

Be good GREAT teacher

“Nine-tenths of education is encouragement”

---Anatole France

Preface

- A good teacher must not only be a **smart** and approachable **scholar**, but also a **dramatic SUCCESS**. Like actors, teachers can develop specific skills to enhance their communication of ideas. As a teacher you do need to **perform**. This means becoming a **salesperson**, a **performance artist**, and an **enthusiastic, passionate person** in the classroom. The following skills are all part of a successful teacher's dramatic repertoire.

Subject Matter Mastery

- Of course you must know the material well before you can deliver your message effectively. Consider the extent to which your classroom performance might be enhanced simply by better preparation.



Develop your own curriculum, lessons, and teaching methods

- The *best* parts of any course are the parts you could not possibly standardize or test.
- Don't be afraid to be creative.



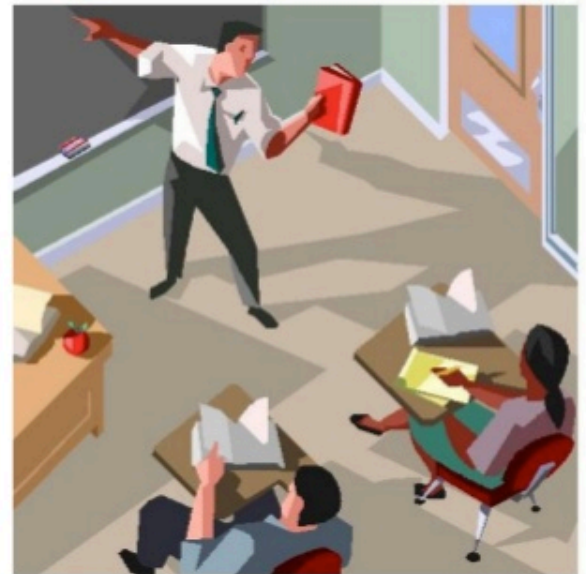
Vocal Animation

- Varying the pitch, volume, quality, and rate of your voice enhances your expressiveness and overall style.



Physical Animation

- Physical gestures--such as sweeping the air with hands--help you clarify, describe, and emphasize points. Gesturing and moving about the room can help constructively use up some of your nervous energy



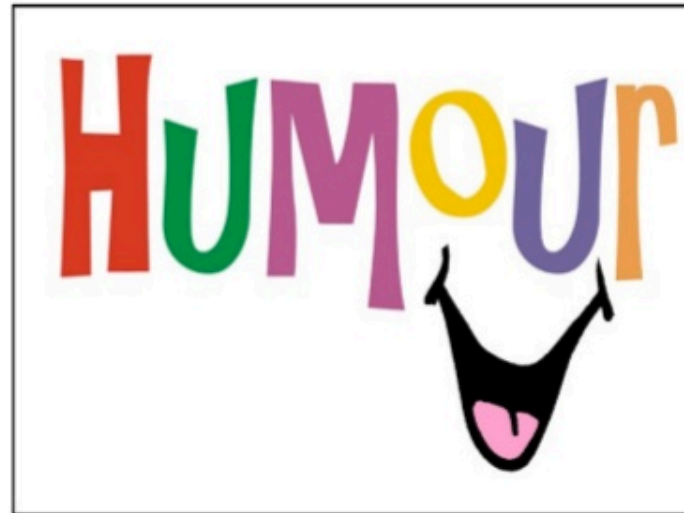
Classroom Space

- Be sure that you can be seen and heard by students seated at various points in the classroom. Break away from the podium, desk, or chalkboard



Humour

- Try using constructive (i.e., nonhostile) humor: Show cartoons or tell funny stories that relate a point, put corny stickers that say “Good Job!” on assignments well done, and add some joke to an exam or assignment. Students learn more when they’re having fun.



Role playing

- You can portray a particular character--say, the central figure in the material being studied--using costumes and other props. (But allow an opportunity for “debriefing” after your role-play to be sure that students understood the overall point.) You may also want to take on the role of narrator and tell a story to the class.



Props

- Bring a three dimensional object or something to use with electronic media into the classroom to integrate into the lecture or discussion.



Suspense & Surprise

- The use of suspense makes material more intriguing for students. Try developing an “anticipatory set” at the beginning of class: a question which you will answer by the end of class. (Examples might be: “What is ‘heavy’ about heavy water?” or “Why did Napoleon hold his hand inside his coat?”)



Preparation

- Of course, to have the energy and self-confidence to use props, surprising behaviors, jokes, and other techniques noted above, you must prepare. In order to be enthused in the classroom, you must capture the passion for the subject matter and for the teaching-learning process.



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Classroom Management

- Your dramatic skills will also help you manage uncomfortable situations in the classroom. For instance, you can carry a portable phone and pretend to make a call to someone when a student is being disruptive (prop, humor).



Patience

- My best teachers were those who were willing to keep explaining, knowing that eventually it would make sense. They were willing to wait until a distraction calmed students down, or abandon a lesson entirely if it was clear material needed to be revisited.



Confidence

- The best teachers laugh off their mistakes: chalk breaking, books dropped, TVs not working. Where some teachers are flustered, the good teachers struggles and go on about the lesson, sometimes even joking about the mess up.



Compassion for Students

- The best teachers have a sixth sense when a student needed extra attention and gave it gladly. They take the time to discuss subjects outside their teaching, knowing that sometimes lessons can still be taught without following the textbook. Good teachers are willing to speak up for us to other teachers, if need be.



Understanding

- Good teachers have understanding – not only the sixth sense mentioned above, but true understanding of how to teach. They don't have a rigid technique that they insist on using even if it don't help us learn.



Dedication to excellence

- The best teachers encourage the sharing of ideas and offer incentives (like not having to do homework for a day) to get students to think outside the box. They don't tolerate students' badmouthing other teachers, doing their best to point out that other teachers are human too. They encourage students to be good people, not just good memorizers of text.



Unwavering support

- The best teachers know that everyone is able to do well if they have the right teacher. They don't accept that a student is a lost cause. They encourage if you are frustrated and provide true belief that you can get the material.



Willingness to help student achieve

- Best teachers are those that don't stop teaching when the bell rings. They know that some need extra attention or assistance, and they don't act like it's not their job. They take that job seriously and know they aren't just employed to get students to be able to do higher math, but do well in life.



Pride in student's Accomplishments

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Passion for life

- The best teachers aren't just interested in their subject, they are passionate about it. They are also passionate about many other things. They praise good weather and smile when they take a few minutes to discuss last night's episode of a popular TV show.



Determine your philosophy

- Many classroom management plans begin with the teacher's philosophy of teaching, controlling & motivation



Understand what a classroom management plan is used for

- A classroom management plan is designed to help you get and maintain control of the classroom. It helps instructors know how to deal with unwanted behavior such as showing up late, a rude attitude, or incomplete assignments



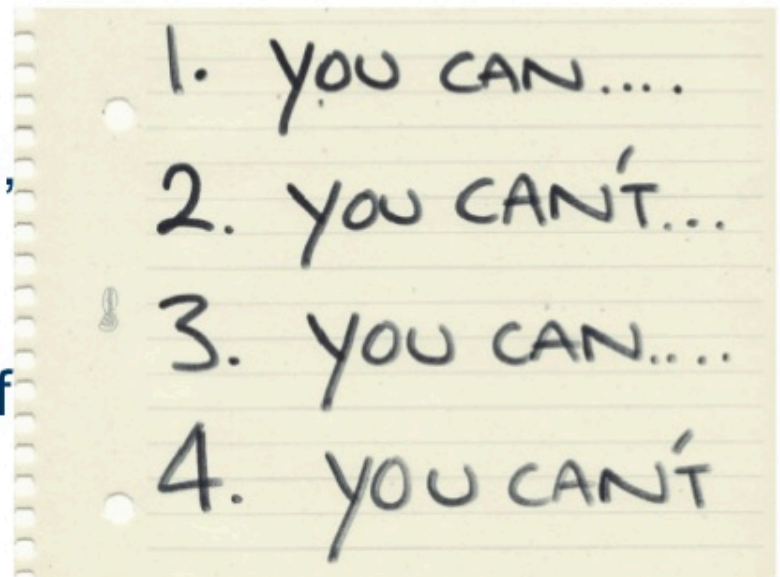
Write down

- Be as specific and detailed as possible. Write down the points so that students can be able to take note as required



Incorporate school policies and procedures

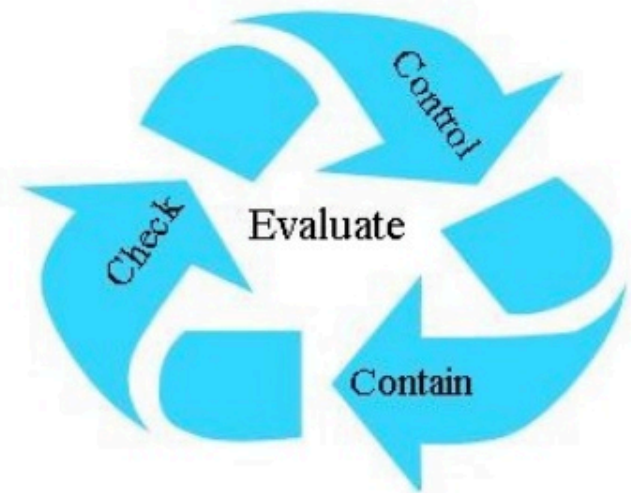
- DIS has its own set of guidelines for classroom management, such as the number of absences allowed, when late work needs to be turned in, and the deadline for dropping a class. Build off these to create a positive classroom environment for your students.



Consider preventative methods of classroom management

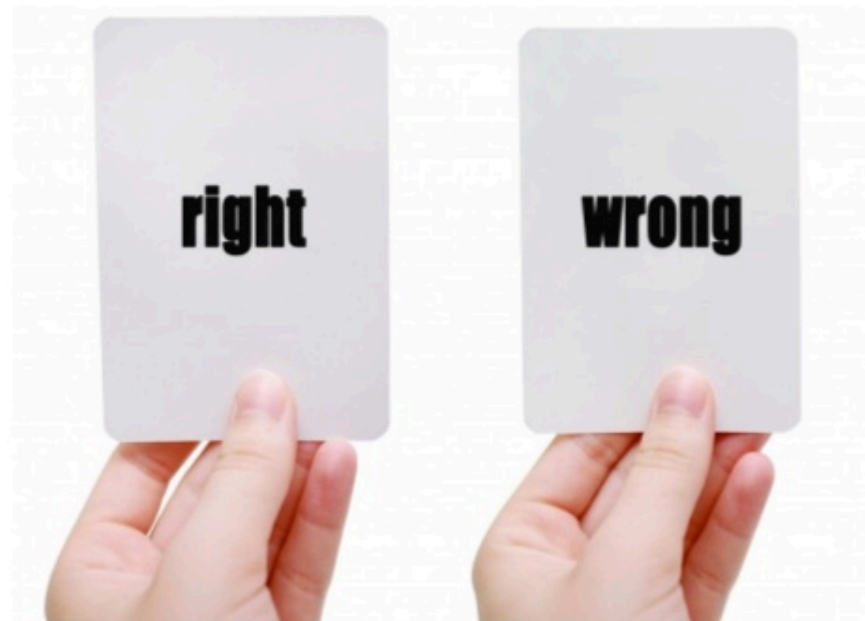
- Classroom management is not just about punishing students who behave poorly. It is also about practicing preventative measures that help you get control of a classroom before someone misbehaves.

The 3 C's of Prevention



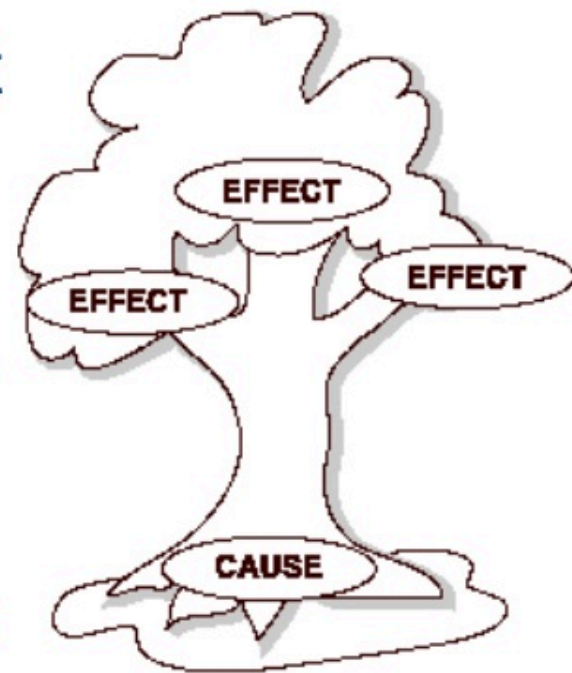
Define classroom rules

- It is important that you follow these rules, too. Set the example for students and let them know they can trust you to keep your word



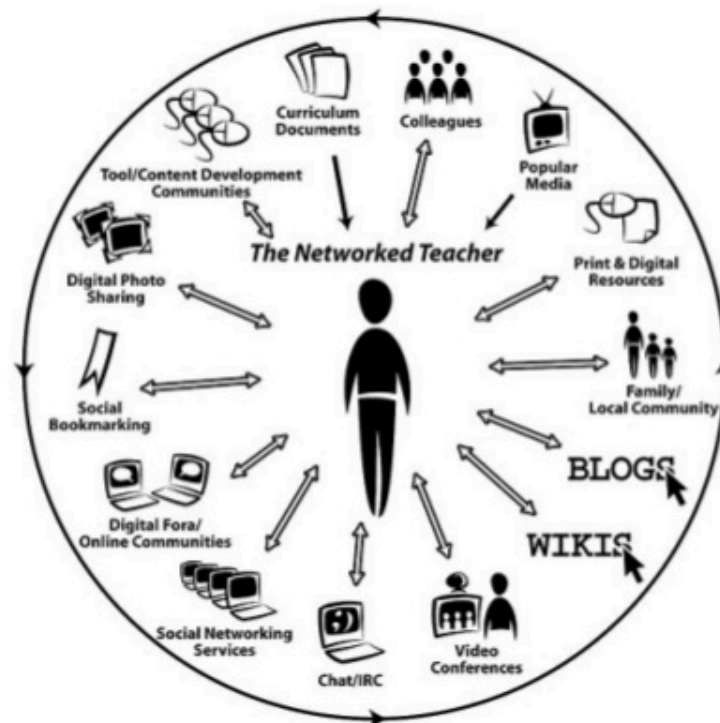
Explain consequences for breaking those rules

- Communicate consequences up front so students know what to expect when they behave inappropriately. These can be explained the first day of class, put on a poster in the classroom, or included in the course syllabus. Be as specific as possible. Then be sure to follow through.



Use Technology

- Try to use modern technology and provide updated information to your students



Always be in control of the classroom

- Being vigilant in the classroom is the best way to not only catch students cheating, but to prevent cheating from happening in the first place.
- Always greet students as they come into the classroom. Look at their hands/arms to make sure they didn't turn them into cheat sheets...



Stand Out

- You need to stand out, catch their attention and hold it.
- Be Vocal. Have an opinion and make sure you submit it at an appropriate time. Avoid talking too much and/or being too opinionated.
- Be passionate about what you're teaching. Wide eyes, a grin and barely suppressed enthusiasm does wonders for a student.



Stand Out

- Be energetic. Enthusiasm is contagious.
- Bend a few rules. This requires a bit of care, but tends to really establish trust. Discretely give them a bit more time to do it and make the topic a little bit easier. Yes it's bending the rules, but what you're doing is eliminating reasons for this to repeat itself.



Stand Out

- Go the extra mile... Do *more* than the average teacher is expected to do. If students fail to do the work on time, Call them after class and *go through the entire assignment with them.*
- Put an effort into your appearance. You need to make a good impression, make sure you walk into class looking good. Try to dress a little better or differently than the average person.



Brag a little but not too much

- You are trying to convince students that you are worth listening to, especially if you are trying to motivate them towards your field of study. You need to exhibit your talents. You are not just a teacher, you are really and truly good at what you do.



Pay attention

- If a student looks depressed or unwell. Call them out after class and just ask them if they are alright. Try to keep yourself semi-occupied when you do this. Look at them when you ask but don't keep staring at them until they answer you.



Bring out student opinions

- Ask them what their opinions are on certain issues. Avoid questions like: "What do you think about the Presidential Election?", this tends to be a bit annoying. Just throw a one-liner that they can't avoid answering like "Democrat or Republican?". If their opinion differ from yours or are the same as yours, argue with them lightly.



Make a difference

- If you see a problem or issue worth tackling, bring it up. Tell the students you want to do something about it and ask them what they think. Deal with the problem together and you'll make a difference together.



Make your expectations clear

- Tell your entire class what you expect of them. What you want them to become. What kind of contributions you want them to make in their field, and in the world. Be passionate and be genuine. The most critical mistake that teachers make with this speech is this: they deliver it *at the beginning of their class with the students*. This usually brings about an opposite motivation.



Take *pride* in being as good a teacher as you can

- If you can't bring yourself to care enough to really bring an outstanding effort to your teaching, in terms of planning, preparation and delivery, there is nothing I (or anyone else) can tell you that will make you a good teacher.

The influence of
a good teacher
can never be
ERASED



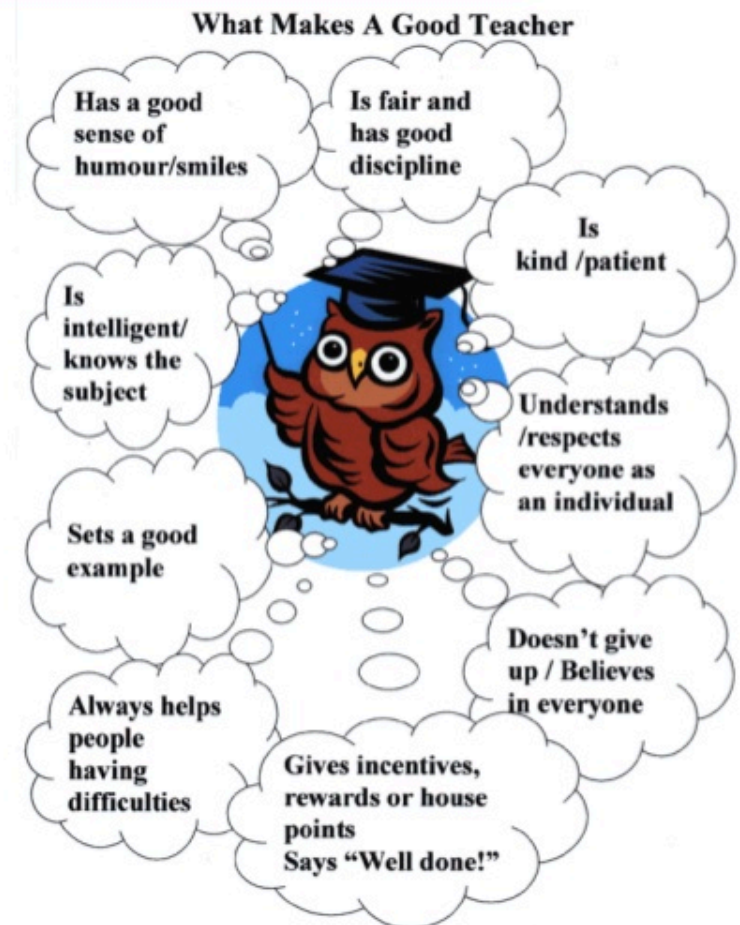
Love the subject you're teaching

- If you can't bring yourself to come in excited and enthusiastic for your lesson & love it like it's the greatest thing in the world — because for you, it *actually* is — your students will know.



Don't fall into the trap of *having to cover everything*

- It's much better to do the best you can in the time you have to do it, and to choose what *you* think is most important, than it is to expose students to every little detail.



Teach the right way *for your own style*

- Teaching is as much about learning what works for students (and you know some of this: *you* were once a student) as it is about learning what works for you.



Jump Out of the Box

- Do not talk slowly and deliberately. If you are a slow speaker generally, try talking faster than usual.
- Don't put yourself out as 'friend not teacher'. You need to respect the boundary here. You are a teacher, just a really good and different one.
- If you are having a bad day, don't let it show. If you are upset or angry, *don't let it show*. You need to be the superhero figure here.



Jump Out of the Box

- Make your involvement seem effortless. Whether you're talking, teaching, listening, clearing up your desk, reading something. You need to make it look completely effortless.
- Do not be over-attentive.
- Do not smile too much and don't smile to the whole class. Smile occasionally and to a specific person.



Jump Out of the Box

- Your evaluation (i.e. tests and quizzes) should be formed based on the original objective. It should evaluate how well the students met the objectives you set out when planning your lessons.
- You should be at least 1-2 weeks ahead in terms of your lesson plans.
- It is never too late to start to implement these tips and ideas.

