



# Teaching profession

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First base  
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## Chapter \ Teaching process

**Education** is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits. Educational methods include storytelling, discussion, teaching, training, and directed research. Education frequently takes place under the guidance of educators, but learners may also educate themselves.[1] Education can take place in formal or informal settings and any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational. The methodology of teaching is called pedagogy.

Formal education is commonly divided formally into such stages as preschool or kindergarten, primary school, secondary school and then college, university, or apprenticeship.

<https://cndls.georgetown.edu/atprogram/twl/teaching-as-process/#:~:text=Teaching%20is%20fundamentally%20a%20process,steps%20of%20evaluation%20and%20revision.>

### **Formal education**

Formal education occurs in a structured environment whose explicit purpose is teaching students. Usually, formal education takes place

in a [school](#) environment with [classrooms](#) of multiple students learning together with a trained, certified teacher of the subject. Most [school systems](#) are designed around a set of values or ideals that govern all educational choices in that system. Such choices include curriculum, [organizational models](#), design of the physical [learning spaces](#) (e.g. classrooms), student-teacher interactions, methods of assessment, class size, educational activities, and more.

### **Preschool**

Preschools provide education from ages approximately three to seven, depending on the country when children enter [primary education](#). These are also known as [nursery schools](#) and as [kindergarten](#), except in the US, where kindergarten is a term often used to describe the earliest levels of primary education.<sup>[18]</sup>

Kindergarten "provide[s] a child-center, preschool curriculum for three- to seven-year-old children that aim[s] at unfolding the child's physical, intellectual, and moral nature with balanced emphasis on each of them."<sup>[19]</sup>

### **Primary**

Primary (or elementary) education consists of the first five to seven years of formal, structured education. In general, primary education consists of six to eight years of schooling starting at the age of five or six, although this varies between, and sometimes within, countries.

Globally, around 89% of children aged six to twelve are enrolled in primary education, and this proportion is rising.<sup>[20]</sup> Under the [Education For All](#) programs driven by [UNESCO](#), most countries have committed to achieving universal enrollment in primary education by 2015, and in many countries, it is compulsory. The division between primary and [secondary education](#) is somewhat arbitrary, but it generally occurs at about eleven or twelve years of age. Some education systems have separate [middle schools](#), with the transition to the final stage of secondary education taking place at around the age of fourteen. Schools that provide primary education are mostly referred to as *primary schools* or *elementary schools*. Primary schools are often subdivided into [infant schools](#) and [junior school](#).

### **Theory of Learning for Jean Jacques Rousseau**

He stresses the importance of a progressive education adapted to the individuals developing needs so to follow "the natural progress of the human heart.

Early education is based primarily on the senses; promotes direct contact with the physical world; no book learning for early education.

**Learning is done through trial and error, experimentation through concrete medium.**

**Only book allowed a child was Robinson Crusoe because it describes a man's reliance on his own ingenuity and resourcefulness.**

**Rousseau recognizes the need for the child to be prepared for the future. Within the child is a reservoir of potential energy they do not need immediately; the educators task is to hold back the energy until it can be used effectively.**

**After lessons of necessity, lessons of utility are to be learned to develop reason to be applied to what interests and helps him.**

**A positive education begins only when the child becomes aware of his relationships with other people based on sensibility, particularly the innate feeling of pity, and later love and aversion.**

**Primitive stage complete, move onto involving ourselves in relations with the physical realm of nature and the world of human beings.**

### **Dewey's Theory of Education**

**Dewey's thoughts on education, originally published in his 1938 work Experience and Education, analyzed both traditional and progressive education. Traditional education's focus was more on curriculum and heritage, defining a student's learning path for**

them; a progressive education focused on the student's interest rather than that of the instructor or subject. In Dewey's opinion, neither of these schools of thought were sufficient. Dewey believed that traditional education was too strict ,He believed that traditional education left little regard for the learner's interests and progressive education was too individualized.

Not being fully pleased with either philosophy, Dewey proposed a new educational theory, which highlighted the role experience plays in education. According to Dewey, powerful educational experiences are a result of two fundamental principles: continuity and interaction.

Dewey combined these two principles, stating that one's present experiences are a direct result of how their previous experiences interact with and influence their present situation. Simply put, Dewey stated that human experiences- past, present, and future- influence the capacity to learn. He once said that: 'Education is a social process. Education is growth. Education is, not a preparation for life; education is life itself.'

**What are the functions of education towards individual, society and country?**

**<https://www.shareyouessays.com/essays/functions-of-education-towards-individual-society-and-country-essay/98293>**

**Education is essential for every society and individual. It is life itself but not a preparation for life. Man has various qualities. These qualities of the individual should be developed for the improvement of the country. So education plays a complementary role for overall individual, social and national development. It enables an individual to realize his highest self and goal. The key functions and roles of education towards individual, society and country are listed below.**

**Functions of education towards individual:**

**(1) Development of inborn potentialities- Education helps the child to develop the inborn potentialities of child providing scope to develop.**

**(2) Modifying behavior- Education helps to modify the past behavior through learning and through different agencies of education.**

**(3) All-round development- Education aims at the all-round development of child-physical, mental, social, emotional, and spiritual.child can earn its livelihood getting proper education, which has**

**Productivity. The education should be imparted according to the own interest of the child.**



**(5) Developing personality-** The whole personality of the child is developed physically, intellectually, morally, socially, aesthetically and spiritually. He is recognized in the society.

**(6) Helping for adjustability-** Man differs from beast. Man has reasoning and thinking power. Man tries his best to adjust with his own environment through education.

**Functions of education towards society:**

**(1) Social change and control:**

The society is never station. It is progressive and dynamic. The child lives in society. It is the social environment where the personality of the child can be developed. The old traditions, customs are preserved and transmitted with the situations, which are ever changing. We should not think or believe in the blind beliefs, which are hindrances towards our development.

Education helps to walk with the development of science and technology.

**(2) Reconstruction of experiences:**

Education is life-long process. Life is education and education is life. Life is full of experiences. One cannot live with his experiences, which are unable to adjust in the society. So education helps the

**individual to reconstruct the experience and adjust with the environment.**

**(3) Development of social and moral value:**

**There is no social or moral value. Now the man is behaving like an animal. Animality can be changed with moral education. Education teaches the moral value and social value like co-operation, tolerance, sympathy, fellow feelings, love affection, respect towards elder, helping the poor and needy persons.**

**(4) Providing opportunity or equality:**

**Indian Constitution has introduced the term 'equality' because we are not getting equal opportunities in all aspects. Education teaches us to give equal opportunities in all aspects irrespective of caste, creed, color, sex and religion.**

**Functions of education towards nation:**

**(1) Inculcation of civic and social responsibility- Education helps to make rising generation to understand its rights and duties as citizens of a democratic country.**

**(2) Training for leadership- The leadership quality of the individual is developed when he participates in all spheres of social, political, religious and educational activities.**

**(3) National integration-** We are living in one country having diversities in respect of color, caste, language, diet, dress, habits and physical environment.

**Educational integration leads to emotional integration. Education trains people for unity, not for locality, for democracy and not for dictatorship.**

**Education serves the most important end of educating the man.**

**(4) Total national development-** Education helps for bringing about total national development by developing its all aspects i.e. social, economic, cultural, spiritual, moral, educational, etc.

**Therefore, really education is an essential ingredient for all ages and stages of the life of an individual, society as well as the nation. Education can be a real panacea for all social evils.**

### **Language and Education**

**In discussions of language and education, language is usually defined as a shared set of verbal codes, such as English, Spanish, Mandarin, French, and Swahili. However, language can also be defined as a generic, communicative phenomenon, especially in descriptions of instruction. Teachers and students use spoken and written language to communicate with each other—to present tasks, engage in learning processes, present academic content, assess**

learning, display knowledge and skill, and build classroom life. In addition, much of what students learn is language. They learn to read and write (academic written language), and they learn the discourse of academic disciplines (sometimes called academic languages and literacies). Both definitions of language are important to understanding the relationship between language and education.

### **What Is The Difference Between Teaching And Instruction?**

Teaching is explaining how something is done while instruction is telling how something is done. These two go hand in hand together but are oftentimes confusing since they are almost similar in meaning.

Teaching is more complex in nature. When we talk about teaching, we are dealing with different techniques, strategies, and approaches that will facilitate learning. Teachers have to come up with varied instructional materials and must use the right strategies in teaching their lessons.

Teaching is also a never-ending process. By the time individuals start going to school to the time they graduate and start working, they're involved in the teaching-learning process. They don't only learn from teachers but also from those around them. This makes teaching both formal and informal. It is formal when it

occurs inside the classroom or informal when you learn things outside the portals of the school. For instance, you learn to read and write in school with the help of your teachers. On the other hand, your parents teach you informally about living life and correct values.

When we talk about instruction, it's not as complex as teaching. Instruction is simply giving direction. You instruct someone on what to do and how to do it. For instance, in school your teachers on how to answer a test or how to perform an experiment give you instructions. After which, you are simply left to do your work on your own.

Instruction makes learners dependent on the teacher. You're told what to do and oftentimes, there are steps you need to follow. Instructions must be understood and followed strictly in order to accomplish a particular task. Once you fail to do so, you will not be able to finish the task correctly.

Teaching and instruction go together especially in education. Both are needed in helping people learn and develop as individuals.

## **THE ROLE OF THE FAMILY IN EDUCATION**

<https://youthfirstinc.org/the-importance-of-family-involvement-at-school/#:~:text=Families%20involved%20in%20their%20child's,school%20by%20encouraging%20family%20engagemen>

**Intelligence is not the only factor that affects success in education! The important thing is the ability to use intelligence on the right things in an effective way. At this point, the personality characteristics and habits of an individual matters a lot. This topic is quite important as well as it is a very sensitive issue.**

**Research shows that 65% of children's personality development occurs between 0-6 years of age. This research re-emphasizes the prevalence of family in the child's personality development!**

**So, what kind of positive or negative effects do families have on the child?**

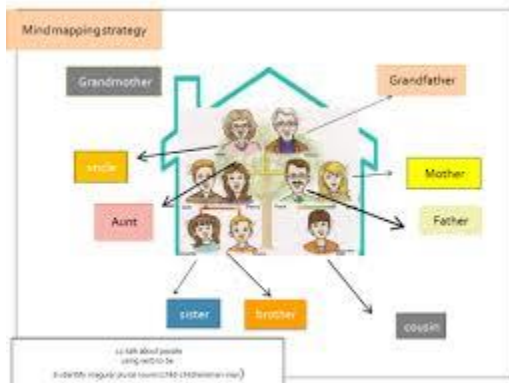
**In the pre-school period, the training and interest of family is important for children. In the 0-6-year-old preschool period, the fact that the family is in a positive attitude and raise their children conscious is becoming a sustainable success in the school period. On the contrary, it is known that problematic children are not successful in school life. Children with personality and behavioral disorders can experience adaptation problems when they start school.**

**Example:**

**A child who is constantly pampered by family members and had everything he or she wants has a difficulty accepting the reality of it is not always possible to get everything you want.**

**Such behaviors can lead to be excluded by society or some psychological pressures. When they face with such a situation, they lose their self-confidence, become uncomfortable, and want to run away from the social environment that they have been. Therefore, it can be resulted with academic failures after not enjoying school and lessons that much and running away. As you can see, education is always affected from internal and external factors all the time.**

**We have created two different titles for better understanding of the topic and contribute to make each parent do what they need to do.**



## **Common Mistakes in Family Education**

- One of the most common mistakes parents make is to not accept their children as an individual. Failing to admit that children are individuals can also cause parents to find their**

**children's behaviors strange and wrong even if they are not. In this case, what we do is to personalize our children with our characters, not their personal characters. Moreover, we see it as a kind of education. Such an education method will have a negative impact on child and lead to personality problems so the academic life of the child will be affected too. Be careful, it is important to know that it is not about to interfere in the wrong behaviors, it is about unnecessary interventions should be avoided.**

- To be over concerned and to see the outside world as a threat for the child affects the social development in children negatively. Especially, thinking your child's close circle of friend will hurt your child and so preventing your child's socialization may cause him/her to become an asocial individual. However, the people are social individuals and needs to be social. Social development in children is an important issue for success in education.**
- It is a huge mistake that when parents wish their children would live their dreams, which have never come true. For example, we often see that a father who could not have been a lawyer although he wanted a lot try to convince his child to be a lawyer and other similar kind of stories. Each individual has its own unique qualifications and interests. Children are also**



**individuals, their areas of interests must be discovered, and they should be directed to those interests.**

- It is also not good to not take care of children, make them feel that you do not love them enough, and let children control everything. Parents should check that their children fulfill their responsibilities. Children should be supported in both preschool period and school age period. Those could be checking their assignments, doing educational activities together, helping their tasks and so on.**
- It is not right to compare children with their friends and peers. The only comparison can be made to check whether everything is okay with the development of the child. The comparison should be based on every child at that age, not on a person. Also, the child does not have to be aware of this comparison. At the same time, it is not true that if this comparison would be accusing or too much encouraging for children. Every child has different interests and personality. It cannot be expected that children would not be themselves as long as you compare them with someone else.**
- Finally, it is one of the biggest mistakes that parents do not question themselves when they faced with child's failures but**

instead they look for mistakes that the children might have made.

## **Essential Roles for Effective Family Functioning**

- **Provision of Resources**

Providing resources, such as money, food, clothing, and shelter, for all family members is one of the most basic, yet important, roles within a family. This is primarily an instrumental role.

- **Nurturance and Support**

Nurturing and supporting other family members is primarily an affective role and includes providing comfort, warmth, and reassurance for family members. Examples of this role are a parent comforting a child after he/she has a bad day at school, or family members supporting one another after the death of a loved one.

- **Life Skills Development**

The life skills development role includes the physical emotional, educational, and social development of children and adults. Examples of this role are a parent helping a child make it through school, or a parent helping a young adult child decide on a career path.

- **Maintenance and Management of the Family System**

**This fourth role involves many tasks, including leadership, decision making, handling family finances, and maintaining appropriate roles with respect to extended family, friends and neighbors. Other responsibilities of this role include maintaining discipline and enforcing behavioral standards.**



### **How do you express your Family Values?**

*My Parenting Promise*, pictured below, was designed to articulate a set of family values that positively influence child and adolescent development. They are habits of thinking and behaving that honor our full range of human behavior—our strengths, weaknesses, vulnerabilities, and imperfections. When parents put these values into everyday action, they help create a healthy learning environment for their children and themselves. We all pass on values to our children. What my great grandmother taught her son.

### **Some Values You Should Teach Your Child**

## **Value: Honesty**

**Your child takes his cues from you, so it's important that you try to avoid any kind of deception, even a seemingly innocuous one. (Never, for instance, say something like "Let's not tell Daddy we got candy this afternoon.") Let your child hear you being truthful with other adults.**

**Another way to promote the value of honesty: Don't overreact if your child lies to you. Instead, help her find a way to tell the truth. When the mother of 4-year-old Janice walked into the family room one afternoon, she saw that her large potted plant had been toppled and that several branches had been snapped off. She knew right away, what had happened: Once before, she had seen Janice making her Barbie dolls "climb the trees," and she'd told her daughter at the time that the plants were off-limits. When Mom demanded an explanation, a guilty-looking Janice blamed the family dog. Janice's mom reacted sensibly: She interrupted her child's story and said, "Janice, I promise I won't yell. Think about it for a minute, and then tell me what really happened." After a moment, the child owned up to her misdeed. Consequently, Janice had to help clean up the mess and was not allowed to watch television that afternoon, but her mom made sure to emphasize how much she appreciated her daughter's honesty. In doing so, she taught the child an important**

**lesson: Even if being honest is not always easy or comfortable, you- and other people-always feel better if you tell the truth.**

### **Value: Justice**

**Insist That Children Make Amends**

**At a recent family gathering, Amy and Marcus, 4-year-old cousins, were making castles out of wooden blocks. Suddenly, Amy knocked over Marcus's castle, and he started to cry. Witnessing the scene, Amy's father chided his daughter and ordered her to apologize.**

**Amy dutifully said, "I'm sorry."**

**Then her dad took her aside and asked, "Do you know why you pushed over his blocks?" She told him that she was mad because Marcus's castle was bigger than hers. The dad told her that though this was no excuse for destroying her cousin's castle, he could understand her feelings. He then sent her back to play.**

**The father's reaction was similar to that of many parents: He wanted his daughter to identify and express her feelings and to understand why she behaved as she did. That is okay, but it is not enough. In order to help children internalize a true sense of justice, parents need to encourage them to take some action to remedy a wrong. For example, Amy's dad might have suggested that she help Marcus rebuild his castle or that she bring him some cookies as a gesture of apology.**

**Saying "I'm sorry" is easy for a child, and it lets her off the hook**

without forcing her to think. Having a child make amends in a proactive way conveys a much stronger message. If you are aware that your child has acted badly toward someone, help him think of a way to compensate. Maybe he can give one of his trucks to a playmate whose toy he has damaged. Perhaps he could draw a picture for his sister after teasing her all day. By encouraging your child to make such gestures, you emphasize the importance of treating people fairly-an essential value that will one day help him negotiate the complicated world of peer-group relationships.

### **Value: Love**

#### **Be Generous with Your Affection**

Parents tend to think that children are naturally loving and generous with their affection. This is true, but for loving sentiments to last, they need to be reciprocated. It is chilling to realize that over the course of a typical busy day, the phrase "I love you" is probably the one that a child is least likely to hear. Let your child see you demonstrate your love and affection for the people in your life. Kiss and hug your spouse when the kids are around. Talk to your children about how much you love and appreciate their grandparents, aunts, uncles, and cousins. In addition, of course, do not let a day pass without expressing your affection for your child himself. Show your love in unexpected ways.

**I can practically guarantee you that the more you say, "I love you" to your child, the more your child will say "I love you" back. The more hugs and kisses you give, the more your home will be filled with love and affection.**

### **The important role of media in education**

**The education of our children has always been emotive and when the mass media is added to the mix, volatility is inevitable. Traditionally, the mass media and education have enjoyed a love-hate relationship. On one hand, television and newspapers particularly, have provided extensive and extremely useful education content.**

**Teaching students how to find answers to their research or personal questions by accessing all available resources, including media resources, the trick is teaching students to be discerning and cautious about which sources can be trusted. They must investigate who or what is producing the information and to what purpose? I am pleased to say many are getting adept at evaluating resources, so I am hopeful this next generation will not be as gullible as my generation. (Based on the recent election.) 21st century learners, as my students are referred to, have so much information readily available; they will be the MOST aware generation ever.**

**Quiz**

- 1) What is the meaning of education according to John Dewey ?**
- 2) Write about the functions of education.**
- 3) What are the differences between teaching and education?**
- 4) What are the common mistakes of families in education?**



## Chapter 2 Teaching profession (nature –importance)

### 1.1 What is a profession?

Given the purpose of this treatise, a mere attempt to define or simply to conduct an examination of design professionalism would, I believe, be inadequate. In order to responsibly definedesign professionalism we must first fundamentally understand what a profession is and what conditions are required for it to exist.

Pronunciation: /prə-‘fesh-ən/

requiring specialized knowledge and often long and intensive academic preparation.

#### The fundamental characteristics of a profession:

##### 1. Great responsibility

Professionals deal in matters of vital importance to their clients with grave responsibilities and obligations. Given these inherent obligations, professional work typically involves circumstances where carelessness, inadequate skill, or breach of ethics would be significantly damaging to the client and/or his fortunes.

##### 2. Accountability

Professionals hold themselves ultimately accountable for the

quality of their work with the client. The profession may or may not have mechanisms in place to reinforce and ensure adherence to this principle among its members.

3. **Based on specialized, theoretical knowledge**

Professionals render specialized services based on theory, knowledge, and skills that are most often peculiar to their profession and generally beyond the understanding and/or capability of those outside of the profession. Sometimes, this specialization will extend to access to the tools and technologies used in the profession (e.g. medical equipment).

4. **Institutional preparation**

Professions typically require a significant period of hands-on, practical experience in the protected company of senior members before aspirants are recognized as professionals. After this provisional period, ongoing education toward professional development is compulsory. A profession may or may not require formal credentials and/or other standards for admission.

5. **Autonomy**

Professionals have control over and, correspondingly, ultimate responsibility for their own work. Professionals tend to define the terms, processes, and conditions of work to be performed

for clients (either directly or as preconditions for their ongoing agency employment).

6. **Clients rather than customers**

Members of a profession exercise discrimination in choosing clients rather than simply accepting any interested party as a customer (as merchants do).

7. **Ethical constraints**

Due to the other characteristics on this list, there is a clear requirement for ethical constraints in the professions. Professionals are bound to [a code of conduct or ethics](#) specific to the distinct profession (and sometimes the individual). Professionals also aspire toward a general body of core values.

8. **Merit-based**

in a profession, members achieve employment and success based on merit and corresponding voluntary relationships rather than on corrupted ideals such as social principle, mandated support, or extortion (e.g. union members are not professionals). Therefore, a professional is one who must attract clients and profits due to the merits of his work. In the absence of this characteristic, issues of responsibility, accountability, and ethical constraints become irrelevant, negating any otherwise-professional characteristics.

## **Crafts**

### **Definition and Meaning**

The term "craft" denotes a skill, usually employed in branches of the decorative arts or in an associated artistic practice. A key feature of crafts is that they involve a high degree of "hands-on" ability (hence the colloquial term "handicrafts) rather than just skill with a machine.

Some crafts that are practiced by artists working alone are sometimes referred to by the vague term "studio craft". Metalwork, woodturning, glass blowing, and glass art are examples of\*crafts\*

### **Importance of Becoming a Teacher**

#### **Inspiring and Motivating**

Most adults can recall a favorite teacher who loved being in the classroom and who made learning fun. Teachers are often the first to spot a student's unique gifts and aptitudes in a specific subject. Becoming a teacher provides an opportunity to nurture and encourage their students to appreciate and develop their natural abilities and special interests. An inspired teacher can make all the difference in a student's motivation to develop his own gifts and hidden talents. As a teacher, you help shape a student's self-esteem

and confidence, as well as helping inspire her career aspirations and attitudes toward school.

### **Building Future Leaders**

Teachers are important in society because they prepare and influence tomorrow's leaders. Every day, students learn important lessons about sharing, respect, valuing differences and making ethical decisions. Teachers who can enable their students to feel important and included will create safe classroom spaces, and the children will model the behavior that leaders should emulate. The well-being of planet Earth depends on having educated, ethical and responsible leaders who know how to solve problems, often communicating across cultural lines.

### **Collaborating With Parents**

Effective teachers' partner with parents to maximize and personalize a child's learning experience. Ongoing communication with parents and caregivers is more effective in supporting student success than occasional parent conferences. Students benefit when they see that their parents and teachers are on the same page and that both value education. Families are reassured when they know that their student's progress is being measured and supported along the way. When teachers share the curriculum and learning

objectives, then parents have an opportunity to extend and reinforce those lessons. For example, if parents living in the city know the teacher is planning a lesson on tadpoles, the parents may decide to visit a nature center with their child.

### **Why is teaching the Most Important Profession?**

Teachers have the capacity to shape the minds and futures of many - and they do so at all kinds of critical life stages. Kindergarten teachers introduce young minds to the wonder of learning - and to the basic tools of learning that students will use their entire lives. Middle School teachers have the onerous challenge of instilling a passion for academics in large groups of teens and tweens, whose minds are so deeply focused on developmental issues and social worlds. High school teachers are charged with teaching detailed intellectual content to large groups of “near adults” - whose worlds are often tumultuous on the inside and on the outside. College professors are charged with inspiring young adults - teaching them the nuts-and-bolts of highly technical content areas while showing them how limitless their life possibilities are.



[https://www.youtube.com/watch?v=69sU\\_5TAqV0](https://www.youtube.com/watch?v=69sU_5TAqV0)

## Qualities of a Great Teacher



**A great teacher is one a student remembers and cherishes forever. Teachers have long-lasting impacts on the lives of their students, and the greatest teachers inspire students toward greatness. To be successful, a great teacher must have:**

**1. An Engaging Personality and Teaching Style**

**A great teacher is very engaging and holds the attention of students in all discussions.**

**2. Clear Objectives for Lessons**

**A great teacher establishes clear objectives for each lesson and works to meet those specific objectives during each class.**

**3. Effective Discipline Skills**

**A great teacher has effective discipline skills and can promote positive behaviors and change in the classroom.**

**4. Good Classroom Management Skills**

**A great teacher has good classroom management skills and can ensure good student behavior, effective study and work habits, and an overall sense of respect in the classroom.**

**5. Good Communication with Parents**

**A great teacher maintains open communication with parents and keeps them informed of what is going on in the classroom as far as curriculum, discipline, and other issues. They make themselves available for phone calls, meetings, and email.**

**6. High Expectations**

**A great teacher has high expectations of their students and encourages everyone to always work at their best level.**



## **7. Knowledge of Curriculum and Standards**

a great teacher has thorough knowledge of the school's curriculum and other standards they must uphold in the classroom. They ensure their teaching meets those standards.

## **8. Knowledge of Subject Matter**

This may seem obvious, but is sometimes overlooked. A great teacher has incredible knowledge of and enthusiasm for the subject matter they are teaching. They are prepared to answer questions and keep the material interesting for the students.

## **9. Passion for Children and Teaching**

A great teacher is passionate about teaching and working with children. They are excited about influencing students' lives and understand the impact they have.

## **10. Strong Rapport with Students**

A great teacher develops a strong rapport with students and establishes trusting relationships.

# **CHARACTERISTICS AND QUALITIES OF A GOOD TEACHER**

<https://www.youtube.com/watch?v=ho3EAwABDyI>

## **1. Friendly and Congenial:**

I think the most important characteristic of a good teacher can have is to be friendly and congenial with his students. It is a plus point for

a teacher, if his students can share their problems with him, without being afraid or hesitant. I think students have always thought their teachers as their enemies. With this mentality, they can never be close to each other, and besides that how many teachers did you like who were NOT friendly, and were rather arrogant and rude?

## **2. Personality:**

A good teacher has a very good personality; there is no second thought about it. Students always get attracted to teachers with good personality and characteristics which leads to better communication, understanding and ultimately good results. Everyone can have a good, decent, likable and presentable personality. Just dress sensibly good, smell good, and be a little gentle and kind.

## **3. Knowledge and Teacher's Education:**

Another important characteristic of a good teacher is his knowledge and own education. As there is a saying that 'a teacher is only as good as his knowledge is'. After all, he is doing a teacher's job, which is to teach. If he himself lacks in the knowledge of a certain subject that he teaches, he is never going to make a name for himself as a good teacher. Therefore, sign up with only that subjects which you have good expertise; and it is a moral duty of every teacher too. Otherwise, it is not worth it.

#### **4. A Good Communicator:**

One of the very important characteristics of a good teacher is his communication skills. He should be a very good speaker. This characteristic will benefit a teacher in several ways. For example:

*If his communication skills are good, he can convey his lectures with better skill and results.*



#### **5. A Good Listener:**

*Apart from being a good communicator, a good teacher should also have the characteristic of being an even better listener. As there is Turkish proverb:*

*"If speaking is silver; then listening is gold."*

*Remember, a good listener will always have many friends and fans. Because people do not want to hear every time, they need persons who can listen to them as well. In addition, when a good teacher develops this patient quality in himself, he starts to become a great teacher.*

#### **6. Be Kind:**

*The last but obviously one of the most important characteristics of a good teacher to have in his box of qualities. He should be a gentle, kind and a benevolent person. Students should love him, and when they do love him, they idolize him. Then ultimately, they will respect him, will do his homework and eventually will bring greater outputs and results*

### ***Many Roles of the Teacher with the student***

- 1. What is the role of a teacher in a student's life?Teacher should be impartial; he/she must treat all the students equally.*
- 2. A teacher needs to understand their students from different angles, like how much skilled a student is , how much time he take to processes information, how good his memory is or why he does not understand something.*
- 3. She/he has to think of solutions to help the students to overcome their problems.*
- 4. There are different kind of students, some are slow in learning, some are fast learners and some are average students. Generally teachers, do not like to explain a concept repeatedly to a student. Therefore, a they must be patient enough to deal with such students.*

*Every teacher need to have these essentials qualities. They need to be calm, enjoy their job and realize its importance.*

## **1.Importance of Teacher for Students**

. In teacher student relation, both the aspects are important. Some of you may say that no more such relation exists, do such students exist. Many of us will say a big no, but as per my belief if the teacher commands respect rather than demanding it through self-discipline & a friendly nature it is very much possible in today's generation.

A child when comes in the world he knows nothing. He learns many things from the environment and the society. From mother he learns to stand, from father he learns to walk, from friends how to be social, and from a teacher the knowledge and the education, which is not possible if no guidance is provided. He learns everything from the guidance of others.

Children are like clay in a potters hand just as a potter gives a desired shape to clay in his hands so do the children become what their teachers make them. Childs life in a school is the most crucial phase during the foundation years for developing their nature personally by nurturing them.

To Guide means to help or to assistance by more experienced person to a less experienced person. The world is full of problems and at every step of life; we have to face various problems. Sometimes we

are so disgusted and stressed that we want some guidance and a moral support from someone who is experienced. In Education field, when a child enters in a college he is not at all aware of his future but everyone has to choose a right profession. Due to lack of knowledge and guidance one may not choose a right profession and the entire career he or she may have to be the sufferer so there is a great need of the guidance for an individual for a future development and it is not possible without a proper teacher. Teaching in its true sense, is not only to communicate or to give any instruction but influence. The teacher's duty is not merely to communicate knowledge, but also help the children to grow, develop suitable attitude, values and their personality. The teacher with her knowledge not only expertise to teach but also inspire and guide the student to gain success at the height of excellence. The teachers teaching in the residential school here influence maximum over the student, as the teacher herself has to act as friend, philosopher and a counsellor giving proper guidance in all areas of activity whether it is academic, co-curricular or related to the behavior. The teachers' role and the atmosphere, which he or she creates in the classroom, are the critical factors in the child life and the education. We all remember our good teachers more than anything else does in the school. Teachers are not the source of all knowledge

and order or just focusing on completion of curriculum, rather she establishes an environment and encourage student to use it Children learn best when they have creative partners with them allow the child to do mistakes as, mistakes gives opportunities to learn more and more in a better way through all possible options they make them good learners. The child should never say I cannot do it .one must appreciate the performers if he has done well. Award the child for its efforts taken for it. It always motivates the child by saying he can do it best.

### **Useful Suggestions for Good Communication with students**

**<https://www.youtube.com/watch?v=dFQWz6m9WLM>**

- True communication is a two-way process.
- Communication is mutual understanding.
- True communication results in mutual influence.
- The key to a good relationship is trust.
- The purpose of teaching is learning: learning is changed behavior.
- Admittance of our ignorance is the entrance to our own education.
- Knowledge is more than information- it is conversion.

- Careful listening involves patience, openness and a desire to understand.
- Communication lies more in feelings than in words.
- Be aware of the dangers of comparing.

**When you borrow strength, you build weakness.**

## **2. Teacher and methodology**

<https://www.youtube.com/watch?v=TDsjuH7eoUk>

### **Teaching Techniques teacher should know:**

#### **1. Flipped Classroom (Inverting your class):**

The Flipped Classroom Model involves encouraging students to prepare for the lesson before class. Thus, the class becomes a dynamic environment in which students elaborate on what they have already studied. Students prepare a topic at home so that the class the next day can be devoted to answering any questions they have about the topic. This allows students to go beyond their normal boundaries and explore their natural curiosity.

You can easily share resources with a group, in this case a class, allowing students to study these resources from home and prepare for the next class.

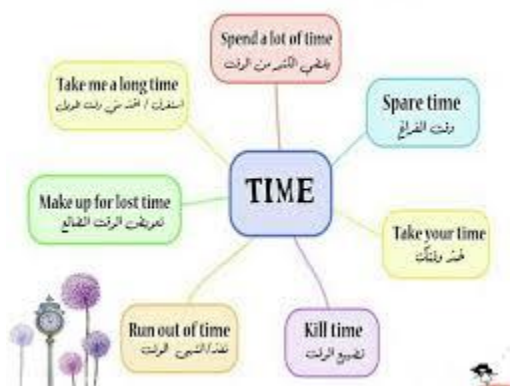


## 2. Design Thinking (Case Method):

This technique is based on resolving real-life cases through group analysis, brainstorming, innovation and creative ideas. Although “Design Thinking” is a structured method, in practice it can be quite messy, as some cases may have no possible solution.

However, the Case Method prepares students for the real world and arouses their curiosity, analytical skills and creativity. This

Media and tech companies in the world to coach teaching methods to implement the concept. Design Thinking for Educators also provides teachers with instructions to explore Design Thinking in any classroom.



## 3. Self-learning:

Curiosity is the main driver of learning. The key is to let students focus on exploring an area, which interests them, and learn about it for themselves.

The educational researcher Sugata Metra gave children self-supervised access to the web. The results obtained could revolutionize how we think about teaching. The children, who until then did not even know what the internet was, were capable of training themselves in multiple subjects with unexpected ease.

A common technique for exploring self-learning is the use of [Mind Maps](#). Teachers can create a central node on a Mind Map and allow students the freedom to expand and develop ideas. For example, if the focus is the Human Body, some students may create Mind Maps on the organs, Bones or Diseases that affect the human body. Later the students would be evaluated according to the Mind Maps they have created and could collaborate with each other to improve each other's Mind Maps and come to a more comprehensive understanding of the Human Body.



صفحة طرائق التدريس الحديثة

#### 4. Social Media:

A variant of the previous section is to utilize [social media in the classroom](#). Students today are always connected to their social network and so will need little motivation to get them engaged with social media in the classroom. The ways you can use teaching methods are quite varied, as there are hundreds of social networks and possibilities.

### **3. What Skills Knowledge & Experiences Are Needed to Become a Teacher?**

#### **Strong Communication Skills**

Teachers need a variety of skills, education and training to become proficient in their careers. They need excellent communication skills so they can explain the material in the curriculum in diverse ways to students who have different learning styles. They also need superior interpersonal skills, such as patience and the ability to remain calm in stressful situations. Collaborative skills enable them to work productively with their colleagues. Creativity and presentation skills are important when planning lessons to motivate students and hold their interest. As schools become more technologically advanced, teachers also need basic technological skills for audio-visual presentations and for reporting and taking attendance electronically.

#### **Knowledge of the Subject**

It is essential for teachers to have a strong grasp of the material they are teaching. Elementary school teachers must have content mastery in basic math, literacy, social studies and science. High school teachers, who usually specialize in only one or two subject areas, must have a thorough knowledge and understanding of their area of specialty. Teachers also need to know how children learn. They need to know the expectations in development for children of different ages. Skills of a teacher also include proficiency in teaching strategies and disciplinary techniques.



#### **4.The Teacher and His Profession**

What makes a good teacher? Professional Qualities Mastery of the Subject Effective learning demands that the teacher possesses solid knowledge of the subject or field he teaches if you want to learn something, read about it. If you want to understand something, write about it. If you want to master something, teach it.

**Understand the Learner** A teacher must know how much children at various levels of maturity are capable of understanding the **Teaching Principles and Skills in the use of Techniques for their Implementation** To promote learning effectively, a teacher must know not only what to teach but also how to teach. **General Understanding of other Branches of Knowledge** The teacher must be able to show how his subject relates with other fields, particularly in the solution of life's problems. **Understanding and Appreciation.**

### **5. Different Ways to Evaluate Student Progress in the Inclusive Class**

In today's diverse classrooms, it is as important for teachers to have different ways of assessing students as they do with teaching them. In addition to state and national standardized tests given at the end of a unit or semester, teachers can use a variety of well researched-based methods throughout the learning process to give students opportunities to demonstrate their learning. Below are 8 different types of ways that teachers can use to assess student progress in an inclusive class.

#### **1. Change Weighting Scale**

*When calculating a final grade for report cards, teachers use student assignments, tests, quizzes, and exams collected over the semester. Each type of assessment holds a certain "weight" in the overall grade. Exam results might be worth 50% of the entire grade, while daily*

*assignments are worth 20%. For students with instructional accommodations and modifications, teachers can adjust the importance or weight of an assessment activity.*

## **2. Use Informal Observation**

*Observing students throughout the school day can give important insight into their learning needs and progress. Collecting data through notes, checklists, sticky notes, and audio notes can help teachers keep track of student strengths and needs. Moreover, informal observations alert teachers to issues and information that one cannot provide on a written test.*

## **3. Allow for Self-Assessment**

*Give students an opportunity to assess their own learning and reflect on the progress they are making. They can identify their own gaps in skills or knowledge, revise their work, and set realistic goals. This process also helps students stay motivated and interested in their own learning.*

## **4. Provide Multiple Test Formats**

*Tests do not need to be restricted to pencil and paper formats. Students with written output issues can be given oral-response tests. Teachers can use multiple choice, long answer, short answer, diagrams, charts,*

*fill-in-the-blank, and other graphic organizers to have students answer questions about material.*

**There are hundreds of ways that teachers can assess students over the course of a school year. Giving students numerous ways to demonstrate their learning can give teachers a clearer picture of student progress than with written tests alone.**

## **5. The importance of teachers in society**

**1. Source of Guidance:** *A student spends a number of hours in the school with the teacher. During that time, the focus needs to be more than just transaction of content. A subject is just a point of contact between a teacher and a student. The teacher can serve as a source of enlightenment for the child by transferring her entire self to the child. The motive of this information transfer to make a child.*

**Conversationalist:** *A Teacher lends her experience to humanize the learning for her student. This is irreplaceable by any form of technology. One usually remembers his teachers not on the actual content that was actually taught in the classroom but for the way the content was taught. For example, a Physics teacher might integrate real mechanics demonstration in the classroom to help students understand force diagrams better. Techniques like these, which make a student, learn better.*

3. *Teachers play important role in our life to become successful in career and business. A good teacher helps us to become goodhuman being in the society and good citizen of the country. Teachers know that students are the future of any nation. ... Teachers impart the data and information in the brain of students to analyze.*

**Abstract:** *In the fast changing world of the early 21st century, public education is also changing. As part of the changes, the role of schools and education will also be different both in the educational system and in the society. Together with them, the role of teachers will also change. Examining how the new social challenges and demands towards education and teachers change schools into institutions with modern aims and social contracts teachers reveal their professional aims and needs for the future. Finally, we are going to explore teachers' knowledge base in the 21st century.*

### **Teacher in Classroom Management**

*Teachers are responsible for maintaining a positive learning environment in the classroom. Managing a classroom is not an easy task. A classroom that is out of control yields lower achievement for students and high burnout rates for teachers. Teachers must implement structure, develop positive student interaction and take immediate action when problems arise. Maintaining control from the beginning provides a foundation for effective classroom management.*



## **Create A Culture Of Caring**

*Effective classroom management is rooted in a culture of caring. Teachers set the tone for the classroom. If the classroom climate encourages participation and risk taking, students are more likely to become involved in the learning process. Teachers should use a nurturing approach and invest in each student on an individual basis. Group projects can serve as a vehicle to build a collaborative environment that invites a team-centric learning environment. When students sense a teacher is committed to their success, they are more likely to conform to classroom guidelines and specific behavioral goals.*

## **Establish Rules**

*Teachers should begin the year with clear expectations of classroom behavior. If students are aware of what is and isn't acceptable, they are more likely to be positive contributors in the classroom. Teaching an understanding of social skills and how to face adversity needs to be part of the regular classroom curriculum. Outlining consequences for unacceptable behavior will help students develop critical thinking skills and become better decision-makers. Teachers need to align behavioral expectations with school and district policies and make this information clear to parents.*

## **Maintain Accountability**

*Providing accountability strategies is critical to classroom management. Teachers should have a system for evaluating behavior. Monitoring behavior on a regular basis will aid in long-term success. Students need to be made aware that the evaluation process will be based upon their interactions with others in and out of the classroom. Verbal and non-verbal behavior should be included in the assessment. Teachers should share feedback about behavior with individual students and parents in a parent-teacher conference. If parents are aware of issues as they arise, they can reinforce expectations and consequences at home.*

### **Manage Problems**

*Teachers should determine the cause of troubling behavior before attempting to correct it. Reflecting upon the factors influencing a problem will provide a framework for intervention. For example, if a child is regularly misbehaving when he or she is sitting next to a specific friend, rearranging seating may be the answer. When possible, teachers should help students learn how to control and modify their behavior before it escalates into a larger issue. Teachers need to work together to reinforce intervention strategies. This will underscore behavioral expectations and maximize success.*

### **Types of teachers**

<https://www.youtube.com/watch?v=wQ3xaeO9bcc>

## ***1. Emotional teacher (teacher's passion)***

*It May seem strange to start a series devoted to 'hard evidence' by talking about 'soft emotions' such as teacher passion. Yet, teaching is emotional work and greatness comes from passion.*



## ***Passion Drives People to Excel***

*People who are passionate about their work love what they do.*

*They find purpose in their calling – a purpose that drives them to work hard, to learn along the way, and to achieve more than they have ever accomplished before. Their work challenges them and pushes their abilities to their limits. The challenge excites them. It forces them to think, to learn and to grow. In addition, amidst this excitement, it is almost as if their work becomes play.*

*Teacher passion makes teaching fun and helps you push yourself as a teacher.*

## ***Passion Helps You Persist***

*This does not mean that passionate people do not experience the same setbacks as you or I. However, their passion fuels their efforts, and it helps them push through the obstacles between them and their success.*

*Even the best teachers have bad days and adopting evidence based teaching will not change that fact. Teaching is hard work, and for those of us that care about our kids, it can be emotionally draining. Your passion to make a difference can stop you from throwing your hands in the air and giving up. That is one more reason that teacher passion is so important.*

### ***Passionate Teachers Get Better Results***

*Research<sup>1</sup> shows that the best teachers are passionate about teaching.*

*They are intensely curious about the world and love learning new things. They are also driven by a deep desire to teach and help others. These teachers give their heart and soul to their work, and to the students they teach.*

### ***Passion makes learning fun.***

*Some teachers try to mimic this effect by ‘entertaining’ their class. They do not understand that it is the teacher’s passion that makes learning fun. It is not about entertaining kids. When you have passion, you make hard work fun.*

*Jaime Escalante taught calculus to impoverished students in run down East Los Angeles – a hard subject to make ‘fun’ with a tough group of students thrown in for good measure.*

*Jaime did not try to ‘entertain’ his students. Instead, he worked them hard. However, he did so with passion – a passion for his subject, a passion for his kids and a passion for using education to give them a better life.*

### ***Your Passion Becomes Their Passion***

*It gets your students passionate about learning, it ignites their inner curiosity, and it gives them confidence in their own capacity to learn. Passionate teachers generate enthusiasm, which brings out the best in their students and allows their performance to soar.*

*Share your joy for teaching ... for reading ... for history, etc., for it forms the foundation for a love of learning.*

### ***Teacher Passion Is Crucial***

*The evidence shows that teacher passion is vital. It affects how students act, and it affects how well they do<sup>3</sup>.*

*If you need to, you should re-ignite your passion.*

*If you genuinely do not believe that you can be passionate about teaching – you may want to consider a different career. There is nothing worse than being stuck.*

*Teacher also should use passion and logic to get balance in the education process.*

*Passion without logic it is anarchy in the class, so teacher should be wise.*

## **2. Teachers are sarcastic**

*He is not the cheerful person but he is arrogant and conceited teacher that only believed in his high knowledge so he makes fun of his students and their answers.*

*He affected badly on his students character Sure, he used sarcasm. Hewas not cool. He was not funny. Kids hatedhim, Sarcasm is thoughtless and childish—not outstanding teacher qualities.*

## **3. Close-minded teachers**

*Your teacher is not receptive to some idea; let us take something outrageous like evolution, and then you can simply not bring it up during the conversations with that person. Easy, simple, and with*

*much of fanfare - you can transform this former into the gentle and not too bright occupant of the seat with "teacher" label on it.*

*You are smart enough to know that you don't need teachers to educate yourself - it would be great to have a knowledgeable and open-minded individual who can test you and bring out the best you, but it's more of a draw of luck instead of a mandate: teachers are tested based on their ability to attain some educational level, and your ability to pass their tests. You and your ideas are standing between them and their paycheck - they are not concerned with you ending up on top of the world or you becoming nothing: they are making a living (not live to make you success).*

*He is not fair teacher he want to shape students characters according only his mind, see the world from one eye (one side).*

*Examples of narrow-minded teachers:-*

*.He focused only on knowledge more than social communication.*

*.he used traditional methods without the modern one like technology.*

#### ***4. Teacher likes to appear***

*The person who wants to show his abilities and skills all time.*

*Imagine the class as a stage and he does not care of his student understanding.*

*Good teacher should be good actor and benefit his students.*



### **5. Sadistic teacher**

- 1. He enjoy seeing people hurt.*
- 2. He would enjoy hurting someone physically, sexually, or emotionally.*
- 3. Hurting people would be exciting.*
- 4. He hurts people for his own enjoyment.*
- 5. People would enjoy hurting others if they gave it a go.*
- 6. He has fantasies, which involve hurting people.*
- 7. He has hurt people because I could.*
- 8. He wouldn't intentionally hurt anyone.*
- 9. He has humiliated others to keep them in line.*
- 10. Sometimes I get so angry I want to hurt people.*



*Sadistic teacher always has negative attitudes towards his job or his students all time.*

*Always create a bad atmosphere in the educational environment.*

*Has a pessimistic relation with the students.*



## **6. Teleprompter teacher**

*.He imagines that the brain as a pot and he wants to keep all information in this mind.*

*.He does not care of the other aspects of students' character.*

*.he should understand that the target is to help your students to understand, to think, not to make your students as radio to put his information in the exam.*

### **Quiz**

- 1) What are the main characteristics of the profession?**
- 2) Write about the importance of teaching profession.**
- 3) Clarify the qualities of good teacher.**

**4) Teacher has a lot of roles .explain.**

**5) Write about the importance of profession development for the teacher.**

**6) There are many types of teachers, clarify.**

### **Chapter 3 The new teacher and his responsibilities**

***Three tips for making a good first impression on your new class***

***<https://www.youtube.com/watch?v=jTpT8PX3Y4A>***

***Raid the system***

*Firstly, you will be able to find out where your students are academically. You will know levels, grades, and this will make*

*differentiating your first few lessons a much easier experience, making sure that you stretch and challenge, or scaffold learning from the word go. The students will respond positively to the challenge and it will help to curb any bad behavior.*

*Secondly, more often than not, most systems will allow you to print pictures of your classes. Getting the names under your belt as soon as possible is a powerful tool in behavior management. It also shows the student that you have taken the time to get to know them already, which helps make a great first impression. Alongside this, try to find out whom their previous teachers were and get the lowdown. This will help in planning how you will deal with each individual in the classroom making sure you do not have first experiences like mine.*

### **Practice your story**

*I am from the lovely town of Rumford, Essex. As mentioned above, my first teaching post was in Bristol and to be quite honest, the kids didn't have a clue what I was talking about to start off with. I spoke way too fast in my first few lessons, which was purely down to nerves.*

*A few of my friends also found that nerves did affect their ability to function normally in the first week or two, with one of my fellow newly qualified teachers asking a class if they wanted to "Aren't any questions!" Hilarious but not a great start to his professional career (that stayed with him for the rest of the academic year). My university*

*tutor told us that practice makes perfect and I have to say that it definitely helped me. Get to know what you are going to say and it will help build your confidence and indirectly, theirs.*

## **Smile**

*Do not believe that old teachers' tale about not smiling until Christmas. If I visited a resort and the holiday rep refused to smile, I would not trust their idea of a good time. Like the reps, we are guiding these students on a journey, the trip of a lifetime. We need to sell it, have some fun with it and find exciting ways to engage them in the subject matter.*

*A great way to keep working on the learning community in the long term is for you to share that journey and your targets with them in September and review them often, as a class. At the beginning of each year I ask my students to share what their aims for the year are, alongside something they thought went well last year and something they need to improve upon, (including those from year six into year seven).*

*This is then stuck on the wall and each month we review where we have come from and assess where we are going together. As the year progresses, I ask students to offer each other advice, something that develops into a more detailed conversation as they reflect on feedback from book marking as guidance for these conversations from term to*

*term. We share in successes and we definitely share some smiles, even in October.*

*Enjoy your first term and be yourself. Let the children you teach know you care. Oh, and have a great year!*



### ***Ideas for your first day***

- ***Introductions:*** *Introduce yourself and ask students to introduce themselves. To mix things up a bit you could take some class time for students to interview and introduce each other, or try another [icebreaker](#) activity. You might also use the first day as an opportunity to start learning students' names: For helpful strategies visit the University of Nebraska's page on [learning students' names](#).*
- ***Collect information about your students:*** *Have students write down their names, contact information, majors and the last course taken in the subject area. This information will provide valuable background and help you calibrate your teaching and course content to your students' levels and interests. On the*

*logistical side of things, make sure to invite students who may need accommodations (students with disabilities or student athletes for example) to provide any documentation or to make necessary requests.*

- ***Read through the syllabus:*** *Review the syllabus as a group; highlight the course requirements and policies. Discuss the objectives of the course and your approach to the subject. Discuss the readings, assignments and forms of evaluation.*
- ***Establish a comfortable atmosphere and professional rapport:*** *Establishing an atmosphere in which students will feel comfortable asking questions and contributing to discussion, in a respectful manner, will increase everyone's potential for success.*

### **.1.Show students your best side.**

Many students can be won over with a positive attitude. Greet students at the door of your classroom, and remain enthusiastic regarding your classroom and your students. Maintain your professionalism, while treating your students with respect. How you set the tone the first day will go a long way of setting the tone for the whole year. 2. Introduce yourself to students. Sharing a little personal information about yourself with students can help them to become more comfortable with you. For instance, you can talk about where you went to school or what you like to do in your free

time. This makes you more of a person, and less of an intimidating authority figure.

## **2. Introduce yourself to students.**

Sharing a little personal information about yourself with students can help them to become more comfortable with you. For instance, you can talk about where you went to school or what you like to do in your free time. This makes you more of a person, and less of an intimidating authority figure.

## **3. Introduce yourself to the teachers.**

If this is your first year teaching, you may not recognize any of the teachers, depending on whether or not your student teaching was completed at that school. Even if you are a returning teacher, there are sure to be some new faces. By establishing bonds early on, you can develop the professional relationships that you will need to soar through the school year.

## **4. Decide on seating arrangements.**

Some teachers prefer to assign seating, while others allow students to choose their own seats. If students are choosing their own seats, remind them of the responsibility that this includes, and that they will be reassigned if they start to disrupt the class.

## **5. Make a seating chart.**

**Seating charts will help you to take roll quickly and efficiently, as well as help you learn the students' names more quickly. By including a seating chart with your other teacher worksheets, you can make it easier for a substitute teacher to take over your class in your absence.**

## **6. Take roll, learning student name preferences.**

**The easiest way to conduct roll is by going down the rows, having each student tell you his or her name. If they prefer to go by a nickname, have them let you know what it is. By allowing students to tell you their names, you will avoid any mispronunciations. Make a note of students who are missing or students who accidentally wandered into the wrong class.**

## **7. Establish a tardiness policy.**

**While you will probably want to excuse most tardy students the first day, since many are still learning their way around, you will want to inform them that tardiness will not be excused in the future, as well as what disciplinary actions will be taken for excessive tardiness.**



## **8. Review classroom rules.**

**To start out the school year on the right foot, students need to know what will be expected of them and what will be allowed in the classroom. Go over a list of general classroom rules, and make sure that the rules are posted in a prominent place in the classroom. You may also want to pass out worksheets to the students as a hard copy reminder of what the classroom rules are.**



## **9. Establish consequences for rules.**

**For both yourself and the students, it is important to determine in advance what consequences you will impose for breaking different rules. For instance, a first time offense may be met with a warning, a second offense a loss of privileges, and a third time a phone call home. Make sure that students are aware of the consequences.**

## **10. Introduce your lessons plans for the year.**

**You should plan to start introducing lessons plans on the first day. Do not get stuck on the administrative tasks on the very first day.**

**Some items may wait until later in the week. By letting students know what they will be studying, they will know that you are serious about teaching. You can consider making printable worksheets of the syllabus so students will have a hard copy of the information that they will be studying.**

## **Teacher and values**

### **Values Teacher Should Demonstrate**

**Students are the reflections of a teacher. The way teacher acts, behaves, talks, everything is followed by his/her student. Therefore, it is very necessary for a teacher to be mindful about his/her actions. Teacher should always possess some values. Upon possessing these values both inside and outside classroom, he/she shall find the students getting in proper path and eventually producing better results. After all, result determines a teacher's success. Result might not be only in terms of marks but a student's overall performance does determine degree of the success of a teacher. Moreover, teachers should also understand that they are not only content tutors but are also leaders. They guide students and show them the path for better future.**

***Here are five Core Values that shall help a teacher in being an outstanding leader in a classroom.***

### ***1. Integrity***

*It is necessary for a teacher to be honest with his/her job role and responsibility. Students always follow what teacher does and reflect on them. Teachers should be careful about what he or she does and make sure of fulfilling commitments he/she makes. Once a student finds teacher not sticking to his/her words then the student shall also start ignoring the teacher. Pretending to know everything might not be a good idea for teachers. Teachers could be doing so to make sure students always follow him/her but should there be any confusion to teacher himself/herself, he/she should have integrity to explain the situation. The teacher can tell the student that he/she will get back with the solution.*

### ***2. Sense of Hope for Students***

*Teachers should always possess a sense of hope that their students can do better. Some students could be weak and might not be able to catch up along with the pace. It is a major responsibility for a teacher to always stick with the possibility of those students progressing in their academics and in their life as well. Not all students have the same capacity of learning. They have different learning styles so; teachers*

*should exercise different ways of explaining core concepts and have confidence in their students instead of giving up on them.*



### **3. Continuous Self-Learning**

*If you are thinking, teachers are meant to teach to students then you are missing something. Teachers are not just to teach but they are in continuous process of learning too. Should they stop learning themselves, their teaching turns dull. The world advances with technology, knowledge steadily and it is responsibility of a teacher to stay updated in order to prepare student for all the upcoming changes in the society and world. Moreover, teachers should be accountable in learning from students as well. Classroom is a mini-society itself and teacher can learn many things about different culture and beliefs in a classroom from students.*

### **5. Mutual Respect and Responsibility**

*Students are not the only ones accountable to exhibit respect. Teachers also need to have respect and responsibility towards students. In fact, a*

*teacher who does not respect his/her students cannot earn their respect. Teachers should always feel the responsibility towards students. Parents, society as well as the children invest having faith in teachers and should teacher be willing to get rid of the responsibility, the whole learning and teaching process turns meaningless. Teachers are responsible in overall development of society.*

### **Knowledge**

*The most important value that most teachers hold is that of knowledge and their commitment to instilling this value in their students. While many students find learning to be "boring," teachers strive each day to encourage students to love learning and truly engage themselves in the pursuit of knowledge. Not only do teachers encourage others to pursue knowledge, they continue to pursue knowledge themselves. In this ongoing pursuit, teachers continue to educate themselves on classroom practices, different curriculums and various educational topics.*

### **Hard Work**

*Hard work is a core value that teachers not only hold for themselves, but also seek to instill in their students as well. Because teachers value hard work, they help students to learn that they must work for what they earn, both in and outside of the classroom. Teachers often display this value by working diligently to grade each of their students'*

*assignments, staying after school to tutor, attending parent-teacher conferences and taking on any number of other duties as necessary.*

### **1. Unconditional Love and Kindness:**

*In most cases, if you love someone, he or she will love you back in return. This, however, is not the real meaning of love. Love should be unconditional. With more love in the world, kindness will follow and replace cruelty.*

### **2. Honesty:**

*Students must be taught that dishonesty and cheating is wrong, and will get you nowhere in the future. As a student, one is only hurting himself or herself by cheating, because this action will eventually catch up to you in the end with bad consequences.*

### **4. Respect for Others:**

*Unfortunately, in our highly competitive dog eat dog society; many people will trod on others to get ahead in life. Respect for others should include respecting different religions, races, sexes, ideas, and life styles.*

### **5. Co-operation:**

*To achieve a common goal, it is necessary for all people to work together. If this is not done, a few people may profit, but the end result*

*for everyone will be a failure. I still believe in the motto, "united we stand and divided we fall."*

## **6. Compassion:**

*Compassion is defined as being sensitive to the needs of people. If there were more compassion in the world, there would be less homeless, hunger, wars, and unhappiness.*

## **7. Self-Esteem**

*If you have ever had a student with low self-esteem, you know how hard it can be to bring that child out of his or her shell. Low self-esteem can show up in a variety of ways, including acting out, bullying, becoming easily frustrated, quitting, and refusing to try. When students lack confidence in themselves, it will reflect in many areas of their life, including academic development. For this reason, it is important for you to include student confidence and self-esteem development into your daily routine. This lesson discusses ways to create a classroom that not only promotes self-esteem, but also actually builds it from the ground up.*

## **Curiosity**

### **1. Keep an open mind**

*This is essential if you are to have a curious mind. Be open to learn, unlearn, and relearn. Some things you know and believe might be*

*wrong, and you should be prepared to accept this possibility and change your mind.*

## ***2. Don't take things as granted***

*If you just accept the world as it is without trying to dig deeper, you will certainly lose the 'holy curiosity'. Never take things as granted. Try to dig deeper beneath the surface of what is around you.*

## ***3. Ask questions relentlessly***

*A sure way to dig deeper beneath the surface is asking questions: What is that? Why is it made that way? When was it made? Who invented it? Where does it come from? How does it work? What, why, when, who, where, and how are the best friends of curious people.*

## ***4. Don't label something as boring***

*Whenever you label something as boring, you close one more door of possibilities. Curious people are unlikely to call something as boring. Instead, they always see it as a door to an exciting new world. Even if they do not yet have time to explore it, they will leave the door open to be visited another time.*

## ***5. See learning as something fun***

*If you see learning as a burden, there's no way you will want to dig deeper into anything. That will just make the burden heavier.*



*However, if you think of learning as something fun, you will naturally want to dig deeper. So look at life through the glasses of fun and excitement and enjoy the learning process.*

## **6. Read diverse kinds of reading**

*Do not spend too much time on just one world; look at other worlds. It will introduce you to the possibilities and excitement of the other worlds, which may spark your interest to explore them further. One easy way to do this is through reading diverse kinds of reading. Try to pick a book or magazine on a new subject and let it feed your mind with the excitement of a new world.*

## **Technology and Teacher Education**

*Colleges and schools of education today are facing a challenge caused by the differing philosophies and views of their teacher education faculty and the educational technology faculty. Some believe that technology should play a role in education and should be integrated within teacher education courses. Others feel technology should be left to an expert who teaches one course on technology skills. Still others believe that there are more important skills preserve teachers need, such as literacy or child development, and that technology is receiving too much attention.*

*Some teacher educators do not understand the type of teaching and learning technology supports. They have developed a culture that does*

*not include technology and are uncomfortable when that culture is challenged. On the other hand, some educational technology faculty members are familiar with, at best, one pedagogical content area and are unaware of some of the issues teacher education needs to address.*

*Teacher's Activities Can Be Divided Into Two Major Tasks in Technology-Based Education:*

*1- Planning and Providing Electronic Content for Learners.*

*2- Creating Good Relations between Teacher and Learners.*

*He/she will participate in the Knowledge Created by Others and His/her Role as One of Various Knowledge Sources Will Change. By Facilitating Learning Process And Timely Feedback, The Teacher Provides Good Education Results and Strengthens the Learners' Internal Motivation By Creating A Positive Attitude Towards Lessons And Providing Emotional Mode In The Class. Educating Cultured, Social And Moral Citizens Requires Face-To-Face Communication In Every Kind Of Education Systems So; Teacher's Role Cannot Be Ignored Simply In Technology-Based Education.*

***How to be fair and Ethical in the Classroom***

**Impartiality.** *Students expect an instructor to treat everyone in the class equally. Few professors intentionally favor certain students over others, but it is probably impossible not to like some students more than others. Differences in liking may foster differences in interactions, such as allowing certain students to dominate discussions. Even subtle differences in how students are treated may lead to perceptions of partiality where none exists. To avoid giving the impression of partiality, carefully monitor your behavior and interactions with all students.*

**Respect.** *Respect involves treating students politely. Ridiculing a student or calling a student's comment "stupid" is inappropriate in all circumstances. Students expect an instructor to listen to, carefully consider, and give thoughtful replies to their ideas when they challenge the instructor's views. An instructor, who is perceived as impatient or demeaning, either directly through comments or indirectly through tone of voice, facial expressions, or posture, loses students' respect.*

*Patience is especially difficult when students actively misbehave in class. However, students also expect instructors to be polite in those situations. Should you face disrespect, try to remain civil and calm, thereby modeling*

*the appropriate behavior for students. It is always appropriate to meet privately with an offending student, during which you can be more direct in communicating expectations for classroom deportment.*

**Concern for students.** *Students expect their instructors to care about them and their academic performance. You can demonstrate such concern by learning and using students' names, talking to them before and after class, carefully answering questions, and inviting students who appear to be having problems with the course to discuss those problems and potential solutions. You also can express concern by giving due consideration to student complaints, taking remedial action when the complaints are valid, and carefully explaining your position when the complaints are not valid.*

**Integrity.** *Integrity means being consistent and truthful, and explaining your policies, procedures and decisions and why they are necessary, so that their fairness can be judged and understood. For example, an attendance policy may be justifiable because attendance is correlated with increased learning and better grades. Explaining the educational goals of various types of assignments also can be effective. You also can demonstrate integrity by delivering promised*

*rewards and penalties, and admitting ignorance when appropriate.*

## **Tests**

### **Three factors help a test appear fair to students:**

- 1. All the material on the test is relevant to the course's objectives and was covered in lectures, readings or both. If you reuse test questions, double-check them to ensure their currency with revised lectures or changed textbooks.*
- 2. The test is appropriate in difficulty for the course. Students are especially offended by overly difficult tests that seem designed to flunk people out of a course for the convenience of the faculty, or to adjust grade distribution to faculty expectations.*
- 3. The test is well designed, with clearly phrased questions and unambiguous multiple-choice response options.*



## **Importance of Teachers in Society and Education**

*Each profession occupies a specific place and respect in the society. Doctors heal patients by suggesting the medicine. Engineers design and bankers handle money. However, the*

*role of teachers is above from all. Teaching job requires great responsibility as compared to any another job. It has an impact on the growth and well-being of the nation. Teachers educate the youth of a nation.*

*Teachers are needed because they provide guidance, knowledge and right direction to the student career. The teacher is the person who inspires and encourages the student to strive for greatness, give shape to future and nurtures their talent and potential.*

*It is a well-known fact that "Even a diamond is a piece of coal without the person who carves it."*

*Although diamond has great significance in the world but without carving and cutting it is just a piece, stone. In the same manner, many students have the ability to do something creative and it is the teachers who recognize the ability of students and set them on the right track to give wings to their creativity.*

*An effective teacher can have a positive impact on the career path of a student. A good mentor can motivate the student at every point of difficulties in and out of the classroom. A person with proper vision, experience, and one with the passion of teaching can enter the teaching profession.*

*We all know that education field is vast and it has widened its horizon in last few centuries. In education, many fields are there such as field of science, commerce, arts, hotel management, fashion and technology and many others. All fields are very different from each other and every year number of students pass with a degree in these fields. There are many who take admission in these courses. In every field, the only thing that is common is the teacher, who are there for showing the right path to the students.*

*Teachers are very important in every phase of life, but at school level, teachers are very crucial for student's life. In school time most of the students are in their teens, they are not mature enough to decide the right path, and sometimes a wrong decision makes student's life dark. At school, a teacher is a guide to the student. He/she must see if the students are fine, healthy and active. The teacher has to encourage students to take up extracurricular activities besides studies. Teachers should always have a good sense of humor and be friendly with the students. Teenagers learn fast when the teacher is fun loving and innovative.*

*A good teacher, in fact, becomes a role model for students. Students tend to follow their teacher in almost every way. The teacher's caring attitude will have a major influence on the*

*students. A good teacher could uplift student's self-esteem. Teacher gives wings to the ambitions and aim in the mind of the student for future academic success. Therefore, the teacher should have the professional competence as well as a good nature in order to impart good values to students.*

## **Teachers Change Lives**

### **1. Education**

*A great teacher makes learning fun, as stimulating, engaging lessons are pivotal to a student's academic success. Some students who are more prone to misbehavior, truancy or disengagement are more dependent on an engaging teacher. Making your classroom an exciting environment for learning will hold the students' fascination, and students learn best when they are both challenged and interested. It is part of motivating students, which may not be easy, but which will benefit students immeasurably in the end.*

### **2. Inspiration**

*Have you ever had a teacher who inspired you to work harder or pursue a particular goal? Were you inspired to become an educator by one of your own great teachers?*



*Inspiring students is integral to ensuring their success and encouraging them to fulfil their potential. Students who are inspired by their teachers can accomplish amazing things, and that motivation usually stays with them. Inspiration can also take many forms, from helping a pupil through the academic year and their short-term goals, to guiding them towards their future career. Years after graduation, many working professionals will still cite a particular teacher as the one who fostered their love of what they currently do and attribute their accomplishments to that educator.*



### **3. Guidance**

*Teachers can also be a trusted source of advice for students weighing important life decisions. Educators can help their pupils pursue higher education, explore career opportunities and compete in events they might otherwise have not thought themselves able to. Students often look to their teachers as mentors with experience and knowledge, and, as an educator,*

*you will almost definitely be asked for advice at some point during your career.*

*Teachers can also help assess the problem and figure out an alternative. In such situations, teachers undoubtedly have the ability to change the lives of students.*

### ***Duties and Responsibilities of a Teacher in teaching subject:-***

#### ***1. Knowledge of the Subject***

- To have expert knowledge of the subject area*
- To pursue relevant opportunities to grow professionally and keep up-to-date about the current knowledge and research in the subject area.*

#### ***2. Teaching***

- To plan and prepare appropriately the assigned courses and lectures*
- To conduct assigned classes at the scheduled times*
- To demonstrate competence in classroom instruction*
- To implement the designated curriculum completely and in due time*
- To plan and implement effective classroom management practices*

- *To design and implement effective strategies to develop self-responsible/independent learners*
- *To promote students' intrinsic motivation by providing meaningful and progressively challenging learning experiences which include, but are not limited to: self-exploration, questioning, making choices, setting goals, planning and organizing, implementing, self-evaluating and demonstrating initiative in tasks and projects*
- *To engage students in active, hands-on, creative problem-based learning*
- *To provide opportunities for students to access and use current technology, resources and information to solve problems*
- *To provides opportunities for students to apply and practice what is learned*
- *To engage students in creative thinking and integrated or interdisciplinary learning experiences*
- *To build students' ability to work collaboratively with others*
- *To adapt instruction/support to students' differences in development, learning styles, strengths and needs*

- *To vary instructional roles (e.g. instructor, coach, facilitator, co-learner, audience) in relation to content and purpose of instruction and students' needs*
- *To maintain a safe, orderly environment conducive to learning*
- *To comply with requirements for the safety and supervision of students inside and outside the classroom*



### **3. Assessment**

- *To define and communicate learning expectations to students*
- *To apply appropriate multiple assessment tools and strategies to evaluate and promote the continuous intellectual development of the students*
- *To assign reasonable assignments and homework to students as per university rules*
- *To evaluate students' performances in an objective, fair and timely manner*

- *To record and report timely the results of quizzes, assignments, mid- and final semester exams*
- *To use student assessment data to guide changes in instruction and practice, and to improve student learning*

#### 4. **Professionalism**

- *To be punctual and be available in the university during official working hours*
- *To comply with policies, standards, rules, regulations and procedures of the university*
- *To prepare and maintain course files*
- *To take precautions to protect university records, equipment, materials, and facilities*
- *To participate responsibly in university improvement initiatives*
- *To attend and participate in faculty meetings and other assigned meetings and activities according to university policy*
- *To demonstrate timeliness and attendance for assigned responsibilities*
- *To work collaboratively with other professionals and staff*

- *To participate in partnerships with other members of the university's community to support student learning and university-related activities*
- *To demonstrate the ability to perform teaching or other responsibilities, including good work habits, reliability, punctuality and follow-through on commitments*
- *To provide and accept evaluative feedback in a professional manner*
- *To create and maintain a positive and safe learning environment*
- *To carry out any other related duties assigned by the department chairman*

## **5. Good Behavior**

- *To model honesty, fairness and ethical conduct*
- *To model a caring attitude and promote positive inter-personal relationships*
- *To model correct use of language, oral and written*
- *To foster student self-control, self-discipline and responsibility to others*

- *To model and promote empathy, compassion and respect for the gender, ethnic, religious, cultural and learning diversity of students*
- *To demonstrate skill when managing student behavior, intervening and resolving discipline problems*
- *To model good social skills, leadership and civic responsibility.*

## **Quiz**

- 1) How to make a good impression on your new class?**
- 2) Suggest ideas for your first day in class.**
- 3) Write the values that help teacher to be leader in his class.**
- 4) Write about the role of technology for teachers.**
- 5) How to be fair in your classroom?**
- 6) Write about the importance of teacher in society.**

## Chapter 4 Teacher and school social control

<https://www.youtube.com/watch?v=kyWFpsAnVuI>

### **What is social control?**

*Social control is the basic mean of social solidarity and conformity rather than deviance. It controls the behavior, attitudes and actions of individuals to balance their social situation. Man is born free but in chains everywhere, he lives. A person living in a society has to adopt certain rules and regulation. The whole society is running on these social norms. For smooth functions and running of these norms, these controls are necessary. It regulates harmony and brings unity among individuals of the same group. It also affects socialization process. When the people of a society follow social norms, it means that they adopt conformity to society and establish control. The deviancy from these norms leads to punishment may be lighter or serious, which touch the boarder of law.*

*It means to bring people of society within the limits and compel them to adopt conformity to social norms.*

*According to Fairchild, It is the process, which helps a society to secure conformity to individuals as well as groups.*



*Horton & Hunt says that social control is a complete process where a society provides security to its members and conformity to their prospects.*

### **Characteristics of Social Control**

- 1. It is an influence exerted through social suggestions, public opinion, religion and appeal.*
- 2. Influence is exercised by society bitterly than a single person or individual, such groups may be in the form of a family, union, club etc.*
- 3. Every control as influence exercised by a specific society for the promoting of group welfare. Social control is exercised for some specific ends and goals to achieve by the individual of a collective group.*

### **Education and Social Control**

*Education is considered as a mechanism of social control. Durkheim believes that education carries the commands of the society and enforces these commands on both teachers and the students in order to offer adequate enterprise and knowledge into the minds of the students to fit into the demands of the society. Durkheim at two levels discusses the social control role of education:*

*It induces sociability pathological strains, self-destructing desires from the mind of child helping him to fit into the demands of larger society. Therefore being a mechanism of control education mitigates the gulf between individual and the society. Parsons looks into social control role of education in relation to job allocation and socialization. He asserts that the potential concern of the school is to induce regularity in individual behavior. The laws at school rules at play help a person to control and regulate the personality desires adequately helping personality system to negotiate with the demand of social system effectively.*

*Secondly, fundamental concern of education is to induce the children induces sociability the required talent, skills and enterprise to fit into the future job market. The occupational specialization comes out of occupational socialization one receives from school life. As a result, school trains an individual to fit into his occupation without developing antagonism suspicion towards other persons holding other occupations in the social life of the community.*

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### ***The functionalist theory***

*The functionalist theory focuses on the ways that universal education serves the needs of society. Functionalists first see education in its manifest role: conveying basic knowledge and skills to the next*

*generation. Durkheim (the founder of functionalist theory) identified the latent role of education as one of socializing people into society's mainstream. This “moral education,” as he called it, helped form a more-cohesive social structure by bringing together people from diverse backgrounds, which echoes the historical concern of “Americanizing” immigrants.*

*Functionalists point to other latent roles of education such as transmission of core values and social control. The core values in American education reflect those characteristics that support the political and economic systems that originally fueled education. Therefore, children in America receive rewards for following schedules, following directions, meeting deadlines, and obeying authority.*

*The most important value permeating the American classroom is individualism—the ideology that advocates the liberty rights, or independent action, of the individual. American students learn early, unlike their Japanese or Chinese counterparts, that society seeks out and reveres the best individual, whether that person achieves the best score on a test or the most points on the basketball court. Even collaborative activities focus on the leader, and team sports single out the one most valuable player of the year. The carefully constructed curriculum helps students develop their identities and self-esteem. Conversely, Japanese students, in a culture that values community in*

*place of individuality, learn to be ashamed if someone singles them out, and learn social esteem—how to bring honor to the group, rather than to themselves.*

*Going to school in a capitalist nation, American students also quickly learn the importance of competition, through both competitive learning games in the classroom, and through activities and athletics outside the classroom. Some kind of prize or reward usually motivates them to play, so students learn early to associate winning with possessing. Likewise, schools overtly teach patriotism, a preserver of political structure. Students must learn the Pledge of Allegiance and the stories of the nation's heroes and exploits. The need to instill patriotic values is so great that mythology often takes over, and teachers repeat stories of George Washington's honesty or Abraham Lincoln's virtue even though the stories themselves (such as Washington confessing to chopping down the cherry tree) may be untrue.*

*Another benefit that functionalists see in education is sorting—separating students based on merit. Society's needs demand that the most capable people are channeled into the most important occupations. Schools identify the most capable students early. Those who score highest on classroom and standardized tests enter accelerated programs and college-preparation courses. Sociologists Talcott Parsons, Kingsley Davis, and Wilbert Moore referred to this as*

*social placement. They saw this process as a beneficial function in society.*

*After sorting has taken place, the next function of education, networking (making interpersonal connections), is inevitable. People in high school and college network with those in similar classes and majors. This networking may become professional or remain personal. The most significant role of education in this regard is matchmaking. Sociologists primarily interest themselves in how sorting and networking lead couples together of similar backgrounds, interests, education, and income potential. People place so much importance on this function of education that some parents limit their children's options for college to insure that they attend schools where they can meet the "right" person to marry.*

*Functionalists point to the ironic dual role of education in both preserving and changing culture. Studies show that, as students progress through college and beyond, they usually become increasingly liberal as they encounter a variety of perspectives. Thus, individuals that are more educated are generally more liberal, while less educated people tend toward conservatism. Moreover, the heavy emphasis on research at most institutions of higher education puts them on the cutting edge of changes in knowledge, and, in many cases, changes in values as well. Therefore, while the primary role of*

*education is to preserve and pass on knowledge and skills, education is also in the business of transforming them.*

*A final and controversial function assumed by education in the latter half of the twentieth century is replacement of the family. Many issues of career development, discipline, and human sexuality—once the domain of the family—now play a routine part in school curriculum. Parents who reject this function of education often choose to home-school their children or place them in private schools that support their values.*

### ***The conflict theory***

*Conflict theory sees the purpose of education as maintaining social inequality and preserving the power of those who dominate society. Conflict theorists examine the same functions of education as functionalists. Functionalists see education as a beneficial contribution to an ordered society; however, conflict theorists see the educational system as perpetuating the status quo by dulling the lower classes into being obedient workers.*

*Both functionalists and conflict theorists agree that the educational system practices sorting, but they disagree about how it enacts that sorting. Functionalists claim that schools sort based upon merit; conflict theorists argue that schools sort along distinct class and ethnic*

*lines. According to conflict theorists, schools train those in the working classes to accept their position as a lower-class member of society. Conflict theorists call this role of education the “hidden curriculum.”*

*Conflict theorists point to several key factors in defending their position. First, property taxes fund most schools; therefore, schools in affluent districts have more money. Such areas are predominantly white. They can afford to pay higher salaries, attract better teachers, and purchase newer texts and more technology. Students who attend these schools gain substantial advantages in getting into the best colleges and being tracked into higher-paying professions. Students in less affluent neighborhoods that do not enjoy these advantages are less likely to go to college and are more likely to be tracked into vocational or technical training. They also represent far higher numbers of minority students.*

*Conflict theorists contend that not only do the economics favor the white affluent, but also so does school testing—particularly IQ testing, which schools can use to sort students. They argue that the tests, which claim to test intelligence, actually test cultural knowledge and therefore exhibit a cultural bias. For example, a question may ask: “Which one of these items belongs in an orchestra? A. accordion B. guitar C. violin D. banjo.” This question assumes considerable cultural knowledge, including what an orchestra is, how it differs from*

*a band, and what instruments comprise an orchestra. The question itself assumes exposure to a particular kind of music favored by white upper classes. Testing experts claim they have rid modern exams of such culturally biased questioning, but conflict theorists respond that cultural neutrality is impossible. All tests contain a knowledge base, and that knowledge base is always culturally sensitive.*

*Conflict theorists see education not as a social benefit or opportunity, but as a powerful means of maintaining power.*

### ***How to Control and discipline of students in schools?***

*The EDUCATION ACT 1989 and relevant regulations deal specifically with some areas of school discipline. For example, the Act prohibits corporal punishment, and the Act and regulations contain detailed provisions about stand-downs, suspensions and expulsions.*

*However, other areas of discipline and control “such as dress codes and the question of the right to search students “are not specifically provided for, and therefore the precise extent of schools' powers in these areas are not fully clear. It would seem that these areas fall within the general power of school Boards of Trustees to control and manage their schools.*

*School boards are given statutory powers of control and management. The Act gives them "complete discretion" to control the management of their schools as they think fit, and gives them power to make bylaws*



*that they think are necessary or desirable to control and manage the school.*

### ***Rules for dress and appearance***

*As well as there being no specific statutory guidance about areas such as rules for dress and appearance, there are very few court decisions dealing with them – especially since Boards of Trustees were introduced in the late 1980s and the right of "freedom of expression" was enacted in the NEW ZEALAND BILL OF RIGHTS ACT 1990.*

*The ability of school boards to impose uniform codes under their general powers of management must be weighed against the right of freedom of expression in the Bill of Rights. The Bill of Rights says that the rights contained within it are not absolute but are subject to limitations that are reasonable in a free and democratic society. Accordingly, the right of students to express themselves is subject to reasonable limitations that are necessary for the management of the school.*

*Decisions of the courts indicate that they would probably be reluctant to intervene and substitute their own judgment as to what is "reasonable" for that of a school board. In the case of a court challenge to the imposition of compulsory uniforms, it is likely therefore that the courts would defer to the school's decision that this*

*was a legitimate and reasonable measure in the interests of running the school.*

### ***Can schools use corporal punishment to discipline students?***

*No. Corporal punishment in schools is illegal – the EDUCATION ACT 1989 prohibits state and registered private schools from using force towards students as a means of correction or punishment.*

### ***Manners to save classroom control***

- 1. The participation of parents to solve the problems of some students.*
- 2. Individual interviews with hooligans.*
- 3. The participation of students in decision-making.*
- 4. Make a contract with your students in controlling behaviors.*
- 5. Motivate your students to have a free open dialogue and listen for them carefully.*
- 6. be calm in discussing the dialectical questions.*
- 7. try to use the punishment with the encouragement manner.*

## **Quiz**

- 1) What is the meaning of social control?**
- 2) Explain the functionalist theory.**
- 3) What are the differences between functionalist and conflict theory?**
- 4) How to control students in school?**
- 5) Write how to save control in your classroom?**

## Chapter 5 Teacher and manners of keeping discipline

<https://www.youtube.com/watch?v=axitOq-rtwA>

### ***Maintaining Classroom Discipline***

#### ***Promoting Good Methods of Classroom Discipline***

*Helping students to govern their own behavior in ways that help them learn is a longstanding goal of all teachers. There are a number of ways that a teacher can promote good discipline in the classroom.*

***Know school guidelines*** for discipline procedures.

***Be fair, positive and consistent.*** Be the kind of person young people can like and trust—firm, fair, friendly, courteous, enthusiastic and confident. Keep your sense of humor.

***Provide a list of standards*** and consequences to parents and students. Make sure they are consistent with district and building policy. When in doubt, ask a colleague or your principal.

***Keep your classroom orderly.*** Maintain a cheerful and attractive classroom rather than a disorderly one, which might encourage disruptive behavior.

***Get to know your students.*** Learn their names quickly and use them in and out of class. You will soon develop almost a sixth sense for

*anticipating trouble before it begins, but don't act as though you expect trouble or you will almost certainly encounter some.*

*Let the students know you care. Determine jointly with the class what is acceptable in terms of behavior and achievement and what is not. Show interest in what students say, whether it pertains directly to the lesson.*

*Treat students with the same respect you expect from them; keep confidences.*

*Learn the meaning of terms, especially slang, used by students.*

*Begin class on time and in a professional manner.*

*Make learning fun. Make education interesting and relevant to the students' lives. Poor planning and a full curriculum can provoke disruptions.*

*Praise good work, good responses and good behavior.*

*Do not threaten or use sarcasm. Never use threats to enforce discipline. Never humiliate a child.*

*Avoid arguing with students. Discussions about class work are invaluable, but arguments can become emotional encounters.*

*Be mobile, moving around the room as students work or respond to instruction.*

**Keep your voice at a normal level.** If “disaster” strikes and you trip over the wastebasket, do not be afraid to laugh.

**Grade assignments** and return them as soon as possible.

**Give reasonable assignments.** Do not use schoolwork as punishment. Give clear directions.

**Keep rules simple.** Establish as few classroom rules as possible, and keep them simple.

### **Handling Classroom Conflicts**

*Here are a few practical suggestions for dealing with an angry student in the classroom who is defying your authority and is out of control:*

- *Do not raise your voice.*
- *Try to remain calm and rational.*
- *Do not touch an agitated or angry student.*
- *Try to keep the student seated. In many instances, this is impossible. You can only suggest the student remain seated so that he might explain to you what is wrong.*
- *Be reassuring to the student as well as the rest of the class. Explain the importance of protecting every student’s right to learn. Talk about options for resolving the conflict.*

- *Send another student for help. The student should be told to go to the nearest office to summon assistance from the administration.*
- *After the incident is over, immediately document everything that happened. This documentation should include time, name(s) of student(s) involved, a brief description of the events that occurred, and any information that pertains to the student(s) or the incident. This report should be submitted to the administration. You also should keep a copy in case of a future conference with parents or school administrators regarding the incident.*

### ***Discipline – The LEAST Approach.***

*There are several good methods of classroom discipline. One of the best is the LEAST Approach, developed by NEA, which helps you determine the appropriate level of involvement. If discipline problems can be handled at Step 1, there is no need to progress to Step 2, etc.*

*Briefly, the LEAST Approach includes these steps:*

- ***Leave it alone.*** *If the event is a brief and minor disturbance that is unlikely to occur again, leave it be.*
- ***End the action indirectly.*** *When learning is disrupted or someone may get hurt, let the student(s) involved know you are aware of the inappropriate activity with a facial expression, a body*

*gesture, or a quiet action such as walking toward the student(s) or calling the student(s)' name(s).*

- **Attend more fully.** *Secure more information from the student on who, what, when, where and why. Be objective rather than emotional.*
- **Spell out directions.** *When a situation threatens to get out of hand, making learning impossible or risking harm to someone, clearly explain to the student(s) involved the consequences of his/her actions and your intent to follow through.*
- **Treat student progress.** *Record what happened, when, where, who was involved, what you did, and who witnessed the incident.*

### **How to manage behavior in the classroom**

*We know that to effectively deliver sanctions the message needs to be simple, clear and non-negotiable; in practice it is easy to get caught up in a lengthy argument or confrontation. Focus on moving in, delivering your sanction as discreetly as possible and then moving out quickly. Choose a phrase that you will withdraw on 'I need to see you working as well as you were in yesterday's written task, thank you for listening' or 'I will come back and give you feedback on your work in five minutes'.*



*Avoid waiting around for the student to change their behavior immediately; they may need some time and space to make a better choice. Engage another student in a positive conversation or move across the room to answer a question and only check back once the dust has settled. No one likes receiving sanctions and the longer the interaction the more chance of a defensive reaction or escalation. Get in, deliver the message and get out with dignity; quickly, efficiently and without lingering.*

### **Countdown**

*A good technique for getting the attention of the whole class is to use a 'countdown' from 5 or 10 to allow students the time to finish their conversations (or work) and listen to the next instruction. Explain to the class that you are using countdown to give them fair warning that they need to listen and that it is far more polite than calling for immediate silence. Embellish your countdown with clear instructions so that students know what is expected and be prepared to modify it for different groups:*

### **Jobs for the boys and girls**

*At primary level, students' mutual trust is encouraged through sharing and delegating jobs in the classroom. A well-*

*organized year 5 teacher will have students handing out resources, clearing and cleaning the room, preparing areas for different activities, drawing blinds etc. The students learn how to share responsibility with others and accept responsibility for themselves.*

*It is often said that primary schools teach students to be independent and secondary schools teach them not to be. Year 7 students in their new schools are often surprised when their responsibility for the classroom is removed, 'Right I am counting out the scissors and I will come round and hand them out, don't touch them until I say', and their freedom of movement restricted, 'Do not get out of your seat without written permission!' etc. The tasks and responsibilities that you are able to share may seem mundane and trivial but by doing this an ethos of shared responsibility can be given a secure foundation.*

### ***Chase me'': What to do with secondary behaviors***

*Secondary behaviors are those that occur during your intervention or as you leave a conversation with a student. They are 'chase me' behaviors designed to push your buttons and gain a furious response. When you have exhausted all of your positive reinforcement, redirection techniques, warnings*

*and sanctions and need Darren to leave the room, the secondary behaviors are the chair being thrown back, or door being slammed, or the infuriating smile that slowly cracks across his face. He may want to divert the conversation away from the original behavior or encourage an adrenalin-fuelled confrontation in the corridor. Do not allow him to take control of your behavior. Resist the temptation to address the secondary behaviors in the moment. Instead, record them and deal with them later on.*

*The fact that Darren has left the room means that he has followed your instructions; the dramatic trail of disruption that he has left in his wake can be dealt with when he is calm. The rest of the class will closely observe your calm and considered response and they will be impressed by your confidence even in those emotionally fuelled moments. Darren may slowly begin to realize that his usual pattern of behavior will not work with you.*

### **Classroom makeover**

*With the growth of the interactive whiteboard and use of computer screens for teaching, many classrooms are reverting to students in rows with the teacher's desk at the front and in the corner. Thirty years ago the classroom was arranged for*

*students to see the blackboard, now technology has replaced chalk but the difficulties of inflexible classroom configurations remain.*

*When designing the layout of your room you also need to consider the management of behavior. With students in rows and the teacher sitting behind their desk there are many hiding places for students to escape to. If you cannot get to students quickly and easily then the classroom becomes an arena where conversations about behavior are broadcast for everyone to hear. Confrontations become more frequent, delivery of praise less subtle and as the teacher retreats behind the desk the physical divide can easily develop into a psychological one.*

*As a reaction to the overuse of the blackboard, much work was done to encourage teachers to use more dynamic classroom configurations. Desks in rows with the teacher's desk at the front makes the management of behavior harder, stifles gentle human interaction and forces most conversations to be broadcast publicly.*

### ***Importance of discipline in school life***

*Discipline in school life is very important for students. We cannot be well educated without discipline. Without learning*

*and the following discipline in school, life can cost students later in their career. In school education, discipline is a set of rules & regulations that remind us of the proper code of behavior. Discipline is ever more important during school life.*

*However, discipline is not only important for school students it is for everyone. Discipline is self-improvement practice. It is what helps us all to achieve our goals in life.*

*See a successful business owner, a popular leader and you will find that are well disciplined. Disciplined founders and leaders have higher business intelligence and strong analytical skills. Because they practiced their business growth strategies consistently and with focus.*

*For example, you have goals and dreams. You want to achieve them. In addition, most of the time people got 50% success. However, discipline aligns us to keep going, keep working, and keep dreaming until it is not 100%. That is the way of success.*

*In addition, that is why I think implementations of discipline in students mind help them to achieve their goals and dreams later in the life. However, let us learn about the importance of discipline in student's life in details with example.*

***What is the importance of discipline in a student's life?***

## **Staying motivated**

### *Importance of Discipline in Education*

*If one does not stay disciplined, it is hard to stay motivated in the studies too. It is important to remind every day and ourselves each what we are really working for and why.*

*May be writing down our study goals and if truly what we want to achieve in life is an excellent way actually to keep oneself motivated and to see actually how close we are practically coming to achieving all of those goals we thought with each day that goes by really.*

## **Scheduling**

*We all know good discipline is essential in order for making sure that we in fact actually complete all of our study assignments. If we miss one deadline, then everything can just pile up on leaving it for later and it is harder obviously to meet the next deadline then. So, it is very crucial to stay disciplined right actually from the start of our studies, and so it is easier to also stay disciplined later on then and easy to manage too.*

## **Setting a good example to others.**

*If we really practice discipline in our student life, we encourage other students to be disciplined as well. Our*

*discipline is also especially compelling to others too when they see what really a positive impact it has on our grades and then on our personal life as well so discipline is necessary.*

### **A transferable skill.**

*We all know that learning to be disciplined in fact whilst we are the students gives us a true skill that we can later also put in use for life. Therefore, discipline is also so useful in the workplace and in family life. In fact, then we can use it also whenever we, in fact, need to, and once we have acquired this skill! It all gets better.*

### **Roles of a Teacher**

*In the English classroom, a teacher fulfills many roles with different aims.*

*The most common thought of a role might be the fully organized classroom in which the teacher (Controller) controls everything.*

*In addition, teachers are expected to assess their students by correcting them and giving feedback to their development and performance.*

*Another very important role is the one of the classroom manager. Good organization is a key factor in planning a*

*syllabus, a lesson or just a particular task and helps to discipline the students (Manager).*

*Furthermore, the teacher acts as a resource by helping the students if necessary. She/he provides additional information or simply talks to them providing the resource of spoken language (Resource).*

*To increase the effectiveness of learning it is sometimes necessary to act with the students on the same level as a participant. Not only will the teacher gain an insight about the way students develop, but also give them the chance to interact with someone who has a much higher comprehension of the target language (Participant).*

*A role not directly related to the behavior of the teacher is the investigator. The teacher analyzes the way of teaching, observes what is going on in the classroom and investigates the ways students learn, with the aim to develop his/her methods of teaching (Investigator).*

*The last role is the role model, which goes beyond the classroom influencing children throughout their whole life. Honesty, affection or fairness for example, are not only learned from parents but also from teachers at school. Therefore, a teacher must be fully aware that his behavior in*



*general has a huge impact on the personal development of his/her students. (Role Model) (Mathew)*

*Additionally, it is important to mention that roles also differ in their influence on the lesson and whether they are fulfilled actively or rather passively. The following diagram shows an overview about the different roles, whether they can be seen as active or passive and how far they are related to each other*

### **3.1 Teacher as Controller**

*As I said the role as a controller, standing in front of the class, talking to the students and giving instructions, might be the most common role of a teacher. Points out that teacher, fulfilling this role, “[...] control not only what the students do, but also when they speak and what language they use.” Everything what happens in the class is controlled by the teacher and is in his/her responsibility. She/he educates the students by introducing the target language, giving tasks, using repetitive drilling techniques and leading them through the content. Furthermore, the teacher has complete control when it comes to the pace of a lesson, which means that everyone in the class is taught on the same level.*

*The way of leading a class depends on the character of the teacher. Every person has his/her own style of teaching. Some*

*teachers are very open-minded and do not hesitate being the center of the lesson, whereas others prefer to let the students interact by themselves. Very authoritative persons will not have many problems with discipline but also a shy personality does not automatically mean chaos in class. Teachers who are popular among the pupils have less problems to keep them motivated and pass on knowledge. Wright (60) quotes that “[...] even a person who is not a born teacher can improve a lot by learning to smile, to be enthusiastic and patient, and to be constantly looking for new ways of getting his message across to the pupils.*

*What every “Controller” has in common is, that his/her language output is the central means for developing the students’ comprehension and I will deal with this so called “teacher talk” in more detail later on. A crucial factor however is that the teacher keeps in mind not to act too much. Students also need to have their own free time to learn the treated content, which means that control has to be reduced sometimes. Otherwise, one risks hampering the student’s progress. Therefore, too much talking is not recommendable, as students do not get the chance to communicate by themselves.*

## **Quiz**

- 1) Write different methods for classroom discipline.**
- 2) How can you treat with classroom conflicts?**
- 3) What do know about LEAST approach?**
- 4) What is the importance of discipline in school life?**

**Best wishes**