

The Way to Control the Teacher's Tendency and Behavior

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Abstract

Before preparing, prepare the pre-preparation and plan on the subject. See all the students in equal view. Always give encouragement and work to the student for any work. The initiative taken by the school authorities for the professional development of the teacher. Use of participatory methods and techniques to ensure active participation of students in the class. Be sympathetic to all students.

Keywords: Wish; Interest; Trend; Behavior; Action.

1. Introduction

Teachers move from day to day, trying to get through the week and wondering if teaching is the right job for them. Concerns about classroom management, visits by supervisors, professional competence, and acceptance by colleagues dominate their thoughts. Support and professional development at this stage are particularly critical. The skills acquired during the first stage are consolidated, synthesized into strategies to be thoughtfully applied in the class.

2. Teacher

Teachers also synthesize their knowledge of students and are able to analyze learning, social, or classroom management problems in the light of individual student differences and needs. Once teaching skills and an understanding of student development have been mastered, and several years of teaching experience have been completed, predictable classroom routines can become comforting, or boring. Teachers move beyond classroom concerns and seek greater professional perspective. Teachers tend to be nonjudgmental, are not moralistic, not easily shocked, truly listen, recognize their own weaknesses, don't see themselves as "saviors", network, see themselves as "winning", enjoy their interactions with kids, see their primary impact as raising kids self-esteem and helping them be more humane, derive satisfaction of lots of needs teaching kids. Perfect teachers-

- a) committed to students and their learning
- b) Know their subject matter and subject matter pedagogy
- c) responsible for managing and monitoring student learning
- d) think systematically about their practice and learn from experience
- e) are members of learning communities

They have-

- a) expert communication skills
- b) superior listening skills
- c) deep knowledge and passion for their subject matter
- d) the ability to build caring relationships with students
- e) friendliness and approachability
- f) excellent preparation and organization skills
- g) strong work ethic
- h) community-building skills

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- i) high expectations for all

Frameworks are tools that provide a strategic overview to underpin developments and help focus thinking and evaluation. Assessment frameworks describes all the different types of assessment that learners will experience as they move through a stage of learning in a subject. It is more than a list of tests and examinations.

It presents clear descriptions of the assessment approaches which apply throughout the teaching and examination of a subject. The framework states clearly the aims and purposes of each type of assessment and shows how the different assessments link together and interact with each other. An assessment framework also shows how the results of assessments and the data generated by them will be used to support the next stage of learning.

3. Basic Idea of Wish

Wish can be defined as-

- a) Feel or express a strong desire or hope for something that cannot or probably will not happen.
- b) Want to do something.
- c) A desire or hope for something to happen.
- d) To have a desire for something, such as something unattainable
- e) To confer something unwanted on someone

4. Teacher

A great teacher should love educating students, and one of the principal goals many teachers set for themselves is to be the best educator they can be. There is something extremely gratifying about imparting information to your students and working with them to ensure they understand, not only concepts, but practical applications as well. There are different methods you can use to teach, and while your teaching style is unique to you, the most important thing is that you engage, motivate and inspire students to learn. Many people teach out of a passion for their subject.

If you truly love a particular topic, you may have a desire to share that knowledge with others indeed that passion can make you excel at it! Other people teach out of a concern for some of the issues facing the education system and because they want to be a part of the solution. Whatever the reason, a teacher can do nothing if not educate their students, so many teachers set this at the forefront of their goals: impart lessons that will last a lifetime. A teacher or schoolteacher is a person who provides education for pupils and students. The role of teacher is often formal and ongoing, carried out at a school or other place of formal education. In many countries, a person who wishes to become a teacher must first obtain specified professional qualifications

or credentials from a university or college. These professional qualifications may include the study of pedagogy, the science of teaching. Teachers, like other professionals, may have to continue their education after they qualify, a process known as continuing professional development. Teachers may use a lesson plan to facilitate student learning, providing a course of study which is called the curriculum.

A teacher's role may vary among cultures. Teachers may provide instruction in literacy and numeracy, craftsmanship or vocational training, the arts, religion, civics, community roles, or life skills. A teacher who facilitates education for an individual may also be described as a personal tutor, or, largely historically, a governess. In some countries, formal education can take place through home schooling. Informal learning may be assisted by a teacher occupying a transient or ongoing role, such as a family member, or by anyone with knowledge or skills in the wider community setting. A teacher (also called a school teacher or, in some contexts, an educator) is a person who helps others to acquire knowledge, competence or virtue.

5. Teachers and Wish

Teachers have the important role of educating the next generation. It's a hard job and sometimes the lines between the roles of a teacher and the roles of a parent become blurred. These 18 teachers talk about this struggle, addressing the things they wish they could tell parents about what really goes on in their classroom. Here's what parents should know. No one becomes a teacher for fame or money. It's a career chosen based on a passion for children and a belief in the importance of education. If your child thinks I'm "mean" or am singling them out, it's probably because they are singling themselves out by not following the rules of my classroom and has received a consequence as a result. Setting expectations and having consequences in the classroom shows that a teacher cares about their students and their success in learning, not that they spent four years in college to purposely make your 9-year-old's life a living hell.

When I became a teacher, I imagined my days would be spent sitting around tiny tables with my tiny students as I watched their eyes light up as I delivered flawlessly engaging lessons. The reality is that teachers spend the majority of their time in meetings—data meetings, meetings about kids who aren't performing as well as the state says they should be, meetings to discuss other meetings, meetings where someone reads a PowerPoint that could have been sent in an email, and meetings about nothing where the word "rigor" is used about a gazillion times. When you request a conference and your kid's teacher gives you their first available date and it's two months away, it's because their planning period is booked with ridiculous meetings about nothing other than to say a meeting took place.

Just like any other job, if teachers are happy, they're happy to be at work. A good principal can make a teacher excited to come to work every day. A bad principal can make you wish you'd contract malaria just so you

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won't have to go to work. I never quite understood why so many parents had the mindset of teacher vs. parent when we both have the same goal of success for their child. We get that being a parent is tough because most of us are parents ourselves. Sometimes you drop the ball, sometimes your kid drops the ball, and sometimes you don't even know if there's supposed to be a ball. Whatever the situation may be, we will usually do what we can to help (when you ask us nicely). Demanding that your kid's teacher allow extra time for a project you forgot about will get you nowhere but frustrated. Asking nicely will probably get you a few more days with a few points knocked off for lateness. If you see a teacher out at happy hour, buy her a drink because I guarantee she's either dealt with a frustrating principal, a difficult parent, a student eating a glue stick, a mind-numbing meeting, or all of the above. We also appreciate Target gift cards for Christmas because we can get wine with them.

Most teachers do live, breathe, eat, and sleep their job. But we also like to spend time with our own families. You wouldn't expect your lawyer or non-emergency doctor to respond to an email or call you back at 11 p.m., so you shouldn't expect your kid's teacher to either. Teachers come across students of several different age groups in their entire teaching career. However, all teachers are not the same, they have their own different style of teaching and dealing with challenges in their classrooms. There are many things most teachers wish they could say out loud but could not. Show your children by your own actions that you believe reading is both enjoyable and useful. Monitor television viewing and the use of videos and game systems. Parent involvement helps students learn, improves schools, and helps teachers work with you to help your children succeed. Show your children by your own actions that you believe reading is both enjoyable and useful. Monitor television viewing and the use of videos and game systems. Emphasize your children's progress in developing the knowledge and skills they need to be successful both in school and in life. Consider the possible negative effects of long hours at after-school jobs or in extracurricular activities. Work with your children to help them maintain a balance between school responsibilities and outside commitments. View drinking and excessive partying as serious matters. While most parents are concerned about drug abuse, many fail to recognize that alcohol, over-the-counter drugs, and common substances used as inhalants are more frequently abused than illegal drugs.

6. Teacher and Interest

Interest can certainly inspire and encourage learning. I think that if an individual is very interested and driven, then they can teach themselves a lot about a subject. I don't know if interest alone can be considered a 'teacher' though. It can certainly be considered the stimulus or driving force behind learning, but ultimately the teacher is the information/knowledge that is gained through interest. Additionally when the content/subject is able to

maintain interest, it can be said that it would be of more worth, and could over a longer period of time contribute to being a 'teacher' as it maintains the drive to discover and learn more, thus contributing learning, much like a good teacher.

On a side note, interesting and friendly teachers (whether they have an interesting life or just endeavor to make classes dynamic and engaging), tend to be better at inspiring others to learn and educate themselves outside of what is being presented by the teacher. Teachers are keen learners motivated by personal interests, students' interests and school's interests Teacher learning can depend on

- a) Constructivist staff development
- b) Opportunities for interaction with colleagues and experts
- c) Old structures and thought patterns as barriers
- d) Testing culture.

Within irresistible, researchers work with students, teachers and science museum experts. Teacher efficacy beliefs is an important characteristic to predict instructional quality and the level of cognitive activation and educational support. Since teacher efficacy beliefs are context and domain specific, this study focuses on how special education pre-service teachers' individual interest and subject knowledge in mathematics predict their efficacy beliefs in teaching mathematics. Data were collected from 57 special education pre-service teachers. The results indicated that the individual interest of pre-service teachers has a strong effect on teacher efficacy beliefs, while subject knowledge has only an indirect effect. School students are taught about the role of different societal actors. Students are taught about the role of scientific information in society.

7. Behavior

Almost all human behavior is learned all behaviors occur for a reason. No behaviors occur "out of blue." Behaviors continue to occur because they are effective. Behaviors stop occurring because they are ineffective. Popular views about brain science and child development fail to recognize the importance of the behavioral level. Understanding mind and behavior can contribute to improved learning and teaching. Understanding mind and behavior is essential to advancing our understanding of the brain. Behavior (American English) or behavior is the range of actions and mannerisms made by individuals, organisms, systems, or artificial entities in conjunction with themselves or their environment, which includes the other systems or organisms around as well as the physical environment. It is the computed response of the system or organism to various stimuli or inputs, whether internal or external, conscious or subconscious, overt or covert, and voluntary or involuntary.

8. Teacher's Behavior

Behavior is observable outcome of the teacher that affects the student performance in different activities in institution. Behaviors may be positive or negative and effective and ineffective. A behavior produces the requisite results. Behaviors are the action, which is different at different time. There are three types of behavior, thinking, feeling and doing. The classification of thinking behavior is very important for learning process and it can be divided into three domains. These domains are cognitive, affective and psychomotor. Cognitive behavior consists on knowledge outcomes and intellectual abilities and skills. Affective behavior based on individuals hidden abilities likes, attitude, interests, appreciation and modes of adjustment. An inspiring teacher can increase the knowledge of the student and develop their skills and personal characteristics, which include socioemotional and spiritual realms in addition to cognitive behavior, which is more likely to be fixed. Personal characteristics are rooted in feelings and beliefs, which cannot be observed directly through the traditional methods and are difficult to identify. Effective teachers have sound knowledge of the subject, take personal interest in each student, establish a caring loving atmosphere and show interest with students.

A teacher must know the art of communication. A large number of studies have revealed that interpersonal relation between the student and teacher are very important for the student motivation and achievement in all subjects. Different teachers show different kind of behaviors in the classrooms for example some are distant and other are sociable. Some are well organized and other is chaotic. Teacher's behavior is believed to have great impact on student motivation and learning.

Because of miss behaving teachers still working in our country, student face many problems such as; feel problem to communicate with their teacher, they have problem in understanding the subject, they hesitate to discuss their problem with teachers. The above all problems have negative impact on student learning and motivation. For this reason, there is a need to improve the situation of teacher's behavior and student's motivation for learning.

9. Trend in Education

Opportunities to develop programs for Career & Technical Education (CTE) and associated high-quality apprenticeships and best practices will emerge; e.g., health, automotive, and mechatronics programs. A bill passed by the House in 2017 focuses on improving CTE programming, recognizing that not all programs are equally well resourced or supported. The education field will need to carefully balance early career opportunities in these fields with program features that set students up for long-term success as fields evolve over time.

Teachers and school leaders will see opportunities to become trained mentors and leaders in providing induction programs with mentoring and support through the early years of an educator's career in both the teaching and school principal professions. Programs such as those offered through The New Teacher Center have been around for quite a while but renewed attention to issues of turnover and attrition in the field continue to focus efforts that support new teacher retention. Programs are available at the school, district, and state level that foster ongoing reflection and mentoring opportunities for early career teachers and administrators.

Information on building the skills of paraprofessionals who work alongside teachers in classrooms will really develop. As paraprofessionals continue to work with some of the most marginalized populations in classrooms, building their skills and capacities for this work is crucial for ensuring quality educational experiences for all. Finding creative ways to embed professional development opportunities within and throughout the school day and year will continue to be a goal for districts around the country. Educators will need to adopt more inclusive practices in education—practices designed to enable a child with a disability to be involved in, and make progress in, the general education curriculum.

More and more people have entered the teaching profession over the years, resulting in a decrease of the student to teacher ratio in the public school system from an average of 22.3 to 1 in 1970 to 15.4 to 1 in 2009. The reasons for this change are complex, but one factor is that changing state and federal requirements often force school districts to hire more teachers.

For example, when new state laws or federal regulations require all students to take new classes, school districts have to hire teachers trained in those subjects so they can meet the guidelines. Federal legislation requiring schools to offer special education programs has also resulted in large increases in the number of special education teachers over the last two decades.

Despite the increase in the number of people employed as teachers, the typical, or modal, age of teachers in the public school system has been increasing. According to a research review conducted by the University of Pennsylvania, the most typical age for a teacher between 1987 and 1988 was 41. But, between 2007 and 2008, the most typical age was 55. Despite the higher modal age, many of these teachers were new hires and not experienced veterans, a trend referred to as "greening." Many teachers leave the profession before retirement, so the higher modal age of teachers will not necessarily result in a teaching shortage as current teachers retire. School budgets may even see some benefit from the fact that new hires are paid less.

10. Actions of Teacher

Teachers progress student learning by providing a range of appropriately targeted and structured learning experiences that help students to become more critical, creative, and independent in their thinking and actions.

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To ensure effective learning experiences, teachers should be conversant with contemporary pedagogical approaches that best support the nature of the intended learning outcome(s) and reflect student diversity, including: students' identity, languages, and cultures, their physical, emotional, and cognitive capabilities, their background experiences.

Students need access to a wide range of resources selected to support the learning focus if they are to participate effectively in technology learning experiences. Resources in technology should be physically, socially, and culturally appropriate and related to or supported by such things as: specialist equipment, safe and accessible environment, materials that allow for authentic practice and quality outcomes, immediate and wider community stakeholders, technologists, and other relevant experts, existing technologies and case studies of others' technological practice for analysis and critique, enough time to achieve intended learning outcomes.

Teachers need to monitor student learning and engagement through formative teacher–student interactions in order to tailor new learning experiences. Such monitoring allows teachers to identify student interest, understandings, and abilities; adjust for barriers to progress; and ascertain achievement to date (both planned and unplanned).

This information allows teachers to prioritize the students' next learning steps and modify learning experiences as required. For students to develop understandings, skills, and/or practices aligned to the technology components, teachers need to plan and deliver focused teaching and learning activities. Supporting students to interact with practicing technologists enables them to explore and critically evaluate what technologists do and how and why they do it. This allows students to develop their understanding about the nature of technology and of technology as a discipline. Engaging with practicing technologists can also help them to identify opportunities for their own technological practice. When students work alongside technologists, it provides further opportunity for them to enhance their knowledge and skills in one or more specialist areas of technology, and deepen their viewpoints on the nature of technological endeavor. Connecting students with technologists can result in motivating experiences and positive attitudes for students and teachers. Technology offers rich contexts to engage students in authentic learning that encourages and supports them to explore and express their identity, language, and culture and understand other cultures and identities.

For example, developing and understanding technological outcomes that are fit for purpose relies on understanding diverse perspectives; mediating contesting priorities; and making informed decisions, which take into account such things as cultural values, ethics, sustainable resources, as well as technical feasibility. In technology, there is a very strong emphasis on connecting with local communities to address authentic

community issues, pick up on opportunities to make a positive difference, and access expertise that resides within student whānau, iwi, and the wider community.

Understand your responsibilities under Federal and State laws that may apply to students with diabetes, including Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and the Individuals with Disabilities Education Act. Understand the procedures for implementing these laws. Teaching and learning. For decades, we focused almost exclusively on the teaching side of things. More recently, we've been paying attention to learning, and that's a good thing. However, we shouldn't be thinking about one without the other—they're both important and inseparably linked. Understand that a change in the student's behavior could be a symptom that the student's blood glucose is too high or too low. Understand and be aware that low blood glucose (sugar) is a serious condition that can happen suddenly and requires immediate treatment.

It can occur at any time—in the beginning of the day, on a field trip, or when children are going home. Allow students with diabetes to eat snacks and drink beverages on the bus, because these items may be needed at certain times to help them manage their diabetes. Teachers need to manage risk taking when challenging existing ideas and student capabilities. Teachers who encourage and support students to take calculated risks in their technological practice support them to evolve ideas into previously unconsidered or innovative outcomes that are technically feasible and socially acceptable.

It can be particularly empowering for students who have impaired dexterity and/or physical disabilities to be supported and challenged to overcome these barriers and achieve.

Language is fundamental to thinking and learning. Technology uses a range of specialist language to represent and communicate ideas and outcomes. Promoting the use of the language of technology and encouraging students to use it increases their general competency and confidence in oral, written, and visual literacy activities. Technology frequently provides students with opportunities to select their own context, which motivates them to develop the sophisticated literacy skills they need to generate and discuss ideas and access a range of information to inform decision making.

Technology encourages students to develop innovative and creative outcomes that address authentic identified needs and/or opportunities. Teachers should be flexible in supporting students as they undertake both individual and group projects. Encourage and celebrate differences in student and group technological practice and in the outcomes of these projects.

For examples of where teachers have supported students to undertake individual and group projects and encouraged and celebrated differences in student outcomes. Common to these studies is their main interest in

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what works in mathematics education. Empirically these studies search for the relationship between these relevant characteristics at the different levels or the intervention, and some dependent variables that often labeled as "effectiveness criteria " or " output measures " .

11. Conclusion

Thus we can describe many things related to teaching. We here discussed what trends in education is. Informally the role of teacher may be taken on by anyone (e.g. when showing a colleague how to perform a specific task). In some countries, teaching young people of school age may be carried out in an informal setting, such as within the family (homeschooling), rather than in a formal setting such as a school or college. Some other professions may involve a significant amount of teaching (e.g. youth worker, pastor). In most countries, formal teaching of students is usually carried out by paid professional teachers. This article focuses on those who are employed, as their main role, to teach others in a formal education context, such as at a school or other place of initial formal education or training.

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