

1: Ten Roles for Teacher Leaders - Educational Leadership

Teachers Are Role Models A role model is a person who inspires and encourages us to strive for greatness, live to our fullest potential and see the best in ourselves. A role model is someone we admire and someone we aspire to be like.

Though middle school students are much more independent and capable, they still need adult role models to help them make good choices and understand who they are in the world. Here are six ways any teacher can be a positive role model for middle school students: Invite middle school students into a social group. Social connectedness is a critical component of feeling confident and respected. Help them find ways to connect to each other during school and outside school. Help kids identify what they value. Focusing on values can also help students maintain self-control—an important skill that helps students face many of the challenges in middle school. The more kids talk about what they value, the better they get at making the right choices for themselves. Encourage a growth mindset. With a growth mindset, kids begin to understand that nothing is forever. The stress level of middle schoolers is higher than ever. Teaching kids how to label and deal with their emotions will help them manage them. Make use of your school counselors, who may already be working with students using excellent, consistent language like that used in the new Second Step middle school program. Develop community service projects designed to teach empathy. Learning about empathy early on in life is critical to becoming a well-balanced citizen as an adult. In the elementary years, volunteering provides empathy for individual people. However, middle schoolers are emotionally developed enough to begin learning how to empathize with community members and groups. If you teach them to organize and implement a community project, they begin to see in an authentic way how connected we all are. Ask students how they plan to implement their goals. When middle school students learn that you have to make a plan for achieving the goals you set, they begin to see a life roadmap. This is dramatically different in that they will begin to focus on actions and make room for change and flexibility.

2: NEA - Modeling Positive Behavior in the Classroom

25 Ways Teachers Can Be Role Models. There are many reasons why students think of teachers as role models. One of the biggest reasons is the desire to become a role model for students to look up to, to learn from, and to remember for the rest of their lives.

Adviser, Teacher, Role Model, Friend: The National Academies Press. Its goal is to encourage mentoring habits that are in the best interests of both parties to the relationship. While this guide is meant for mentoring students in science and engineering the majority of it is widely applicable to mentoring in any field. This guide is descended from a series of related publications. The original concept grew out of the Committee on Science, Engineering, and Public Policy COSEPUP report Reshaping the Graduate Education of Scientists and Engineers , which showed that students need to be flexibly prepared for a range of careers and urged that graduate education be revised so as to prepare students better for productive and satisfying careers. Discussions during and after the preparation of Reshaping indicated the need for a guide for students who are planning their education and professional careers. The guide that emerged, Careers in Science and Engineering: A related student guide, which considers questions of ethics and scientific integrity, is On Being a Scientist: Responsible Conduct in Research In the process of developing Careers, graduate and post-doctoral students in focus groups noted that faculty and advisers needed guidance as well to adapt to changing employment conditions. This guide is meant to complement Careers by assisting mentors and advisers in understanding how they might help students identify and respond to the challenges of becoming scientists or engineers. For convenience, the text contains several types of boxes: Steps to improve mentoring. Examples of poor and good mentoring. The context of mentoring. A sample of nonacademic careers, from Careers in Science and Engineering: The form can be adapted by individual institutions to suit their own needs. The version of the form offered here is most appropriate for use by advanced graduate students for example, third-year and higher PhD students , postdoctoral fellows, and recent doctoral-program graduates who have had a long relationship with a mentor. The book and the form are both at the following Web address: See "Mentoring; under "Resources; for further discussion of assessment methods. Page vii Share Cite Suggested Citation: Valuable feedback was provided by an external advisory group composed of Douglas Bodner, George Campbell Jr. Special thanks go to Beth Fischer and Michael Zigmond for excellent references, Martha Shumate Absher for information on students with disabilities, and Marjorie Olmstead for her article on mentoring junior faculty. Three focus groups, attended by some four dozen faculty and students from 16 colleges and universities, gathered for helpful and spirited discussions of this guide in Washington, DC, at Sigma Xi in Research Triangle Park, NC, and at the California State University, Long Beach. Page viii Share Cite Suggested Citation:

3: Teachers Role Models Quotes, Quotations & Sayings

Teachers are role models for their students all day, every day, so I take my actions and behavior very seriously. Modeling positive behavior and discussing it with my students helps me create a positive environment where students feel safe and cared for and where they can develop behavioral skills they will use the rest of their lives.

In this article Daniel Rose examines the role and potential of the educator as a role-model within both formal and informal education. Not all the books on all the shelves but what the teachers are themselves. Rudyard Kipling What exactly is role-model education? Children, especially during adolescence their most vulnerable and impressionable age are in need of role models, and take them from all areas that are close at hand, whether mass media, parents and family, or their teachers. Role model education is not concerned with the imparting of knowledge and information, as one might expect from an educational context. Rather, its aim is to expose its target groups to specific attitudes, lifestyles and outlooks, and, in particular, to individuals in which these attitudes and lifestyles are embodied. This educational tool is stressed in informal education settings such as youth movements, where the sometimes charismatic educational youth leader embodies the values that he or she is espousing, and therefore provides a frame of reference for the children. Aliah Schleifer provides us with an example of this from the Muslim home. He asserts that the mother has an incredibly important role to play in the education of her child, simply because she embodies the values that he or she is learning about. He or she now has a chance to experience the ideals that he or she learns about in school. Not only is there no reason for teachers not to utilise these ideas, but rather the teacher has a responsibility to use them, and to be wary of the power behind this concept. Children of this age are incredibly perceptive, and will automatically see through a teacher who tries to convince them of something they are not convinced of themselves. I have seen this at first hand, in a school with a strong ethos that not all the teachers embody in their personal lives, such as a religious denominational school, where non-practising teachers are forced to lead or facilitate prayer services. Role model education can be seen as effective because it bridges the gap between the ideal and reality. The gap between theory and practice is bridged, as ideological concepts become realities before the eyes of the students. The influence of the role model on moral identity Anton A. He goes on to suggest that over the centuries educators have been sensitive to the need for good role models in order to shape desirable moral attitudes in young people, and cites Jesus as the ultimate and most widespread role model from ancient times, through the middle ages, until modern times. The data on preferred models was collected in the form of a questionnaire. This included both an open-ended question What persons are your personal models? The results from both types of questions contained in the questionnaire were clear. Mothers, fathers, and relatives were mentioned with the greatest frequency. After that came religious models, and only then mass media personalities such as movie and television stars, and sports figures. These results were surprising for many people working in pedagogical fields, who had assumed that well-known stars and not parents would be those influencing our youth. For us, as educators, this enlightens us tremendously as to our capacity to influence our students. Educators can be considered to have near to the same status of social nearness to the children as their own parents. Children, when faced with worthy models at this proximity, will latch on to them and their ideals, and fully consider them as role models. We can also learn from the mass media models that these children did choose after their models from social nearness. Several children remembered models who were well suited to their moral universe, characterised by a strong distinction between good and evil. We must conclude that this places the teacher and informal educator in an ideal position to fulfil this role. The teacher who never marks written exercises or wears indecent type of dress is characterising the notions of duty and responsibility in certain ways. The teacher who openly shows disrespect to some colleagues or the principal is sending across messages unawares about authority and the notions of respect of human beings we always behave as a good model to the students in conduct and character, because it is part of our obligation and everyone expects us to do so and we have come to expect this of ourselves. It is part of our role of being a teacher. His second attribute is the Centrality of Experience. According to Chazan, central to informal education is experience. At the core of informal education is

role-model education, and the most natural educational context that provides the ideal forum for role-model education is of course informal education. These two educational concepts go hand in hand and go some way to explain the success that informal education achieves in its stated goals. In their discussion of informal education, Jeffs and Smith Role-model education as a basis for mentoring The concept of mentoring as a tool in the development of young people is becoming more and more popular and commonplace. Mentoring is classically defined as a young person is inducted into the world of adulthood with the help of a voluntarily accepted older more experienced guide, who can help ease the young person through that transition via a mixture of support and challenge Hamilton, ; Freedman, The intimacy and dynamic caused by the interaction of two persons giving the mutual respect necessary in the context of mentoring, will more often than not lead to the younger person relating not just to the information and experiences transmitted by the older person, but the actual essence of the older person, and this can be a potent ingredient for the development of the younger person. Interestingly, Kate Philip suggests that there are many different styles of natural mentoring models in operation besides the classic one as defined. These include peer mentoring, unofficial adults, friend to friend and group or team mentoring Hendry and Philip see Philip on mentoring and young people and Jean Rhodes on mentoring programmes in the US. Young people can choose their role models from any and every context including their peers. This is clearly seen in peer-led informal educational contexts such as peer-led youth clubs and movements , and can and should impact on our policy when facilitating these institutions. A critique of role-model education Although we have seen the efficacy of such an approach to values and moral education, there are problems that may be encountered, both on a practical level for the teachers who have this responsibility as role models, as well as on a theoretical level. As has been stated, children can be most perceptive, sometimes far more than adults, and will see through the lack of integrity of any educator. This places a tremendous pressure on an educator to live up to the values and ethos of their school, subject, or educational message. If a particular educator does not live up to this, their power as a role model is largely diminished. Rejection of the entire message and package is also risked, if children see even the slightest inconsistencies in the role model. This may also have the effect of discouraging prospective educators from entering the profession. Educators must also be vigilant in their personal lives to some extent, to ensure it is not publicly at variance with their educational message. Is this after-hours pressure that few other jobs involve, fair on the educator? Further to this question, is a more difficult one. Does a school or educational organisation have the right not to employ a teacher because their personal life does not coincide with the ethos of the institution? For example, the tension an institution such as a denominational school experiences when considering the employment of either a teacher from a different faith, or from the same faith but with lesser degree of religious practice in their personal life. The very practical issue of informality is a problematic one when considering role model education within formal schooling. For a student to link in to the personality and way of life of the teacher, the teacher must to some extent lower some barriers in order to let the child catch a glimpse of what he or she is about. Role model education thrives on informality “ and this is not always possible or appropriate in a classroom context “ although with the right balance, can and will be effective even with this formal teacher-student relationship. However, as mentioned earlier, this is one of the very strengths of informal education, with role-model education central to its efficacy. It can be challenged that role model education will stand in the way of true impartiality. It is arguably the goal of every teacher or educator to explore an impartial curriculum, presenting divergent opinions, providing students with the skills to make decisions for themselves, even if within the boundaries of specific ideologies and belief systems. This is especially the case for concepts as subjective as values and morals, which often find themselves the focus of informal education. The participants may have difficulty forming their own opinions and acknowledging the impartiality of the curriculum if the teacher has become a strong role model for them. The educators own lifestyle and value system may become front runner in competing for the attention of the students. This of course becomes less of a problem for denominational schools, where the lifestyle and outlook of the teacher is the same as that of the ethos and message of the school. However, this can also be seen as an oversimplification, for there can be many different approaches and outlooks within one denomination. On a grand and theoretical plain, Bucher However, to see it as a burden, misses the powerful potential and exciting

educational opportunities that it can provide. This is arguably the essence of informal education, and in fact all effective education. This paper therefore recommends added exposure to the educator in all educational contexts. Informal education will do this more naturally than formal, but there is no reason to suggest that it is inappropriate in either context. We discussed briefly the concept of mentoring. This will take place in any opportunity where the educator can play a more natural informal role, such as weekend retreats, educational trips and visits, extra-curricular programmes such as sports and recreational events. Obviously, informal education lends itself better and more naturally to this mode of education, and it is harder to think of contexts from the school where it can be equally utilised. From hiking to kayaking, walking through ancient archaeological remains to travelling for hours on buses, interaction is far easier and more natural. Conversations involve all sorts of topics, and students are afforded the opportunity to gain an inkling as to whom the teacher actually is, rather than merely what he or she tries to convey. This allows them to see that the values espoused in the classroom do not stay in the classroom, but are inherent in the life and lifestyle of the teacher. It is just these types of encounters that we should be providing for our charges in order to maximise ourselves and our colleagues as role-models to these youth, in order to develop them as people and further our educational goals. An Experiential Approach, London: Conversation, democracy and learning, Ticknall: Mitscherlich Auf dem Weg zur vaterlosen Gessellschaft. Republished in the encyclopedia of informal education, www. School Curriculum and Assessment Authority. University of Chicago Press. Warner Weil and I. Education Reform Act , London: Education Schools Act , London: How to cite this article:

4: Teachers Are Role Models

The importance of teachers as mentors and role models for students Juergen Siebel, Head of International Business, Siemens Professional Education As entrepreneurship education is yet to be embedded in the national education strategy of each member nation we need to look at teachers as important crusaders for this important objective.

Becoming a teacher will allow you to leverage your strengths and passion as a leader in the education field. If you are looking to make a positive difference in the lives of young people, you may want to consider this rewarding profession. Each day you will exercise your creativity, patience and communication skills as you present engaging lessons. As a mentor and role model, students will be inspired by your commitment to helping them develop their unique talents and intellect. Job Description Teachers design curriculum to help students master a variety of subjects. Elementary teachers are responsible for teaching core subjects like math, English, science and history. Secondary teachers specialize in specific content areas, such as art, music or social studies. All teachers are classroom managers who reinforce appropriate behavior, measure student learning and create inclusive learning environments. Some teachers work primarily with student populations needing extra support, such as special education students or English Language Learners. The workday for a teacher begins before students arrive and may not end until late in the evening. In addition to teaching and advising students during the day, teachers must develop learner outcomes for lessons and send progress reports to parents. Teachers usually have summers and holidays off. Education Requirements Completing an undergraduate degree in teaching or education is the first step to becoming a teacher. If you want to teach kindergarten through sixth grade, you will major in elementary education. This course of study includes an overview of the general curriculum and the foundations of education. If you want to teach middle or high school, you will specialize in a content area along with foundational education teaching courses. For example, if you want to become an English teacher, the bulk of your courses will be in English and supplemental classes will help you learn teaching methods. Both tracks require classroom observation and student teaching. Most states require licensing exams. Bureau of Labor Statistics. Pay varied across the United States. Years of Experience Teaching experience will help you feel more comfortable and competent in the classroom. Some states offer performance-based incentives based upon student performance on standardized tests. Senior teachers also serve as mentors and role models for newer teachers. From there, a principal may advance to the position of superintendent and lead an entire school district. A doctorate in education is often preferred or required for superintendents. Job Growth Trend An average job market is expected for teachers. Teaching opportunities are projected to grow by 8 percent from now to Content areas such as science, mathematics and special education are also in need of teachers.

5: Teachers As Role Models - Janice Ellis, Kansas City

By modeling these character traits, male teachers can shape their students' ethical compass and might even inspire them to become teachers themselves. As much as young men look up to sports figures, a strong male role model in the front of the classroom can positively influence the emotional development of his students, especially boys.

Fewer than 25 percent say entertainment figures, artists, sports figures and national or international leaders are their role models. Those who identified with role models they knew personally showed higher levels of self-esteem and stronger academics. Fifty-seven percent say role models are family members. Of those, 36 percent say their mothers are their role models. Twenty-eight percent identify with their fathers. The other 36 percent identify with other family members. Parents as Role Models Although your children are busy with school, extracurricular activities and friends, they are still watching you and taking mental note. Two of the most important aspects of being a good role model are leading by example and keeping open communication. In leading by example, parents help their children make healthy choices. By keeping communication open, parents can help children deal with issues such as peer pressure and other negative influences. Teachers exemplify the value of education and intellectual curiosity. Coaches are important, as well, according to the National Association for Sport and Physical Education. They instill the values of fitness, team effort and fair play. For young people who are not fortunate enough to have positive role models in their families, teachers and coaches can have a lasting and important influence. Tips for a Positive Role Model If you are one of the many parents who wants to be the best role model possible, Education. Treat others with respect and kindness. Talk about your values and morals. If you take prescription medications, do so responsibly and talk about it with your child. Drink alcoholic beverages in moderation and discuss the consequences of abusing alcohol and other drugs. Talk with your children about school, activities, their friends and anything else they wish to discuss. Most important, show your love for your spouse, children and other family members and close friends.

6: Why Are Positive Role Models Important for Children | Healthfully

Research shows that just one positive adult role model can make a huge difference in a young person's life. Here are six ways any teacher can be a positive role model for middle school students: 1.

Teacher leaders assume a wide range of roles to support school and student success. Because teachers can lead in a variety of ways, many teachers can serve as leaders among their peers. So what are some of the leadership options available to teachers? Resource Provider Teachers help their colleagues by sharing instructional resources. These might include Web sites, instructional materials, readings, or other resources to use with students. They might also share such professional resources as articles, books, lesson or unit plans, and assessment tools. Tinisha becomes a resource provider when she offers to help Carissa, a new staff member in her second career, set up her classroom. Tinisha gives Carissa extra copies of a number line for her students to use, signs to post on the wall that explain to students how to get help when the teacher is busy, and the grade-level language arts pacing guide. Instructional Specialist An instructional specialist helps colleagues implement effective teaching strategies. This help might include ideas for differentiating instruction or planning lessons in partnership with fellow teachers. With two English teachers serving as instructional specialists, the science teachers examine a number of lab reports together and identify strengths and weaknesses. Curriculum Specialist Understanding content standards, how various components of the curriculum link together, and how to use the curriculum in planning instruction and assessment is essential to ensuring consistent curriculum implementation throughout a school. Curriculum specialists lead teachers to agree on standards, follow the adopted curriculum, use common pacing charts, and develop shared assessments. Tracy, the world studies team leader, works with the five language arts and five social studies teachers in her school. Using standards in English and social studies as their guides, the team members agree to increase the consistency in their classroom curriculums and administer common assessments. Tracy suggests that the team develop a common understanding of the standards and agrees to facilitate the development and analysis of common quarterly assessments. Classroom Supporter Classroom supporters work inside classrooms to help teachers implement new ideas, often by demonstrating a lesson, coteaching, or observing and giving feedback. Yolanda agrees to plan and teach a lesson with Marcia that integrates several relevant strategies. Learning Facilitator Facilitating professional learning opportunities among staff members is another role for teacher leaders. When teachers learn with and from one another, they can focus on what most directly improves student learning. Such communities of learning can break the norms of isolation present in many schools. The committee can then develop and implement a professional development plan on the basis of their findings. Mentor Serving as a mentor for novice teachers is a common role for teacher leaders. Mentors serve as role models; acclimate new teachers to a new school; and advise new teachers about instruction, curriculum, procedure, practices, and politics. Being a mentor takes a great deal of time and expertise and makes a significant contribution to the development of a new professional. Ming is a successful teacher in her own 1st grade classroom, but she has not assumed a leadership role in the school. The principal asks her to mentor her new teammate, a brand-new teacher and a recent immigrant from the Philippines. Her role as a mentor will not only include helping her teammate negotiate the district, school, and classroom, but will also include acclimating her colleague to the community. Ming feels proud as she watches her teammate develop into an accomplished teacher. School Leader Being a school leader means serving on a committee, such as a school improvement team; acting as a grade-level or department chair; supporting school initiatives; or representing the school on community or district task forces or committees. A school leader shares the vision of the school, aligns his or her professional goals with those of the school and district, and shares responsibility for the success of the school as a whole. Joshua, staff sponsor of the student council, offers to help the principal engage students in the school improvement planning process. Joshua arranges a daylong meeting for 10 staff members and 10 students who represent various views of the school experience, from nonattenders to grade-level presidents. Joshua works with the school improvement team facilitator to ensure that the activities planned for the meeting are appropriate for students so that students will actively participate.

Data Coach Although teachers have access to a great deal of data, they do not often use that data to drive classroom instruction. Teacher leaders can lead conversations that engage their peers in analyzing and using this information to strengthen instruction. Carol, the 10th grade language arts team leader, facilitates a team of her colleagues as they look at the results of the most recent writing sample, a teacher-designed assessment given to all incoming 10th grade students. They then plan instruction on the basis of this data. Teachers who take on the catalyst role feel secure in their own work and have a strong commitment to continual improvement. They pose questions to generate analysis of student learning. In a faculty meeting, Larry expresses a concern that teachers may be treating some students differently from others. Students who come to him for extra assistance have shared their perspectives, and Larry wants teachers to know what students are saying. As his colleagues discuss reasons for low student achievement, Larry challenges them to explore data about the relationship between race and discipline referrals in the school. When teachers begin to point fingers at students, he encourages them to examine how they can change their instructional practices to improve student engagement and achievement. Learner Among the most important roles teacher leaders assume is that of learner. Learners model continual improvement, demonstrate lifelong learning, and use what they learn to help all students achieve. At every team or faculty meeting, she identifies something new that she is trying in her classroom. Her willingness to explore new strategies is infectious. Faculty and team meetings become a forum in which teachers learn from one another. Roles for All Teachers exhibit leadership in multiple, sometimes overlapping, ways. Some leadership roles are formal with designated responsibilities. Other more informal roles emerge as teachers interact with their peers. The variety of roles ensures that teachers can find ways to lead that fit their talents and interests. Regardless of the roles they assume, teacher leaders shape the culture of their schools, improve student learning, and influence practice among their peers. Teachers bringing out the best in teachers: A guide to peer consultation for administrators and teachers. What works in elementary schools: National Staff Development Council. Charting a course for professional learning. Classroom instruction that works. The 10 roles are described in more detail in Taking the Lead: Harrison, , Oxford, OH: Although the names have been changed, all examples are based on actual teachers we encountered in our research. Cindy Harrison crh instructimprove.

7: What Is the Role of Teachers in Education? | www.enganchecubano.com

Generalizations about teachers as role models presume a certain "Mr. Chips" teaching style, personality, and environment for teaching that simply does not apply to all or even most teachers and.

8: 6 Ways Any Teacher Can Be a Positive Role Model for Middle School Students

male role models, I propose in this article, is the necessity of placing under critical investigation the effects of a regime or culture of hegemonic masculinity and gender normalization which produces the very polemic that.

9: Male teachers vital role models for boys | Education | The Guardian

In this chapter I focus on the discourse of teachers as role models to highlight the conceptual limits of such an explanatory framework for making sense of teachers' lives and their impact on student learning in schools. I stress that the issues surrounding the call for role models in terms of.

Mapping the Internet in Indonesia The illustrated encyclopaedia of dinosaurs Nahjul israr urdu The first international and after. Establish a spiritual foundation Court poetry in late medieval England and Scotland Ring a Ring O Roses The nature of things lucretius Facts and propositions. Alekhines Anti-Gruenfeld Attack A Popular Guide to Garden Ponds Mirror on the stage Love That Pop Music Unleash the night Nobody Loves a Centurion (SPQR VI) Puck me baby lili valente Travel guide sofia bulgaria I wouldnt trade my parents The painters handbook mark david gottsegen Dehydrating foods, fruits, vegetables, fish and meats Laws and legislation A Bride at Last (Love Inspired #51) Introduction to industrial safety Flowers, candles, and aisle runners Objects of mourning in Elizabeth Keckleys behind the scenes Chronology: September 16, 1950- Rambles In Dickens Land UFO invaders deceive every nation Birnbaums Walt Disney World Kazakhstans New Economy Advice for Seekers Documentary vs reality No party now but all for our country Evaluation of certain mycotoxins in food A Perilous Calling People That Time Forgot The healing heart The Complete Superfoods Cookbook The Miller Howe cookbook Turbocad deluxe 2015 manual