

The complex role of a teacher

[Profession](#), [Teacher](#)



The main themes of our models After reading all models submitted by our group, they had all come to a consensus that it takes a combination of attributes, academic understanding and a deep desire to better themselves and the learning experience of the students they come into contact with. A professional teacher's role is multifaceted, personally developed and never ending. Groundwater-smith (2007) states, that it is a teacher's responsibility to " provide an environment that promotes the physical, emotional, social and intellectual wellbeing of all students". In today's society it is not enough for a teacher to simply teach - society has made it this way. If all children had a safe, nurturing and academically minded community in which they lived in and all parents/care givers had their children's best interests at heart at all times, there would be no need for a teacher to provide anything other than the content to learn. Sadly this is not the case, with too many outside factors creating obstacles for young minds to learn, it has become the teachers role to not only be the educator but to ensure the health, safety, and wellbeing of his/her students. Our group felt that to be able to be of service to the students, a teacher must have ' knowledge' of the following: *

- Pedagogical (academic, curriculum, resources available)
- * Duty of Care and pertaining to State and School
- * Legal guidelines, confidentiality and Code of Ethics
- * Community (sporting groups, hobbies, community activities, community resources e. g. libraries, museums)
- * Student (history, parents, siblings, physical and academic abilities, culture, religion if any and simple likes and dislikes to establish common ground)

Secondly a teacher must uphold ' professionalism' at all times, this is done by: *

- * Having acquired over time the important attributes as: confidence, compassion, good

communication skills, intuitive, unbiased, optimistic, curiosity, punctuality and patience * Have extensive knowledge of the subject being taught and knowing how to teach it * Ability to motivate students * Ability to manipulate lessons to cater for all students capabilities (physical and academic) Lastly a knowledgeable, professional teacher must be highly competent in ‘ planning and researching’: * Lesson planning requires research and an understanding of what you will teach * Ability to establish what method of research to take for the correct solution * Manage the class room environment so that it provides for the students’ needs and encourages learning * Ability to receive feedback * Ability to recreate a plan if the research is invalid and unreliable * Ability to plan and be involved in extracurricular activities * Ability to keep records of students’ progress (physical, cognitive and social-emotional) * Ability to plan for the future — ‘ what can I include in this lesson that will benefit the students in late years of education and life?’ In conclusion, it is obvious through this activity that to be a positive role model through teaching, it takes more than a degree. To be a role model, cannot be taught, you must already hold a nurturing nature and a deep passion to be committed to educating, mentoring, protecting and providing a positive and rewarding learning experience. References Groundwater-Smith, S., Ewing, R., Le Cornu, R. (2007). Teaching challenges and dilemmas. South Melbourne: Cengage learning Killen, R. (2005). Programming and assessment for quality teaching and learning. Wentworth Falls, N. S. W.: Social Science Press. Retrieved from <http://catalogue.curtin.edu.au>