

Course: Professionalism in Teaching (8612)

Semester: Autumn, 2020 | Level: B.ed

ASSIGNMENT No. 1

Q.1 Explain the concept of profession. Discuss teaching as a profession.

"Teaching is the noblest profession in the world," stated President David O. McKay. But teaching is a profession that only appeals to a special type of person who is concerned about others, one who has a desire to touch the lives of his students and somehow leave them better than they were. The richest rewards of teaching come when a teacher can observe growth and development in his students. One of the largest of all professions, teaching employs more than 2 1/2 million people annually. Nevertheless, jobs are sometimes difficult to find because of the large number of people currently prepared to enter the profession. In the field of social sciences, for example, there are almost no opportunities. On the other hand, elementary placement is still quite high. Special education and physical sciences (chemistry, math, and physics) have many opportunities, too.

Naturally there are more opportunities in some geographical areas than in others and especially in schools where teaching conditions are poor. Eight out of ten recent BYU graduates found teaching jobs last year. Salaries vary and are dependent on the teacher's experience and education, and on where he teaches. For most positions the hours are long. Not only does the teacher spend about eight and one-half hours per day in the classroom, but two to three hours are spent at home grading papers and preparing for the next day. Since teaching can be very difficult and nerve taxing, one should carefully look at his interests, abilities, and goals before deciding upon a career in education. If he finds himself to be stable, interested in continued study and learning, and capable of seeing beneath the surface to the basic needs of other people, he can discover in teaching extraordinary satisfaction and the nobility President McKay referred to.

The skills needed for effective teaching involve more than just expertise in an academic field. You must be able to interact with people and help them understand a new way of looking at the world. This is not an easy job! Although there are many different ways to teach effectively, good instructors have several qualities in common. They are prepared, set clear and fair expectations, have a positive attitude, are patient with students, and assess their teaching on a regular basis. They are able to adjust their teaching strategies to fit both the students and the material, recognizing that different students learn in different ways. As a teacher, you are a role model who sets the tone for the class. If you are able to show enthusiasm and commitment, your students are more likely to reciprocate. Conversely, when you are negative, unprepared, or impatient, these qualities will be reflected in the attitudes of your students. Undergraduate students at Georgetown have high expectations of their instructors, and they also have many competing interests beyond the course you are teaching. Give them a reason to remember your class as an important part of their college experience!

POSITIVE

Keep your students engaged with a positive attitude. Teaching is most effective when students are motivated by the desire to learn, rather than by grades or degree requirements. Many first-time TAs are confused by the new authority of being a teaching assistant, and mistake intimidation for respect. Think of your students as teammates, not adversaries. Learning and teaching are challenging, but that doesn't mean that you can't have

fun in the classroom. Stay focused, but don't be afraid to be creative and innovative. Allow yourself to be enthusiastic and find ways to let students see what is interesting about your subject.

PREPARED

You should know the course material. If students are required to attend lectures and read assignments, then it seems reasonable that you would do the same. Most faculty expect graduate TAs to attend lectures, especially if they have never taken or taught the course. Review key concepts and ideas if you are unclear about them, particularly if it has been a while since you have worked with the topics you will be teaching. Think about how the material can be most effectively demonstrated and design a strategy. Write an outline or take notes to follow during a lecture, and prepare your overheads, diagrams, handouts and other aids well in advance. Don't wait until the morning of the class!

ORGANIZED

Have a plan for what you want to teach. Your job is to illustrate key points and essential context, to help students integrate all of their work (reading, labs, exams, papers, lectures, etc.) for the course. Given that there is never time to teach everything, choose the most important concepts and show how they are related. Explain ideas so students are able to build on material they have already mastered, whether from your course or previous classes. Don't just focus on what you happen to be teaching today. Show students how what they are learning now is connected to material covered later in the course. Keep your long term goals in mind, pace yourself so that you don't run out of time at the end, and try to end every class with a conclusion.

CLEAR

Effective teachers can explain complex ideas in simple ways. As you develop expertise in an academic field, it is easy to forget that students may have no prior knowledge of fundamental concepts that you take for granted. Help students understand and use new terminology, so they can become fluent in the language of your discipline. Many concepts can be more effectively demonstrated with visual aids such as diagrams, drawings, charts, slides, etc. Make sure that they are large enough to see, neat enough to read, and don't stand in the way! Think about the role body language can play. Having your teaching observed by someone else (or even better, having it videotaped) can reveal habits that you would never notice on your own. **ACTIVE**

Keep your students thinking? Unless they are actively using the concepts you are teaching, most students will remember only a small fraction of what you teach. A lecture is an efficient way to deliver information to large numbers of people, but it is an inefficient way to provide students with lasting knowledge and skills. Consider using at least some classroom time for activities other than traditional lectures, discussions or question and answer sessions. Problem solving exercises in small groups can take no more than a few minutes, yet allow students to engage with the material being covered.

PATIENT

Remember what it is like to learn something for the first time. Give students time to process information and answer questions. Know that it is fine for students to make mistakes if they can learn from them. Realize that learning can be hard work, even for the most motivated students. Rather than blaming students when things don't go right, consider ways you could change your approach to reach them more effectively. Concepts,

background information or conclusions that seem obvious to you may not be so clear to someone who is new to the subject. Be patient with yourself, too. Teaching can be difficult and frustrating at times. Give yourself the same opportunity to make mistakes and learn from them.

FAIR

Consider what it would be like to be one of your students. Chances are you would want an instructor who set clear expectations, applied them consistently and could admit when they were wrong. Whether you mark off points on an exam question, give a low grade on a paper, or penalize someone for a late assignment, you should be able to explain why you did it. Of course it helps if you have already outlined clear policies, both for the entire course and for each assignment. Once you have set standards, it is very important to apply them equally and consistently, otherwise you will lose credibility. On the other hand, if you make a mistake or don't know the answer to a question, it is much better to acknowledge rather than ignore it.

TECHNOLOGY TIP

Since it is often hard to remember what it is like to encounter your discipline's material at an early stage, peer instruction offers an alternative to the "sage on stage" model. Peer instruction, which usually happens in small group activities or paper response assignments, allows students to get feedback at their own level of discourse and understanding. This provides a helpful complement (not replacement) to instructor feedback. Technology such as the discussion tool in Blackboard helps peer groups stay in contact over long distances and over different periods of time.

WHAT'S YOUR LEARNING STYLE?

CNDLS has several ways of helping you discover the learning styles you tend to favor. Being more aware of your own tendencies will help you recognize similar or different preferences in your students and react accordingly. Besides the more well-known Myers-Briggs test and visual, auditory, and tactile differences, there are also documented differences in how people problem solve.

TECHNOLOGY TIP

E-mail is an excellent and perfectly acceptable way to give feedback to your students. In fact, several professors ask their students to turn in assignments over e-mail. By having a digital copy of students' work, faculty can make comments using the editing tools in Word, have access to the papers wherever there is an internet connection, and keep up with less paper-work, not to mention having a date and time record of when the student turned in the work.

Q.2 Define professionalization. Also discuss process of professionalization.

Professionalization is a social process by which any trade or occupation transforms itself into a true "profession of the highest integrity and competence." [1] The definition of what constitutes a profession is often contested. Professionalization tends to result in establishing acceptable qualifications, one or more professional associations to recommend best practice and to oversee the conduct of members of the profession, and some degree of demarcation of the qualified from unqualified amateurs (that is, professional certification). It is also likely to create "occupational closure", closing the profession to entry from outsiders,

amateurs and the unqualified. Occupations not fully professionalized are sometimes called semi professions. Critique of professionalization views overzealous versions driven by perverse incentives (essentially, a modern analogue of the negative aspects of guilds) as a form of credentials. Responsibilities of a Teacher

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
- 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

- 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 behaviour, intervening and resolving discipline problems
- To model good social skills, leadership and civic responsibility

6. Specific Deadlines

- Task
- Deadline
- Course Specifications
- During the first lecture of the course, course specifications should be shared with the students

Attendance

After every 8 weeks of the semester, a copy of the attendance summary sheet must be displayed on notice board and a copy should be placed in the course file.

Quizzes

Within one week of every quiz, a copy of the result must be displayed on notice board and a copy should be placed in the course file. (Note: Quizzes/Assignments should be equally distributed before and after the mid exam).

Assignments

Within one week of receiving every assignment, a copy of the result must be displayed on notice board and a copy should be placed in the course file.

Within one week of the exam, a copy of the result must be displayed on notice board and a copy should be placed in the course file.

Final Report Attendance

A copy of the final student attendance report must be submitted to COE office before the end-semester examination

Setting of Mid & Final Papers

All examination papers should be set from within the prescribed course made known to the students by the teacher.

Semester End Exam

Within one week of the exam, submit the comprehensive results to the controller of examination along with answer-sheets of mid and end-semester exams

Q. 3 Describe code of professional conduct and values in teaching profession.

The standards transcend all subject areas and grade levels. And most colleges and universities use the Interstate New Teacher Assessment and Support Consortium (InTASC) standards to voice their expectations required for new teachers. Here's a brief description of the ten InTASC standards you need to know, so that you can be an effective teacher and shape hundreds of lives over the course of your career:

1. Learner development. The teacher understands how students learn and how they develop. Teachers apply this understanding to each student in the context of the student's cognitive, linguistic, social, emotional, and physical abilities, because they understand that students' abilities differ. Teachers respect these student differences and leverage differences to allow all students to reach their full potential, focusing on and drawing out their individual strengths. Teachers actively take responsibility for their students' growth and development, receiving input from and collaborating with families, colleagues, and other professionals.

2. Learning differences. The teacher understands individual differences in culture, language, and socioeconomic status of his or her students, incorporating them in teaching to create inclusive learning plans. Teachers use this understanding to adapt their lesson plan content and delivery to ensure that they promote and encourage diversity, particularly for students who have special needs. Teachers respect these individual

differences, believe that all students can achieve at high levels, make students feel valued, and assist students in realizing their full potential

3. Learning environments. The teacher understands how to develop and provide supportive learning environments for his or her students. Teachers apply this understanding to create activities that facilitate both individual and collaborative learning, while also promoting positive social interaction between students of different backgrounds. Teachers value their students input, allowing them opportunities to provide input, and listening attentively and responsively Teachers support students in developing self-motivation, assisting them with problem solving, decision making, and exploration within a safe and validating environment. Teachers also engage appropriately with local and global communities to provide diverse learning environment opportunities for all students.

4. Content knowledge. The teacher understands the central concepts of the subject or subjects that he or she is required to teach, with an in-depth understanding of how to make the content accessible and approachable to all students. Applying this standard, teachers commit to keeping up-to-date and relevant in their content areas, in both local and global contexts, incorporating and promoting cross-cultural understanding. Teachers encourage and appreciate students' critical analyses and ensure that students are appropriately challenged with adequate resources to support their learning. And teachers are sensitive to the potential for bias, actively seeking to address it when covering any learning content.

5. Application of content. The teacher understands how to apply and connect different concepts within the learning content, using this understanding to engage students and to help them apply these concepts to the real world. Teachers also use this understanding to draw from content material outside their own area of concentration, helping students to understand how their education as a whole is composed of interrelated components. Including local and global examples, teachers draw on culturally and socially diverse

perspectives and collaborate with other teachers to provide an example that encourages students to explore, think critically, and develop their own innovative skills.

6. Assessment. The teacher understands and applies various methods of assessment that encourage and support the growth of his or her students. Using this understanding, teachers can appropriately modify assessments to make them culturally or ethnically relevant or to allow the adequate testing of students with varying abilities in English and of students with individual needs. Ethical application of these assessment methods allows students to understand and reflect on their own growth and learning. Providing descriptive

feedback on student progress encourages students to focus on areas of difficulty where appropriate.

7. Planning for instruction. The teacher understands the curriculum goals and standards required of his or her students and appropriately uses knowledge of content areas and cross-disciplinary skills to plan learning that will allow each student to achieve these goals and standards. Effective teachers adapt and plan effective instruction that will allow learners of varying skill levels and at various levels of development to leverage their own strengths to achieve what is required of them. Applying this standard also involves the input of students' family members, the community, and professionals both inside and outside education, to ensure the highest possible levels of classroom achievement.

8. Instructional strategies. The teacher understands how to encourage students to use and develop a deep understanding of content and connections between content using a variety of instructional strategies. Allowing students to develop their critical thinking, problem-solving, and research abilities, and allowing them to perform learning tasks independently as well as with the teacher, are all applications of this

standard. Teachers plan to accommodate students from diverse backgrounds and with a diverse range of abilities, incorporating and encouraging the use of various technologies that will support students in retrieving or assessing the required information. Teachers can also adapt exercises and materials to cope with new information received from students during their research, updating and improving their own knowledge base.

9. Professional learning and ethical practice. The teacher understands the importance of ongoing personal reflection regarding teaching and lesson planning methods, personal and teaching goals, as well as continued striving for development. Applying Standard 9, teachers perform frequent self-evaluation, and encourage feedback from students, students' families, and colleagues or supervisors. Teachers must see themselves as continual learners, always seeking new opportunities to further their knowledge, particularly of their content base.

The teacher seeks out and assumes leadership roles that match his or her skills. Teachers who apply Standard 10 understand the importance of collaboration and demonstrate this understanding to their students. They take direct responsibility for the success of their learners, working with them to help them achieve their potential. And this collaborative spirit extends to the students' families and community; when teachers actively seek opportunities for growth by engaging with other education professionals and accessing and providing support where required, the school as a whole is empowered to move forward in achieving the school's mission and goals.

Q. 4 Explain reflective practice and self-regulation as attributes of a good teacher.

A teacher's first year on the job is often difficult. According to research, student achievement tends to be significantly worse in the classrooms of first-year teachers before rising in teachers' second and third years. The steep learning curve is hard not only on students, but also on the teachers themselves: 15 percent leave the profession and another 14 percent change schools after their first year, often as the result of feeling overwhelmed, ineffective, and unsupported. Surveys and case studies offer compelling insights into the areas in which new teachers commonly struggle. By effectively addressing these areas, schools can help new teachers improve their skills more quickly, thereby keeping them in the profession and raising student achievement.

Struggling with Classroom Management The biggest challenge that surfaces for new teachers is classroom management. A 2004 Public Agenda survey found that 85 percent of teachers believed "new teachers are particularly unprepared for dealing with behavior problems in their classrooms". A separate survey of 500 teachers found that teachers with three years or fewer on the job were more than twice as likely as teachers with more experience (19 percent versus 7 percent) to say that student behavior was a problem in their classrooms.

When interviewed, many beginning teachers say their preservice programs did little to prepare them for the realities of classrooms, including dealing with unruly students. "A bigger bag of classroom management tricks

would have been helpful," one first-year teacher confessed. New teachers universally report feeling particularly overwhelmed by the most difficult students. One Australian first-year teacher interviewed for a case study observed that having a disruptive "student in my classroom is having a significant impact on my interaction with the remainder of the class ... As a first-year teacher, I don't have the professional skills to deal with this extreme behavior". Often, classroom management difficulties can prompt new teachers to jettison many of the research-based instructional practices they learned in college (such as cooperative learning and project-based learning) in favor of a steady diet of lectures and textbook.

Burdened by Curricular Freedom Another concern that new teachers commonly raise is a lack of guidance and resources for lesson and unit planning. In a recent survey of more than 8,000 Teach for America teachers nationwide, 41 percent said their schools or districts provided them with few or no instructional resources, such as lesson plans. When classroom materials were provided, they were seldom useful; just 15 percent of the respondents reported that materials were of sufficient quality for them to freely use. Although such curricular freedom may be welcomed by veteran teachers, it appears to be a burden for new teachers, who have not yet developed a robust repertoire of lesson ideas or knowledge of what will work in their classrooms. Case studies have observed novice teachers struggling "just trying to come up with enough curriculum" and spending 10 to 12 hours a day juggling lesson planning; grading; and the myriad demands of paperwork, committees, and extracurricular assignments. It's worth noting that many schools that have successfully raised low-income students' achievement have taken a distinctly different approach. Rather than letting new teachers sink or swim with lesson planning, they provide binders full of model lesson plans and teaching resources developed by veteran teachers.

Sinking in Unsupportive Environments The sink-or-swim nature of many first-year teachers' experiences frequently surfaces as another significant challenge. New teachers often report difficult interactions with colleagues, ranging from "benign neglect" of administrators to lack of cooperation or even hostility from veteran teachers. One first-year teacher, for example, said a colleague flatly refused to share his lesson plans, which was "unfortunate my first year, sinking down and getting no help". Another teacher reported that a veteran member of her department came into her classes, propped his feet up on her desk, and disrupted her teaching by throwing out historical facts. More than anything else, novice teachers often appear to yearn for, yet seldom receive, meaningful feedback on their teaching from experienced colleagues and administrators. Regrettably, teacher mentors, ostensibly assigned to provide this support, were sometimes part of the problem, dispensing little guidance, if not bad advice. In the words of one new teacher, "Some of the teachers who are mentors shouldn't be. They're not nurturing people; they've just been here the longest, and they want [the mentor position)".

How Schools Can Scaffold Success New teachers bring energy and enthusiasm to their classrooms, but also a specific set of needs. Whereas experienced teachers might bristle at receiving classroom management tips, model lesson plans, and constructive feedback on instruction, new teachers appear to long for such supports. School administrators should recognize that, like students, new teachers need scaffolded assistance. This support should go beyond merely assigning them a mentor, a practice that only reduces five-year attrition rates by one percentage point, from 40 to 39 percent. If, however, school administrators provide mentoring and guidance, schedule common planning periods to plan lessons with colleagues, and reduce new teachers' workloads by providing an aide in the classroom or fewer preparations, they can cut the attrition rate of their beginning teachers by more than half-down to 18 percent. This early investment in time and resources may

result in long-term gains by shortening new teachers' often-perilous journeys from novice to experienced professional. Reflective practice is 'learning through and from experience towards gaining new insights of self and practice'. It requires teachers to look at what they do in the classroom, and think about why they do it and if it works - a process of self-observation and self-evaluation.

Often described as a personal tool that teachers can use to observe and evaluate the way they behave in their classrooms, reflective practice can be both a private process as well as one that they discuss with colleagues and/or leaders. Many teachers already think about their teaching and talk to colleagues about it too. However, without adequate time and structure spent on or discussing what has happened, these conversations don't actually help teachers to change their practice for the better. Reflective teaching is a more systematic process of collecting, recording and analysing a teacher's thoughts and observations, as well as those of their students, and then going on to making changes. It's not a once and done approach to CPD, but a cyclical process that needs to occur regularly if it is to have an impact.

The importance of reflection in teaching Reflective practice in teaching is arguably one of the most important sources of personal professional development and improvement. Effective teachers are first to admit that no matter how good a lesson is, their practice can always be improved. Teacher reflection is important because it's a process that helps teachers to collect, record, and analyse everything that happened in the lesson. It allows teachers to move from just experiencing, into understanding. If they don't question themselves about what their experiences mean and think actively about them, research has shown that they won't make any changes and therefore improve. When teachers collect information regarding activities in their classrooms and take the time to analyse them from a distance, they can identify more than just what worked and what didn't. They will be able to look at the underlying principles and beliefs that define the way that they work. This kind of self-awareness is a powerful ally for a teacher, especially when so much of what and how they teach can change in the moment.

The effect of reflective teaching in schools Encouraging reflective practice in schools, not only benefits individual teachers but the sch Developing a culture of reflective practice improves schools by creating a strong foundation for continuously improving teaching and learning. It sends the message that learning is important for both students and adults, and that everyone is committed to supporting it. It creates an environment of collaboration as teachers question and adapt both their own practice and that of their colleagues. Teachers can team-up, drawing on expertise and offer each other support. This develops best practices across the school, resulting in a more productive working environment. "If you are anything like me, you've spent years putting reflection on the back seat. Other things seemed more important. But, when I finally gave reflection the respect it was due and made it a daily practice, things changed in my own life, and in my classroom for my students." - AJ Juliani, Author and Education and Innovation Specialist

1. Professional growth Firstly and most importantly, reflective practice is the key to improvement. If teachers don't think about, Analyse and evaluate their professional practice they cannot improve. Also once teachers start to take ownership of their CPD in this way, their confidence grows.

2. Keeping up-to-date and innovative Just as you wouldn't want to be operated on by a surgeon who wasn't familiar with the latest techniques, we probably won't want to be taught by someone who doesn't know their

subject or the best ways of teaching and learning. Reflective practice allows teachers to create and experiment with new ideas and approaches to gain maximum success.

3. Understanding learners Reflective practice encourages teachers to understand their learners and their abilities and needs. Reflection helps teachers to put themselves in their students' shoes, which is something many skilled teachers do. Stephen Brookfield believes that: 'Of all the pedagogic tasks teachers face, getting inside students heads is one of the trickiest. It is also the most crucial' (Brookfield, 1995).

4. Developing reflective learners Reflective teachers are more likely to develop reflective learners. If teachers practice reflection they can more effectively encourage learners to reflect on, analyse, evaluate and improve their own learning. These are key skills in developing them to become independent learners.

5. Humility "Implementing extreme ownership requires checking your ego and operating with a high degree of humility. Admitting mistakes, taking ownership and developing a plan to overcome challenges are integral to any successful team." - Jocko Willink When we reflect we must be honest. At least honest with ourselves about our choices, our success, our mistakes, and our growth. Meaning that self-reflection acts as a constant reminder to teachers to stay humble and continue working hard to achieve results.

There are many reasons why a teacher may decide to begin a process of reflection. It could be in response to a particular problem they're having in the classroom or simply as a way of finding out more about their teaching. Whatever the motivation, it's important to know how teachers can get started with reflective practice.

The first and most important step of reflective practice is to gather information about what happens in the classroom, so it can be unpicked and analysed. Here are some different ways of doing this: Teacher diary/journal After each lesson teachers can write in a notebook about what happened, noting their own reactions and feelings as well as those of the students. However, because it relies on a teacher's ability to recall things in as much detail as possible, not to mention a certain discipline in taking the time to do it on a regular basis, it's not as thorough or reliable as other methods. Peer observation Teachers can invite colleague's to come into their class to collect information about their lessons and offer feedback. This may be with a simple observation task or through note-taking and could relate back to the area the teacher has identified they want to reflect upon. The problem here is that the teacher and observer may not agree on what they saw or experienced, causing confusion and conflict.

Videoing practice A video recording of teachers' lessons is valuable because it provides an unaltered and unbiased vantage point for how effective their lesson was from both a teacher and student perspective. A video also acts as an additional set of eyes to catch disruptive behavior that they may not have spotted at the time.

7 reflection activities for teachers:

1. **The ratio of interaction** - How much are children responding to the teacher, versus how much they are talking to them? Is there a dialogue of learning in their classroom or is the talking mainly one sided?
2. **Growth vs. fixed mindset** - Carol Dweck writes in *Mindset: The New Psychology of Success*(2007) about how people with fixed mindsets believe that their qualities are unchangeable whereas people with growth mindsets feel they can improve their qualities through effort. The way a teacher responds

to their students can inspire either a fixed or growth mindset. Praising students for being 'smart' or 'bright' encourages fixed mindsets whilst recognising when they have persistently worked hard promotes growth mindsets. Dweck found that people with growth mindsets are generally more successful in life: which are you encouraging students to have? [Click here](#) to read more about Dweck's theory of the growth mindset.

3. **Consistent corrections** - Is the teacher correcting the students consistently? Teachers should avoid inconsistency; such as stopping a side conversation one day but ignoring it the next, as this will cause confusion with students and the feeling that the teacher is being unfair.
4. **Opportunities to respond** - Is the teacher giving the students enough opportunities to respond to what they are learning? Responses can include asking students to answer questions, promoting the use of resources such as whiteboards or asking students to discuss what they have learnt with their neighbour.
5. **Type and level of questions** - Do the questions the teacher is asking match the method of learning that they want to foster in their classroom? The type of questions they ask their students can include open or closed, their opinion on certain topics, or right or wrong. Is the level of questions they're asking appropriate for the students' level of learning? To find out more about open questions read our blog: [can you make coaching more effective with open questions?](#)
6. **Instructional vs. non-instructional time** - The more students are engaged in learning activities, the more they will learn. Teachers should try to keep track of how much time they give to learning activities compared to how much is spent on other transitional things such as handing out resources or collecting work at the end of the lesson.
7. **Teacher talk vs. student talk** - Depending on the topic, teachers must decide how much students should be talking about what they're learning compared with how much they should be talking to them.

Q. 5 critically comment on changing role of teacher in 21st century.

A nation depends on the activities of the teachers. Identically, they are working to grow the basement of the students. No matter it is school, college or university, a qualified teacher is the builder of a student. Even a teacher on the special skills or technical courses is keeping role responsibilities on the societies. For this reason, the leader of tomorrow is created by a teacher. At the same time, if a teacher fails to discover the eternal power of a student, the student fails in his whole life. That means a teacher is the best mentor for a life of the student. The education system of the 21st century has changed radically with the integration of the technology in every sector. At the same time, the students are inore matured than the previous time. Now, in the twenty first-century education depends on Thinking Skills, Interpersonal Skills, Information Media, Technological Skills as well as Life Skills Especially, the education of the present time emphasis on life and career skills. Now there has no value for rote learning. In general, it needs to meet the industry need. To clarify, the teaching will be effective when a student can use the lesson outside of the classroom. Changing role of teachers in the 21st century For changing the globalizing world, the role of the teachers is essential to improve the sustainable education. At the same time, inspiring and guiding the students in increasing employability skills with the digital tools is the prerequisite for a teacher Thus a teacher in the twenty-first century will be a digital teacher. Teachers are not the facilitator for learning of the students only, and now they are responsible for training the students for increasing employability skills, expanding the mind, growing

digital citizenships, critical thinking, and creativity as well as sustainable learning. Thus, the winning of the students is the win of the teachers. With the passes of time and integration of technology in every sector, the teacher's role has changed a lot. They need to enrich some skills to develop their students. Otherwise, the students will not get the lesson, and it will increase the of educated unemployed in the digital era. Let's see the changing role of a teacher in the 21st century.

- 1. A Planner for 21st Century Careers** This is the most competitive world, and there has the diverse option to choose the next career for a student. In this case, a teacher needs to become a big planner to support them according to their psychology. The future of a student will depend on 4C's (Critical thinking, Communication, Collaboration, and Creativity). It is the duty of a teacher to introduce them the mentioned terms very clearly. The students will need to try several multidisciplinary jobs. So the teachers will define where they will give more importance and which skills are just for adding value or keeping as optional. Besides, if an educator can provide a proper guideline to build the career in the 21st century for the students, he will be the all-rounder in his career and life.
- 2. A Resource Provider In this digital age,**he internet is full of supportive resources. When a teacher teaches the students from a collaborative perspective, the students will learn more deeply if they get the resources. It can be YouTube Video Tutorial, Digital Content, eBooks or even the printing documents. If the student receives the supportive materials on how to enrich Critical thinking, Communication skills, Collaboration, and Creativity, they can lead their own future. A teacher can show the resources according to their interest. Even a teacher can't be expert on the topics, albeit he can easily point the links of the supportive materials. It will ensure better learning environments and the students will be engaged with the lesson.
- 3. A digital Instructor for Different Ways of Learning** Effective teachers don't limit the learning resources for the students. Correspondingly, they are the best instructor for the students. In contrast, they will create the learning materials entertaining. In the digital age, you can find a lot of resources who are teaching the course efficiently. The instructor knows how to make the meaningful learning opportunities for all students. Providing practical examples in the classroom or collaborating in a class with another teacher can also help them to learn perfectly. To emphasize, they know mixing the knowledge with an expert collaborator can make the student motivated.
- 4. Learning Facilitator** A digital teacher or leader in the teaching profession don't teach the students only. Also, they help their colleagues to become the supporter of technology and show them how to find the online resources and how to stay updated on their subject. They know how to enjoy the work and how to make the lesson enjoyable. That means they are the facilitator for all the students and teachers. Remember, if you can share your knowledge you will learn more deeply. Similarly, the people will love you.
- 5. A Technology Lover for Learning** Now, it is so tough to attract the students without the use of technology. If you don't teach the right use of technology and how to find the internet resources, they will get the evil resources. Important to real teacher needs to learn how to read the psychology and what the students want. With attention to, if you can't maintain the online community with the students, you will not be able to inform the students about the world. Indeed, there has no way of the teachers to deal with the students without learning the technology and internet world. As a result, when you want to build the nation, you have to develop yourself first. Must be remembered, you have to know how the Google Advanced Search process works.

6. A digital Learner for the lifetime Effective teachers who are the builders of a nation are the lifetime learner. To point out, they keep knowledge of the latest changes in their subject. Then again, they keep knowledge about which jobs will be available in the next decade. In addition, they learn the newest technology to help the students. To put it differently, they know how to combine the technology, pedagogy, and content which will ensure Real-World Problem Solving and cooperative learning. To summarize, a teacher needs to follow the quotes from Henry Ford.

A successful teacher will collaborate with a specific objective They know when to listen and when to ignore Believe winning of the students is the win of the teacher They can praise smartly Welcome the changes always Explore the new tools in the technology

They have the sense of humor Grow a personal learning network Measure success Be open-minded Expect students will be the Mentors of future Power to the students Take the Learning Process Outside of the Classroom Help the students to become the entrepreneur and Innovator