EDU 520 – Assignment 1 i

Psychology of Education – Assignment 1

Shena Anglin

Psychology of Education EDU 520

Dr. L. M. Malcolm

October 17, 2009

EDU 520 – Assignment 1 14

**3a.**

**You are invited to a staff meeting to address fellow teachers on how to become an intentional teacher. Write the address.**

**The Intentional Teacher**

Fellow partners in education, to deliver a very important address on a topic that I am sure is not foreign to any of us. I however, wish to share with you what it means to me to become an **intentional teacher,** implore you in this goal along with me and encourage you along this all-important journey.

Which teachers do you remember from childhood? They were most likely the teachers that made the greatest impact in your life. I would like to become that kind of teacher, and we all need to be teachers who understands the intricacies of child development and behavior and are concerned with truly making a difference in each child’s life. As teachers we must truly believe that what we do does make a difference in our students’ lives. This belief is known as teacher efficacy. A child’s learning is dependent on various other factors, such as home environment or innate intelligence, but as intentional teachers we will have a tremendous impact in each child’s learning. Every child’s success is a partnership between, parent, teacher and student. If we believe this we will be more effective teachers, we will be more motivated to improve our teaching skills so that we can reach our students in new and better ways. We must possess critical-thinking skills in order to address problems we may encounter in the classroom. We must be able to think on the spot and devise solutions for situations that arise. We must also

EDU 520 – Assignment 1 15

recognize teachable moments when they arise and run with them, using the opportunity to teach our students valuable lessons for life.

The intentional teacher possesses a specific set of skills that he or she has developed and built upon with experience. She has studied her Education courses diligently and with a purpose, the purpose that one day she would be faced with the very important task of shaping minds and helping to mold lives. As such she can quickly identify when a child needs special help, and is able to pinpoint the problem and who the child should see. This is something we should all aim to fulfill. Having done this, she is first a licensed teacher, which includes most of us here with the exception of the teacher’s aides. Every teacher’s aide should strive to improve their teaching abilities by way of courses and qualifications that are available.

The intentional teacher always teaches with a purpose. He must possess **intentionality.** There is always a reason behind what he does for or with his students. Every aspect of our lesson plan must be well thought-out, in order that each and every child in his classroom maximizes his learning. The intentional teacher, first of all will consider the student’s prior knowledge in a subject area, prior to planning his lesson. Then he will present his lesson using such a variety of means that every child is able to learn the most from the lesson that they possibly can, that every child’s interest is captivated, having included things that the students can relate to. Lessons must be challenging for the class, but well understood. The intentional teacher must constantly keep in touch with his individual goals for each child and help children make goals and keep focused on them as well. We obviously would not waste valuable classroom time covering topics that our class already knows, but we would spend our time covering homework that has presented

EDU 520 – Assignment 1 16

difficulties to our class. We should present our material should provide a variety of different means for a lesson to be grasped. We might walk outside to collect bugs in jars during a science lesson for the visual and tactile learner for example, so that they can see all the body parts of an insect as well as touch it.

We must also devise effective ways of assessing our students learning, by way of tests, recognizing that not every student will perform well on tests where they must simply regurgitate information that they have covered in class. Learning should be assessed in a variety of ways. More visual learners may remember the colours of a particular bird from having visited the aviary at Boatswains Beach, while tactile learners can remember the texture of the blue iguana from touching one at the Botantic Park. Auditory learners will recall what the tour guide said about the sharks or green sea turtle.

We not only teach our lessons with the goal of our students learning the lesson, but we also want to teach life lessons with the goal that our children will carry out of our classroom and in to the world with them. We must foster positive communication and interaction with peers and encourage our classes to be excited and motivated to learn. Values such as respect for peers and elders, passion for continuous learning, and responsibility are what our students will take away from our classroom.

The intentional teacher also recognizes the tremendous responsibility at hand and that keeping himself abreast of teaching trends and new findings in child development research is of paramount importance. He is even willing to conduct his own observations of children and document his findings. In other words he is committed to researching a particular situation to

EDU 520 – Assignment 1 17

see what his findings will be. There are many teaching journals and publications by which the intentional teacher may keep abreast of what’s new in the field of education. In seeking to keep up-to-date, the intentional teacher should constantly be developing new skills that he can use in the classroom, drawing upon the expertise of someone who is experienced in using a particular teaching technique and having that person observe him applying the technique in the classroom.

I cannot stress too much the importance of keeping abreast of our subject area as well, so that we are completely knowledgeable in the subject matter to be taught.

As intentional teachers we must talk with each other as well. We must share our experiences within the classroom, our problems and frustrations, so that we don’t feel alone. And we shouldn’t be. We must walk hand-in-hand, and listen to each other. New teachers should seek-out mentors among colleagues, who are intentional teachers as well, having more experience. A mentor can encourage and offer advice when the outlook is bleak, when the way grows dim, they often can shine a ray of hope.

We must strive to be reflective teachers, if we are going to be intentional. We can keep a journal of our classroom experiences, and what worked and what did not work, so that we can constantly review our teaching practices. As colleagues we can observe one another, and thoughtfully critique problems that we notice each other’s styles so that we can constantly improve. We are growing together, with one common goal.

We will have to constantly put our knowledge together, what we learned from our classroom experience and come up with imaginative ways to constantly motivate our students to learn. If

EDU 520 – Assignment 1 18

we can succeed in motivating our students to be curious learners and to strive to satisfy their curiosity, then we have attained our goal as intentional teachers.

**Reference**

Slavin, R.E. (2009). Educational Psychology*.* Columbus: Pearson Education Ltd.