

Chapter 1 : Op-ed: Good teachers are made, not born | The Seattle Times

Teachers are made, not born Teaching is a learned activity. As such, the act of teaching requires that the teacher have a mental model of what it means to teach.

Teachers Are Made, Not Born! What do you remember about the first time you taught a group of children? I think my lack of training was the result of the church leaders being so glad to have someone anyone? What was true then is still true today. Most adults do not automatically know how to guide others in learning the faith. In fact, when left untrained, most of us tend to teach in the way we were taught: And who among us would accept a new task without the promise of training to help us make a good start? When a pro sports team recruits a college player, a tremendous amount of training takes place before that player ever steps onto the field. In the same way, great teachers may have natural talent, but must have training to be able to advance and grow. Reading an instruction manual and attending an orientation class are only the beginning! But as the old saying goes, talk is cheap. We value you and our kids. We want you to grow and we want them to gain all they can from your ministry. So how do you know if your training is hitting the mark? Training should always focus on practical ways to use the information that has been presented. The best way to get your teachers motivated is to give them strategies and tips that are ready to use. In fact, having the opportunity to actually practice the skills they are being trained to use will create the most enthusiasm for future training events. Think about how you learned to ride a bike, drive a car or use a new computer. The most helpful-and the most exciting-part of the training was the time spent riding, driving or exploring. Focus on one or two specific skills or topics each time you gather your teachers together. Bite-size practical training allows teachers time to absorb and understand. To make sure this happens, always include some time for teachers to talk and plan together during or at the end of a training event. Communication and coordination among your teaching teams is required for lesson goals to be met. Experienced teachers are able to help new teachers grow in their understanding of teaching methods. And planning together makes it possible for each member of the teaching team to feel supported. When people are recruited to teach, they should clearly understand when, where and how they will be equipped to succeed in their jobs. More than one such event is essential because not all teachers will attend any single event-and even more important, teachers especially new ones need significant reinforcement during the first months of their service. The training you offer should always reflect the same teaching and learning philosophy. Teachers then grow in their understanding of how and why they teach and how best to teach regardless of age level. And for a smaller church, leaders in more than one program and for different age levels can then be trained together. All the great information, tips, suggestions and instructions will quickly dissipate unless you provide a means for your teachers to see good teaching in action. This can be done in a variety of ways: Use the same methods to teach your teachers that you want them to use in teaching children. Show video clips of teachers in action with children, stopping periodically to point out specific skills being used. Team your new teachers with more experienced teachers and make sure they spend a few minutes after each session talking about how and why certain things were done. So no matter what you call it-teacher training, teacher networking or teacher orientation, and no matter how you do it-coffee night once a month, brown-bag lunches or pizza dinners, taking the time to build up the skills of your volunteers will motivate them in the most important task they have-leading kids to Jesus! Sheryl and her husband, Wes, live in California.

Chapter 2 : Are Great Teachers Born or Made? | HuffPost

SOME people think that good teachers are born; educators know that good teachers are made. They are made over time, through education, perseverance, practice and guidance. Newly minted teachers.

Some teachers feel nervous about their profession. Some others concentrate on research. Few regard teaching as a noble vocation. This scenario must change. It is rarely a dream job and most of the time it is a nightmare. Teaching may be a fascinating experience but few teachers actually know how to teach. Brilliant students may not always become brilliant teachers. Teaching is really a tough job. At one time students took to teaching because there was nothing else to do. Time was when parents never wanted to look up teacher-bridegrooms in the matrimonial columns of newspapers. Bank officers or engineers or doctors were in heavy demand. Teachers even of the college or university kind were rarely wanted. Talented students never used to take to teaching. Poor salary was another reason behind poor quality of teaching. Idealism is good but not always saleable. The education system paid the penalty for this unprofessional attitude. We have all respect for teachers but never want our own children to become academics. Teaching is less attractive than medical or engineering professions. It is an ordeal for many. In the classroom, the teacher has to face hundreds of students every day and every hour. Few can stand the ordeal. To teach is to be battered, scrutinised and drained day after day. Some teach animatedly and with unaccustomed eloquence while hordes of students rush purposefully. Today this trend has become conspicuous and education is now a commodity. While facing the students for the first time, novices are a nervous and diffident lot. One problem some teachers face is communication. Some teachers, for example, cannot speak good English but have been appointed in universities and colleges where they should teach only in English. Given such a situation, either such teachers quit the profession or gradually find ways to overcome their nervousness and inadequacy. Eventually, they evolve a teaching style of their own. Teaching is a skill that can be learned and teachers need to ensure adherence to fair play while teaching. Teaching is an art and lends itself to improvisation. A teacher can borrow ideas and methodologies from colleagues and predecessors. As a professional, a teacher is different from a surgeon or a lawyer and teaching is perhaps the most privatised of the public professions. A teacher stands in front of many students but performs a solo act. A good researcher is hardly a good teacher. There has always been a conflict between teaching and scholarly publications as there is a conflict between quality of teaching and quantity of teaching. This is again related to the input received from students. Good teachers are supposed to make good students but more often than not, good students make good teachers. Ironically, in this highly politicised educational field there is a dearth of good students.

Good Teachers Are Made, Not Born Effective teachers are made over time, through education, perseverance, practice and guidance, writes Seattle Education Association President Jonathan Knapp. "Newly minted teachers may be shiny and bright, but teachers with experience connect with students.

Citizens Are Made, Not Born: Young adults see no shortage of unjust issues in their community: Not everyone has a garage! Not just write about it in a paper that only I would read or have a debate limited to the walls of our classroom, but solve it. I connected students to resources like contact information for agencies that handle issues in the city and to guidance for how to outline goals, formulate a strategy, and create a timeline. They then had to contact those agencies and submit a formal request to present their problem and solution to those agencies or ally nonprofits. We have real work to do here. As educators, we have serious work to do, too. Our work is to foster citizens who can safeguard our democracy. Here are some key moves any teacher, at any grade level, can employ toward these goals. Tune in to those moments when students are clued into the news of the day or controversial issues in your school. During my student teaching, I had the good fortune of being placed in the same school as influential educator Deborah Meier then at Mission Hill in Roxbury, in Boston. When I walked into the building, I was often surprised to see Debbie and her 9-year-old students locked in vigorous debate— with as much time and credence given to the children as to the adults. She knew that, one day, they would take up the mantle of citizenship. Give Students Ownership of a Local Problem Kids often know when things are wrong in their community, but they may not know how to ally with experts who can amplify their solutions. You do not need to be an expert in the problem yourself. Instead, help students learn enough to dig into the problem effectively. This includes reading more than one text and more than one viewpoint on a topic. Even young adolescents can take on challenging issues. At Polaris Charter Academy in Chicago, 8th-graders started a project to promote nonviolence in their Chicago neighborhood by close reading the U. Constitution and the Bill of Rights. This was not an after-school project; it was student-driven, long-term, project-based learning. Channel Shock, Sadness, and Outrage into Civic Action Children are sometimes the victims of injustice themselves, and their peers notice. In such cases, we can help them learn how to organize and communicate as they move through their first expressions of shock, shame, or outrage so that they can be heard by those they hope to influence. The skill of authentic dialogue can be learned in math class or social studies; the important thing is to give students practice speaking, listening, and testing solutions. At Casco Bay High School, an Expeditionary Learning EL Education network school in Portland, Maine, when a young immigrant student was a victim of a hate crime, the student body took up the cause to support their classmate. Because students were skilled at listening to one another, they were able to organize in support of one another. They learn that citizenship is earned through engagement and effort, discourse and discord. They learn that citizenship requires action to hold America accountable to be her best self—the way true friends hold each other accountable. Citizens are not born, but made through practice that fosters their lifelong contributions to a better world. Give your students the skills and opportunity to do real work solving real problems, and they will shine. Address at the forty-eighth annual dinner of the old centralians, Retrieved from <http://> A teacher and leader in progressive urban schools for more than 15 years, Ryan now supports partnerships with schools and districts to implement the core practices and curriculum of EL Education, formerly Expeditionary Learning. Copyright by ASCD. Ideas from the Field Subscribe to ASCD Express, our free e-mail newsletter, to have practical, actionable strategies and information delivered to your e-mail inbox twice a month. Learn more about our permissions policy and submit your request online.

Chapter 4 : Teachers: Made, Not Born

My favorite topic that was discussed in the class was teachers are made not born. Although it was the topic that I did my presentation on, it made me realize what the job of the teacher really is. Many people think that teaching is "easy" or that teachers are just "babysitters."

What accounts for the change? Until I actually joined the profession, I thought about the teachers I had as a student and figured they were born talented or clueless. Now I know otherwise. I learned my lesson the hard way in when, straight out of NYU Film School, I joined an alternative certification teaching program. On the other hand, I had always done well as a student and came to teaching with idealism and passion. How badly could it go? My good intentions and resume were little match for the daily grind of leading 26 nine-year-olds. I stumbled right out of the gate. During my very first lesson boisterous Fausto earned raucous giggles by declaring to class, "That story is wack, yo! I engaged him in an ugly power struggle, throwing gasoline on the flames. Soon chaos spilled into the hall. My class was noisy in the hallways and my bulletin boards were a mess. Before long, an assistant principal informed me that I was a failure. As the year wore on, I bonded with students and scratched out minor victories, but after the last day of school I resigned, joining the more than half of urban teachers who bolt the profession within the first five years. That dysfunctional rookie initiation feels like a lifetime ago. C., a non-selective, tuition-free public boarding school recognized by President Obama as "a true success story. AP scores are up. If I was born a great teacher I should have immediately rocked it at P. I learned it takes a village to build an accomplished teacher. And just like a recipe, eliminating key ingredients or counting on inferior-quality replacements is an invitation to disaster. Here is how great teachers are made: When I returned to teaching, it was through an M. This experience was invaluable; I had a reduced teaching load, room to experiment with my practice, and access to one-on-one feedback from mentors everyday. Time to learn the ropes of the craft and to observe a range of veteran educators should be non-negotiable for incoming teachers. The cost of graduate school is prohibitive for many, but clinical residency programs offer a relatively new and exciting model. Residents earn a stipend while they work as apprentices and learn the craft. Residency programs in cities Chicago and Denver are producing highly qualified teachers with retention rates significantly above the national average. The model is scalable; more investments in this area are needed. Supportive school leaders who offer constructive feedback and relevant professional development can help raw teachers evolve into expert practitioners. Collaboration among colleagues is also vital; no great teacher can simply shut her door to the outside world. And my principal, Kara Stacks, offered her full support. Going to a volleyball game and cheering your face off can sometimes make a world of difference. Would-be great teachers can also be made or destroyed by district, state, or federal education policies. Education policy has tremendous impact on the ecosystems where teachers and student operate. The second is for teachers to take on leadership roles and force their way into the public discourse to advocate for their students and their profession. Silence is complicity with the status quo. Right now is a kind of golden moment for teacher leadership. And this year the U. Department of Education developed with over 3, teachers a forward-looking vision statement titled Project RESPECT that illustrates a transformed teaching profession for the new century. Great educators are cultivated, not anointed. Since every child deserves a great teacher and only moves through school once, we need to invest now in developing more excellent teachers. For the school year he is serving as a Teaching Ambassador Fellow at the U. He is the author of The Great Expectations School: A version of this essay appeared on WJLA.

Chapter 5 : Teachers Are Made, Not Born : Philanthropy Action

Teacher training is the process of providing teachers and potential teachers with the skills and knowledge necessary to teach effectively in a classroom environment.

Success in teaching requires us always to challenge and develop our practice by regular reflections and review. By learning from our failures, slowly our mindset is changed and it will boost our confidence, thus unconsciously, we are doing something habitually. Being the only foreign teacher in this school might be a disadvantage. Frankly speaking, I am against this old-fashioned method. I disliked my professors who come to class, read the books, speak like a robot, and bid goodbyes after a very boring discussion. I want a meaningful, associative and active learning. Perhaps, a student-centered learning that allows students to make decisions, become leaders and express creativity. From the real-life experiences that are recorded, they will develop a tacit knowledge. We would have meetings so we can discuss some confusing and difficult situations. I want the best for my teachers if I were a school head. How can theory-in-use be practiced instead of the dogmatic application of theories? The real teaching environment is like a zoo full of animals of different hybrids and behaviors. And so I remember that time in when I was offered by a Canadian interviewer a job as a Business English instructor in a vocational college in Thailand. I was full of fantasy that students were behaved, well-disciplined and dedicated to my lessons. Well, it was a nightmare. They were aged but then acting like kids inside the room plucking eyebrows, putting lipstick, using gadgets, or even kissing boyfriends behind my back. I shook my head a hundred times because that was not what I expected. However, I reflected from every strategy that I used, and kept those that worked. No brainstorming and dialogues at all. I gave them group activities, word charades, mind-boggling questions before the class, and even played fun videos for five minutes before proceeding to the discussion as a warm-up. And that made me the famous Filipina instructor in that school. From that experience, I conclude that Kolb and his Experiential Learning Theory which has four stages namely 1. Abstract conceptualization, and 4. Active experimentation helped me in overcoming such problems in teaching ill-mannered uninterested students. I guess I learned it by doing it. How can teachers become effective reflective practitioners and achieved transformational learning? Why is having a right mental attitude important in developing reflective teaching practice? As what I understand from the book, the willingness to undertake the process of reflection will make the teacher effective as a practitioner. First, he should be honest to himself, and have SWOT analysis of his lessons. Second, he should try to observe himself while and after teaching. As teachers, we are not there just to get our monthly salary. We are in this profession to inspire, guide and instill knowledge. According to Dewey see on *Becoming a Reflective Teacher*, what are the characteristics of a reflective teacher? Do you possess these characteristics? How will you foster these traits within yourself? As such, the act of teaching requires that the teacher have a mental model of what it means to teach. When teachers teach in ways which appear to an outside observer to be ineffective or poorly thought-out, it is because they are using a flawed model for understanding teaching and learning. I need not to explain or elaborate each but hereby analyze if I myself possess those characteristics, by scanning what he mentioned in the book. No question about the two "being open-minded and wholehearted. Honestly, when I accepted the job in as a kindergarten and primary teacher, I prepared myself to adjustments, pressures and expectations. What I expected has turned to passion in the long run. The job became as easy as ABC, and I learned the ropes with flying colors. I am open to their culture and beliefs, and I try to be fair to all learners even to PWDs giving them chances to participate in my class. I must be a good role model for my former, present and future students! Adam, July 6, , *Reactive and Proactive Teaching*: Grant and Kenneth M. Zeichner, *On Becoming a Reflective Teacher*, pp. Not Born; Retrieved from <http://>

Chapter 6 : Teachers Are Made, Not Born! â€” INCM

Dr. Sean Runday's study of students in a university teacher preparation program found no correlation between personality type and teaching performanceâ€”supporting the theory that good teachers are made, not born.

Educators argue for improvements that they know work. Back to making a good teacher. Fortunately, the state still requires that teachers be extensively educated for the profession, although this too is under attack with Teach for America. The teacher has to provide the perseverance. The job provides the opportunity for practice. Where does the guidance come from? New teachers need mentors. Years ago, if a new teacher happened to meet up with an amenable, experienced peer at the school building, then mentoring happened. It pairs every new teacher with an experienced mentor teacher who is a recognized leader in classroom practice. The program has demonstrated success in helping new teachers get better faster. Teachers continue their professional development throughout their careers. The most rigorous professional development track is National Board Certification. This yearlong reflection and inquiry about teaching practice has a national first-year success rate of only 35 percent. Teachers dive into a program to improve their professional skills that only one in three successfully complete in their first year â€” on top of their day jobs. They become respected teacher-leaders. Experience has shown that teachers in support groups led by trained facilitators have the best chance of completion. We created our own National Board candidate support-group program. In , when pioneers like Donna Shy and Lori Fujimoto successfully completed National Boards on their own, there were just 22 National Board-certified teachers in Seattle schools. Now we have certified teachers. Washington is third in the nation and interest grows continually. The number of teachers who have signed up to pursue this development track is double what we hoped it would be. This support helps make Seattle one of the few urban school districts that buck the national trend of high teacher turnover. The nationwide average is 50 percent of new teachers leaving the profession within five years. Turnover is even higher in urban districts. In Seattle, 70 to 80 percent stay more than five years. With each contract negotiation, the Seattle Education Association has pushed for changes that enhance the teaching profession. It will be our bargaining stance again in . When teachers have a voice in developing themselves, it strengthens all of the teaching profession. That is what the union does. And that is good for all students. Jonathan Knapp, an automotive technology teacher volunteered in Bosnia during the siege of Sarajevo, ran a small business and organized for third-party politics, is president of Seattle Education Association.

Chapter 7 : ASCD Express - Citizens Are Made, Not Born

What makes a good teacher? The question to date has largely been answered with a nod toward mysticism. In a recent New York Times Magazine article, for instance, a director at the Urban Institute said successful teaching depends on a kind of "voodoo;" in the same piece, Sylvia Gist, a dean at the college of education at Chicago State University said there is an "innate ability for.

On the first day of class posters were hung around the classroom. Each individual poster had a famous philosopher's name on it; Rousseau, Montessori, Al-Ghazali, Froebel, Aristotle, Confucius, and more. We were assigned the task of writing down onto the chart, any facts that we knew about that philosopher. As I walked around the room I was overwhelmed by how many philosophers there were and the fact that I knew nothing about any of them. The only philosopher I was familiar with was Montessori. I had heard about the schools that she had created but not much else. After twelve classes I feel as though if I were to retry the exercise that was performed on the first day I would be able to write lists of facts for each of the philosophers. In what seemed like a short period of time I learned so much. Why do I have to take this boring course? I now see how much of their philosophies and ideas are still present in schools today. Even though these philosophers developed their theories years upon years ago, their ideas fit perfectly into how schools are run. But this class was different from many other classes that I have taken. The students including me had a voice. We were able to share and debate with one another. I learned so much through that style of teaching. Many times my classmates opened my eyes to new ways of seeing things. Especially when we discussed Montessori and inclusion classes, I believed my opinion was the right one, but as I heard their presentations I started to rethink my own beliefs. My favorite topic that was discussed in the class was teachers are made not born. Although it was the topic that I did my presentation on, it made me realize what the job of the teacher really is. You have to like children and have that certain personality. Teaching is more than that. There is a whole process teachers must go through in order to be fully successful in the classroom. The teacher has to think about who his or her students are and how they learn best. One size does not fit all. At the end of the semester I reflect back on everything that I have learned and taken from this class. The material at times was difficult to understand and I would get frustrated writing the reflection papers. Yet through all the stress and frustration I am walking away with so much. This classroom became a second family for me. We all bonded and worked as one to complete assignments and tasks in the classroom. I will truly miss showing up on Thursday nights and having the enthralling conversations with everyone. Thank you Professor for a wonderful semester! You are a great teacher! Graduate School of Education.

Chapter 8 : Good teachers are made, not born - Longwood University

Teachers are born, not made Who is a teacher? This term names someone who decided to pass their knowledge to others. There are two different sorts of teachers.

Chapter 9 : Teachers are Made Not Born : Graduate School of Education | Touro College

Great teachers are neither born nor made. Great teachers are the product of a combination of both, supported by the right structures, training and incentives. I invite you to take a look at the report and let me know what you think.