

# **THE TRAITS OF EXTRAORDINARY TEACHERS AND EFFECTIVE TEACHING**

Oleh  
Ang Thien Sze  
Pengetua  
SM Teknik Kuching, Sarawak

## **10 Traits of Highly Effective Teachers**

Who is the Effective Teacher?

In the eyes of students what are the 4 characteristics of effective teachers?

- (1) Making greater demand of the students.
- (2) More teaching skills.
- (3) More knowledge of subject matter.
- (4) Better discipline.

## **THE 10 TRAITS OF HIGHLY EFFECTIVE TEACHERS**

### **Trait 1: Mission - Driven and Passionate**

The highly effective teacher is mission-driven, feeling a call to teach as well as a passion to help students learn and grow. They have greater enthusiasm and commitment to each, more willing to accept the extra duties (Serow 1994). Highly effective teachers have a passion to be with the students and to help them be successful.

### **Trait 2 : Positive and Real**

The highly effective teacher is positive and real, demonstrating the qualities of respect, caring, empathy and fairness in his communications and relationships with students, parents and colleagues. They have a sense of humour, are fair, more democratic than autocratic and can relate easily to students on either a one-to-one or group basis. They are open, spontaneous and adaptable to change. (Hamachek, 1999).

## **2.1 Respectful**

If students know their teachers respect them, they work harder, take correction more readily, and are more willing to take responsibility for their actions. Lack of respect takes many forms, arrogance, self centeredness, sarcasm, cynicism and cruelty are just a few. Indications of respect for others :

- Remembering students' name and give it correct pronunciation.
- Greeting students and parents with warmth and genuineness.

## **2.2 Caring**

Students would learn more and behave better if they were taught by teachers with high levels of understanding, caring and genuineness (Carl Rogers 1957). Highly effective teachers know that "warmth without control is not warmth at all but chaos and confusion, and control without warmth is not control but tyranny. (Borich 1993).

## **2.3 Empathetic**

You should get to know your students as individuals, and to know what was happening in the student's inner world. Empathy is the key to influence. (Covey 1990).

## **2.4 Fair**

Students will make allowances for many teachers' mistakes, but unfairness is rarely forgiven or forgotten. Highly effective teachers cultivate fairness, knowing its importance to both students and their parents.

## **2.5 The Positive and Real Teacher**

Positive and Real teachers are those whom you like to spend your time. They are individuals who build you up, affirm your strengths, understand your problems, and tell you the truth is love.

## **Trait 3 - A Teacher - Leader**

The highly effective teacher is a "teacher-leader" who positively affects the lives of students, parents and colleagues. Leadership is influencing others to change, learn, grow, expand, move forward, do things differently, become independent, take responsibility and achieve goals.

## **3.1 Leading Students**

If one can successfully lead in the classroom, one can lead anywhere. "The joy of learning is its own reward", we tell our students.

Highly effective teachers provide leadership in their classroom in 5 important ways.

### **3.1.1 Leadership Through Example**

Teachers, model life long learning when they share their personal interests and talk about books they have read. Teachers model kindness and patience when they show their students how to respond to anger and hostility. Teachers model social skills when they are respectful to their students, parents. Teachers are teaching honesty during character classes while coming late and leaving early.

### **3.1.2 Leadership Through Listening**

Teachers are talkers. However, highly effective teachers know when to stop talking and start listening. Through listening you can find out about your students and see how they handle adversity, struggles and successes.

### **3.1.3 Leadership Through Empowering**

Highly effective teachers know that it is only when students are empowered to take charge of their own learning that a teacher's true mission has been accomplished.

### **3.1.4 Leadership Through Inspiration**

Teachers who lead by inspiration leave a lasting and profound impression on their students. To inspire is to encourage, to stimulate and to activate talents and creativity. To inspire is to bring forth achievement from discouragement and despire, to bring forth confidence from frustration and failure.

### **3.1.5 Leadership Through Learning**

Teachers should be willing to seek input from their students regarding their teaching effectiveness. By asking their students to give input regarding their instructional strengths and weaknesses is a sign of respect from teacher to students.

## **3.2 Leading Parents**

Highly effective teachers know how to provide the kind of leadership that brings parents into an active partnership with teachers. For example:

- making positive phone calls and writing positive notes to parents about their children.
- By asking parents to observe their children's homework activities.
- By asking parents to evaluate assignments given to students.
- Briefing the parents on academic and co-curricular activities.

## **3.3 Leading Colleagues**

A highly effective teacher also exhibit leaderships skills among colleagues.

- Mentoring and coaching.
- Collaborating with staff members.
- Sharing and bringing new ideas to teaching.
- Polishing and presentation of skills to share knowledge with others.

### **3.4 A Person Of Influence**

Highly effective teachers possess the moral, intellectual and social skills to use their leadership for good in the lives of students, parents and colleagues.

#### **Trait 4 - With - It -Ness**

Highly effective teachers are in complete control of :-

- classroom management.
- engagement of students.
- management of time.

Highly effective teachers can teach, walk around the classroom, take in everything that's going on. In effective teachers by contrast can scarcely manage starting a lesson on time.

### **4.1 Classroom Management**

Classroom management is a set of behaviors and activities by which the teacher organizes and maintains classroom conditions that bring about effective and efficient instruction. Highly effective teachers have well managed and well organized classrooms.

### **4.2 The Engagement Of Students**

Highly skilled teachers keep students engaged through:-

- instructional flow.
- attention getting moves.

### **4.3 Instructional Flow**

There are numerous variables that affect attention, making students to sit up and take notice.

#### **4.3.1 Variety**

"Variety's the very spice of life" (Cowper, 1968).

Highly effective teachers use:-

- A variety of teaching approaches.
- A variety of assignments and assessments.
- A variety of attention getting moves.

- A variety of grouping practices.
- A variety of teaching aids.
- A variety of sitting arrangements.

Highly effective teachers are :-

- Consistent.
- Predictable.
- Fair.
- Always on task.
- Always respectful
- Always organized
- Always focused on learning outcome
- Always up heat

#### **4.3.2 Momentum**

- They are always prepared
- They are tuned in
- They are flexible
- They have a built in early warning system
- They are mind readers
- They are good in crowd control

#### **4.3.3 Pacing**

Pacing has to do with the speed at which a teacher moves through a lesson. In effective teachers have no pattern at all to their pacing, while highly effective teachers vary their pacing to match the individuals or groups.

#### **4.3.4 Effective Use Of Time**

Highly effective teachers are constantly aware of where they need to be and make every minute in their teaching count.

### **Trait 5 - Style**

The effective teacher exhibits his or her own unique style, bringing drama, enthusiasm, liveliness, humor, charisma, creativity and novelty to his or her teaching.

Style cannot be cloned, copied or even taught. Each effective teacher must develop his or her own style.

## 5.1 Humor

A sense of humor is one of the qualities that is often mentioned by students when they are asked to list the qualities of their teachers that are most meaningful to them. (Johnson 1976)

## 5.2 Creativity

Creativity is about creating something new, about developing lessons that are unique, generating smiles that sizzle, and making the teaching memorable.

## 5.3 Novelty

Novel teaches can seem idiosyncratic, excessive and even a little far out. Students may come to school with eagerness, wondering which dazzling outfit the teacher is going to wear, what the teacher is going to do.

## Trait 6 - Motivational Expertise

The highly effective teacher is a motivator who believes in his or her own ability to make a difference in the lives of students and motivate them to maintain the highest possible behavioral and academic standards. Unless students feel the power, press and urgency of their teachers' expectations, they are unlikely to be motivated to do even the minimum that is needed to make it in school. Highly effective teachers motivate students in 3 ways:-

### 6.1 Personal Teaching Efficacy

Mission statement "all students can learn". This strong personal belief is one's ability to make a difference in the lives of students is called efficacy. Efficacy is the power to produce effects or intended results.

### 6.2 Beliefs About Learning And Teaching

Highly effective teachers get results when their less effective colleagues do not because they teach with a totally different mindset. 6 beliefs about teaching and learning that teachers with efficacy possess. (Kameenai & Darch 1995)

- (a) The learner must always be treated with respects.
- (b) Every learner has the capacity to learn.
- (c) The learner's behavior is purposeful and intelligent.
- (d) The teacher makes a difference in how, what, when and why students learn.
- (e) Good teaching involves creating as many opportunities as possible for successful learning.
- (f) Effective teaching enhances what the learner already knows and enable the learner to do things that could not be done before.

Effective teachers keep looking for answers until they find them. They do not blame the students' lack of ability or motivation.

### **6.3 Energy and Will**

In addition to strong beliefs in their abilities to make a difference and get results, highly effective teachers have an abundance of physical and mental energy as well as strong wills. Haberman (1998) believes that "STAR" teachers, as he calls them persist in trying to meet the individual needs of the problem students, the talented, the handicapped and the frequently neglected "gray area" students. Their persistence is reflected in the endless search for what works best with each student".

The quest for success for every student can be seen in a variety of very specific teacher behaviors.

- Establishing warm and encouraging relationships with students.
- Treating students fairly, firmly.
- Relying on their personal authority to discipline and give guidance to students.
- Never try to embarrass students.
- Treating all students as capable.
- Consistent emphasis on the importance of learning.
- Keep students on task, interested and aware of own accomplishment.
- Teaching, pushing and monitoring students' work.
- Maintaining a constant sense of determination not to accept the failure of students.

#### **6.3.1 Expecting The Best In Students' Behavior**

When I walk into the classroom, I assume good behavior, I am rarely disappointed (Andrienne Hamparian Johnson). The highly effective teacher is a behavior motivator, and instructional manager rather than a disciplinarian.

#### **6.3.2 Expecting The Best In Academic Achievement**

No matter what you teach or how you present yourself to students, you have to be on the learner's side and to believe they can and will grow during the time you are together (Kohl 1984). Some ways in which master teachers raise expectation in challenging classroom:-

- Understand students' backgrounds.
- Focus on students' strengths to build their confidence.
- Confront the issue of low or failing grades by explaining the situation that led to the grade improvement.
- Construct learning tasks and facilitate skills acquisition in the subject to promote student success.
- Make sure that every lesson include positive interaction among students.
- Provide frequent opportunities for students to express their goals and aspiration for learning.

## **Trait 7 - Instructional Effectiveness**

Highly effective teachers don't teach in just one way, they have a variety of techniques, teaching behaviors, and essential skills on which to draw, depending on the needs of their students, the nature of the subject and complexity of the learning outcomes.

### **Components Of Highly Effective Teachers**

#### **7.1 Communication Abilities**

Communication is far more than just "telling and talking", it includes listening, understand, caring and developing relationships with students, colleagues and parents.

Highly effective teachers' communication skills help to develop trust within the class. Students hate classes where they are confused. Being able to listen to your students makes you more effective because they can see that you care about them. Highly effective teachers are excellent role models for their students.

#### **7.2 Essential Teaching Skills**

Highly effective teachers know how to plan and prepare lessons. They are able to articulate the objectives of the lesson, relate the current lessons to past and future lessons, take into account of the needs of their students skillful teachers include components in their lessons that will attract their students' interest and keep them engaged. They are able to mentally walk through their lesson presentations before hand, anticipating where problems of understanding might occur and making adjustments up until the last minute.

The excellent teachers utilizes good communication skills, giving clear explanation and instructions, asking questions that generate interest and stimulate thinking and to engage students.

- Creating a classroom atmosphere that is positive, supportive and focused on learning.
- Classroom management to maximize use of time.
- Able to handle conflict with clam and confidence.
- Constantly evaluating their own teaching performance through assessing what their students have learned.
- Highly effective teachers different from ineffective teachers in the following ways :-
- They use multiple models and approaches.
- To choose an approach that best of it's the content, the level of their students, and the objective they wish to achieve.

## **Trait 8 - Book Learning**

The highly effective teachers has a sound knowledge of contents. Learning never stops for the highly effective teacher (i.e. Life long learning). There are two major issues that confront every educator on a daily basis:-



- What to teach?
- How to teach?

### **Trait 9 - Street Smarts**

The highly effective teacher has knowledge of the students, the school, and the community in which the teacher is teaching and uses this knowledge to solve problems in the instructional setting. This teacher has street smarts.

### **Trait 10 - A Mental Life**

Effective teachers are active, self directed learners as well as active, self directed teachers while ineffective teachers are passive and inactive. The mind of highly effective teachers are always at work. They are on task and focused. Meanwhile, ineffective teachers are distractible, wasting time in their classrooms.

Effective teachers have the big picture and get the high ideas of teaching and learning. Ineffective teachers, on the other hand do not care whether students learn, they just want to cover the materials. Effective teachers are independent and self directed, whereas ineffective teachers are principal or other dependent. Ineffective teachers frequently send students to the office for minor problems that should be handled in the classroom.

## **CHARACTERISTIC OF EXTRAORDINARY TEACHERS**

### **Have Great Passion For Work**

- They believe deeply in their work, their students and their mission.
- Possess a deep understanding of the importance of teaching and feel responsible, even obligated to help all students.
- They are highly motivated.
- They are life long learners.
- They want to be the benchmarks of their profession.
- They find teaching deeply satisfying
- They wear the title of "TEACHER" with pride.
- They are motivated by the achievements of their students.
- Seeing their students learn, bloom and succeed gives them great joy.
- They find their work exciting and meaningful, and this is the chief driving force that motivates their success.
- Posture, facial expression, tone of voice, the joy that one brings to the classroom, set the mood. If the mood is up heated the students is more likely to take an interest in the subject.

### **They Know What To Teach, How To Teach And How To Improve**

- They see their primary task as trying to prepare students for life.
- An ultimate goal of master teachers is that students develop their full potential to become honorable and productive members of society.
- They have extension knowledge to both their fields and teaching.
- They learned the tools and learned to teach well.
- The most effective teachers seem to have a knack for making their subjects relevant and interesting to their students.
- Teaching ought to be more pleasurable, more stimulating and more rewarding.
- Try to add humour in the classroom.

### **They Excel At Creating Exciting Classroom Environments**

- The mark of exceptional teachers is an exciting classroom that captures student interest.
- They love what they do, and students catch that fever.
- They believe good things will happen every time they enter the classroom.
- They seize the opportunity to set a positive tone for the whole course at the first class.
- They manage classroom skillfully, taking full responsibility for what takes place in their teaching environments.
- They think of themselves as coaches or tour guides keeping students on the track towards becoming educated.
- They are cheerful individuals.

### **They Connect Exceptionally Well With Students**

- They get students to trust them, to be more receptive to their advice and to believe in what they are trying to accomplish.
- The goal is to create a bond, an educational partnership of learning where students willingly work with teachers, not against them.
- They believe that mutual respect is vital to successful connections, and nothing is more crucial to building students trust and respect than that a teacher's caring and kindness.
- Not only do they like students, they willingly help, counsel and guide them.
- Develop rapport with their students. Move around a little in the class, ask questions, and look into the faces of those whom you are trying to reach.
- Good teachers are invariably good listeners.
- Try to reach out to every student, to allow feedback and to implement change in the classroom.

## They Challenge Students To Reach Their Full Potential

- They are demanding instructors who teach rigorous courses.
- Students are worked hard and held responsible for finishing assignments on time and delivering quality performances.
- They have wide spread knowledge of the rigors ahead, students flock to their classes.
- What motivates students to accept the challenge? Teacher reputation! Students know that these teachers will work with them and for them and that they know how to teach and run thought – provoking, fun classes.
- They ask students questions, encourage discussion, dialogue and debate and expect students to think, reason and communicate.
- They are known for assigning more paper, essays.
- Great teachers demand much of their students, challenging them to seek new levels of excellence projects, and reports than their counterparts. They spend considerable hours grading and offering helps.

## They Get Extraordinary Results

- The mediocre teacher tells.
- The good teacher explains.
- The superior teacher demonstrates.
- The great teacher inspires.
- The power to help build people, to help them realize their full potential is the greatest contribution of exceptional teachers.
- Students view outstanding teachers as highly appreciated, respected, admired even revered mentors and role models.

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