

Effective Classroom-Management & Positive Teaching

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Abstract

This article offers practical information for primary teachers to become more knowledgeable, skilled and effective in their work. Aspects of positive teaching and learning are explored. Innovative methods for transforming common classroom management struggles into opportunities for positive change and for changing negative behaviors into positive interactions are explained.

Classroom climate, expectations, motivation, and methods for constructive reflection on mistakes are investigated to support teachers in developing a positive learning environment.

Keywords: effective classroom management, learning, motivation, positive teaching

1. Introduction

Classroom management is intended to provide students with more opportunities to learn all of the things that a teacher does to organize students, space, time, and materials so that students' learning can take place. Students should be able to carry out their maximum potential, which allows students to develop appropriate behavior patterns. Teachers must deal with unexpected events and have the ability to control student behavior, using effective classroom management strategies. Effective classroom management and positive classroom climate construction are essential goals for all teachers.

Everything a teacher does has implications for classroom management, including creating the setting, decorating the room, arranging the chairs, speaking to children and handling their responses, putting routines in place (and then executing, modifying, and reinstituting them), developing rules, and communicating those rules to the students. These are all aspects of classroom management.

Learning is work of the head *and* work of the heart. A climate of fear can handicap all of the goals of higher learning. Children often learn first for the teacher, to please the teacher and to obtain the teacher's pleasure in their learning, more than they learn for the intrinsic value they attach to the subject matter or tasks. Especially in the elementary school the teacher is very important for the children.

Teachers are mostly experts in the subjects they teach, but very often teachers have problems with discipline. Wiseman and Hunt (2008) list important statistics. Beginning almost forty years ago, from 1968 to now, discipline was identified as the most important problem that teachers face.

It is important that teachers have an in-depth understanding of the subjects that they teach. But the knowledge of subject matter alone is not sufficient to ensure that teachers will be effective and that students will be successful in their learning. To be effective, teachers also must have an understanding of their students' interests and styles of learning. "The knowledge base of motivation is so extensive that the crucial factor is making the best choice for a particular problem. If we have not learned the extensive motivational knowledge base, then our choices are limited" (Aldermann, 2004, p. 15).

What are the most critical concerns related to classroom management in schools? These are discipline, students' motivation, handling students' social and emotional problems, little or no support from the parents, violence, working with special education or inclusion students. Frequently problems that teachers have in managing student behavior are fundamentally problems of student motivation. Therefore effective teaching practices are closely related to both management and motivation. "To be successful, teachers must be able to establish appropriate student behavior in their classrooms in order to maximize the time that they and their students spend on learning." (Wiseman and Hunt, 2008, p. 6). For a productive learning environment it is also important to

generate good will, respect and cooperation.

The National Union of Teachers reported in a survey in the summer of 1988 that more than a third of teachers experience disrupted lessons as a result of misbehavior and that half of them believe that school discipline is a greater problem today than it was years before (Merrett & Wheldall, 1990). Levin and Nolan (2007) reported that some teachers spend as much as 30 to 80 percent of their time addressing discipline problems. Therefore the teacher should know strategies to teach effectively. Often the teacher spends too much time with discipline problems. To be successful, teachers must be able to establish appropriate student behavior in their classrooms to maximize time for learning.

More recently, Wiseman and Hunt (2008) found that management issues and problems are a very real part of schools and classrooms today. In a survey of the American Federation of Teachers (AFT), 17 percent of the teachers surveyed indicated that they had lost four or more hours of teaching per week due to disruptive students and 19 percent reported having lost two to three hours. Many teachers said they had students in their classes with discipline problems. So aggressive, disruptive behavior wastes teaching time, disrupts the learning of all students, threatens safety, and overwhelms teachers (Wiseman & Hunt, 2008). All these problems in the United States we have in our schools in Austria as well.

Wiseman and Hunt (2008) say that discipline and punishment are not synonymous. The process of discipline, for example, does four things that an act of punishment cannot do.

Discipline:

1. Shows students what they should have do to.
2. Gives students as much ownership of the problem as they are able to handle.
3. Gives students options for solving the problem.
4. Leaves students with their dignity intact.

Discipline is therefore an action taken on the part of the teacher to enforce rules and respond to student misbehavior. Students do things on purpose that they know they should not do.

One myth associated with motivation is that teachers really do motivate students. "The best that teachers can do, some believe, is to establish conditions for learning which are as attractive and stimulating as possible and that match learning tasks to student abilities and interests. When these conditions have been established, students will be motivated. It may be the conditions, then, that create the motivation, not the teacher" (Wiseman & Hunt, 2008, p. 14).

2. Classroom Management

It is possible the most difficult aspect of teaching for many beginning teachers is managing students' behavior. The time a teacher has to take to correct misbehavior caused by poor classroom management skills results in a lower rate of academic engagement in the classroom. Effective classroom management involves clear communication of behavioral and academic expectations as well as a classroom environment conducive to learning.

2.1 Effective Classroom Behavior Management

Merrett and Wheldell (1990) mention in their book *Positive Teaching in the Primary School* four interesting points which help effective classroom behavior management. The main learning goals in the primary school are to help students read, write, and calculate. To have enough time for these subjects positive teaching gives tips to have a comfortable atmosphere. "Positive teachers concern themselves with what children actually do rather than speculating about unconscious motives or processes which may be thought to underlie their pupils' behavior" (Marrett & Wheldall, 1990, p. 11).

Observing the behavior of the children is the only evidence the teacher has about what people can do or will do and about what they believe. When children are often out of their seats we may say they are hyperactive. That doesn't help to solve the problem. Such labels are often used as an excuse for doing nothing!

Almost all classroom behavior is learned.

- Learning involves changes in behavior.
- Behavior changes as a result of its consequences.
- Behaviors are also influenced by classroom contexts.

In any situation, some behaviors are more appropriate than others. The teacher should look for a classroom

organization which is helpful to teach in a good way. “When we want to teach pupils to do something new, or to encourage them to behave in a certain way more frequently than they normally do, it is important that we ensure that they are positively reinforced every time they behave as we want them so.” (Merrett & Wheldall, 1990, p. 21) When the young students have learned the new behavior or behave as we want them to do regularly, then the teacher may maintain this behavior more economically by reducing the frequency of reinforcement.

Social reinforcement should always try to ensure that it is directed towards the behavior rather than the person. The behavior is inappropriate, not the person!

The students get satisfaction from the fact that their work or behavior is worthy of praise but the teacher should avoid the implication that the person is good or bad.

2.2 The Teacher as a Model

The recruitment of teachers who have a passion for teaching their subject can affect strongly the learning motivation of students. This beneficial aspect is hardly mentioned in the German educational literature. In contrast, there is literature to read in English. “When teachers present a topic with enthusiasm, suggesting that it is interesting, important, or worthwhile, students are likely to adopt this same attitude. Effective teachers convey their enthusiasm with sincere statements of the value they place on a topic or activity” (Helmke, 2012, p. 225).

Bulger et al. (2002, p. 3) say that “teachers can begin to establish a positive learning environment by showing their passion for the subject matter, using student names, reinforcing student participation during class, and being active in moving among the students.”

To be effective as a teacher I have learned that a teacher journal can help. This is an easy way to begin a process of reflection since it is purely personal. Reflection can help teachers to recognize their thinking and can help to recognize always the same mistakes. After each lesson you write in a notebook about what happened. You may also describe your own reactions and feelings and those you observed on the part of the students. You are likely to begin to pose questions about what you have observed. Reflective journal writing does require a certain discipline in taking the time to do it on a regular basis.

2.3 Classroom Expectations

Wiseman and Hunt (2008) write that there are three important questions to teach successfully: Who are our students? What do we want them to learn? What do we want them to do when they don't learn to learn?

Having high academic expectations of pupils is not enough in itself to generate tenacity and persistence, but it is still important. High expectations of pupils regarding their level of achievement means providing support for work at an appropriately challenging level. Most teachers would want to do this anyway, but some are very skillful in spelling out more clearly what is being aimed for. They see challenging work as important, purposeful and worthwhile despite the difficulties. They aim high and live with the difficulties of doing so. With some experience of teaching, high expectations can be transmitted to pupils in all sorts of little ways. These can include skillful classroom language, gestures, pauses, humor, and considerable emphasis on the detail of what is important. These aspects should be interwoven so they are habitual as part of a teacher's style. There are fortunately other skills and strategies that can be used to keep pupils involved.

Children can't always like the subject they learn, but pupils need to accept several realistic expectations about school life. These are uncomfortable realities, but understanding this fact is very positive. “Teaching them to be realistic can help to emphasize that it is quite a negative attitude to expect that learning must always be enjoyable. Learning can of course be enjoyable, but not always enjoyable, because this suggests that responsibility for enjoyment lies solely with the teacher. Every inspiring teacher has their duller moments, and not every lesson can guarantee pupils' interest. Some lessons will inevitably deal with less interesting but still essential material. Teachers who try to transmit the idea that learning is 'fun and easy' do no favors to their pupils. There is no reward for failing at learning something which has already been described as 'fun and easy'. There is no reward in being bored having already expected to be interested” (Barnes, 1999, p. 53).

2.4 Clear Rules

Clear rules are important for students' academic and social behavior. Students work is much better in environments that are well-defined in terms of dos and don'ts and when they exactly know the rights and wrongs. It is not so good when rules are ambiguous and inconsistent; they need to know what is acceptable and not acceptable behavior.

2.5 Handling Troubles

The aim is to deal with disturbances as far as possible so that the instructional flow is not interrupted and the

learning environment is not compromised. This corresponds to the principle of early intervention de-escalating. The following measures are useful:

- 1) Walk around at regular intervals in the class to observe the children's behavior.
- 2) Communicate you are watching the students' learning behavior and progress.

Time spent on activities (e.g. change of classroom activities, organization of learning material) proceeding in accordance with written and well-rehearsed routines (Helmke, 2012).

2.6 Handling Mistakes

It is important that errors are a natural part of the learning process. The teacher should not shame or blame the students when they make errors.

Hattie (2012, p. 26) says "An optimal classroom climate for learning is one that generates a climate in which it is understood that it is okay to make mistakes, because mistakes are the essence of learning ... Expert teachers create a classroom climate that welcome admission of errors; they achieve this by developing a climate of trust between teacher and student, and between student and student. The climate is one in which 'learning is cool', worth engaging in, and everyone – teachers and student – is involved in the process of learning."

2.7 The Teacher as a Motivator

Good teaching need not only motivate the students to learn, but the teacher should teach them how to learn, and do so in a manner that is relevant, meaningful and memorable. It's about caring for your craft, having a passion for it, and conveying that passion to everyone, most importantly to your students (Leblanc, 1998).

And Leblanc (1998) mentioned also that a good teacher works the room and every student in it. Teachers realize that they are conductors and the class is their orchestra. All students play different instruments and at varying proficiencies. A teacher's job is to develop skills and make these instruments come to life as a coherent whole to make music.

Humor is also very important. The teacher should be self-deprecating and not take him- or herself too seriously (Wiseman & Hunt, 2008).

3. Classroom Climate

Classroom climate is the social climate, the emotional and the physical aspect of the classroom. The classroom climate influences student growth and behavior. A positive classroom climate feels safe, respectful, welcoming and supportive of student learning. For a good classroom climate it is also important to promote positive relationships.

3.1 Meeting Mutual Needs

To be interested in something a person has to see a use. Meeting mutual of needs is a first component of a positive approach. Meeting mutual needs creates a good partnership between the teacher and the student. Students and their classmates should recognize that they work together with the teacher in a team.

3.2 Changing counter-Productive Feelings

The feelings of teachers are so important for their daily work because a teacher's attitude is very important in the classroom. A positive attitude is fundamental because it is a prerequisite for all other techniques in the class. I agree absolutely with Ciaccio (2004, p. 21) who says, "A positive attitude is fundamental because it is a prerequisite for all the other techniques."

Teachers do often ignore the internal obstacles. They only look on the external ones. But when we have more control over the internal obstacles, we can often find better ways to cope with the external ones. Therefore it is important to deepen your self-knowledge through introspective exercise. It is important to change counterproductive feelings and to look for positives, develop empathy, and alter your goal. Every teacher can try to change her or his negative emotions into positive ones. You know, you may see the glass half empty rather than half full. Negative attitudes are learned and therefore they can be changed.

"Thoughts help control feelings. Therefore, if you change your thinking, the state of your feelings may be altered" (Ciaccio, 2004, p. 24).

To develop empathy Ciaccio (2004) mentioned that it is important to learn to "walk in another's shoes". For teachers it is a good solution to understand the parents' position. Often parents have trouble with their child or in their parenting role. They don't need criticism, they need help with their children. "If you can put yourself in the parent's shoes and try to be as helpful as possible, everyone will benefit - the parents, the students, and you"

(Ciaccio, 2002, p. 29). I like this statement very much, because to understand the problems of the other person we must understand his life. And I also like his "Golden Rule": Do you ask for help for your own child? The educator who helps parents establishes a reputation for being helpful and can virtually eliminate parents as a source of discontent. In fact, parents might even be more willing to get involved and to give moral support for whatever the educator is trying to accomplish.

Changing counterproductive feelings can help one to see things more lucidly. Meditation can be a good way to see problems more clearly. To have successful school days it is important that teachers stand in front of their classes in a positive interaction between teachers and students. Negative thoughts contaminate the relationship; positive thoughts enrich the relationship!

4. Learning & Motivation

Motivation is the energy that gives behavior direction and focus. A motivated student may have better results in the school. There is a relationship between motivation and learning. Motivation gives direction and helps the student choose a particular behavior. Motivation gives an inner drive that focuses behavior on a particular goal or task and causes the individual to be persistent in trying to achieve the goal or complete the task successfully. Therefore it is important that the teacher motivate children to learn.

4.1 Feedback and Praise

I think that increasing feedback during lessons could help in keeping pupils on track, minimize misunderstanding and signal areas in need of further explanation. Feedback gives a firm basis on which to correct pupils' misunderstandings. The feedback could be as verbal exchanges, written responses, tests or assessments. There is little basis on which to steer their progress if there is no feedback.

"Teachers who regularly provide feedback to their students regarding the accuracy or appropriateness of their responses and their work have higher achieving students. The most effective feedback provides constructive information, praise and encouragement as appropriate and is immediate and specific. Pertinent individual feedback that is aimed at constructively correcting errors made during learning positively affects student performance and attitude" (Wiseman & Hunt, 2008, p. 147).

4.2 Memorable Teaching and Learning

Further Reis (2005) writes that one of the most basic and direct ways to attract and keep students' interest is instructor expressiveness - the use of vocal variation, facial expression, movement, and gesture. Once we have students' attention, we need to consider how quickly students can process information. Short-term memory requires time to process the sensory input we receive; students are not sponges and cannot immediately "absorb" new information. Give students short breaks throughout a lecture to review their notes and ask questions. A short break that includes students' questions can also give the lecturer an opportunity to assess student understanding and adjust the remaining part of the lecture if needed.

4.3 Anxiety

Anxiety has cognitive and affective components. The cognitive side is when one worries and has negative thoughts, such as thinking about how bad it would be to fail and worrying that this is going to happen. The affective side is when one can experience physiological and emotional reactions such as sweaty palms, upset stomach, racing heartbeat or fear. Anxiety can also interfere with learning and test performance in different levels. "Anxiety can be a reason for a student to lose focus, become irritable or act out, withdraw and not try, be physically ill, or perform poorly in school with the resulting poor performance only serving to increase the student's anxiety" (Wiseman & Hunt, 2008, p. 78).

Mild or even moderate out-of-balance situations, or situations of disequilibrium, can represent situations that motivate students to do things in an effort to get back into balance. Some students are not able to discover the balance that they need. But anxiety in a small amount can help to improve performance by motivating students to positive action. But too much anxiety, however, can have the opposite effect of not being motivational and interfering with student performance in a way that diminishes performance. This is when anxiety is referred to as debilitating anxiety or anxiety so extreme that it gets in the way of successful performance.

Therefore it is very important that teachers understand their students and their various learning and personal needs and characteristics. An anxious moment for one student is not the same for another.

Wiseman and Hunt mentioned (2008) that high anxiety brought about by intense motivational situations can have a significant negative effect on student performance. Moderate motivation is a more desirable condition for increasing student success on learning complex tasks. Ideal motivation decreases in intensity with increasing task

difficulty. So it is important to understand the individual level of student confidence to complete a given task.

4.4 Learning Goals

Learning goals are very important because the type of goals that teachers set influences the amount of motivation that students have to reach them. Goals should be moderately difficult, specific, and likely to be reached in the near future to enhance motivation and persistence.

Specific goals provide a clear standard for judging performance and moderate difficulty provides a challenge, but not an unreasonable one. When goals are too complex, vague and/or confusing, too challenging, or seem to have no importance, students are more likely not to pursue them. Likewise, when goals are perceived as being too simplistic, they are not seen as being interesting or important either. While they may be achieved, the achievement has little meaning (Wiseman & Hunt, 2008, p. 73).

4.5 Active Learning

Students learn by doing. Teachers should create a dynamic educational environment that affords students the opportunity to practice every concept that they are learning. Effective teachers utilize instructional strategies that engage students repeatedly throughout the entire lesson. This engagement should start early in the lesson and continue throughout the lesson introduction, body, and closure.

Some important questions from Bulger et al. (2002, p. 4): “In your last class, how much time were your students engaged in learning activities other than note taking? On how many occasions during your last class did students have the opportunity to be actively engaged in the learning process? How many of your students are asleep or off-task at any point in a given lesson?”

As one of the most important elements of effective instruction Muijs and Reynolds (2011) mentioned, that questioning should take up a large part of the lesson. Research has shown that effective teachers use more higher-level questions than less effective teachers, although the majority of questions used are still lower level. A topic requiring factual recall such as multiplication facts in mathematics, would require lower-level questions than one which probes for higher-level content, such as asking pupils to design an experiment in science. “It is, however, important to ask higher-level questions whenever possible to help develop pupils’ thinking skills” (Muijs & Reynolds, 2011, p. 55).

Another form of interaction that may be effective in certain lessons is classroom discussion. In order for discussion to be effective, it needs to be carefully prepared. The teacher needs to give pupils clear guidelines on what the discussion is about. Also it is very important to summarize and review during and towards the end of lesson.

5. Method

With my five-month research project I wanted to know what factors are important for effective classroom management and how teachers can motivate students. I also wanted to see which topics teachers need more knowledge about to teach successfully.

In September, 13 teachers at my school filled out a questionnaire on the following areas: Classroom atmosphere, Clearly structured lessons / clear rules, Questions from students, Active time to learn, Feedback and praise, Handling mistakes, Teaching and learning that was memorable, Handling troubles, Humor, Behavior of the teacher (enthusiastic, likes to teach in the classroom), Students’ behavior indicating motivated learning (motivation, enjoyable), School certificate (marks of students).

The questionnaire for the teachers required approximately 10 minutes to fill out. My observations of the teachers needed at least 20 to 30 minutes per teacher. For my project I used quantitative methods (data collection) for the questionnaire for my teachers and both quantitative and qualitative methods for my observations. The benefits of using two sources of information is that it is important to have different perspectives and triangulate. Qualitative Analysis of the interviews is similar to my daily interactions with colleagues. Every day I speak with teachers and students.

For the quantitative method I had a questionnaire for the teacher and also the same question protocol for me as the observer of the teacher. I also added important points which I had observed for the qualitative analysis.

I could see whether the self-analysis was the same as the analyses from the observer.

5.1 Participants

The participants for this study are 13 teachers from my elementary school. We have 13 classes in our school. 1 class: Preschool (age: 6 – 7 years), 1v

3 classes: First Class (age: 6 – 7 years), 1a, 1b, c

3 classes: Second class (age: 7 – 8 years), 2a, 2b, 2c

3 classes: Third class (age: 8 – 9 years), 3a, 3b, 3c

3 classes: Fourth class (age: 9 – 10 years), 4a, 4b, 4c

With the questionnaire the teachers and the director had the opportunity to evaluate the lessons. Five marks was possible. 1 is the best mark, the best range, 5 is the last range. Range 1 (mark 1) means, that the teacher does his job around this theme very well. Range 5 means that the teacher had big deficits in these themes.

Points in detail / range from 1 to 5 (questionnaire):

1 given / 5 not given

very good

good

satisfactory

sufficient

not sufficient

5.2 Results

The perspective of the teacher is often different from the point of view of the director. From the external and self-analysis teachers see that often deviations are present. Bad teachers often have a better self-image about their teaching competences and see themselves as very good teachers. For example: The teacher isn't aware that he doesn't give enough feedback and praise, that he doesn't have a positive classroom atmosphere and that he doesn't have a good way of handling mistakes. The teacher doesn't recognize that there is no good classroom atmosphere that she doesn't give enough feedback and praise and that she always reprimands the students for their mistakes.

They recognize their weaknesses rarely and do not know what factors contribute to good teaching. I have removed from the analyses that very good teachers reflected on their work much more than others. They recognize flaws in their teaching, although it is already effective and successful. You can see for example in class 3c and 4c. The teachers are very motivated to do a good job and they mean in each behavior/item that they could do this better.

In general the findings show that the observation from the director and how the teachers rated their own classroom are mostly not the same. It is important that the teacher gets feedback from another teacher or from the director to the teacher behavior. You can't change a behavior when you didn't know what is not so good.

It is certainly important to perform self and external analyses to better learn their strengths and shortcomings. As a teacher, this feedback is particularly important. The reflection of one's work is important in order to evolve. There are some scientific studies that have analyzed good teaching. Some were also cited in this paper. It is very important to know as a teacher what factors influence good instruction. As a teacher, you are required to provide good instruction in the classroom every day. The continuous development of teachers is important.

The results of my analyses/observations show that the teachers do need more knowledge to teach successfully in the following areas: Feedback and praise; Handling with mistakes; Questions from students; Clearly structured lessons.

5.2.1 Feedback and praise:

Only one teacher scored the range 1, six teachers scored range 2, four teachers scored the range 3 and two teachers the range 4.

5.2.2 Handling with mistakes:

Only one teacher scored the range 1, six teachers scored the range 2, two teachers scored the range 3 and four teachers the range 4.

5.2.3 Questions from students:

Two teachers scored the range 1, eight teachers scored the range 2, two teachers the range 3 and one teacher the range 4.

5.2.4 Clearly structured lessons

Six teachers scored the range 1, four teachers scored the range 2, one teacher the range 1 and two teachers the range 4.

5.2.5 Classroom Atmosphere

Four teachers scored the range 1, seven teachers scored the range 2 and two teachers scored the range 3.

In my observations I also recognized that in the areas reducing anxiety, motivation, humor and active time to learn are important points for my teachers. The teacher evaluation shows that teachers need information in the following areas: Teaching and learning that was memorable (one teacher scored the range 4), Handling mistakes (one teacher scored the range 3, another teacher scored the range 4).

The observed areas appear to me to be particularly important. I know it is not always easy to do a good job as a teacher. All my teachers do really a good job. But some points they must make more effective. This I have seen in my observations. Some teachers present a topic without much enthusiasm. You do not see that the subject is interesting and important. They don't show the students the value of the subject.

Also many teachers do not praise enough. The praise is most effective when it is sincere and natural. They should use appropriate gestures and actions to accompany them. Teachers should try to motivate the students so that the students are more likely to pay attention.

To be respected with the children is also very important. To react positively to wrong answers is a way to teach positively. The relationship between students and their parents is necessary. Students like when the teacher use their names.

I have seen that effective teachers have their work mostly ready. They are prepared for the many things which are coming through the school day. Also clear rules are necessary. Students should know what they have to do. Young teachers have more problems clearly structuring lessons than older teachers. Young teachers have to look as though they can hold the discipline in the class and lessons are more frequently interrupted.

The classroom climate is so important. To create a positive classroom climate is a main point that the children like to go into the school. And then children also like to learn.

The above listed points are so important for an effective and positive teacher. It is now my mission to bring this important information to my teachers. In conferences I'm going to bring important information to these points. During this project and my time as a school director I have observed many teachers with a variety of teaching styles. I see and I have seen poor teachers, good teachers and masters of the craft. There are clear differences between teachers who are extremely effective and the rest of the teachers.

Good teachers care deeply about children and have the ability to build positive relationships with each child. Good teachers care about the students. They are interested in the students as individuals. They are supportive and don't give up on them. Master teachers are positive and constantly work at their craft to improve their professional practice. They seek to deepen their knowledge of their practice.

Good teachers develop a knowledge and understanding of the community in which they work. In order to be effective, good teachers go out of their way to understand the culture, climate, and mores of the community that makes up the school. It is important that teachers clearly know what they want students to learn and be able to do. Teachers have to understand that learning takes place in three different domains (cognitive, affective and psychomotor), the level to which they want the students to develop within these domains, and the indicators of success that communicate when students have achieved learning goals or targets. Good teachers work to help students connect key concepts and ideas learned across disciplines and see their relevance in the students' lives. They strive to make learning holistic and useful. Deep learning takes place when students can make use of knowledge and skills as they negotiate life's challenges. Teachers with less skill tend to keep learning isolated across disciplines with little attempt to connect ideas or make learning useful.

I think it is important to know about not only motivating student to learn, but also teaching them how to learn, and doing so in a manner that is relevant, meaningful and memorable. Every teacher should listen, question, be responsive and remember that each student and class is different. To respect others and be human is essential. We teachers should not take ourselves too seriously.

I see also that the clarity of instruction is important. More effective teachers typically provide students with highly explicit directions and explanations concerning the content.

Enthusiasm is also essential for effective teaching. When a teacher hates to teach, the students will hate to learn.

So when a teacher loves to teach, the students may very well love to learn. Effective teachers display a high level of enthusiasm that reflects their professional competence and confidence. Teachers can begin to establish a positive learning environment by showing their passion for the subject matter, using student names, reinforcing student participation during class and being active in moving among the students.

6. Summary

Teachers do need knowledge to teach successfully in different areas, for example: feedback and praise, handling mistakes, questions from students, and clearly structured lessons. Also to areas reducing anxiety, motivation, humor and active time to learn are topics which are very important for teachers.

The praise is most effective when it is sincere and natural. They should use appropriate gestures and actions to accompany them. Teachers should try to motivate the students so that the students are more likely to pay attention.

To be respected with the children is also very important. To react positively to wrong answers is a way to teach positively. The relationship between students and their parents is necessary. Students like when the teacher uses their names.

The classroom climate is so important. To create a positive classroom climate is a main reason that the children like to go into the school, and then children also like to learn.

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