

Qualities of a Good Teacher

Prof. Dr. A. R. Saleemi

Dean

Faculty of Chemical, Met. & Min Engg.

University of Engineering & Technology, Lahore

Teaching is hard work,
because it is heart work.

Teaching excellence is an on-going engagement with the scholarship of learning and teaching, an understanding of how students learn, a promotion of interactivity, and an all-round enhancement of student learning.

(Gibbs & Habeshaw, 2003)

Layout of the Lecture

- What is a teacher?
- Role of a teacher
- Complexities in teaching
- What is quality teaching?
- A good / modern classroom
- Qualities of a good teacher
- The real teacher (problems)
- Types of teachers
- Strategies for becoming a good teacher
- Conclusion

What is a Teacher?

1. To a mind of flint, the teacher must be iron, and strike sparks. To the empty pitcher, the teacher becomes a well. To the fallow mind, a planter of seeds. To the cluttered mind, a gardener to weed, shape, and clear a space for growing.
2. To the lens, the teacher is light, and to the mind of light, a lens.
3. To the sleeper, the teacher is the wake-up call of birds at sunrise. To clay, the teacher is potter, sculptor, and trainer in self-shaping. To the wanderer, the teacher is a knowing guide. To the developed mind, the teacher is colleague, listener, friend.

Role of a Teacher


1. Teacher's foremost duty is intellectual / creative development of the students.
2. To impart technical knowledge
3. To foster the development of technical skills
4. To develop ethical dimensions of the students (motivation, character, self-esteem, civic responsibilities)
5. To impart training for management, decision-making and leadership qualities in students

Role of a Teacher (Cont...)

6. To develop wisdom and understanding about the practical problems of the life
7. To develop global vision and be responsible to lighten the future of the students
8. To teach the students respect for individual / cultural / racial / religious differences

Complexities in Teaching

1. Cultural and social diversities
2. Religious diversities
3. Merit diversities
4. IQ diversities (skills, abilities)
5. Diverse backgrounds & contexts
6. Different human needs and conditions
7. Rapidly growing knowledge base



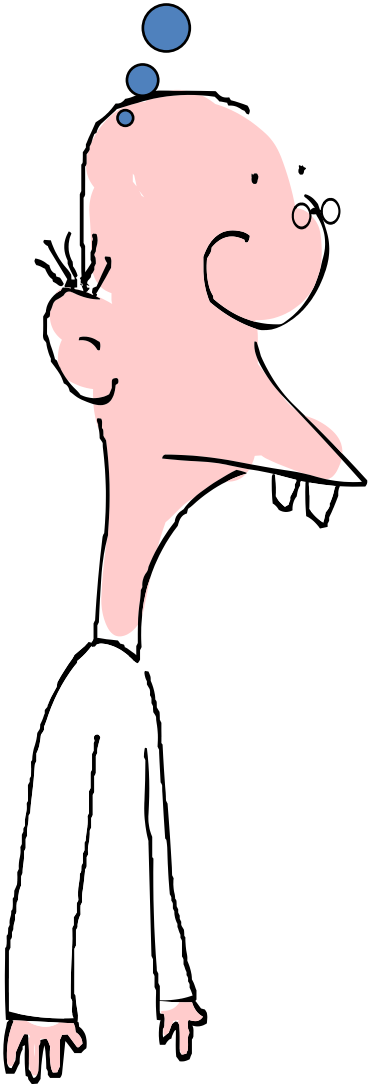
TEACH US IF
YOU DARE !!!

WE
ARE
WAITING
!!!



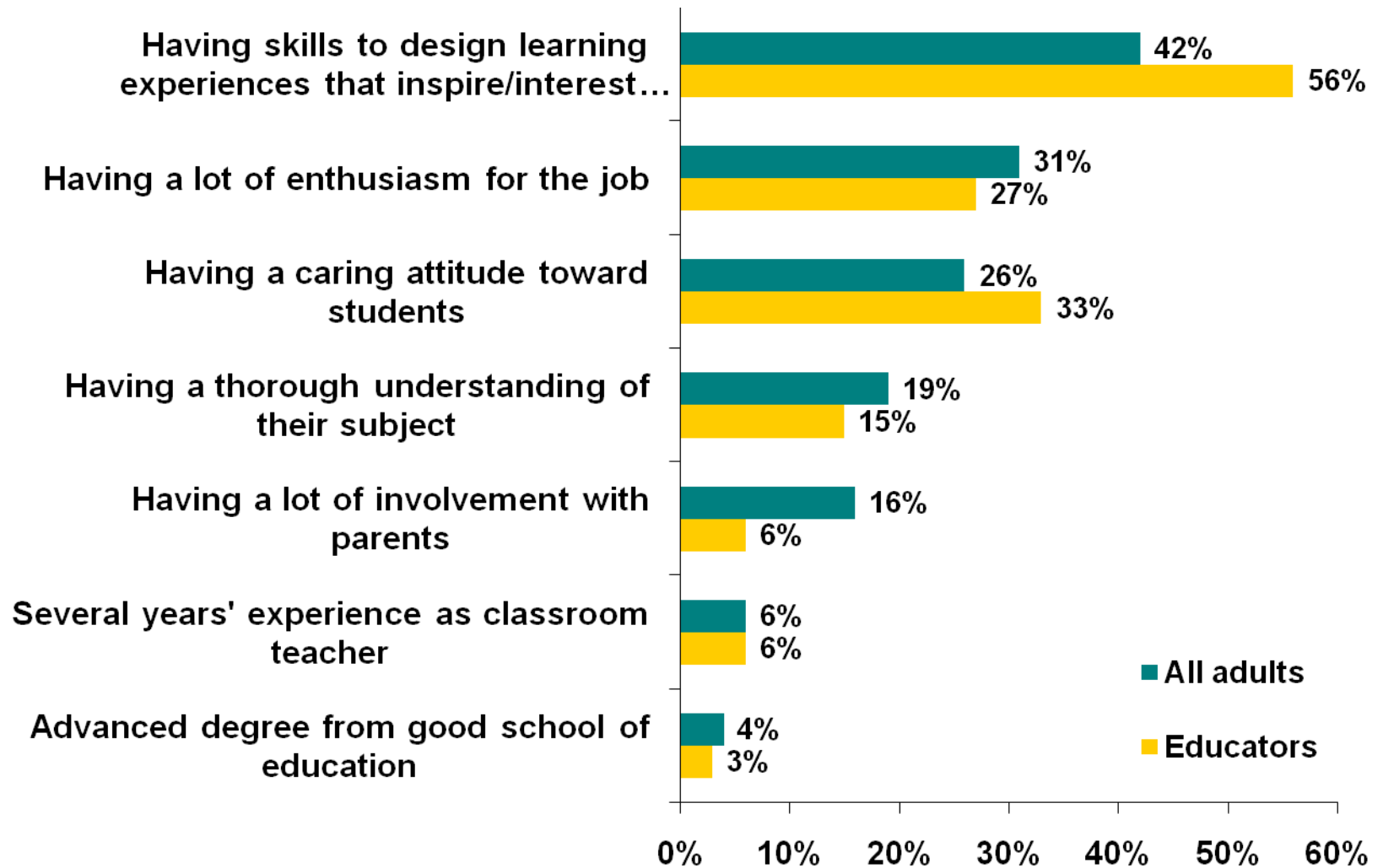
SOMETHING
IS
WRONG

However, This is also Possible



What is Quality Teaching?

Source: Hart and Teeter. (2002). *A national priority: Americans speak on teacher quality*. Educational Testing Service.



A Good Teacher's Classroom

- Teacher and students seem to be involved in everything that is happening.
- Teacher has a ready alternative whenever students fail to understand or perform a given task.
- All students are actively involved in the proceedings.
- Students show willingness or interest.

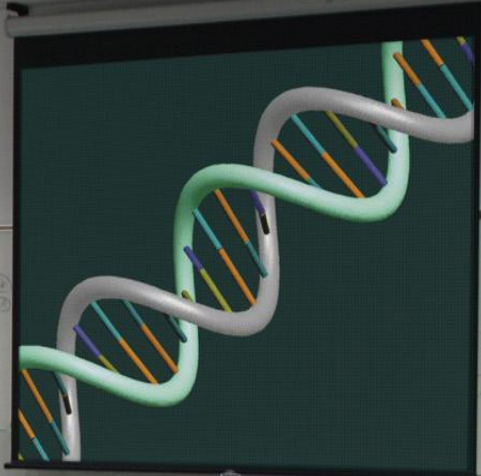
A Good Teacher's Classroom (Cont...)

- All students are attentive to others and to the teacher.
- Learner reactions to learning activities seem to be expected by the teacher.
- Teacher is in possession of all the material that is required.
- The entire classroom is buzzing with eager anticipation in the activities.

Multisensory Teaching Techniques

- **Learning by SEEING:** Use visual aids like maps, charts, diagrams, animations etc. Make use of boards, projectors, multimedia, etc.
- **Learning by SAYING:** Encourage students to take part in discussions and express themselves, ask and answer questions, work in groups, and explain the information to other students.
- **Learning by DOING:** Make students participate in labs, projects, field studies, role-play, demonstrations and simulations, etc.
- **Learning by LISTENING:** Often a weak area in students, and must be enhanced by teaching active listening and note-taking skills.





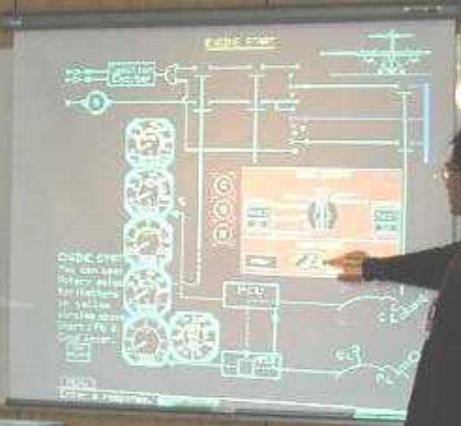
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NO
SMOKING





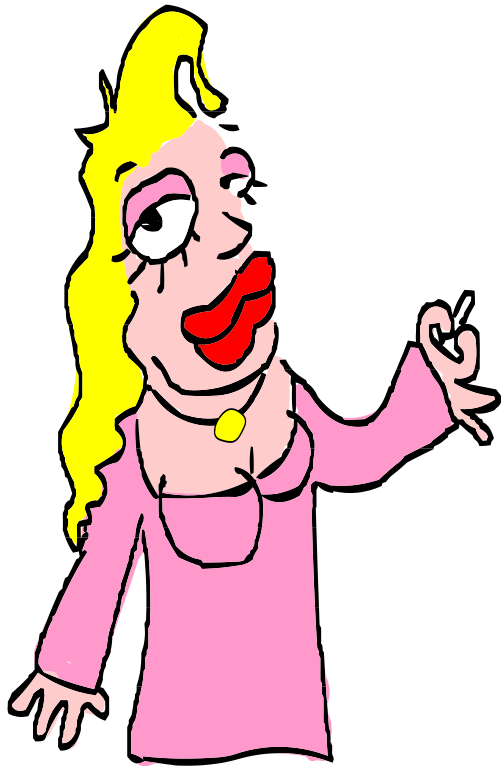
Classroom Standards

- Space (fixed seating): min. 10 ft² / student
- Space (moveable seating): min. 20-25 ft² / student
- Space (seat-back to seat-back): 36-42 inches
- Reverberation time: max. 0.4 seconds
- Speech-to-noise ratio: min. 15 dB (decibels)
- Unoccupied environmental noise level: max. 30 dB

Classroom Standards (Cont...)

- Temperature: 68-75 °F (20-24 °C)
- Relative humidity: max. 65%
- Outside conditioned air: 15 cfm / person
- Lighting (at screen): min. 75 FC, and must be adjustable to as low as 5% (1 FC or foot-candle = 1 Lumen / ft²)
- Lighting (for taking notes): min. 50 FC in the worst case, design 70 FC, averaged at 12 points in room

Let's Describe a Good Teacher



Punctual



Patient



Tolerant



Positive



Understanding



Encouraging



Always well-prepared



Helpful



Energetic



Enthusiastic



Fair



Well-informed



Friendly

Humorous



Most of what goes on in the CLASSROOM is influenced by the TEACHER far more than by the STUDENT

Some teachers are able to handle any class.



NO STUDENT IS TOO MUCH FOR ME

Others can create chaos even out of the best class.

WHY WON'T THEY SHOW ME ANY RESPECT?



The Real Teachers

R
E
A
L

T
E
A
C
H
E
R

Ready to explode
Exhausted
Actors / Actresses
Lost!

Tired
Exasperated
Addicts
Crazy
Heart attack risks
Eccentric
Restless

Types of Teachers

- The New Teacher
- The Disciplinarian
- The Friend
- The Entertainer
- The Cool Teacher
- The Experienced Teacher



The New Teacher



STUDENTS
WILL LIKE ME
BECAUSE I'M
YOUNG

I FINALLY
MADE IT – I'M
A TEACHER

I'M AWARE OF
ALL THE LATEST
METHODOLOGY

TECHNOLOGY
DOES NOT
SCARE ME

I HAVE EVERY
NECESSARY SKILL TO
TEACH. THAT'S
WHAT I WANT TO
DO!!!

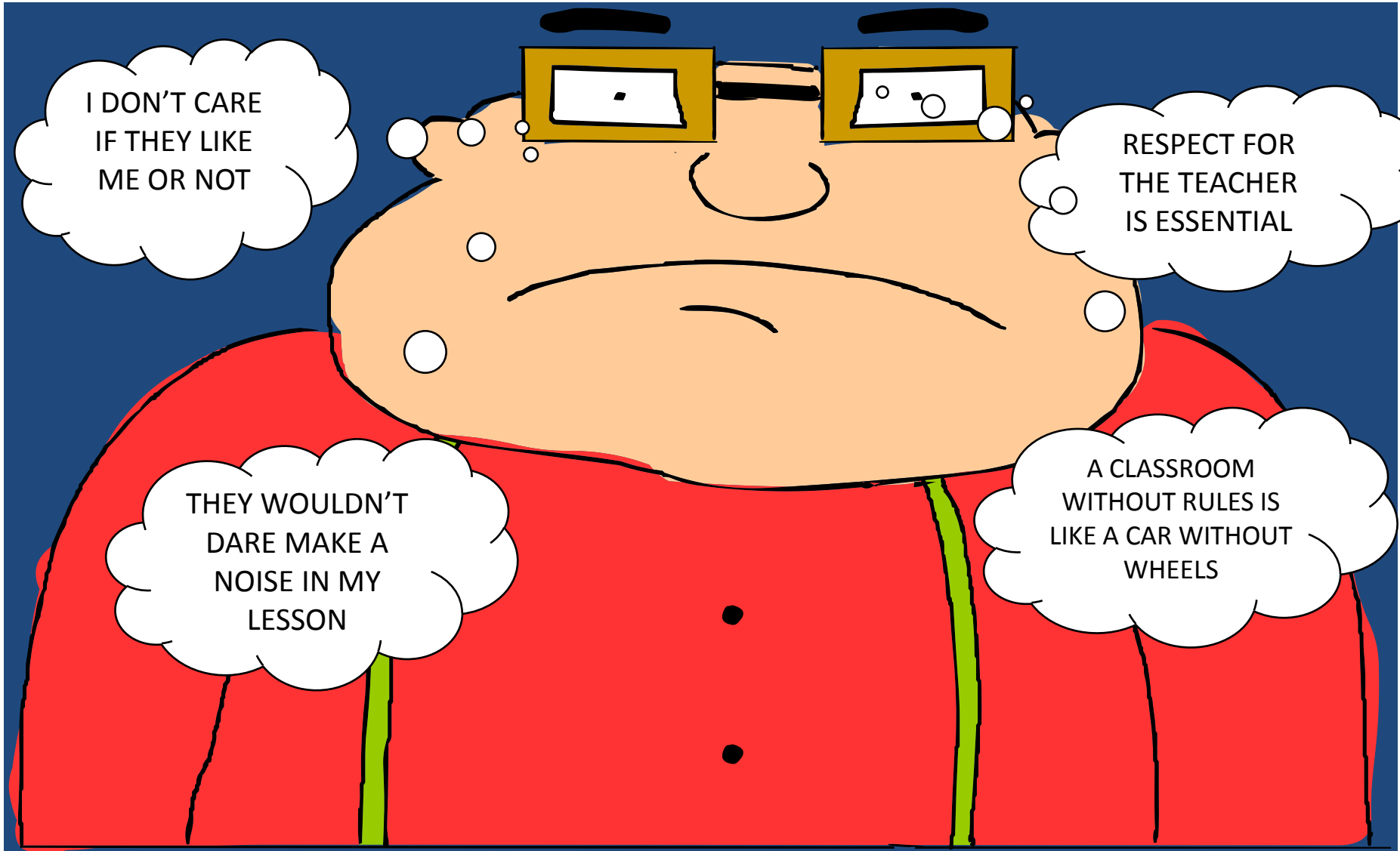
The New Teacher (Merits)

- Full of enthusiasm
- Usually well-educated and up-to-date
- Closer in age to students
- Less communication gap
- Willing to try new things

The New Teacher (Problems)

- Can become disillusioned quite quickly
- Needs to learn that theory and practice are very much different
- May be afraid / shy to ask for advice from seniors
- May suffer problems with discipline
- Needs time to learn about rules and policies
- Will suffer periods of self-doubt and needs encouragement

The Disciplinarian



I DON'T CARE
IF THEY LIKE
ME OR NOT

RESPECT FOR
THE TEACHER
IS ESSENTIAL

THEY WOULDN'T
DARE MAKE A
NOISE IN MY
LESSON

A CLASSROOM
WITHOUT RULES IS
LIKE A CAR WITHOUT
WHEELS

The Disciplinarian (Merits)

- Believes that discipline is the root of education
- His / her class never speak without permission
- The students know that all assigned tasks must be completed in time
- Believes in punishment and will enforce discipline if necessary

The Disciplinarian (Problems)

- May frighten the students
- Does not like to take risks
- May concentrate on behavior to such an extent as to forget about student personalities
- May appear unapproachable to the students
- May come into unnecessary conflict with the students

The Friend

THEY
TRUST
ME



I UNDERSTAND
THEM

I SPEND TIME WITH
THEM OUTSIDE OF
THE CLASSROOM

IT IS
IMPORTANT
FOR US TO
LIKE EACH
OTHER

The Friend (Merits)

- Tries hard to get on with the students
- Is generally popular with his / her students
- Tries to earn their trust and understand their problems
- Is willing to give up break and after school time

The Friend (Problems)

- May have problems when having to impose authority on a FRIEND
- May find it difficult to be friend with all the students, leading to resentment among those students who do not see themselves as a FRIEND
- May face a dilemma if forced to betray the trust of a FRIEND

The Entertainer



The Entertainer (Merits)

- Will do anything to keep the students amused
- Lessons are generally fun
- Is popular with students because they have a laugh
- Has good relations with parents who believe he / she is a good teacher because their children love him / her

The Entertainer (Problems)

- Is in danger of losing respect as a TEACHER, and is seen more as a SHOWMAN
- May confuse education with entertainment forgetting to TEACH
- Is not always popular with serious students
- May face problems with classroom management with classes who cannot impose limits on themselves

The Cool Teacher



TEACHERS
MUST LOOK
GOOD

I NEVER HAVE
A PROBLEM
ATTRACTING THEIR
ATTENTION

The Cool Teacher (Merits)

- Is popular with students
- Has a shared understanding of latest fashion, creating a bond with like-minded students
- Is nice to look at, and therefore, gets students' attention

The Cool Teacher (Problems)

- May attract attention for wrong reasons
- May make certain students uncomfortable
- May cause resentment among serious students

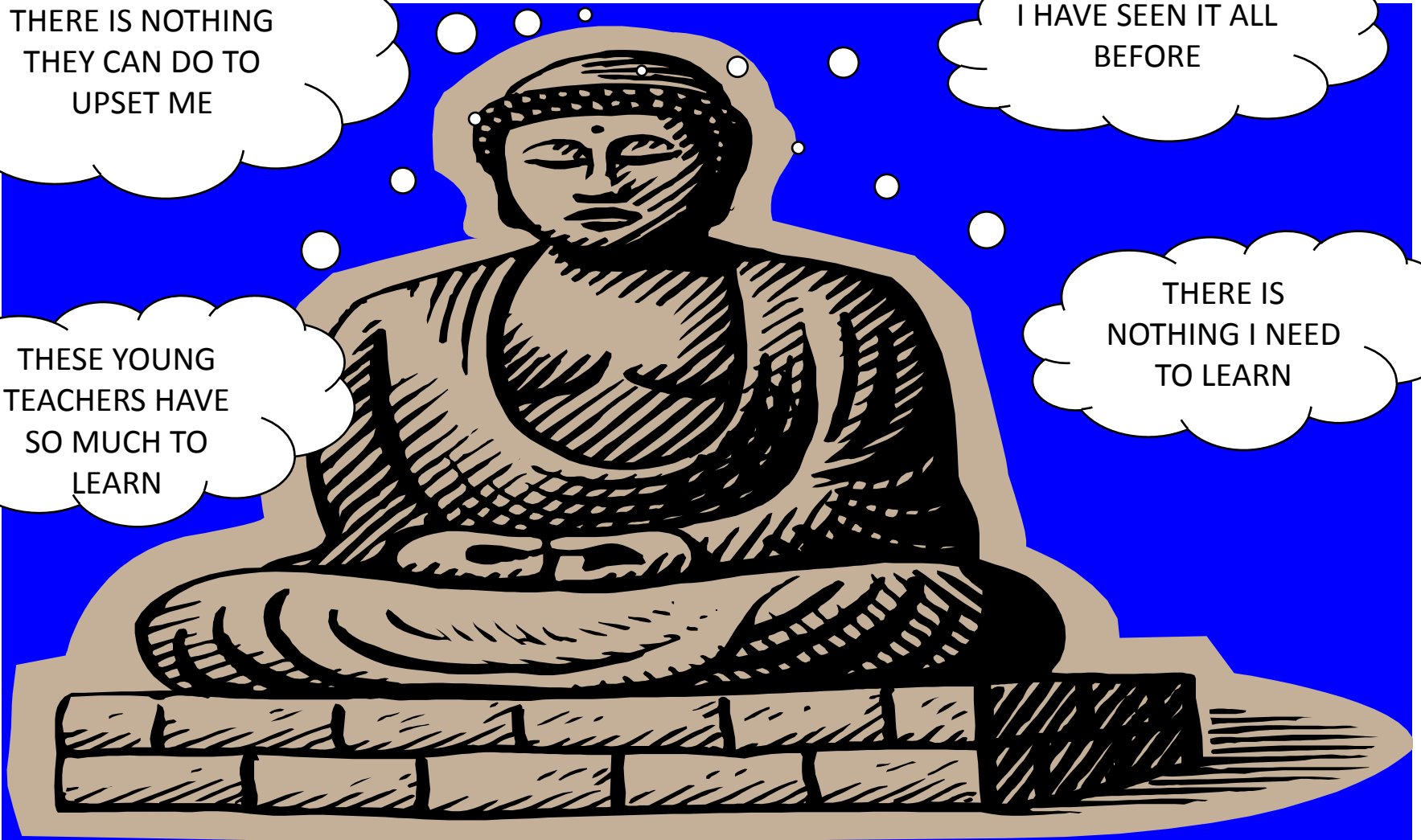
The Experienced Teacher

THERE IS NOTHING
THEY CAN DO TO
UPSET ME

I HAVE SEEN IT ALL
BEFORE

THESE YOUNG
TEACHERS HAVE
SO MUCH TO
LEARN

THERE IS
NOTHING I NEED
TO LEARN



The Experienced Teacher (Merits)

- Has learnt how to control the class
- Knows how to treat the students and how he / she wants to be treated by them
- Is not shocked by anything
- Is respected by the students
- Knows what is expected from him / her

The Experienced Teacher (Problems)

- May be in a rut, and unconsciously boring
- May be closed to or distrusting of new ideas or methods
- May be out of touch with the feelings of modern (next-generation) students
- May be completely disillusioned with the teaching profession and transmit this to students

What the Students Want?

They want a teacher:

Who can speak, give advice, take advice, walk and talk with his or her students

THE FRIEND

Who can make the same jokes as them

THE ENTERTAINER

Who can speak the same language as them

THE NEW TEACHER

Who sees them as his / her own children

THE EXPERIENCED TEACHER

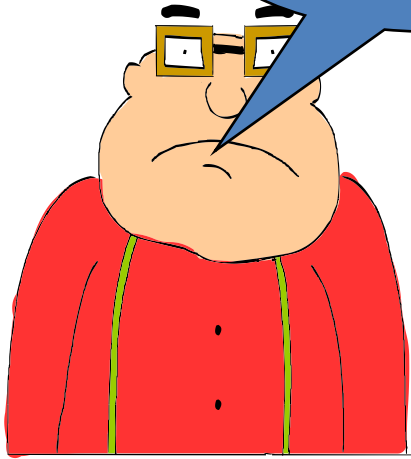
Whose outfit is good, because they have to look at him / her the whole lesson

THE COOL TEACHER

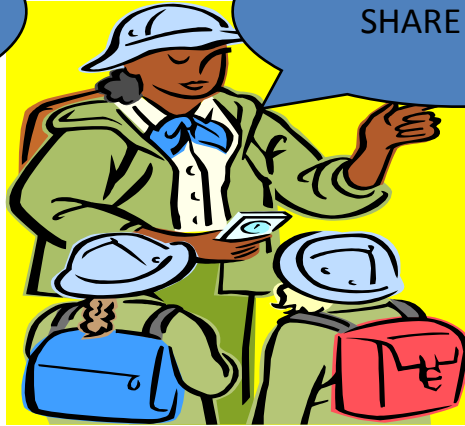
However, he must keep the authority

THE DISCIPLINARIAN

YOU HAVE TO
HELP EACH OTHER



FRIENDS SHOULD
SHARE IDEAS



EVERYONE NEEDS
ADVICE
SOMETIMES

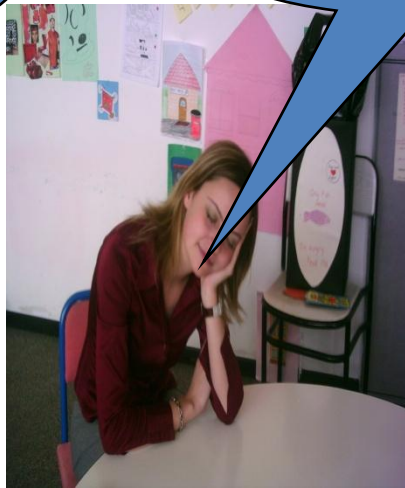


We all have something to learn from each other

YOU CAN'T JUDGE
A BOOK
BY IT'S COVER



EMBRACE NEW
IDEAS



LET'S HAVE FUN
DOING WHAT WE
DO!



Strategies for Becoming Good Teachers

1. Teachers must be committed to students and their learning.
2. They must know the subjects they teach, and how to teach those subjects to the students.
3. They should be responsible for managing and monitoring student learning.
4. They should think systematically about their practice and learn from experience.

Strategies for Becoming Good Teachers (Cont...)

5. They must be member of learning communities.
6. They must recognize individual differences among their students and adjust their practices accordingly.
7. They must have an understanding of how students develop and learn.
8. They must treat all students equally.

Strategies for Becoming Good Teachers (Cont...)

9. Their mission should extend beyond developing the cognitive capacity of their students.
10. They must appreciate how knowledge in their subject is created, organized and linked with other disciplines.
11. They must have a command on the specialized knowledge of how to convey a subject to the students.
12. They should generate multiple paths to knowledge, and call on multiple methods to meet their goals.

Strategies for Becoming Good Teachers (Cont...)

13. They should orchestrate learning in group settings.
14. They must place a premium on student engagement.
15. They must regularly assess the student progress.
16. They must be mindful of their principle objectives.
17. Teachers should continually make difficult choices that test their judgment.

Strategies for Becoming Good Teachers (Cont...)

18. They should work in collaboration with parents.
19. They should seek the advice of others and draw on education research and scholarship to improve their performance.
20. They must contribute to the institute's effectiveness by collaborating with other professionals.
21. They should take advantage of community resources.

Individual / Individualized Education

- Formal education has traditionally emphasized the individual as a cog in a machine—every student is processed along the assembly line and given the same treatment
- Many students fail to make the grade
- A modern education recognizes individual differences—every student has the opportunity to develop individual talents

Good tools do not make a good teacher,
but a good teacher makes a good use of
tools.

(Eleanor Doan)

A good teacher is someone who teaches not only with mind, but also with heart.

A good teacher is to the student
what rain is to the field.

A good teacher should treat all students like his / her own children. He should answer all questions even if they are stupid.

We teach more by what we do than
by what we say.

A good teacher is the one who is a learner himself / herself.

Give me a fish and I eat for a day,
teach me to fish and I eat for a life
time.

Teaching excellence does not imply that good teaching always results in high quality student learning, but that it is designed to do so and that it is practiced in a way likely to lead to high quality.

(Lubin & Prosser, 1994)

THANKS