

THE SEVEN HABITS OF HIGHLY EFFECTIVE TEACHER & CHARACTERISTICS OF AN IDEAL TEACHER

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THE SEVEN HABITS OF HIGHLY EFFECTIVE TEACHER

There is a saying

"Poor teacher tells
Good teacher teaches
Best teacher inspires the students" and as

Aristotle says

"We are what we repeatedly do.
Excellence, then, is not an act, but a habit".

Our character, basically, is composite of our habits
Sow a thought, Reap an action,
Sow an action, Reap a habit,
Sow a habit, And reap a character".

Habits are powerful factors in our lives. Because they are consistent, often unconscious patterns, they constantly, daily express our character and produce our effectiveness or ineffectiveness.

To become a highly effective and best teacher one should possess sound character and good habits. *The Seven Habits of Highly Effective Teacher* is Habits of Effectiveness. They are based on principles, they become the basis of a person's character, creating an empowering center of correct maps from which a teacher can effectively inspire the students and continually learn and integrate other principles in an upward spiral of growth.

The seven habits are

1. **Be proactive**
Principles of Personal Vision over Teaching and Learning.
2. **Begin with the End in mind**
Principles of Personal Leadership
3. **Put first things first**
Principles of Personal Management.
4. **Think win-win**
Principles of Interpersonal Leadership
5. **Seek first to understand. . . Then to be understood**
Principles of Empathic Communication with students
6. **Synergize**
Principles of creative cooperation
7. **Sharpen the saw**
Principles of Balanced Self-Renewal

THE IDEAL TEACHER

Observation of teachers over a good many years indicated that the personality of the teacher is key factor in success or otherwise. Traits and skills which students appear to value are indicated below. How do you measure against the ideal teacher?

The Ideal Teacher:

- is expert in own subjects
- is expert in the teaching role, well organized, well prepared
- is confident, open to suggestions, other viewpoints,
- is flexible and approachable
- is interested in individual students, and spends time with them
- is consistent in the treatment of everyone



- is consistent in behaviour - always fair, always even tempered
- is friendly, with a sense of humour
- shares with students the teaching aims and objectives
- knows the students as individuals - their strengths and their weaknesses
- communicates well in a variety of modes including non-verbal
- leads well, with appropriate pace
- is flexible and willing to change the approach
- gives feedback within an appropriate timescale.

within the college

- start the dialogue
- greet the students in corridors etc
- do not ignore standards of speech, manner and dress
- enjoy relating to students

In the Classroom

- arrive before the class and begin on time
- be prepared for the less interested class
- keep everyone occupied and interested

- extend and motivate all students
- mark all work promptly and constructively
- encourage student contributions
- keep the room clean and tidy
- maintain interesting display

Try to avoid

- humiliation
- shouting
- overreacting
- blanket punishment
- over punishment
- sarcasm

Students resent it:
it diminishes you
the problem will grow
the innocent will resent it
always have something in
reserve
it damages you

Try to

- Use humour
- listen
- be positive and build relationships.
- know your students as individuals.
- be consistent

it builds bridges
it earns respect

If you have a problem, do not brood. Talk over the issues with a colleague

Teacher's cultural shock

Culture shock: defined

- Newcomers who act out in the classroom are probably suffering from culture shock. This is a term used to describe the feelings people have when they move to an unfamiliar culture. Immigrant children may become withdrawn and passive or they may be aggressive. The more different the new culture is from their own, the greater the shock. Newcomers have left behind family members, friends, teachers, and pets. They have lost their language and culture. Often they do not have the support of their parents who are in shock too

Phases of culture shock

1. Euphoric or Honeymoon Stage.

During this stage newcomers are excited about their new lives. Everything is wonderful and they are having a great time learning about their environment.

Culture Shock Stage.

- The differences between the new and the native cultures becomes more apparent. Students feel overwhelmed at this stage. There is so much they do not understand about their new surroundings. They are frustrated because they can not communicate and are bombarded with unfamiliar surroundings, unreadable social signals and an unrelenting barrage of new sounds. Students suffering from culture shock may seem sleepy, irritable, disinterested or depressed. Some students may become aggressive and act out their frustrations.
- Newcomers in this stage of culture shock need time and patience from their teachers.

Integration Stage.

- Newcomers start to deal with the differences between the old culture and new. They learn to integrate their own beliefs with those of the new culture. Some newcomers will start to replace the old values with new ones. Others will begin to find ways to exist with both cultures. Many immigrant parents start to become alarmed at this stage. They do not want their children to lose their language and culture.

Acceptance Stage.

- Newcomers are now able to enter and prosper in the mainstream culture. They accept both cultures and combine them into their lives. Some students will adopt the mainstream culture at school and follow the values of the home culture outside of school. During this stage many immigrant parents make it clear to their children that they do not want them to adopt the mainstream culture. This is because many immigrant students forget their native language and reject their culture,

Some of the shifts in culture a newly qualified teacher may experience:

- The difference between the school he/she attended as a student and this school.
- The difference between the school system where he/she grew up and this system.
- The difference between the schools he/she worked in during teaching practice and this school.
- The difference between being a trainee teacher and being a full-time member of the teaching profession.
- The difference between academic life and working life.
- The difference between teenage culture in the country he/she grew up and the teenage culture the students at his/her present school are growing up i

Questions related to culture shock

- **What do people expect from me as a teacher working in this environment? “**
- **“ What do I need to do to act professionally?**
- **“ What demands must I fulfill in my new role?”**
- **“ What do I find totally new and do I know enough about it to deal with it professionally?**