

Standard five: motivation and management



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According to Heinich, et al.

(2002), the level of motivation is directly correlated to academic performance. Where learners are well motivated, learning takes place but whereby learners are de-motivated learning becomes a challenge. An understanding of motivation is important in the teaching profession in that, it helps teachers to better manage learners and it helps a great deal in managing and resolving conflicts. Motivation is also concerned with behavior reinforcement something which is very important in learning given the fact that, without high levels of discipline, learning cannot take place. An understanding of motivation helps teachers to better manage both the individual learner as well as groups.

These are important in creating an enabling learning environment that encourages positive social interaction, active engagement in learning, as well as self motivation. **STANDARD SIX: COMMUNICATION AND TECHNOLOGY**
In this era of information age, technology mediated learning is becoming the norm rather than the exception. Teachers cannot afford to lag behind in terms of adjusting to modern way of effective communication. This calls for the teachers to keep abreast with current research findings on communication. Whereby the teacher possess good communication skills, it becomes very easy for such a teacher to integrate verbal and non-verbal skills so as to effectively carry on with the instruction process.

Over reliance on verbal communication is to blame for ineffective communication especially in the classroom setting. Despite research findings pointing out to the fact that non-verbal communication if used well can be

more effective than verbal communication; it is surprising that many teachers are yet to embrace non-verbal communication as a means of reinforcing the instruction process. This standard requires that teachers utilize media communication techniques as these have been found to foster active inquiry, collaboration, and supportive interaction in the classroom.

STANDARD SEVEN: PLANNING INSTRUCTION Teachers, like many other managers are required to properly execute planning function of management so as to achieve effectiveness in not only the classroom, but also in the institution. Planning supersedes all other functions of management such as coordinating, organizing, and staffing.

This clearly demonstrates that for learning to be effective, the teacher must have good planning ability. Planning as it applies to teachers could refer to planning for lessons, planning for schemes of work to be covered in a learning calendar or even planning for goals to be achieved at a given level of schooling. At the lesson level, planning plays an important role in dissecting the subject matter and simplifying the content for learners. A good plan will see a teacher break down a lesson into: the introduction part, the body and conclusion. This break down of a lesson requires proper planning depending on the time allocated for the subject in relation to the content that must be covered.

Instruction should not be merely focused on the academic matter but also on other individual needs which touch on the society. Therefore, teachers must simplify subject matter in order to align what is covered in the classroom to happenings in the community. This is very important as a means of ensuring that the knowledge acquired in school is responsive to the social needs of

the learners. **STANDARD EIGHT: ASSESSEMENT** One cannot be sure that the goals and objectives of instruction are being achieved unless there is in place good mechanism of determining the outcome of learning process. This calls for teachers to have a very good understanding of formal and informal assessment strategies. It is only through assessment of retention rates amongst learners that the teacher will be certain that aims of instruction are being achieved.

Common assessment strategies could include; administration of continuous assessment tests, sit-in examinations all of which are tools effective for determining achievement amongst learners as well as in determining the level of retention of subject matter. Equally important is the usefulness of assessment tests in determining the ability of the learners to apply theories to practical situations. Assessment is also supposed to measure intellectual, social as well as physical development of learners all of which are aims of education. **STANDARD NINE: REFLECTIVE PRACTICE: PROFESSIONAL GROWTH** Teaching just like many other professions requires teachers to constantly update themselves with current knowledge. This is possible through teachers taking reflective accounts of their practice in relation to the requirements of the profession. The choices teachers make largely determine how effective their practice is.

Whereby teachers fail to keep updated to current trends in education, the process of instruction often fails and consequently conflicts arise. Teachers must adopt a positive attitude one which enables the teachers to appreciate other players in education such as students, parents, government representatives as well as other professionals in the learning community.

Such an understanding leads teachers to appreciate the crucial role others play in making the instructional process successful. STANDARD TEN: SCHOOL AND COMMUNITY INVOLVEMENT Teaching and learning is a multi-sectoral activity which features many players and it should not left to teachers and learners only. It is worthy noting that parents, guardians, sponsors as well as nearby communities play an integral role in making the instructional process successful. The teacher must involve and engage other players in making key decisions pertaining to education.

The above is not possible without proper communication amongst teachers, students, sponsors, colleagues, guardians, families and the immediate school community, all of which play an important role in ensuring success of the instruction process. In conclusion, it has emerged from the above discussion that the ten standards as provided by interstate New Teacher Assessment and Support Consortium Standards (INSTASC), that is : Content Pedagogy, Student Development, Diverse Learners, Multiple Instructional Strategies, Motivation and Management, Communication and Technology, Planning Instruction, Assessment, Reflective Practice: Professional Growth, and School and Community Involvement. It has also emerged from the above discussion that internalization of the ten standards is very critical for the success of teaching and learning processes. Teachers who internalize the ten standards are more likely to emerge as effective in the learning/teaching process compared to teachers who do not have a good grasp of the ten standards.

Reference Gollnick, D. , and Chinn, P.

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