

WHY I BECAME A TEACHER

WHY I BECAME A TEACHER IS A QUESTION THAT MANY EDUCATORS REFLECT UPON THROUGHOUT THEIR CAREERS. THE DECISION TO ENTER THE TEACHING PROFESSION IS INFLUENCED BY A VARIETY OF MOTIVATIONS, INCLUDING A PASSION FOR KNOWLEDGE SHARING, A DESIRE TO MAKE A POSITIVE IMPACT, AND AN INTEREST IN FOSTERING GROWTH AND DEVELOPMENT IN OTHERS. THIS ARTICLE EXPLORES THE PRIMARY REASONS BEHIND CHOOSING TEACHING AS A VOCATION, THE REWARDS AND CHALLENGES ASSOCIATED WITH THE PROFESSION, AND THE QUALITIES THAT DEFINE AN EFFECTIVE TEACHER. UNDERSTANDING THESE FACTORS PROVIDES INSIGHT INTO THE ESSENTIAL ROLE TEACHERS PLAY IN SHAPING FUTURE GENERATIONS AND HIGHLIGHTS WHY TEACHING REMAINS A RESPECTED AND VITAL CAREER PATH IN EDUCATION.

- THE MOTIVATION BEHIND BECOMING A TEACHER
- THE IMPACT OF TEACHING ON SOCIETY
- ESSENTIAL QUALITIES OF A SUCCESSFUL TEACHER
- CHALLENGES FACED IN THE TEACHING PROFESSION
- REWARDS AND FULFILLMENT FROM TEACHING

THE MOTIVATION BEHIND BECOMING A TEACHER

CHOOSING TO BECOME A TEACHER STEMS FROM VARIOUS INTRINSIC AND EXTRINSIC MOTIVATIONS. MANY EDUCATORS ARE DRIVEN BY A PASSION FOR THEIR SUBJECT MATTER AND A DESIRE TO SHARE KNOWLEDGE WITH OTHERS. THIS MOTIVATION OFTEN ORIGINATES FROM PERSONAL EXPERIENCES WITH INSPIRING TEACHERS OR A DEEP-SEATED INTEREST IN EDUCATION. ADDITIONALLY, THE PROFESSION ATTRACTS INDIVIDUALS WHO SEEK MEANINGFUL CAREERS THAT CONTRIBUTE TO PERSONAL GROWTH AND SOCIETAL DEVELOPMENT.

PASSION FOR KNOWLEDGE AND LEARNING

A STRONG ENTHUSIASM FOR CONTINUOUS LEARNING AND SUBJECT MASTERY FREQUENTLY LEADS INDIVIDUALS TO THE TEACHING PROFESSION. TEACHERS OFTEN POSSESS A GENUINE LOVE FOR THE DISCIPLINES THEY TEACH AND EMBRACE OPPORTUNITIES TO DEEPEN THEIR OWN UNDERSTANDING WHILE FACILITATING STUDENT LEARNING. THIS DEDICATION TO KNOWLEDGE TRANSFER IS FUNDAMENTAL TO THE DECISION OF WHY I BECAME A TEACHER.

DESIRE TO MAKE A DIFFERENCE

THE ASPIRATION TO POSITIVELY INFLUENCE YOUNG MINDS AND CONTRIBUTE TO COMMUNITY DEVELOPMENT IS A SIGNIFICANT MOTIVATOR. EDUCATORS RECOGNIZE THAT TEACHING EXTENDS BEYOND ACADEMIC INSTRUCTION; IT INVOLVES NURTURING CRITICAL THINKING, CHARACTER BUILDING, AND SOCIAL SKILLS. THE ABILITY TO SHAPE FUTURE CITIZENS AND LEADERS IS A COMPELLING REASON WHY MANY CHOOSE THIS CAREER.

INSPIRATION FROM ROLE MODELS

MANY TEACHERS CITE INFLUENTIAL MENTORS OR EDUCATORS WHO INSPIRED THEIR CAREER PATH. EXPERIENCING EFFECTIVE TEACHING FIRSTHAND OFTEN IGNITES THE DESIRE TO EMULATE THOSE QUALITIES AND PROVIDE SIMILAR SUPPORT TO OTHERS. THIS CYCLE OF INSPIRATION UNDERSCORES THE IMPORTANCE OF ROLE MODELS IN EDUCATIONAL PROFESSIONS.

THE IMPACT OF TEACHING ON SOCIETY

TEACHING IS A CORNERSTONE OF SOCIETAL ADVANCEMENT, PLAYING A VITAL ROLE IN CULTURAL TRANSMISSION, ECONOMIC DEVELOPMENT, AND SOCIAL COHESION. THE INFLUENCE OF TEACHERS EXTENDS BEYOND CLASSROOMS, AFFECTING COMMUNITY WELLBEING AND PROGRESS.

EDUCATING FUTURE GENERATIONS

TEACHERS EQUIP STUDENTS WITH ESSENTIAL SKILLS AND KNOWLEDGE THAT ENABLE PERSONAL AND PROFESSIONAL SUCCESS. BY FOSTERING CRITICAL THINKING AND PROBLEM-SOLVING ABILITIES, EDUCATORS PREPARE LEARNERS TO NAVIGATE COMPLEX SOCIETAL CHALLENGES AND CONTRIBUTE MEANINGFULLY TO THE WORKFORCE.

PROMOTING SOCIAL EQUITY

EDUCATION SERVES AS A POWERFUL TOOL FOR REDUCING INEQUALITY AND PROMOTING SOCIAL MOBILITY. DEDICATED TEACHERS WORK TO PROVIDE EQUITABLE LEARNING OPPORTUNITIES IRRESPECTIVE OF STUDENTS' BACKGROUNDS, HELPING TO BRIDGE GAPS AND EMPOWER MARGINALIZED GROUPS.

SUPPORTING COMMUNITY DEVELOPMENT

BEYOND ACADEMIC INSTRUCTION, TEACHERS OFTEN ENGAGE WITH FAMILIES AND COMMUNITY ORGANIZATIONS TO SUPPORT HOLISTIC DEVELOPMENT. THIS COLLABORATIVE APPROACH ENHANCES EDUCATIONAL OUTCOMES AND STRENGTHENS COMMUNITY TIES.

ESSENTIAL QUALITIES OF A SUCCESSFUL TEACHER

EFFECTIVE TEACHING REQUIRES A BLEND OF PERSONAL ATTRIBUTES, SKILLS, AND PROFESSIONAL COMPETENCIES. THESE QUALITIES ENABLE EDUCATORS TO MANAGE DIVERSE CLASSROOMS, DELIVER ENGAGING INSTRUCTION, AND FOSTER POSITIVE LEARNING ENVIRONMENTS.

COMMUNICATION SKILLS

CLEAR AND EFFECTIVE COMMUNICATION IS FUNDAMENTAL TO TEACHING. EDUCATORS MUST CONVEY COMPLEX CONCEPTS IN ACCESSIBLE WAYS WHILE LISTENING ATTENTIVELY TO STUDENTS' NEEDS AND FEEDBACK.

PATIENCE AND EMPATHY

UNDERSTANDING DIVERSE STUDENT BACKGROUNDS AND LEARNING PACES REQUIRES PATIENCE AND EMPATHY. SUCCESSFUL TEACHERS DEMONSTRATE COMPASSION AND ADAPT THEIR APPROACHES TO SUPPORT INDIVIDUAL STUDENT GROWTH.

ADAPTABILITY AND CREATIVITY

TEACHING ENVIRONMENTS ARE DYNAMIC, NECESSITATING FLEXIBILITY AND INNOVATION. TEACHERS OFTEN DESIGN CREATIVE LESSON PLANS AND ADJUST STRATEGIES TO MEET EVOLVING EDUCATIONAL STANDARDS AND STUDENT INTERESTS.

COMMITMENT TO LIFELONG LEARNING

CONTINUAL PROFESSIONAL DEVELOPMENT AND SELF-IMPROVEMENT ARE VITAL FOR EDUCATORS TO STAY CURRENT WITH PEDAGOGICAL ADVANCEMENTS AND SUBJECT KNOWLEDGE.

LIST OF KEY TEACHER QUALITIES

- STRONG INTERPERSONAL SKILLS
- EFFECTIVE CLASSROOM MANAGEMENT
- ORGANIZATIONAL ABILITIES
- PASSION FOR STUDENT SUCCESS
- COLLABORATIVE MINDSET

CHALLENGES FACED IN THE TEACHING PROFESSION

DESPITE ITS REWARDS, TEACHING PRESENTS VARIOUS CHALLENGES THAT REQUIRE RESILIENCE AND DEDICATION. UNDERSTANDING THESE OBSTACLES IS ESSENTIAL TO APPRECIATING THE COMPLEXITY OF THE PROFESSION AND THE COMMITMENT IT DEMANDS.

WORKLOAD AND TIME MANAGEMENT

TEACHERS OFTEN MANAGE EXTENSIVE RESPONSIBILITIES, INCLUDING LESSON PLANNING, GRADING, AND EXTRACURRICULAR INVOLVEMENT. BALANCING THESE TASKS WITHIN LIMITED TIME FRAMES CAN BE DEMANDING.

ADDRESSING DIVERSE LEARNING NEEDS

CLASSROOMS TYPICALLY CONTAIN STUDENTS WITH VARIED ABILITIES AND BACKGROUNDS, REQUIRING DIFFERENTIATED INSTRUCTION AND INCLUSIVE PRACTICES TO ENSURE EQUITABLE LEARNING OPPORTUNITIES.

EMOTIONAL AND BEHAVIORAL CHALLENGES

EDUCATORS FREQUENTLY ENCOUNTER BEHAVIORAL ISSUES OR EMOTIONAL DIFFICULTIES AMONG STUDENTS, NECESSITATING STRONG INTERPERSONAL SKILLS AND SUPPORT MECHANISMS.

RESOURCE LIMITATIONS

MANY SCHOOLS FACE BUDGET CONSTRAINTS THAT AFFECT THE AVAILABILITY OF TEACHING MATERIALS AND TECHNOLOGICAL TOOLS, CHALLENGING TEACHERS TO DELIVER QUALITY EDUCATION WITH LIMITED RESOURCES.

REWARDS AND FULFILLMENT FROM TEACHING

DESPITE CHALLENGES, THE TEACHING PROFESSION OFFERS SUBSTANTIAL REWARDS THAT CONTRIBUTE TO JOB SATISFACTION AND

PROFESSIONAL FULFILLMENT. THESE BENEFITS REINFORCE WHY I BECAME A TEACHER AND SUSTAIN EDUCATORS THROUGHOUT THEIR CAREERS.

WITNESSING STUDENT GROWTH

OBSERVING STUDENTS DEVELOP ACADEMICALLY, SOCIALLY, AND PERSONALLY PROVIDES PROFOUND GRATIFICATION. TEACHERS PLAY A PIVOTAL ROLE IN FACILITATING MILESTONES AND ACHIEVEMENTS.

CONTRIBUTING TO LIFELONG LEARNING

EDUCATORS FOSTER A CULTURE OF CURIOSITY AND CONTINUOUS IMPROVEMENT, INFLUENCING LEARNERS' ATTITUDES TOWARD EDUCATION BEYOND FORMAL SCHOOLING.

BUILDING LASTING RELATIONSHIPS

TEACHING ENCOURAGES MEANINGFUL CONNECTIONS WITH STUDENTS, COLLEAGUES, AND COMMUNITIES, CREATING SUPPORTIVE NETWORKS AND PROFESSIONAL CAMARADERIE.

PROFESSIONAL RECOGNITION AND RESPECT

THE ROLE OF TEACHERS IS WIDELY REGARDED AS ESSENTIAL AND HONORABLE, OFTEN ACCOMPANIED BY APPRECIATION FROM SOCIETY AND EDUCATIONAL INSTITUTIONS.

SUMMARY OF TEACHING REWARDS

- IMPACTING FUTURE GENERATIONS
- PERSONAL AND PROFESSIONAL GROWTH
- SENSE OF PURPOSE AND ACHIEVEMENT
- OPPORTUNITIES FOR CREATIVITY AND INNOVATION
- COMMUNITY ENGAGEMENT AND LEADERSHIP

FREQUENTLY ASKED QUESTIONS

WHY DID YOU CHOOSE TEACHING AS A CAREER?

I CHOSE TEACHING BECAUSE I HAVE A PASSION FOR HELPING OTHERS LEARN AND GROW, AND I BELIEVE EDUCATION IS A POWERFUL TOOL FOR POSITIVE CHANGE.

WHAT INSPIRED YOU TO BECOME A TEACHER?

MY INSPIRATION CAME FROM A FEW INFLUENTIAL TEACHERS I HAD GROWING UP WHO MADE LEARNING ENGAGING AND MEANINGFUL, MOTIVATING ME TO HAVE THE SAME IMPACT ON OTHERS.

How does being a teacher fulfill you personally?

Being a teacher fulfills me by allowing me to make a difference in students' lives, watch their progress, and contribute to their future success.

What challenges did you face before deciding to become a teacher?

Before becoming a teacher, I struggled with finding a career that combined my love for learning and desire to help others, which teaching perfectly encapsulates.

How do your personal values align with your decision to become a teacher?

My personal values of empathy, patience, and lifelong learning align closely with teaching, as it requires understanding students' needs and fostering their growth.

What impact do you hope to have as a teacher?

I hope to inspire curiosity, build confidence, and equip students with skills and knowledge that empower them throughout their lives.

Why is teaching important to you in today's society?

Teaching is important because it shapes future generations, promotes equality, and helps address societal challenges through education and critical thinking.

How has your motivation for becoming a teacher evolved over time?

My motivation has deepened as I've experienced firsthand the rewards and challenges of teaching, reinforcing my commitment to making a lasting difference.

Additional Resources

1. *The Heart of Teaching: My Journey to Inspire*

This memoir explores the personal experiences and motivations that led the author to become a teacher. It delves into the transformative power of education and the desire to make a meaningful difference in students' lives. Readers will find inspiring stories about overcoming challenges and the joy of nurturing young minds.

2. *Why I Teach: Stories from the Classroom*

A collection of heartfelt essays from teachers across various disciplines, this book reveals the diverse reasons educators choose their profession. It highlights moments of triumph, connection, and growth that define the teaching experience. The book serves as a tribute to the passion and dedication behind teaching.

3. *From Student to Teacher: A Calling Discovered*

This book chronicles the author's transition from being a student to becoming a teacher, emphasizing the pivotal moments that sparked their passion for education. It reflects on the mentors who inspired them and the values that shape their teaching philosophy. The narrative encourages readers to reflect on their own educational journeys.

4. *Teaching with Purpose: Finding Meaning in the Classroom*

Focused on the intrinsic motivations behind teaching, this book explores how educators find purpose through their work. It discusses the impact of teaching on both students and teachers and offers insights into maintaining enthusiasm in challenging environments. The author provides practical advice for sustaining a meaningful career in education.

5. *Lessons from the Heart: Why I Became a Teacher*

THIS AUTOBIOGRAPHICAL WORK SHARES INTIMATE REFLECTIONS ON THE AUTHOR'S DECISION TO ENTER THE TEACHING PROFESSION. IT HIGHLIGHTS THE EMOTIONAL REWARDS AND THE SENSE OF FULFILLMENT THAT COMES FROM HELPING STUDENTS GROW. READERS GAIN AN UNDERSTANDING OF THE DEEP COMMITMENT REQUIRED TO BE AN EFFECTIVE EDUCATOR.

6. *IGNITING MINDS: THE STORY BEHIND MY TEACHING PASSION*

THE BOOK NARRATES THE INSPIRING STORY OF HOW THE AUTHOR DISCOVERED THEIR LOVE FOR TEACHING. IT FOCUSES ON THE MOMENTS THAT FUELED THEIR DEDICATION AND THE IMPACT OF INSPIRING STUDENTS. THE AUTHOR EMPHASIZES THE IMPORTANCE OF PASSION AND CREATIVITY IN EDUCATION.

7. *TEACHING AS A CALLING: EMBRACING THE ROLE*

THIS BOOK EXAMINES TEACHING AS A VOCATIONAL CALLING RATHER THAN JUST A JOB. IT DISCUSSES THE ETHICAL AND EMOTIONAL DIMENSIONS OF EDUCATION AND THE REASONS TEACHERS REMAIN COMMITTED DESPITE CHALLENGES. THE AUTHOR DRAWS ON PERSONAL ANECDOTES AND BROADER EDUCATIONAL THEORIES TO ILLUSTRATE THEIR POINTS.

8. *WHY I STAND AT THE FRONT OF THE CLASSROOM*

THROUGH A SERIES OF REFLECTIVE ESSAYS, THIS BOOK REVEALS THE MOTIVATIONS BEHIND THE AUTHOR'S DECISION TO BECOME A TEACHER. IT EXPLORES THEMES OF SERVICE, LEADERSHIP, AND THE DESIRE TO EMPOWER YOUNG PEOPLE. THE BOOK PROVIDES A CANDID LOOK AT THE JOYS AND STRUGGLES OF TEACHING.

9. *TEACHING FROM THE SOUL: MY PATH TO EDUCATION*

THIS HEARTFELT NARRATIVE OFFERS AN INTIMATE LOOK AT THE AUTHOR'S JOURNEY INTO TEACHING, EMPHASIZING THE SPIRITUAL AND EMOTIONAL ASPECTS OF THE PROFESSION. IT HIGHLIGHTS THE CONNECTION BETWEEN TEACHER AND STUDENT AND THE TRANSFORMATIVE POWER OF EDUCATION. READERS ARE INVITED TO CONSIDER TEACHING AS A DEEPLY PERSONAL AND IMPACTFUL CAREER CHOICE.

Why I Became A Teacher

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why i became a teacher: How and why I Became a Teacher Anthony Astbury, 2009

why i became a teacher: Why Do Teachers Need to Know About Psychology? Jeremy Monsen, Lisa Marks Woolfson, James Boyle, 2021-01-28 As a teacher, what are my personal, social and emotional responsibilities in supporting pupils with psychological development? Psychology has underpinned educational practice since its inception but understanding what that means in practical terms for educational settings today can seem bewildering. The team draw upon the whole field, covering not only developmental, health, and educational/child psychology, but also organisational and counselling perspectives. Drawing on examples from rural early years settings to large urban secondary schools, this book looks at how psychology can support your teaching practice. It does this by looking at different situations within a teacher's roles and responsibilities, and what this also means for understanding their professional identity. Expertly crafted by Jeremy Monsen, Lisa Marks Woolfson and James Boyle, bringing together the expertise of a team of practitioners and psychologists, this book draws together the latest research and current practice. The team also support you to consider and develop your own views, beliefs and values and explores why it is your responsibility as an educator to make use of psychology not only to ensure the best possible opportunities for children and young people, but also for your own growth in your professional journey.

why i became a teacher: Why We Teach Now Sonia Nieto, 2014-12-01 Why We Teach Now

dares to challenge current notions of what it means to be a highly qualified teacher a la No Child Left Behind, and demonstrates the depth of commitment and care teachers bring to their work with students, families, and communities. This sequel to Nieto's popular book, *Why We Teach*, features powerful stories of classroom teachers from across the country as they give witness to their hopes and struggles to teach our nation's children. *Why We Teach Now* offers us the voices of teachers like 42-year veteran Mary Ginley, who wonders, Why would anyone with any brains and imagination ever want to be a teacher? Who then answers her own question affirmatively, It's because somehow, even today, even with all the insanity, all the rules all the poorly designed textbooks, all the directives to teach to the test, there are kids out there who need good teachers. At a time when politicians, policymakers, and philanthropists are quick to denigrate teachers' work and arrogantly speak for the profession, *Why We Teach Now* offers teachers the room and respect to speak for themselves. Once again Nieto gives teachers and those who care about education, the inspiration and energy to embrace their role as advocates; a role that is vital not only for the well-being of students but also for the future of the profession and our nation.

why i became a teacher: Rhythms of Academic Life Peter J. Frost, 1996-07-16 Reading this book is like enjoying an exotic buffet. It is exotic to hear unfamiliar teaching voices from familiar researchers. The variety of voices is both quantitatively and qualitatively satisfying to 'hungry' researchers who plan to start their teaching careers soon. --Dora Lau, Doctoral Student, Faculty of Commerce and Business Administration, University of British Columbia A must-read for anyone embarking upon a career in academia Researchers Hooked on Teaching provides valuable insights into the trials and tribulations of teaching at the college level. --Jennifer Cliff, Doctoral Student, University of British Columbia Offering support, guidance, and advice for those contemplating or already involved in academic careers, *Rhythms of Academic Life* is a comprehensive manual that surveys important topics relevant to the world of academia, such as publishing, research, teaching, pedagogy, teamwork, sabbaticals, and tenure. Written by an incomparable diverse group of scholars, this collection provides rich, personal, sometimes poignant, and often humorous accounts of both the common and the unique journeys taken throughout an academic lifetime. The contributors describe the experiences of scholars in different roles and transition points and supply a set of guidelines that will help others make informed choices. This one-of-a-kind volume makes it possible to enter into an academic career well-prepared and familiarizes the reader with the academic work climate. Students and professionals in organization studies, management, and across a variety of disciplines will find that this volume greatly enhances their understanding of scholarly life. The illustrious cast of contributors provide a wealth of down-to-earth, reliable advice--proving once and for all that those who can, teach.

why i became a teacher: Becoming a Physical Education Teacher Gary Stidder, 2015-02-11 Teaching physical education is a challenging but rewarding occupation. Finding a way into the profession can be a daunting task while regular changes in government policy can make it hard to stay up to date. This engaging new book explains the process of becoming and being a teacher of secondary school physical education, from the various routes of entry into the profession, to the realities of being a qualified PE teacher, to the ways in which experienced teachers can become teacher educators and nurture the next generation. It combines rich personal accounts of teaching in, and being taught, physical education, with practical advice for trainees, newly qualified teachers and established professionals, with an emphasis throughout on the importance of critical self-reflection. The book begins by exploring the nature and purpose of physical education and examining the historical development of initial teacher training. It examines recent changes in training, policy and curriculum, and offers an overview of the various ways of becoming a PE teacher, including the Post Graduate Certificate in Education (PGCE) and school and employment based routes. The book offers advice on what to expect at interview, meeting the standards for qualifying to teach, and on how to survive the difficult first year as a newly-qualified teacher. It also outlines the challenges and rewards of being a qualified teacher, mentor or curriculum leader, as well as a teacher educator within higher education. Concise, helpful, and filled with sensible insights

based on real experiences of teaching physical education, *Becoming a Physical Education Teacher* is an essential read for anybody considering entering the profession, or for students, trainees, newly qualified or experienced teachers wanting to understand better the process of becoming, and being, a successful PE teacher.

why i became a teacher: *Becoming the Math Teacher You Wish You'd Had* Tracy Zager, 2017 Readers, be warned: you are about to fall in love. Tracy writes, Good math teaching begins with us. With those six words, she invites you on a journey through this most magnificent book of stories and portraits...This book turns on its head the common misconception of mathematics as a black-and-white discipline and of being good at math as entailing ease, speed, and correctness. You will find it full of color, possibility, puzzles, and delight...Let yourself be drawn in. Elham Kazemi, professor, math education, University of Washington While mathematicians describe mathematics as playful, beautiful, creative, and captivating, many students describe math class as boring, stressful, useless, and humiliating. In *Becoming the Math Teacher You Wish You'd Had*, Tracy Zager helps teachers close this gap by making math class more like mathematics. Tracy spent years with highly skilled math teachers in a diverse range of settings and grades. You'll find this book jam-packed with new thinking from these vibrant classrooms. You'll grapple with big ideas: How is taking risks inherent to mathematics? How do mathematicians balance intuition and proof? How can teachers value both productive mistakes and precision? You'll also find dozens of practical teaching techniques you can try in your classroom right away--strategies to stimulate students to connect ideas; rich tasks that encourage students to wonder, generalize, conjecture, and persevere; routines to teach students how to collaborate. All teachers can move toward increasingly authentic, delightful, robust mathematics teaching and learning for themselves and their students. This important book helps us develop instructional techniques that will make the math classes we teach so much better than the math classes we took.

why i became a teacher: *Teacher Inquiry* Anthony Clarke, Gaalen Lee Erickson, 2003 The importance of educational research for professional development and classroom practice is becoming increasingly significant. This collection looks at both enacting teacher research and the methodologies involved within it.

why i became a teacher: *3-Minute Tips for Teachers* Heather Garcia, Michelle Lindsey, 2022-05-06 This key resource for all teachers offers must-have advice to help them navigate the entire school year through efficient, stand-alone, easy to use chapters filled with accessible, practical advice from veteran teachers to help make the entire school year easier. While reading this indispensable guide, teachers will: - Access tips efficiently through the stand-alone, easy to use chapters, filled with practical advice from veteran teachers, which can each be read in under 3 minutes. - Receive guidance to increase professional growth, practice self-care, and boost creative energy in the classroom from the beginning of the school year to the end. - Engage with practical, teacher-tested advice targeted towards effective teaching and best practices that can be used in various situations. - Navigate the chapters in any order, based on professional development needs and personal and professional goals. - Inspires discussion topics for peer mentor teacher meetings, PLC groups, book studies, staff and department meetings, and new teacher trainings. - Build confidence through time-tested, realistic advice to navigate anticipated challenges and triumphs as a pre-service or veteran teachers.

why i became a teacher: about *Becoming a Teacher* William Ayers, 2019-04-05 Education activist William Ayers invites new and prospective teachers to consider the deepest dimensions of a life in teaching. Should I become a teacher? How can I get to know my students? What commitments come with me into the classroom? How do I develop my unique teaching signature? In his new book, about *Becoming A Teacher*, Ayers muses on 10 such questions (and a little more) to shape and structure an indispensable guide that features hands-on advice and concrete examples of classroom practice, including curriculum-making, building relationships with students and parents, fostering an effective learning environment, and teaching toward freedom. This brilliant and concise text offers a conception of teaching as both practical art and essentially ethical practice. "In your hands

is the gift to help and empower students, which is the greatest gift you could ever give as a teacher.” —Kevin Powell, author, *The Education of Kevin Powell: A Boy’s Journey into Manhood* “Chock-full of entertaining anecdotes, great teaching and learning moments, and hard questions that help inform the highly consequential decision to become a teacher.” —Angela Valenzuela, University of Texas at Austin “I’m excited to add a new guide to my ‘must-read’ list for teachers-to-be. This is a delight of a little book.” —Eve L. Ewing, University of Chicago “Wow, do I wish I could have read this book, not only when I was just starting to teach, but every year since.” —Kevin Kumashiro, consultant

why i became a teacher: *Why I Became a Psychotherapist* Joseph Reppen, 1998 Mentoring intersects with memoir in this volume, as 31 psychotherapists share the origins of their professional ambitions and, mixing authority with levity, describe their professional odysseys. The psychotherapists include Martin A. Schulman, Jeffrey Seinfeld and Martha Stark.

why i became a teacher: *Why Do I Need a Teacher When I’ve got Google?* Ian Gilbert, 2014-06-27 Why do I need a teacher when I’ve got Google? is just one of the challenging, controversial and thought-provoking questions Ian Gilbert poses in this urgent and invigorating book. Questioning the unquestionable, this fully updated new edition will make you re-consider everything you thought you knew about teaching and learning, such as: • Are you simply preparing the next generation of unemployed accountants? • What do you do for the ‘sweetcorn kids’ who come out of the education system in pretty much the same state as when they went in? • What’s the real point of school? • Exams – So whose bright idea was that? • Why ‘EQ’ is fast becoming the new ‘IQ’. • What will your school policy be on brain-enhancing technologies? • Which is the odd one out between a hamster and a caravan? With his customary combination of hard-hitting truths, practical classroom ideas and irreverent sense of humour, Ian Gilbert takes the reader on a breathless rollercoaster ride through burning issues of the twenty-first century, considering everything from the threats facing the world and the challenge of the BRIC economies to the link between eugenics and the 11+. As wide-ranging and exhaustively-researched as it is entertaining and accessible, this book is designed to challenge teachers and inform them – as well as encourage them – as they strive to design a twenty-first century learning experience that really does bring the best out of all young people. After all, the future of the world may just depend on it

why i became a teacher: *Developing Professional Memory* Paul Tarpey, 2018-09-11 In *Developing Professional Memory*, the author examines narratives from ‘progressive’ and ‘radical’ London-based English teachers who began their careers between 1965 and 1975. English teaching in this period, which the author defines as a ‘cauldron’ of competing and contested currents, is often portrayed negatively in dominant discourses around the subject. The teachers’ narratives, however, provide a much more nuanced and positive story. By recovering and documenting the collective Professional Memory of English teachers in a particular conjuncture, this volume offers a compelling practitioner account of events and developments and proves that learning from Professional Memory has transformative potential. The author argues that by critically confronting narratives, practices and existing conjunctural circumstances, current practitioners might develop greater agency in debates around their professional roles and responsibilities.

why i became a teacher: *Gamesmanship for Teachers* Ryan A. Donlan, 2009-06-16 *Gamesmanship for Teachers*, a must-read from working educator and author Ryan A. Donlan, provides a much-needed shot-in-the-arm for veteran teachers who are inarguably on top of their game, yet are currently bludgeoned by the many nonsensical notions in *No Child Left Behind*. Great teachers, now working in a much-maligned profession, can give themselves a pat on the back for great work. In this book, teachers discover the power of uncommon sense that this author shares with respect to pedagogy, politics, and the personal health of professionals. This book is a respectful blend of ‘by-educator/for-educator straight talk,’ game sharpening strategy, and a celebration of why great teachers went into education in the first place and why they should stay.

why i became a teacher: *Every Day and Every Way* Abraham Resnick, Helen Pappas, Margaret Pavol, 2000-05 *Every Day and Every Way—For Teaching Holidays and Special Days* is a quick-reference mini-unit resource and activity book. It is designed for use by classroom teachers,

curriculum coordinators and principals. Each mini-unit can readily be converted into a workable lesson plan. As a practicing educator you are well aware of the excitement and spirit that are usually generated in the classroom when holidays, festivals and special days are appropriately observed. Now, more than ever, educators like yourself are beginning to realize that the celebration or remembrance of a special event, historical anniversary or birthday can readily become a catalyst for integrating positive citizenship themes into the instructional program. You will find that your students will enjoy learning about the early origins of special holidays. They will be enriched by the tracing of their development, from past to present.

why i became a teacher: The Variorum Teacher's Edition of the Holy Bible William Sanday, Thomas Kelly Cheyne, Samuel Rolles Driver, Robert Lowes Clarke, Alfred Goodwin, 1886

why i became a teacher: The New Teacher's Survival Guide to Behaviour Sue Roffey, 2011-04-29 Standing in front of a class of students is challenging enough, but what if they just won't behave? This book will tell you how to start off on the right foot as a new teacher, and how to look after yourself as well as your classes. Chapters will help you to build up your confidence and awareness, develop positive relationships with your students, create supportive bonds with colleagues, and manage disruptive, distressed and defiant students calmly.

why i became a teacher: Uncivil Rights Jonna Perrillo, 2024-05-31 Almost fifty years after *Brown v. Board of Education*, a wealth of research shows that minority students continue to receive an unequal education. At the heart of this inequality is a complex and often conflicted relationship between teachers and civil rights activists, examined fully for the first time in Jonna Perrillo's *Uncivil Rights*, which traces the tensions between the two groups in New York City from the Great Depression to the present. While movements for teachers' rights and civil rights were not always in conflict, Perrillo uncovers the ways they have become so, brought about both by teachers who have come to see civil rights efforts as detracting from or competing with their own goals and by civil rights activists whose aims have de-professionalized the role of the educator. Focusing in particular on unionized teachers, Perrillo finds a new vantage point from which to examine the relationship between school and community, showing how in this struggle, educators, activists, and especially our students have lost out.

why i became a teacher: Report of the Commissioner of Education Made to the Secretary of the Interior for the Year ... with Accompanying Papers United States. Bureau of Education, 1903

why i became a teacher: Teachers Monographs , 1916

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