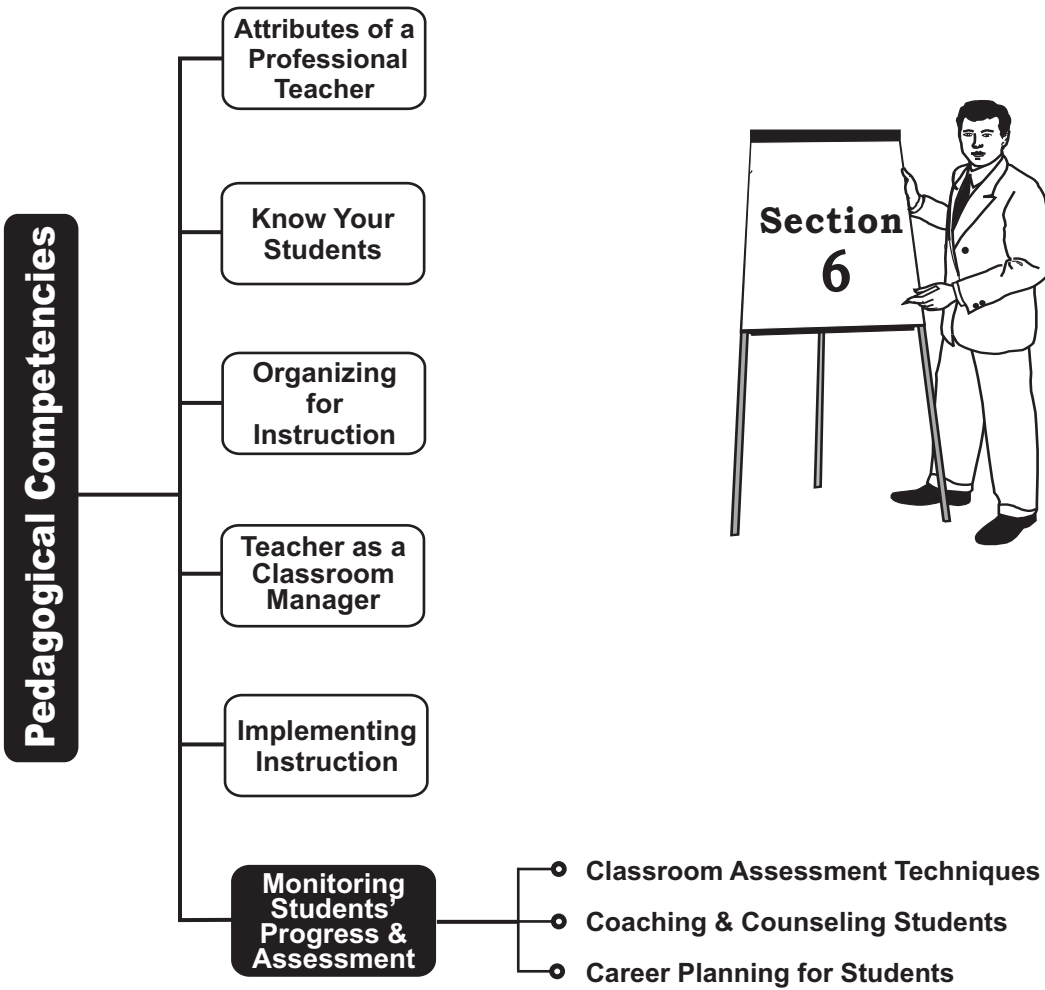
The disadvantage of a lecture is that students can't see the punctuation, and this can lead to mis-understandings and then mis-interpretations. An effective way to overcome this problem is to pause at the time when there would normally be punctuation marks

Use colored backgrounds with contrast-colored fonts on transparencies and slides

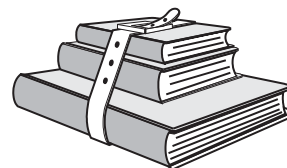
Move around the room as you deliver lecture. This movement creates a physical closeness to the students

Discuss your objectives at the beginning, and let students know how your lecture fits in with their goals. Tell them what they should expect and how you'll add to their life

## Monitoring Students Progress & Assessment



## Monitoring Student Progress & Assessment



**C**lassroom assessment is one method of inquiry, a broader approach to conduct self-analysis and thereby improve teaching-learning activities.

The purpose of assessment is to provide teacher and students with the information and insights needed to improve teaching effectiveness and learning quality. Teachers use feedback collected through classroom assessment to make adjustments in their teaching. They also share feedback with students with a view to helping them improve their learning strategies and study habits to become more independent and successful learners.



A student's progress is influenced by a variety of sources, such as teachers, counselors and school administration. This progress should be monitored as often as possible in order to ensure each student gets the most out of his / her educational experience. Teachers need to know how to collect, analyze and interpret each student's data as a means of monitoring academic progress.

European School Counselors Association

**P**rogress monitoring is a scientifically-based practice used to assess the students' academic performance and evaluating the effectiveness of instruction. This practice can be implemented with individual students or an entire class.

To implement progress monitoring, students' current levels of performance are determined and goals are identified for learning that will take place over time. Teacher measures student's academic performance on a very regular basis ( weekly or monthly ). Progress toward meeting the student's goals is measured by comparing the expected and actual rate of learning. Based on this measurement, teaching mode is adjusted as needed. Thus, a student's progression of achievement is monitored and instructional techniques are adjusted to meet the students learning needs.



### **Benefits**

When progress monitoring process is implemented effectively, advantages are bound for everyone involved. Some of these benefits include:

- Accelerated learning because students are receiving more appropriate instruction
- More efficient communication with parents about their children's progress
- More informed instructional decisions
- Documentation of student progress for accountability purposes
- Higher expectations for students by teachers
- Fewer teaching-learning problems



Research studies have shown that the teachers who monitor individual student progress set more specific academic and behavioral objectives, establish more realistic goals and modify/improve their instruction more frequently.

Finally, monitoring students often serves to motivate students and stretch their potential. Students who have knowledge of how they're doing tend to be more actively engaged in learning and involved in their progress toward meaningful outcomes.

Overall, the use of progress monitoring results in more efficient and appropriately targeted teaching techniques, moving all students to faster attainment of academic goals.

There are two primary types of progress monitoring:

1. Curriculum Based Measurement ( CBM ) and
2. Mastery Measurement

With CBM, the most popular type of progress monitoring, teachers specify what they want their students to be able to do by the end of the year and assess the students on those skills frequently. Most of the work in CBM has been for the elementary grades in basic skills: reading, math, written expression, and spelling.

In mastery measurement, teacher lays out a sequence of objectives and monitors student's progress by tracking his progress on each objective. However, mastery measurement is still a developing field, and little research has been done on this system.

## Curriculum Based Management

**C**BM progress monitoring system, that includes frequent assessment of students on targeted skills, is utilized by all professional educators to improve their instructional effectiveness and their student performance.

A major responsibility of the teachers ( as well as schools ) is to teach students the academic skills that they will eventually need to contribute to the society. So, the teacher should not only teach critical academic skills, they are also required to measure individual student's acquisition and mastery of these skills. The measurement of a student's abilities is just as important as the teaching of those skills.



Dr. Stan Deno, a professor of educational psychology at the Vanderbilt University, USA, developed curriculum-based measurement (CBM) in the late 1970s with the goal of giving teachers a simple set of evaluation procedures that would allow teachers to literally graph a student's academic progress. Prof. Deno and a team of graduate students began by looking for tasks that could serve as simple measures of student improvement. Tasks such as reading aloud were tested extensively to prove that they provided consistent results. Their testing showed CBM to be among the most reliable tools for accurate measurement and evaluation of academic progress, both to compare students to one another and to see the individual student progress.

Prof. Dr. Lynn Fuchs of Vanderbilt University remarks: '*Progress monitoring should be used by all teachers at all levels. It's a reliable, valid system and when teachers use it to plan instruction, students learn more. Through progress monitoring, you can place students out of level to correspond to their instructional level, and it demonstrates the efficiency and effectiveness of education as well as educator's individual accountability.*'

## What is CBM ?

Curriculum-based measurement, or CBM, is a method of monitoring student educational progress through direct assessment of academic skills. CBM can be used to measure basic skills in reading, math., spelling and written expression. It can also be used to monitor reading. Using CBM, the teacher gives the student brief, timed samples or 'probes' made up of the academic material taken from the child's school curriculum.

The CBM probes are given under standardized conditions. For example, the teacher will read the same directions every time that he / she gives a certain type of CBM probes which are timed and may last from 2 to 5 minutes, depending on the skill being measured. The student's performance on a CBM is scored for speed or fluency, and for accuracy of the performance. Since CBM probes are quick to administer and simple to score, they can be given repeatedly (for example, twice per week) The results are then charted to offer the teacher a visual record of a particular student's rate of academic progress.

### **Advantages of CBM**

Using CBM, a teacher can quickly determine the average academic performance of an individual students and the entire classroom

By comparing a given student's CBM performance in basic skill areas, the teacher can then better judge if the student's skills are significantly improved or not

Because CBM probes are made up of materials taken from the current curriculum, there is an appropriate overlap between classroom instruction and the testing material used. In effect, CBM allows the teacher

CBM probes are quicker to administer. For example, to obtain a single CBM reading fluency measure, the teacher asks the student to read aloud for 3 minutes. CBM measures in math., writing and spelling are also quite brief

CBM probes can be given repeatedly in a short span of time. In fact, CBM probes can be given frequently, even weekly if desired. The resulting information can then be graphed to demonstrate student progress

CBM is found sensitive to short-term student gains. It is so useful a measure of student academic progress that teaching employing it can often determine on a daily basis whether a student is making the desired gains in academic skills

### **How does CBM work ?**

CBM helps teachers evaluate how effective their instruction is, either for an individual student or for the entire class. Teacher has probably already set goals that must be included in the Individualized Education Plan (IEP) for each student.

A teacher using progress monitoring works with the goals in the IEP, and then divides those goals into what a student is expected to learn by the end of the year into shorter, measurable steps. For example, the child may have a reading goal that is stated in terms of the number of words per minute expected by the end of the year. Or, the child may have a math goal that is stated as the number of questions solved correctly on tests covering the math for the whole year. Once the teacher sets the goals and begins instruction, then he measures the student's progress toward meeting the goals each week. All the tests have the same level of difficulty, so the weekly tests can reflect the student's rate of progress accurately. With each test, the teacher compares how much the student is expected to have learned to the student's actual rate of learning. If the pupil is meeting or exceeding the expectation, teacher continues to teach the child in the same way. But if the student's performance on the measurement doesn't meet the expectation, then the teacher changes his teaching strategy.

Also, tThe teacher might change the method being used, the amount of instructional time, grouping arrangement (for example, individual instruction versus small-group instruction), or some other aspect of teaching. Thus, teacher looks for the type and amount of instruction that will help students make enough progress toward meeting their goal.

The measurements take from 1 to 5 minutes, so the child should not have the feeling of constantly being tested. In addition, since the teacher measures progress frequently ( usually once a week ) he or she can revise the instructional plan as soon as the child needs it, rather than waiting until a test or the state assessment shows that the student's instructional needs are not being met.

After each weekly measurement, teacher notes his / her student's performance level and compares it to previous measurements and to expected rates of learning. Teacher tracks the measurements on a graph as a way of showing the success of both the teacher and the student. It provides the teacher with the feedback on how well a student is doing, and information on instructional changes.

### Example of Progress Monitoring - C B M

Curriculum-Based Measurement (CBM) is a method teachers use to find out how their students are progressing in academic areas such as math, reading, writing, and spelling.

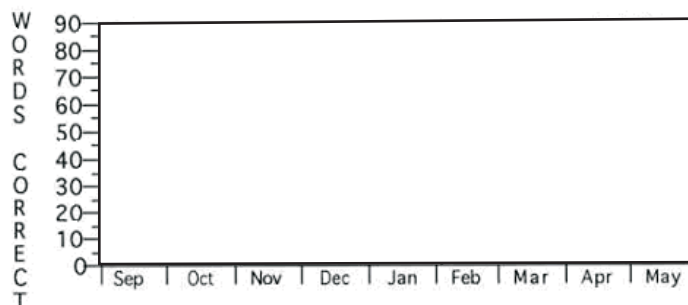
CBM is helpful to teachers because it provides current, week-by-week information on the progress their students are making. When the teacher uses CBM, he or she finds out how well the student is progressing in learning the contents for the academic year.

CBM also monitors the success of the instruction a student is receiving. If the student's performance is not meeting expectations, the teacher then changes the way of teaching; tries to find the type and amount of instruction the student needs to make sufficient progress toward meeting the academic goals.

When CBM is used, each student is tested briefly each week. The tests generally last from 5 to 10 minutes. The teacher counts the number of correct and incorrect responses made in the time allotted to find the student's score. For example, in reading, the student may be asked to read aloud for five minutes. Each student's scores are recorded on a graph and compared to the expected performance on the contents for that year. The graph allows the teacher to see quickly how the student is performing as compared to expectations.

The figure below is an example of what a CBM graph looks like.)

Ahmed's  
Reading  
Audit Graph



After the scores are entered on the graphs, the teacher decides whether to continue instruction in the same way, or to change it. A change is called for if the child's rate of learning progress is lower than is needed to meet the goal for the year.

Teacher can change the instruction in any of several ways. For example, he or she might increase instructional time, change a teaching technique or way of presenting the material, or change a grouping arrangement ( for example, individual instruction instead of small-group instruction ). After the change, students and the teacher can see from the weekly scores on the graph whether the change is helping the student. If it is not, then the teacher can try another change in instruction, and its success will be tracked through the weekly measurements.

CBM is equally helpful for the school to monitor students' progress. CBM graphs make the goals, and students' progress, clear to the school management. In this way, CBM can help parents and teachers communicate more constructively regarding students' performance and progress.

Additionally, the following two assessment tools can also be valuable for the teachers as well as the educational institute:

### **Formative & Summative Assessment**

Anita E. Woodfolk, in her renowned book entitled '*Educational Psychology*', has pointed out the following two general uses or functions for assessment: formative and summative:

**Formative assessment** occurs before or during instruction. It serves two basic purposes: to guide the teacher in planning and to help students identify areas that need improvement. In other words, formative assessment helps teacher *form* teaching. Often, students are given a formative test prior to teaching, a *pretest* that helps the teacher determine what students already know.

Sometimes, a test is given during instruction to see what areas of weakness remain so the teacher can direct his / her instruction toward the problem areas. This test is also called the diagnostic test.

**Summative assessment** occurs at the end of teaching. Its purpose is to let the teacher and the teacher know the level of accomplishment attained. Thus, this assessment provides a summary of overall achievement. The final examination is a classic example of summative assessment.

The difference between formative and summative assessment is based on how he results are used. The same assessment procedure can be used for either purpose. If the objective is to determine the final achievement, then the assessment is summative; otherwise, it will be called the formative one.

\* \* \*

**The purpose of education  
is to replace an empty mind with an open mind.**

Prof. Sajjad Haider



## Classroom Assessment Technique (CAT)

CAT is an approach designed to help teachers find out what students are learning in the classroom and how well they're learning it.

CAT is both a teaching approach and a set of techniques. The approach is that the more you know about what and how students are learning, the better you can plan learning activities to structure your teaching. The techniques are mostly simple, non-graded in-class activities that give both the teacher and students useful feedback on the teaching-learning process.



Classroom assessment approach has the following characteristics:

### Learner-Centered

Classroom assessment focuses the primary attention of teachers and students on observing and improving learning, rather than on observing and improving teaching. This assessment can provide information to guide teachers and students in making adjustments to improve learning.

### Teacher-Directed

Classroom assessment respects the autonomy, academic freedom, and professional judgement of the faculty. The individual teacher decides what to assess, how to assess, and how to respond to the information gained through assessment. Also, the teacher is not obliged to share the result of classroom assessment with anyone outside the classroom.

### Mutually Beneficial

Because it is focused on learning, classroom assessment requires an active participation from all students. By cooperating in assessment, students reinforce their understanding of the subject and strengthen their own skills at self-assessment. Their motivation increases when they realize that their teachers are interested in their success as learners.

Teachers also improve their teaching by continually asking themselves three questions:



What are the essential skills and knowledge I'm trying to teach ?

How can I find out whether students are learning them ?

How can I help students learn even better ?

As teachers work closely with students to answer these questions, they improve their teaching skills and gain new insights.

### Formative

The purpose of classroom assessment is to improve the quality of student learning, not to provide evidence for evaluating or grading the students. The assessment is almost never graded and are almost always anonymous.

**Context-Specific**

Classroom assessment responds to the particular needs and characteristics of the teachers, students, and subject to which it is applied. What works well in one class may not equally work in another one.

**On-going Process**

Classroom assessment is not one-time business; it is an on-going process which creates and maintain a classroom ' *feedback system* '. By using a number of simple classroom assessment techniques, that are quick and easy to use, teachers get feedback from students on their learning. Teachers then provides students with feedback on the results of the assessment and suggestions for improving learning. To check on the usefulness of their suggestions, teachers use classroom assessment again, continuing the ' *feedback system* '. As the approach becomes integrated into daily classroom activities, close communication connects teachers and students. Consequently, teaching-learning becomes more efficient and more effective.

**Rooted in Good Teaching Practice**

Classroom assessment is an attempt to make feedback on students' learning more systematic, more flexible and more effective. Teachers ask questions, react to students' answers, monitor body language and facial expressions, read homework and tests, and so on. Thus, classroom assessment provides a way to integrate the assessment systematically into the classroom teaching-learning process.



As they are teaching, faculty monitor and react to student questions, comments, body language, and facial expressions in an almost automatic and spontaneous manner. This 'automatic' information gathering and impression formation is a subconscious and implicit process. Teachers depend heavily on their impressions of student learning and make important judgments based on them, but they rarely make those informal assessments explicit or check them against students' own impressions or ability to perform. In the course of teaching, teachers know a great deal about their students' learning, but most of their assumptions remain untested.

Even when the teachers routinely gather useful information on student learning through questions, quizzes, homework, sessional tests or examinations, it is often collected too late ( at least from students' perspective ) to affect their learning. In practice, it is difficult to ' de-program ' students who are used to thinking of anything they have been tested and graded on as being 'over and done with.' Consequently, the most effective times to assess and provide feedback are before the chapter tests or mid-term and final examinations. Classroom assessment aims at providing that early feedback.



### Classroom assessment is based on the assumptions:

1. Quality of student learning is directly, although not exclusively, related to the quality of teaching. Therefore, one of the most promising ways to improve learning is to improve teaching.
2. To improve their effectiveness, teachers need first to make their goals and objectives explicit and then to get specific, comprehensible feedback on how they're achieving those goals and objectives.
3. To improve their learning, students need to receive appropriate and focused feedback early and often; they also need to learn how to assess their own learning.
4. The type of assessment most likely to improve teaching and learning is that conducted by teachers to answer questions which they themselves have designed in response to issues or problems in their teaching.
5. Systematic inquiry and intellectual feedback are the powerful sources of motivation and growth for teachers, and classroom assessment can provide such challenge.
6. Classroom assessment doesn't require any specialized training; it can be carried out by any dedicated teacher from any and / or all disciplines.
7. By collaborating with their colleagues and actively involving students in classroom assessment efforts, teachers (as well as students) enhance learning and personal satisfaction.



### Starting Classroom Assessment



To begin with, only one or two of the simplest CAT's are tried in one class. In this way very little planning or preparation time and energy of the teacher and students is risked. In most cases, trying out a simple CAT will require only 5 to 10 minutes of the class time. After trying one or two quick assessments, the decision as to whether this approach is worth further time and energy can be made. This process of starting CAT involves three steps:

- Step 1: Planning** : Select one, and only one, of your classes in which to try out the classroom assessment. Decide on the class meeting and select a simple and quick CAT.
- Step 2: Implementing** : make sure that students know what you are doing and that they clearly understand the procedure. Collect responses and analyze them as soon as possible.
- Step 3: Responding** : To capitalize on time spent assessing, and to motivate students to become actively involved, let them know what you learned from the assessments and what difference that information will make in their improvement.

## Coaching & Counseling Students

**C**oaching is one of the most critical skills to be mastered by teachers and educationists. *Why is coaching so important?* Because today's teaching-learning environment has created the pressure to do more with less. The key to reducing pressure is to make the very best of your most valuable resource: students



### Definitions:

*Counseling:* a supportive process by a teacher / administrator to help a student define and work through personal problems that affect his studies and learning

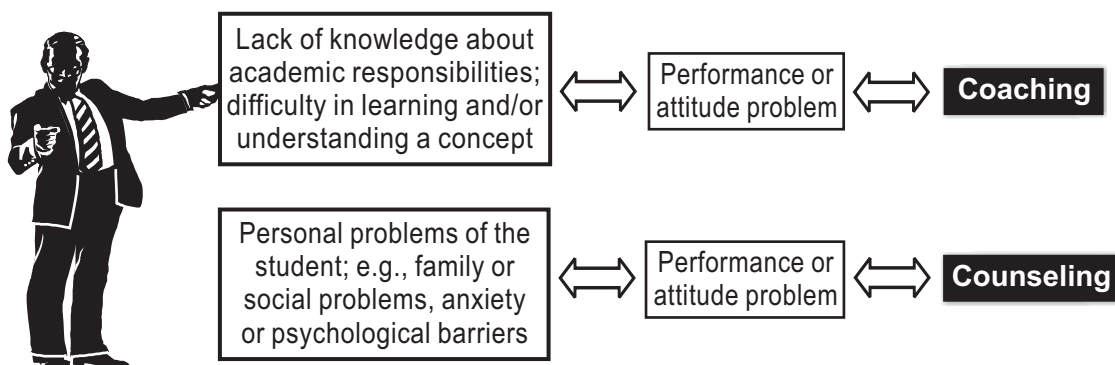
*Coaching:* a directive process by a teacher / administrator to train and orient a student to the realities of the workplace, and to help him / her remove the barriers to optimum learning and / or work performance

Coaching differs from training, which is a structured process to provide people with the knowledge, skills and attitudes to perform a job professionally. It is appropriate when the person has the ability and knowledge but performance has dropped, and he / she has not met the expectations. Coaching involves a change in behavior, and the idea is to move the students from where he / she is to where you want him / her to be.

Coaching is not the same as counseling. Counseling is problem solving directed at personal issues that are affecting or have the potential to affect performance. Very often counseling involves personal problems; e.g., family problems, emotional setbacks and psychological barriers.

Counseling, on the other hand, is a supportive process by a manager to help an employee define and work thru personal problems that affect job performance.

Counseling and coaching share many of the same skills. At times, they may seem to overlap each other, as obvious from the following diagrams which will help you differentiate the two processes :





## Counseling      Coaching



### B E N E F I T S

Improves productivity of a students when he/she feel listened to and supported by the teacher	Makes the teacher's job easier when students build their study and learning skills levels
Reduces absenteeism when students feel they can express their thoughts and feelings, and deal with problems openly and constructively	Enables delegation of the classroom work to students so the teacher has more time to teach and manage students
Makes teacher's job easier by giving advise on potential problems that may arise	Builds your credibility as an affectionate teacher who shows care for his / her students
Promotes efficiency at school when the teacher properly understands the motives, needs and problems of each student in the class	Increases classroom productivity when students know what the learning objectives are and how to achieve them properly
Reduces problems and conflicts when students are really listened to	Develops a sharing-caring attitude for teaching and learning responsibilities
Helps teacher solve problems before they occur	Students complete their homework well in time
Improves the teacher's decision-making when students' ideas are heard and their strengths and abilities are appreciated	Positive recognition and feedback enhances the students' motivation and accelerates their initiative capabilities
Improves your career when you are known as a teacher-leader who can motivate students and create an inspiring learning environment	Increases creativity and innovation as students feel that they will be appreciated for taking new creative steps
Improves your self-confidence, self-knowledge and personal satisfaction in your teaching job	Increases teacher-students work spirit because of their clarified objectives and well-defined roles

In short, coaching and counseling bring out the following prominent benefits to the teachers as well as students :

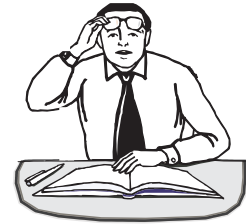
Improved communication, enhanced teacher-students relationships, a happy school environment, peace of mind, improved self-esteem, more satisfaction out of work, personal growth and improved job performance

There are times when challenges in students' lives may lead them to isolation, anxiety, depression, and other behavioral and health problems. Through counseling, a teacher can explore alternatives, build on students' strengths and develop new skills.

## Coaching Behaviors

**C**oaching takes time, and it involves total commitment, patience, persistence and a keen desire to actively participate in and contribute to a student's development.

Throughout the coaching process, it is important to keep in mind that the main objective is to *improve the student's performance*. Teachers should not jump to early conclusions when they identify a specific problem. As with any problem-solving situation, the first and often the most difficult step is to identify clearly what exactly, precisely and concisely is the problem.



In order to be an effective teacher-cum-coach, you need to demonstrate certain behaviors and skills. Using the acronym **COACH**, we'll review the following 5 behaviors. Try to relate each one to yourself and to your own situation.

- **Collaborate.** The coaching relationship is a collaborative one. You need to work with students identify the performance problem, set performance objectives and develop a clear performance improvement plan. It becomes a matter of how can WE (teacher and student )solve the problem.
- **Own.** You need to clearly examine your own personal behavior and accept some ownership for the problem along with students. Always ask yourself: 'Did I make my expectations clear?' ' Did I provide the proper coaching?' ' Does the student have appropriate resources to learn properly?'
- **Acknowledge.** You need to acknowledge the success through reinforcement and also acknowledge the students' problems, feelings and concerns. Acknowledging problems and concerns is not the same as overlooking them or allowing them excuse behavior that is not at an acceptable level. For example, you can certainly understand a students' difficulty in handling multiple responsibilities both at classroom and laboratory work.
- **Communicate.** This is probably the most important behavior a teacher may seem to find. This requires communication skills: listening, questioning, observation, giving and receiving feedback are critical for success. You need to have a two-way communication with students. In particular, you need to clarify your expectations.
- **Help.** As a coach-cum-counselor, you're not only a caring coach but also an advisor, serving as a resource person and a guide to students, both inside and outside the school. In addition to giving help, you should also be seeking help from your students. For example, if you need to improve classroom discipline, ask you students to help you develop a plan or at least seek their ideas. You will be surprised how creative and innovative students can be if you give them a chance to participate in the teaching-learning process.

## Counseling Process

Any teacher can learn to be a coach-cum-counselor. By applying the following step-by-step process, you'll improve the performance of each student and get the results you want.



- **Step One: Problem Identification.** you describe the current undesirable performance-related behavior that is observable, measurable, non-judgmental and can be changed. Telling a student that he has a '*bad attitude*' is not descriptive; it is judgmental.

Try to eliminate the word '*attitude*' from your thought process when dealing with the student performance. For example, a student who is frequently late; in describing this unacceptable behavior to the student, you can show him / her specific documented dates and time periods that you've observed. Be careful not to rely on hearsay or suppositions.

You might ask the student: '*What do you think you can do to make sure you get here on time?*'. In this manner, you're placing the onus on the student and making him / her take the ownership of the behavior. The student may offer a solution you had not perhaps considered.

- **Step Two: Student Response.** Give the student an opportunity to explain or question. Use open-ended questions such as '*What do you think is the problem?*' '*What is causing your late arrival to the school?*' In response, student may give the standard excuses or may reveal the real problem preventing him / her from being punctual.
- **Step Three: State Expectations.** As a coach, you need to state clearly what you expect of the students. For example, you may say that you expect students to be at his desk and ready to work by 7:30 am. The use of empathy is very important at this stage. You might begin by saying: '*I do understand that it must be difficult for you to manage all your responsibilities; however, the fact remains that you're expected to be here on time and you've not been doing so*'.
- **Step Four: Get Agreement.** At this step the student may try various ways to escape the issue and accept no responsibility for his behavior, but your careful documentation will be invaluable here. Through two-way communication, you and the student should agree on the problem and the impact it has on the school and others. If the student is frequently late, that action places additional burden on others because it may also create resentment that affects the entire school environment.
- **Step Five: Improvement Plan.** This step is critical. You and your students must collaborate to identify clearly the desired behavior. It will be very easy to tell the student what he / she should do. The two of you should establish goals that are specific, realistic, attainable, simple and time bound as well as strategies for overcoming barriers to reach those goals. Once again, use good questioning techniques to get the student to state what he/she plans to do to solve the problem.

- **Step Six: Gain Commitment.** In this step, the student commits to changing his / her behavior or improving performance by stating exactly what he / she is going to do to improve the situation. The tardy student who has difficulty in getting to the school on time may need to get organized the night before or get up early in the morning. Once you gain agreement and commitment from the student, ask him / her to summarize the discussion.
- **Step Seven: Set a Time for the Next Meeting.** Before concluding the coaching session, you and the student will need to agree on a time to meet to discuss progress. The next meeting should give ample time for the student to practice the new behavior, yet not so long that he / she assumes that the matter is forgotten.
- **Step Eight: Monitor and Follow-up.** It is important to monitor the student's specific feedback in the form of comments, instructions and suggestions. For example, the teacher reinforces the behavior of the formerly tardy student by saying, '*Ahmed, I've noticed that you've been to the school on time every day, and I really appreciate the extra effort to make that happen.*' Another example of reinforcing positive behavior may be: '*Ahmed, you handled that class project very well. Although you were a bit late yet you gave the teacher ample time to mark it.*' Immediate feedback and praise is a powerful reinforcer. If you want the behavior repeated, you need to let the student know.

## Recognizing and Rewarding Positive Behavior

Feedback and reinforcement need to be followed with recognition and proper rewards. Individual recognition teamed with an open appreciation can be very effective but it should be tied to the school goals and valued by the student. If, for example, school policy recommends and permits, then you should reward the student's efficiency. This may include a public praise, a certificate of appreciation, special privileges and choices of laboratory work schedules, or tangibles such as gifts, prize etc. The reward should depend on the student receiving it. The student living far away from the school may appreciate given more flexible computer laboratory work time whereas someone living nearby would value the opportunity to work overtime.

## Measuring Success

One of the ways you can measure your coaching success is to solicit feedback from your students on how they're doing. One easy and relatively simple method is to ask each student to complete a brief 'agree - disagree' questionnaire - anonymously, of course. Your questions ( or statements ) could include just simple and non-threatening questions.

Another approach would be for you to respond to this question list according to how you see yourself, give the same list to your students, then compare your self-perception with the perceptions of others. It could be a real eye-opener. Regardless of the outcome, you now have valuable data that reinforces the positive approach you're already using or identifying areas for improvement.





### Conducting an Effective Counseling Session : Guidelines

**Y**ou're to conduct a counseling session. You've completed your homework, and you're now ready to listen to a disturbed student who walks in with an expectation of getting from you a sound solution to his / her problem .... and you begin the session, going through following the steps :

- ▶ You put the student at ease by being warm and caring, and using positive body language, eye contact and physically facing the student ..... with affection in your heart and mind !
- ▶ You define the reason for the discussion if you called the session, or encourage the student to state his / her purpose
- ▶ You avoid judgmental words like *should*, *must* or *ought to*
- ▶ You ask open-ended questions about the student's feelings and thoughts
- ▶ You paraphrase the content and feelings of the student's response
- ▶ You summarize the key points at the end of a discussion to clarify and seek understanding
- ▶ You encourage the student to identify alternatives to solve the problem or resolve the issue
- ▶ You seek the student's feelings and possible consequences of each of alternatives
- ▶ You avoid expressing your views but remain alert to provide information / suggestions that may help the student make a decision
- ▶ You show empathy for the student and show confidence in his / her ability to solve the problem
- ▶ You provide support and / or ( if possible ) resources when appropriate
- ▶ You schedule a follow-up meeting to check on progress with the student
- ▶ The student leaves, and you take a sigh of relief ..... feeling pride in your career as you've completed a successful counseling session !



Counseling means dedication to the growth and development of those students whom teacher serves.



**Counseling Mistakes to Avoid**

The following are some of the common pitfalls that a teacher may make if he / she does not prepare properly:



- ✓ Teacher has pre-conceived ideas about what the student's real problem is
- ✓ Teacher has opinions about the student's behavior and judges the student's performance according to his / her own thinking
- ✓ Teacher tries to be a psychiatrist and then tries to 'treat' the student
- ✓ Teacher under-rates the student's problems and doesn't really 'feel' the pain
- ✓ Teacher moves into the problem-solving mode from the start rather than listening to the student
- ✓ Teacher doesn't empathize with the student's problems, situations or feelings
- ✓ Teacher shifts focus and attention to his / her own problems or feelings instead of student's
- ✓ Teacher over-reacts with the student's problems and feelings
- ✓ Teacher 'rescues' students by taking responsibility for decisions to be made by the student
- ✓ Teacher can't determine the real cause of the student's problems or feelings
- ✓ Teacher is unclear about what is expected of his / her to solve the student's problems
- ✓ Teacher doesn't seek the student's opinion or suggestions of solutions
- ✓ Teacher doesn't listen to the student's story properly and attentively
- ✓ Teacher shows bias towards student and his / her problem
- ✓ Teacher loses control or temper due to student's hostile reaction
- ✓ Teacher fails to reinforce the student's improved behavior and performance

Teachers are the agents through which knowledge and skills are communicated and rules of conduct enforced.

John Dewey

# TEACHER MENTOR



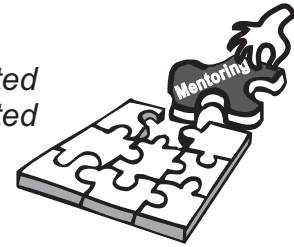
## tojn9Mentee

To succeed, you must first improve. To improve, you must first practice. To practice, you must first learn. To learn, you must first fail.

Lou Tzu

## What is Mentoring ?

**M**entoring : Noun ; meanings *a wise man, a sage and trusted guide and advisor who serves as a teacher or trusted counselor.*



A mentor is someone ‘ *who has been there, done that, learned from the experience, and is willing to share it with others* ‘.

Mentoring happens when a role model offers support to another person who has the knowledge and experience in an area and shares it with the person ( *student* ) being mentored. For example, an experienced teacher might mentor a student or a junior teacher.

Mentoring is a personal enhancement strategy through which the teacher facilitates the development of the student or a new teacher by sharing known resources, expertise, values, skills, perspectives, attitudes and proficiencies.

Prof. Dr. Gordon F. Shea, in his book ‘ *Mentoring as a Professional Practice for Students* ‘, describes mentoring as ‘ *a developmental, caring, sharing and helpful relationship where one person invests time, know-how and effort in enhancing another person’s growth, knowledge and skills, and responds to critical needs in the life of that person in ways that prepare the individual for greater productivity in the future* ‘.

In simpler terms, mentoring is a process that links the experienced persons ( *mentors* ) with those less experienced ( *proteges* ) in a paired relationship that benefits each. It is also a nurturing process, and a mentor can be a source of information and a thoughtful guide for career-enhancement.

Mentoring relationships work well when the mentor and mentee can identify with each other, and can relate to each other. This is a real opportunity for personal and professional growth for both of them.

Mentoring is subject to a very close, individualized relationship which develops over time between a student and faculty member (and others) that includes both caring and guidance. Some of the mentoring roles include the following:

1. **Advisor** : people with career experience willing to share their knowledge and skills
2. **Tutors** : people who give specific feedback on one’s performance
3. **Supporters** : people who give emotional and moral courage
4. **Sponsors** : people who help others in seeking opportunities
5. **Models** : the kind of person one likes to be



Mentoring involves a group of activities that goes beyond the traditional advising or guiding a student. It also involves a variety of way for assisting and supporting students through formal and informal programs and beyond. As a mentor, it is the responsibility of every teacher to help students cultivate multiple mentoring relationships inside and outside the school.

## The Mentor's Story

When we find ourselves moving in a new direction, we often look for others who can help, guide and assist us. Having someone around who can advise and encourage us; helping us overcome the fears and guide us to stay on course ..... what we look for is a mentor.

Roots of the original Mentor dates backs to the Greek mythology. In Homer's *Odyssey*, Mentor was the teacher of Telemachus, the son of Odysseus, the king of Ithaca who went to fight in the Trojan War. Before leaving for the military expedition, he entrusted the care of his son to Mentor who served as a teacher and overseer of Telemachus.

Since then, the word Mentor has become synonymous with friend, trusted adviser, guide, counselor, teacher, care-taker and initiator. In Greek language, mentor means a 'steadfast' and 'enduring.' It is the one-to-one or group relationship that one or more adults develop with one or more young people to help them develop and succeed.

Mentoring relationships of this type have been prominent throughout human history. Well known examples include Socrates and Plato, Freud and Jung, Mahmood Ghori and Qutub Uddin Aibak and, above all, the holy Propher Muhammed (pbuh) and his adopted son Zaid Bin Harith (ra).

*But what is so special about a Mentoring relationship ?*

The original Mentor's task was not just to raise and educate Telemachus, but also to prepare and develop him for the responsibilities which he was to encounter as heir to the monarchy by helping him discover his own passion and potential. In other words, the Mentor was helping Telemachus bring out the *man within*. So, mentor are those people who, through their deeds and wisdom, help us to move toward fulfilling our potential.

Mentors, therefore, are more than simply teaches. They do provide us with knowledge and advice but their most effective tools are *questions*. They ask questions to help Mentees (students ) gain awareness, arrive at insights and develop perspectives. In short, Mentors help Mentees gain self-awareness, self-discovery, self-belief and skills at being themselves. This is what Aristotle called '*know thyself*' and our great scholar poet Allama Iqbal urged upon us: *Apnay Mun Main Doob Kar Pa Ja Soorag-e-Zindagi*.

## What do mentors do ?


As a model, motivator and a counselor to his / her students, mentor's responsibilities include:

- ▶ Pointing out strengths and areas for development
- ▶ Recommending and / or creating learning opportunities
- ▶ Guiding the student set career goals and learning objectives
- ▶ Helping the student understand the school expectations and academic culture
- ▶ Transferring knowledge in areas such as communication, critical thinking, responsibility, flexibility and teamwork
- ▶ Providing guidance on personal matters and support students in career



## Essentials for Effective Mentoring

Mentors hold and create a space of possibilities, and help others to evaluate themselves as human beings so that others may move into that possibility. To play this life-stretching role effectively, there must exist certain pre-conditions between the mentor and the mentee :

- 1. Mutual Respect :** mentor and the learner share a deep respect for the common pursuit as well as for the underlying values driving the pursuit. It is the shared respect that connects and provides the basis for the work they undertake.
- 
- 2. Trust:** when a deep level of trust exists between the mentor and the learner, the student is able to achieve what the teacher intends to. The mutual trust provides a safe space for a mentee to step out in belief and achieve what might appear difficult or impossible.
  - 3. Vision:** the mentor has a clear vision of what's possible and leads his students to that vision. He sees what is present and possible instead of what is missing. He believes in the vision and guides them to practicalize the vision.
  - 4. Acceptance :** unconditional acceptance is the key ingredient for establishing trust and a safe space. When students feels unconditional acceptance and a sense of belonging, they're able to be more clearly reveal and be themselves.
  - 5. Accessibility :** mentor provides access to learning and growth. It is through the mentor relationship that deep learning takes place. The mentor provides a framework for self-exploration by creating an atmosphere that is supportive and encouraging for growth.
  - 6. Listening :** mentor is very sensitive to listening and for helping the students to integrate the learning into their lives. He pays a '*listening ear*' to his students while they speak, act and explore themselves. He never interrupts or objects to their words and actions, and analyze them afterwards to modify his mentoring approach accordingly.
  - 7. Challenge :** the mentor challenges and motivates the person. He provides inspiration for the person to accept and meet an even bigger, higher and loftier challenges. Trough his persuasive coaching, he is able to stretch the person from within.
  - 8. Motivation:** mentor is someone we aspire to be. Consequently, mentor possesses and displays all those qualities and skills that we want for ourselves. A mentor helps us to see the possibility by bringing to life the characteristics we long for ourselves.
  - 9. Shared Experience :** mentor relation is rich with learning through shared experiences. This learning is not just bookish or theoretical; it has depth and maturity that go beyond reflective discussions; are real based upon solid facts.
  - 10. Sage Advice :** a mentor, by default, is the one we perceive to be a wise person who always offers sage advice. He shows the learner the right path and invests time and efforts in the development of the student. The more open the students are to accessing this wisdom and maturity, the more profoundly they'll discover themselves.

## Qualities of a Teacher-Mentor

If you explore your memory bank, you'll be able to identify a person, a teacher, a role model, who had a positive and enduring impact on your personal or professional life. He is the one worthy of being called your mentor.

- Was he / she trained to serve the role of mentoring ?
- Did some competent authority ask him / her to formally help you ?

Unfortunately, a vast majority of teachers do not find such support in their teaching career. Besides, many so-called ' experienced ' teachers found it too difficult, especially in the beginning of their career, to have someone to guide them in classroom management, lesson planning, tutoring, maintaining discipline etc. Now, situations are changing and becoming very challenging. Due to the expansion of technology, media and intellect, students as well as their parents now demand and expect a lot from teachers and the school. Therefore, it is now becoming mandatory for faculty to be well-versed in the art of mentoring. Consequently, teachers have to know what it takes to be a good mentor.

Some of the prominent qualities, that a teacher-mentor possesses, are enumerated below:

- ▶ **Commitment** : an effective teacher-mentor is committed to the task of helping students and junior teachers achieve success. They willingly show up, and stay on, the obligation. This commitment flows naturally from their resolution to make a difference in the lives of others. This belief is not based on a superficial concept; it is deeply rooted in the knowledge that mentoring makes a significant impact on others' lives and is worth the attempt.
- ▶ **Open-Mindedness** : empathy is the foundation of any human relation. It simply means accepting others without making judgements, and not to judge others in the light of your own values and beliefs. A good teacher-mentor accepts his / her students and junior teachers as ' *developing persons* ' ; are open-minded and do not judge or reject their mentees as being ' poor performers ' .
- ▶ **Supportive** : students and new teachers are not yet expert in learning and instructional delivery. Good mentors willingly coach them to improve their performance. Thus, they provide them with learning and teaching support, and also observe them in their classrooms for refinement and post-disussions
- ▶ **Inter-Personal Skills** : good mentors adjust their mentoring approach to meet the individual needs of mentees. They make these adjustments with an understanding of their own communication styles and a willingness objectively observe the behavior and reactions of the mentee.
- ▶ **Life-Long Learner** : good mentors ensure their continuous professional growth and development. They regularly check their skills inventory , and are transparent about their search for better answers and more effective solutions to their mentees' problems. They continually learn from their own pitfalls, colleagues, including students and junior teachers, and by their own willingness to pursue professional growth through training programs, seminars and professional journals. Most important, they develop and experiments with new and challenging practices.

**Mentor or Coach ?**

There is an over-whelming mis-conception regarding a mentor and a coach, and most people use the two terms synonymously. But there is a clear difference between these two roles, at least in the meaning of the words and the manner in which they are used.



The following visual differentiates between the two:

Coach	Counselor
<p>Coaches are Transactional Leaders</p> <p>Are more interested in helping people acquire knowledge &amp; skills necessary to complete a task</p> <p>They want to get the people DO something</p> <p>Concentrate on the Role or Task</p> <p>Manage their leadership style as appropriate to facilitate the task</p>	<p>Mentors are Transformational Leaders</p> <p>Are more interested in helping people acquire the awareness and confidence necessary to fulfill their potential</p> <p>The way to help people BECOME something</p> <p>Concentrate on the Career or Person</p> <p>Manage their leadership style as appropriate to facilitate personal growth</p>
<p><b>So, the difference between Coaches and Mentors is a matter of Focus</b></p>	



The major difference between a mentor and a teacher is how they respond to a request for advice. A teacher says 'do this', but a mentor will ask 'what do you want to do?'. Rather than telling, a mentor helps the mentee discover his / her own beliefs, values and potential. Unlike teachers, they do not set rules or interpret the meaning of life for the student. Instead, mentor helps mentees discover their own meanings, determine their own rules and live their own lives.



## Teacher-Mentor Assistance

Mentoring is the establishment of a personal relationship for the purpose of professional instruction and guidance. In education, the value of mentoring is recognized in the use of senior teachers in one-on-one instruction of students and new teachers. Many schools implement mentoring-coaching programs for beginning teacher induction and continuing staff development. In general, Mentor-Teacher provides advice, helps secure materials, guides students and inexperienced teacher's transition to working in the school system, shares ideas and information about job requirements, staff development, and provides orientation to this demanding profession.

Mentor Teacher duties may include, but are not limited to, the following examples:

- 1) classroom visits to demonstrate successful teaching and vital classroom management techniques, for informal observations, team teaching, or to observe model lessons;
- 2) visiting Mentee's classroom for similar purposes, however, a teaching demonstrations in the classroom of the new or inexperienced teacher shall be by mutual agreement, not be ordered by the Principal or Vice Principal;
- 3) encourage the Mentee's participation in staff development and advise them about professional development opportunities;
- 4) assist the Mentee in developing classroom organization and management plans, and encouraging parental involvement;
- 5) assist them with long term planning for instructional goals or objectives; share materials and teaching methods, curriculum development, maintain discipline etc.

## Mentor - Mentee Gains **BENEFITS**

As an interactive system, mentoring offers many benefits to all participants: mentor, mentee and the school. It brings value to everyone involved in its practice, and gets all connected with one another. In addition to those who are directly involved in its practice, mentoring also helps the society at large because it fosters an environment in which people work together and help one another in their drive to spread learning and know-how.

### **Mentoring helps mentees ( students and new teachers ) to :**

- Awareness of new ideas and new contacts
- Guidance in dealing with problem situations
- Expand their technical skills and leadership abilities
- Explore their potential in development areas yet untapped
- Build skills and knowledge while attaining goals for career progress
- Improve a particular subject area and learn about other aspects of life
- Enhance opportunities for career advancement and increased chances of success
- High performance, high productivity; higher level of involvement with their school, and greater satisfaction with their studies



Mentors gain the satisfaction of being able to transfer skills and knowledge accumulated through extensive professional practice. Besides, they get student-related information and satisfaction in the following ways:

- Sense of pride in seeing students learn and grow
- New knowledge about inter-personal skills and personal development
- A feeling of personal value that comes from being helpful to students
- An opportunity to return gratitude to the community and society
- Leading students to resources they might not find on their own
- Helping young students improve knowledge and academic skills
- Enhancing students self-esteem and self-belief
- Giving students access to a new world of ideas and experiences
- Offering emotional support, empathy and encouragement to students
- Professional growth and revitalization



### Behaviors to Avoid

Mentors (teachers) want good things to happen to their mentees (students). They want them to be effective, productive, achieving, purposeful, goal-oriented, happy and successful. However, in their eagerness to help the students, they may revert to behaviors that prove to be less beneficial and more harmful. Three such behaviors include :

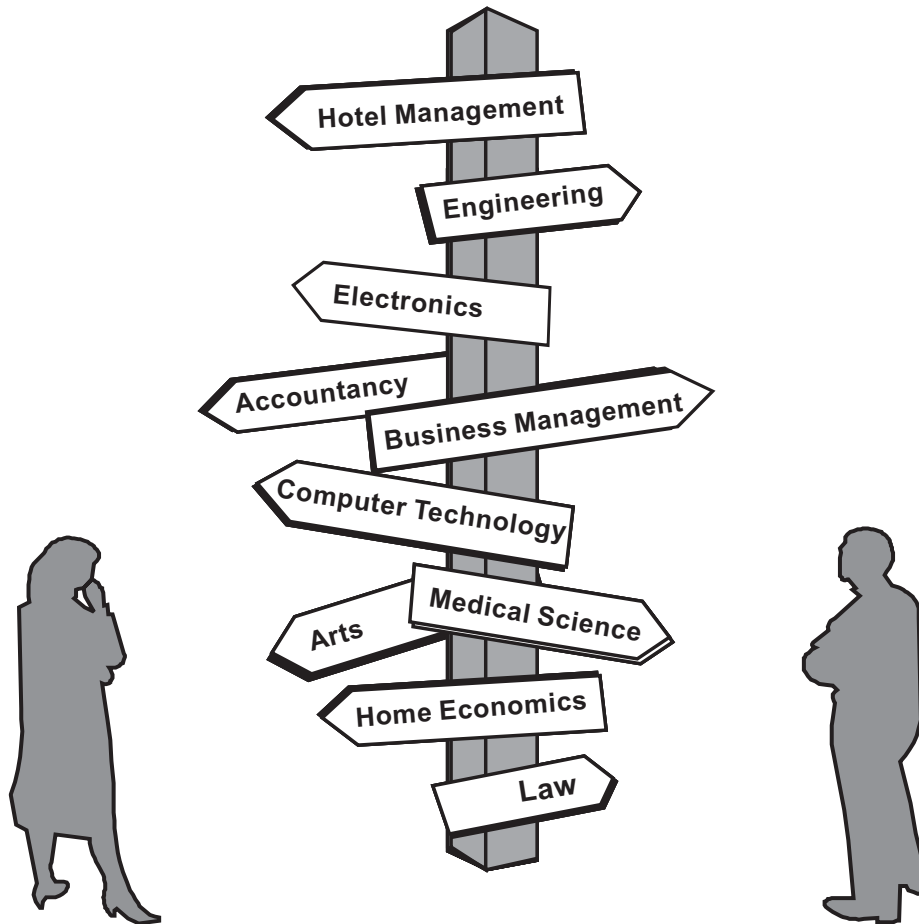
**1. Criticism:** it is an evaluative and judgmental approach to appraise students' behaviors and performance. When the teacher offers so-called '*constructive criticism*', he wants his / her message to be helpful to the student. But his intentions are undercut by the way that criticism damages student's self-esteem, generates defensive and hostile feelings, and drains the energy needed for positive actions. Also, if students acknowledge the criticism, he accepts that he has been bad or wrong. A mentor's basic and essential role is to develop, and not to criticize, the student. Criticism, a destructive approach, aggravates the situation.

The key to success in mentor-mentee interaction is to take an objective and creative approach to cause a change in students' mind-set for beneficial change, rather than to repeat the negative behaviors endlessly and negatively.

**2. Giving Advice:** many teachers believe that, as mentor, their job is to give advice to students while most of the students don't really want advice. What students value are the teacher's experience, insight into problems and how to overcome these challenges.

Effective mentors offer help and not advice. They share, model, teach and guide students. They do not take over student's problems unless there is a crisis; rather they support

## Career Planning

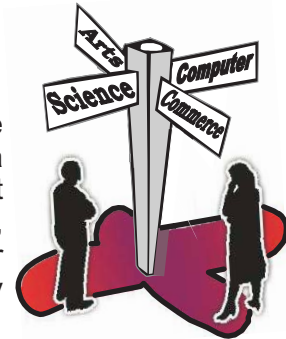


**If you don't know where you're going  
How do you expect to reach there ???**

## Career Planning & Students

*A journey of a thousand miles starts with a single step'.*

When the Chinese philosopher, Lou Tzu, uttered these words for his disciples, he intended to guide them to a meaningful and result-oriented journey. He meant that people traveling a thousand miles, or even just a couple of miles, should have a clear idea of where they're going when they take their first step; otherwise, they'll reach nowhere and, consequently, they end up in frustration, depression and failure.



If students don't know where they're going, and they don't take time to think about their hoped-for career, they'll also invite career failures. There are countless students who get frustrated when they can't find their way to a promising career. These disappointed boys and girls want to move ahead in life, and they want to climb the ladder of career success, but they can't even find the ladder.

There are incalculable ex-students who now live depressed and frustrated lives, working in a wrong occupation, simply because they took a defensive attitude toward their education and career path. Students with a wrong career planning become a magnet for the life-long unpleasant situations. When these unfavorable situations occur, they further reinforce their wrong plans, thereby inviting more problems and so on.

Students' expectations for a bright future don't last long, and they soon find themselves surrounded by the same old enervating question: *what to do and how to do*? They want to move ahead in life, but they just don't know how and where to start. They don't have a clear career plan, and they don't know how to design it. And unfortunately none is there to guide and lead them in designing a proper plan for a successful career. Blind leads another blind, and students easily become the blind follower of the blind follower. Consequently, students find themselves confused, aimless and lost, thus becoming a stone that rolls in different directions but gathers no mass at all.

A meaningful education and successful career path calls for a sound future planning that enables a student to turn academic opportunities into achievable goal and thus control his / her career and, ultimately, life.

Educational planning is subject to the following two inter-linked and correlative factors:

1. *Planning is Crucial to Career* : proper planning can shape and refine the career and, ultimately, life. It can help students set and achieve their life vision, and is capable of bringing happiness, satisfaction and prosperity in career. It is a way to manage your life on a daily basis; focusing on the desired objectives and achieving them ..... on time.
2. *Systematic Thinking Approach* :this approach is the underlying factor of the whole planning process. It starts with defining your ideal future vision, and leads and guides students step-by-step throughout the process until they achieve their desired objectives. It doesn't focus on daily activities; it takes into account the overall grand purposes in personal and career life.

## What is Career Planning ?

Planning is deciding today what you've to do tomorrow.

Students can definitely attain all of their career and life goals if they only know the right tools and skills. All it takes is proper planning. Once students decide what to achieve in their career lives, they can then design a 'how to' action plan. But equally important is knowing 'why'. This 'why' brings the required motivation and prompts them to an action.



According to a Career Counselor, Dr. James Sherman, *career planning is the design of a hoped-for future and the development of effective steps for bringing it about*’.

Career planning is a rational, systematic method of decision making for a career; it gives students the reason and power that they need to control their future career path. It helps them cross all the critical milestones on the road to educational and career success.

## Why Career Planning ?

Career planning can benefit students in so many ways that it is hard to mention all of them, but the following advantages stand out prominently:

- Career planning shows students a clear picture of a promising future that brings them attitudes that attract success
- It prompts students to result-oriented activities, and saves them from confusion and stress that an aimless person always undergoes
- Planning helps students know their performance, measure their progress and evaluate their achievements
- It moves students upwards by providing them the motivation which they need to maintain their commitments and efforts
- Sound planning saves students from becoming a 'wandering generality', and makes them a 'meaningful person' heading towards a well-defined aim and life
- It helps students live properly, utilize their talents and reach their full potential for an inspiring career and purposeful life
- Planning improves students' morale, their study behaviors; gives them a high sense of self esteem, and dramatically increases their speed of accomplishment in educational, personal and professional life

In short, career planning is a powerful process of harnessing the students' mental and physical energies, and putting them behind academic goals; it excites for a challenge to succeed in education, helps climb the success ladder; inspires their imagination, stimulates their creativity and fills them with enthusiasm for a bright career and meaningful life.

**Career planning is the roadmap that guides and shows students what is possible in life.**

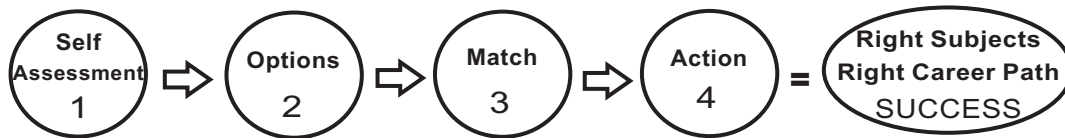


## Career Planning ( CP ) Process

### Proper Planning Prevents Poor Performance

**C**areer planning process comprises of the following four inter-dependent steps, each of which leads to the next one in order to complete the cycle:

#### 4-Steps Cycle



**Step 1 :** Self-assessment is a system of gathering information about a student in order to make a sound decision about the choice of subjects leading to the right educational degree and a bright career path. The teacher, based on his one-on-one discussions with the student, takes an inventory of the student's values, likes and dislikes, interests, abilities, skills, job preference and personality characteristics.

**Values:** they're the students' life-governing principles and core beliefs of their personality; they include the virtues that are the most important to students. Some of these career-related virtues are: status, job security, prestige, high-paying graded job, high salary with fringe benefits, autonomy and achievement

**Interests:** they're the students' preference of one subject to another one; for example, arts or science subjects. Students always enjoy subjects more if their personal interests are related to the characteristics of the career they like most

**Abilities:** they're the activities a students is best at. For instance, abilities may include the artistic, scientific, mechanical, physical and manual abilities. Skills may involve linguistic, writing, programming, teaching, selling, painting skills etc.

**Preference:** this is the student's desire or liking for one subject over another one; for example, physics over chemistry; technical over non-technical discipline. A student may express his / her liking in these words: *I would rather work in the office than in the field; I love to create new ideas and make innovative objects, or I like to help others through my work etc.*

**Personality Type:** Dr. John Holland, a career counselor, has thoroughly investigated and identified the six ( 6 ) models of students' career interests. Choice of subjects is then made accordingly. These 6 models are called **RIASEC**, wherein R stand for Realistic; I for Investigative; A means Artistic; S implies Social; E for Enterprising and C stands for Conventional. Each of these six Personal Types represents certain characteristics which a teacher should keep in view when suggesting subjects and the career path to his / her students.

## RIASEC Personality Types

Personality Type	Interests, Likes, Skills and Preference	Suitable Careers
<b>R</b> <b>Realistic</b>	Like to work with tools, equipments and machines Generally avoid social activities like teaching, selling Good skills to work with mechanical / technical objects Prefer practical things which can be seen and touched Are logical, practical and realistic in their approach	Pilot, Engineer Electrician Aeronautics Technician Machinist
<b>I</b> <b>Investigative</b>	Like to study, learn, observe, investigate, evaluate and solve ( mathematical or science ) problems Generally avoid leading and or persuading people Good at understanding and solving technicalities Prefer science; are precise, scientific and intellectual	Mathematicians Chemist, Biologist Architect, Doctors Pharmacist Surveyor
<b>A</b> <b>Artistic</b>	Like to do creative activities; e.g., crafts, paintings, drams, music, creative writing, using their talents Are good at utilizing their creativity and imagination Have good artistic, innovative and intuitional abilities See themselves as original, expressive & independent	Artist, Composers Art Teacher Editor, Journalist Writer, Designer Graphic Designer
<b>S</b> <b>Social</b>	Like to do things to help people; for example, teaching, nursing, counseling, providing information etc. Prefer to help, inform, enlighten, train and cure others Are caring, helpful, friendly and trustworthy	Teacher, Trainer Nurses, Coach Counselors Librarian
<b>E</b> <b>Enterprising</b>	Like to influence, lead and persuade people to sell their objects, ideas and skills Generally avoid activities that require careful observation scientific and analytical thinking Prefer success in business, politics and leadership Are energetic, hard worker, ambitious and sociable	Lawyer, Judge Salesperson Bankers Principals Hotel Manager Broadcaster
<b>C</b> <b>Conventional</b>	Like to work with numbers, records or machines in a set and organized manner Generally avoid ambiguous and unstructured activities Have numerical ability and are good at working with data See themselves as orderly following a set work plan	Secretary Bank Teller Accountant Cashier Statistician Broadcaster

## Step 2 : Options

This stage involves the search of those potential careers that are compatible with the student's interests and personality type. This step comprises of two correlative aspects:

1. *Exploring the Occupation* and 2. *Occupational Information*

During this stage of the career planning process, students conduct research into a variety of careers to find out what information they need to have as they consider which career is best for them. This data includes details about the relevant industry, job outlook, salary, fringe benefits, future prospects, allied occupations, education and training opportunities, job duties, authorities and responsibilities.

## Step 3 : Match

During this phase of the planing process, you'll:

- Identify possible occupations
- Evaluate these occupations
- Explore alternatives



The purpose of an informational interview is to get information about a field of work from someone who has some first-hand knowledge. When you're on an informational interview, you should not ask for a job. This is not to say that an informational interview can't lead to a job. In addition to helping you learn about a particular career, the informational interview is a way to start building a network.

There is another way an informational interview can benefit you. For those who are a little shy about going on a job interview, the informational interview provides a non-threatening situation in which to get some practice.

## Who Should Students Interview ?

It goes like this: you need information, and someone has that information, any person who is knowledgeable about the field in which you're interested.

Friends, relatives, fellow students, teachers, neighbors etc. might know someone who works in your targeted field. Call on these people to find out what they do at your '*dream job*'. These people will not only update you regarding the field, but may also pave your way to reach the right office where a job opportunity is lying vacant.

## What Students Need to Know Before Interview

Just as you need to prepare for a job interview, preparation for an informational interview is very important. When you go for an informational interview, it is wise to learn as much about the potential employer and the interviewer as you can.

Also, find out by looking in the local business journals and industry magazine; for example, lists or publications from the Chamber of Commerce, Export Promotion Bureau etc. These efforts will enable you to be quite prepared for the interview and therefore make a good impression.



## Questions

Here is a small sampling of questions student may ask during the informational interview:

- ✓ Describe a typical day at work
- ✓ How many hours do you normally work in a week ?
- ✓ What do you see as the potential for growth in this field ?
- ✓ What skills do I need to find employment in this field ?
- ✓ What specialized knowledge and training is required to grow in this career ?

## Step 4 : Action

You'll develop the steps you need to take in order to reach your goal, for example:

- ▶ Investigating sources of additional training and education, if needed
- ▶ Developing a job search strategy
- ▶ Writing your resume
- ▶ Job Interview and Career Start

In short, career planning for students means knowing where they are going, and how and when they will reach there. Consequently, what a student is going to be when he grow up.

That seems like an easy question to answer when students are young and studying, but as they get older, they realize that the answer is not as simple as it once seemed. They've a lot of questions to answer and a lot of choices to make:

- ✓ What classes should I take now and in the next few years ?
- ✓ What kind of subjects I should study ? and what should I do after I graduate ?
- ✓ What do I like to do? what am I good at ,and what else can I learn to do the job ?
- ✓ What is most important to me and my future career success and happiness: income, security, co-workers, environment, something else?
- ✓ How do I find the answers to all of these questions ? ..... How do I decide where I'm going with my life? ..... How do I find my way ?

## We Help You Get Solid Answers To All These Critical Questions

### Career Planning Tests & Career Counseling for All-Level Students

Countless students, in spite of having tremendous potential, remain failure in their career and life simply because they don't know what to do and how to do. Our scientifically developed and proven **Career Tests** enable students to ...

Contact us,  
and we'll guide and lead  
you step-by-step for a rewarding  
career & successful life !

- ⇒ Discover what you're best at
- ⇒ What is your area of excellence
- ⇒ What are the right subject and right career for you



**We Help You Grow**

**Professional Teaching : What Does It All Mean ?**

Dear Educators !

Now, after you've gone through this book, let us sum up the questions:

What is professional teaching ?

How does a professional teacher look like ?

Well, the answer lies right within you. Explore your memory bank, and think for a moment about your favorite teachers at school where you studied during your early formative years.

See in your mind the teacher's appearance. .... Make a mental list of what made that teacher so special that years after leaving the primary, middle, high school, college and university, you can still remember the teacher's name, knowledge, teaching style, attributes, impressions on your life !.

Now, compare your mental list to what you've read in this book.

How many professional teacher qualities or characteristics can you identify in your memory of your favorite teacher ?

Profile of an effective teacher who makes a difference in student life, who adds value to the society, and leaves his / her footprints on the sands of time !

The more you shake your memories, the more it will shed light on the elusive concepts of a teacher effectiveness. Your ideas plus the explanation contained in this book will summarize the results accumulated after years of exhaustive research into specific teacher behaviors and idiosyncracies that contribute to student achievement.

All these qualities, actions, prominencies, working behaviors. values and ethics are solely subject to the attitude toward the teaching profession.

Attitude .. foundational facet of professionalism .. is the originator of effectiveness in the classroom. It tangibly highlights a teacher's dedication to his / her students and to the profession of teaching. It radiates a teacher's dual commitment to students learning and personal learning. This commitment can easily be felt by the way the teacher provides a multitude of tactics to reach his / her students and stretches their potential. Thus, the professional teachers view themselves as responsible for the personal and career success of their students.

Professional teachers truly believe that all students can learn. These caring educators also believe that they must know their pupils and their learning styles; they must be the master in their subject; must have a grip over pedagogical skills; know themselves and they must be able to reach each single student ..... and together they celebrate their successes.

## The Power of Commitment

- Have you ever wondered why some teachers are more successful and more popular than others ?
- Why do students follow them wherever they go ?
- Why do they always come out victorious every academic year ?

You know the type, the educator, who always gets excellent results, succeeds in handling tough challenges encountering students, triumphs in the face of adversity, wins respect from his pupils and peers, and always seem to be one step ahead of others.

Have you ever said to yourself: *Why can't that be me ?*

You might think that these ' special teachers ' are lucky, or possess built-in talents, or have some sort of ' super capability ' that gives them a distinct advantage. Well, that may be true of some of them but it is certainly not true of all or even the majority.

What is it then ? .... what special qualities do all these teachers possess that make them winners and popular among all and sundry ?

The answer is simple: *they're committed*, totally committed to their career and their students. Their commitment is their **Winning Power** ..... a power so strong that it can overcome any obstacle, achieve any goal and put them exactly where they want to be in their career.

Commitment is a potential force that is available to anyone, and everyone, who intends to utilize it, and using is as easy as walking in the light.

Every successful teacher follows commitment whether or not he / she know it. For some. It does indeed come naturally. But for most educators, it a learned response to living, a right way to thinking that precedes and leads to career success.

Countless teachers, once just ordinary, have become in their career extra-ordinary; they've turned their career around with Total Commitment. Many of them have gone from the bottom to the top; have attained academic positions they once thought impossible; many have replaced their pains and struggle with joy and victory. All have succeeded beyond their dreams ..... and you can, too !

Committed teachers come in all sizes and shapes, in all castes and religions. Commitment is not at all affiliated with any special or particular person; it is simply for everyone who wants to succeed in teaching, studies, business, art, office position .... virtually any constructive endeavor.

- ✓ **Don't give up the field**
- ✓ **Do or die; don't ask why**
- ✓ **Never, never, never and never give up !**



Military expressions are valuable during the war time where the price of failure is death. But they lose their impact in our daily private lives; failure is not quite as final because failure in one attempt does not mean failure in life. However, the above slogans are based upon a principle that applies to all aspects of our daily lives ..... and that is commitment !

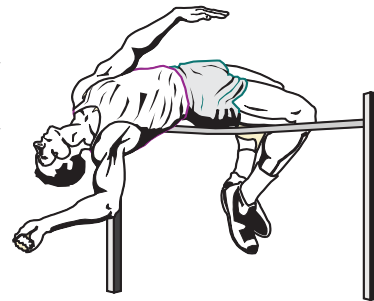
This commitment to our goals is the single most important rule for success. Without it, we'll fall prey to excuses, procrastination, laziness and a host of other goal-defeating problems.

Commitment is a strong word, much stronger than an ' agreement '. It is your strong pledge with yourself that you WILL be willing to pay every price to make things happen. Every success has a price tag, and that price is always paid in advance and in full. There is no credit or instalment system in the world of success.

Commitment often requires sacrifice in order to achieve a particular goal. If your goal is to be the Best Teacher, you'll probably have to sacrifice an active social life for a while, and then you never, never quit however the road may be rough and hard to walk.

### **Winners Never Quit : Quitters Never Win**

When you're totally committed to your academic and career goals, attaining them is easier than you think. Your choices are clearer. If your goal is to become a professional teacher at your institute, then the choice between going home when everyone else does, or staying an extra hour in the library to update and enrich knowledge of your subject. Studying all alone in the library may not be easy, but you know what you've to do ... and you do it willingly.



Being committed means doing whatever it takes. Commitment doesn't mean walking all over other teachers to attain your goal. But it does mean making those extra efforts or studying long hours even when you don't feel like it.

Professional teachers always set goals, but they don't stop once they've achieved them. In fact, just they're achieving one set of goals, they're already busy with setting another bigger and higher goal. The reason for this is that success is a journey, and not a destination. Success is a river that moves you in the direction as you attain one goal after another.

Being committed to your goal is not at all easy, It takes considerable time, energy and dedicated efforts. That is why, we make so few commitments and often have such troubles keeping them. Commitment requires strong self-discipline, and a persistent inner voice to urge you to keep on keeping on against all challenges.

Self-discipline grows out of your commitment to your goals. Your inner voice may also conflict with your stated goals. This voice tries to fight commitments and wants to get you out of them. It may say: *Oh, go home early and relax; you've already studied a lot; it's enough for the day.* But like a soldier facing the enemy, you face your inner voice, your own foe: *I'll do it tomorrow; I can't do it today.*

When we make a commitment, it should be with a 'do or die' determination' otherwise, it is simply a fickle agreement. Total commitment takes and demands courage, sacrifice and, above all, perseverance against all odds.

If you're able to stay with your goals and work toward your dreams a little bit each day, you'll positively attain them. Commit yourself to the attainment of your career targets, and develop the self-discipline to do what it takes. As an added benefit, you'll achieve the satisfaction and confidence

That comes with success .... coupled with a high sense of self-esteem, the hallmark quality of all professionals and achievers !

Don't let this be said of your career and life :

**And nothing to look backward to with pride  
And nothing to look forward to with hope  
So now and never any different !**



In war, sports, sales, business and life, those without commitment to Victory often create their own failure and defeat. If you could see the meaning of 'do or die' as does a soldier in the battlefield, you'll be the victorious more often.

In order to create and maintain your commitment ( in an environment where most of the people continually bombard you with negativity ), you've to be all the more shock-proof and bounce back. The following mechanism is guaranteed to safeguard you against an enervating environment:

▶ **Feed yourself positive thoughts**

Since you become what you think about; so, don't focus on your defeats, misfortunes or set-backs. Thinking about your losses prevents you from attaining a positive mental attitude. It is good for nothing, and needlessly very painful. Try to substitute your negative thoughts with the positive ones. Sometimes, it is just a matter of how you look at a situation ... you look at the half glass empty, or the half glass full of water. It is a matter of your choice, and not a matter of chance

▶ **Decide to achieve excellence**

Don't be a traditional in your working style; be creative and innovative in your thinking. Don't form the habit of doing what failures do. Set goals, plan your work and work your plan; improve yourself, use time effectively; be persistent and consistent in your efforts, and you'll definitely achieve excellence and peak performance.

▶ **Be a progressive thinker**

Always believe in progress and think progress, and then you do become what you think about. Everything around you is constantly growing. You can't stand still. Life is like a ladder; each step you take is either backward or forward. It is absolutely impossible to be in career today and use yesterday's skills for tomorrow.

► **Have positive expectations**

When you set your goals, believe that you can attain them, and you're capable of achieving them. Your unwavering faith in yourself can move the mountains. To believe otherwise would be decidedly negative, which could have a profoundly negative effect on the results you expect. No matter what you undertake, genuinely believe that you can succeed, and expect to succeed. This deep-rooted conviction will have the most positive effect on your performance.

► **Be willing to change**

Always keep your mind open to new ideas, and try new and newer concepts. A conventional thinking style '*why to change it; it has always been done that way*' stagnates your mind. Instead, follow new ideas and always try new approaches.

Follow the creative power and always remember the phrase: Good, better, best; never take the rest until your Good is Better and your Better is the Best.

► **Always be Persistent & Never, Never Quit**

Winners never quit, and quitters never win. Efforts only release its rewards after your refuse to quit. It is the consistent and persistent person who breaks down all resistance and sweeps away all obstacles.

To err is human; making mistakes during your efforts is inevitable. The person who claims



he has never made any mistake is the one who has never tried anything. However, there is one mistake you must not make. Never quit, and never leave your efforts incomplete. Keep on keeping on against all odds; get up after every fall, renew your action plans, recharge your enthusiasm, and remember what the Chinese philosopher Confucius said: *Our greatest glory is not in never falling, but in rising every time we fall.*

\* \* \*



Teaching students to count is fine,  
but teaching them what counts is best.

Saghir Ahmed

Choose  
Pick wi  
Let you  
High an  
Reach f  
Stretch  
Know n  
Is too f  
Believe  
Then w  
For onl  
Can ma

## UNESCO Findings About Excellent Teachers



United Nations Educational,  
Scientific and Cultural Organization



**UNESCO** conducted in 2004 an international study on the salient characteristics of an **Accomplished Teacher** who excels in the application of Pedagogical Skills for students' development. The gist of this report compiled by experts is as follows :

### QUOTE

Based on the latest developments in pedagogy, teaching has now become more than an activity that transmits knowledge and skills to posterities. Consequently, teachers also have the responsibility to change their existing instructional practices and their definitions of knowledge; to invent and test the new approaches; and, where necessary, to pursue a change in a constant attempt to improve the teaching-learning process.

Professional teaching standards represent teaching profession's consensus on the critical aspects of the art and science of teaching (pedagogy) that characterizes accomplished teachers in various fields. Cast in terms of the actions that teachers take to promote their students' learning, these actions also incorporate the essential pedagogical knowledge, skills and commitments that allow teachers to perform at a high level. These standards rest on a fundamental philosophical foundation comprised of these five core propositions:

1. Teachers are committed to students and their learning.
2. Teachers know their subjects and have the necessary pedagogical knowledge.
3. Teachers are responsible for managing and monitoring student learning.
4. Teachers think systematically about their practice and learn from experience.
5. Teachers are members of the learning communities.

Effective teachers display skills at creating a curricula that is designed to build on students' present knowledge and understanding and then move them on to more sophisticated and in-depth abilities, knowledge, concepts, and performances. They customize their teaching to the interests and ability level of students, designing activities to the suit their learning and development.

In addition, these educators employ a range of instructional strategies and resources to match the variety of student skills and to provide each student several ways of exploring important ideas, skills, and concepts. They understand how to work as facilitators, coaches, models, evaluators, managers and advocates.

Teachers observe and assess students in the context of ongoing classroom life. They are skilled in collecting and interpreting different types of evidence to evaluate where each student is in a sequence of learning and development. They know how to move from assessment to decisions about curriculum and teaching strategies to increase the prospects for successful learning.

Teachers understand and respect the diverse cultures, values and the family backgrounds of their students, use community people and settings as resources for teaching-learning activities, and involve parents and families as active partners in the students' total development.

Each moment presents the opportunity for teachers to respond creatively to the unique situations of classroom life. They're highly sophisticated analysts who apply observations of individual students and the overall environment to guide their judgments and responses. They reflect on their own performance in the light of student progress, seek the views of colleagues and parents, and think about trends, options, and consequences of their options.

### Five Propositions of Effective Teaching



Research into the Pedagogical Skills seeks to identify those teachers who effectively enhance the students learning and demonstrate a high level of knowledge, skills, abilities, and commitments reflected in these 5 core propositions.

#### 1. Teachers are committed to students' learning

Effective teachers are dedicated to making knowledge accessible to all students based on their belief that all students can learn. Thus, they treat their students equally by acknowledging the individual differences among their students. Moreover, they adjust their practice according to these individual differences based on observation and knowledge of students' interests, abilities, skills, knowledge, family circumstances and peer relationships.

Equally important, effective teachers foster their students' self-esteem, motivation, character, civic responsibility, and their respect for the individual, cultural, religious and racial differences.

#### 2. Teachers know their subjects and pedagogical skills

Accomplished teachers have a thorough understanding of the subject they teach, and they appreciate how the knowledge in their subject is created, compiled, organized and linked to other disciplines, and applied to the real-world settings. While faithfully representing the collective wisdom of culture and upholding the value of disciplinary knowledge, they also develop critical thinking and analytical ability of their students.





### **3. Teachers are responsible for managing students' learning**

Accomplished teachers can plan, create, enrich, maintain, and alter their instructional settings, materials, and strategies to capture and sustain the interest of their students and to make the most effective use of time. They also strive to engage students and adults in assisting their teaching as well as to enhance their practice with the help of their colleagues' knowledge, skills and expertise.

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Effective teachers command a very wide range of generic instructional techniques and use them appropriately. They manage efficiently both the students and the learning environment. Thus, instruction is organized and implemented to allow the schools' goals for all students to be met. Educators are able to set the norms for social interaction among students and between students and teachers. Moreover, they understand how to motivate students to learn and how to maintain their interest even when facing temporary failure.

Effective teachers can assess the progress of individual students as well as that of the class as a whole. They employ multiple methods for measuring student growth and understanding, and can clearly explain student performance to parents.

### **4. Teachers think systematically and learn from experience**

Effective teachers are the models of educated persons, exemplifying the virtues that they seek to inculcate in their students: curiosity, integrity, tolerance, honesty, fairness, respect for diversity, and appreciation of cultural differences.

They also exemplify the capacities that are the prerequisites for intellectual growth; it is their ability to reason and take multiple perspectives, to be creative and take risks, and to adopt an experimental and problem-solving orientation.

Accomplished teachers draw on their knowledge of human development, subject matter and its instruction, and their understanding of their students to make principled judgments about sound practice. Their decisions are grounded not only in the literature, but also in their experience. They engage in lifelong learning that they seek to encourage in their students.

Striving to strengthen their teaching, quality teachers critically examine their practice, seek to expand their repertoire, deepen their knowledge, sharpen their judgment, and adapt their teaching to new findings, ideas, and theories.

**5. Teachers are members of learning communities**

Accomplished teachers contribute to the effectiveness of the school by working collaboratively with other teachers on the instructional policy, curriculum development, and staff development. They can evaluate the school progress and allocation of the school resources in the light of their understanding of the educational objectives. They are knowledgeable about the specialized community resources that can be engaged for their students' benefit, and are skilled at employing such resources as and when needed.



Accomplished teachers always find ways to work collaboratively and creatively with the parents, engaging them productively in the proper functioning of the educational institute.

**UNQUOTE**

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Education is a lifelong companion which no future can depress, no crime can destroy, no enemy can alienate it and no nepotism can enslave. .... Aristotle

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