TEACHERS’ INNOVATIVE PRACTICES AND ITS IMPACT TO LEARNING

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“True teachers are those who use themselves as bridges over which they invite their students to cross; then, having facilitated their crossing, joyfully collapse, encouraging them to create their own.”

- Nikos Kazantzakis

When you are a new teacher, it is but natural for you to be enthusiastic and passionate. During the first year of teaching, a teacher could be so eager to give all the best she can and try every technique she thinks about. The strategies that a teacher know are all considered good as effective and that a teacher might want to try all these strategies in one single instruction.

But in reality, this do not really happen. There is really no best or effective strategy.

Teachers are known to be always looking forward on innovating and reinventing. Because of this, it's essential that we try new things to add to our trusted pack of teaching techniques and strategies. According to Rebecca Alber, in her blog entitled “Highly Effective Teaching Practices”, it's important to focus on purpose and intentionality -- and not on quantity. She said that what really matters more than "always trying something new" is the reason behind why we do what we do. (https://www.edutopia.org/blog/5-highly-effective-teaching-practices-rebecca-alber)

Another inspiring lesson comes from an educational researcher named John Hattie, who wrote Visible Learning for Teachers: Maximizing Impact on Learning.
Through his research, one of his goals is to aid teachers in seeing and better understanding learning through the eyes of their students.

Hattie has spent more than 15 years researching the influences on achievement of K-12 children. His findings linked student outcomes to several highly effective classroom practices. He named these as teacher clarity, classroom discussion, feedback, formative assessment and metacognitive strategies.

Hattie also recommends that teachers spend the same amount of time on formative evaluation as they do on summative assessment. When it comes to metacognitive strategies, students should be given opportunities to plan and organize, monitor their own work, direct their own learning, and to self-reflect along the way.

By applying the techniques as suggested by the above named authors, we could assure a quality teaching and learning process.

Reference:

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