One time, as I reminded my students about their missed activity which I almost do every day, one of my students said, “There she goes again.” Then a sudden burst of anger enveloped me, yet after that, when the intensity of the emotion finally subsided, I found myself into deep thinking, reflecting, analyzing: Do I have healthy and good teaching habits?

As defined by Mirriam-Webster Dictionary, habit is the usual way of behaving and is done by a person in a regular or repeated manner. In our profession as licensed educators, it is the modality or methods which are repeatedly done in handling classroom tasks and students.

Our habits inside the class reflect our teaching practices. But basically good teaching habits correspond to good teaching practices. Good teaching practice plays a vital impact on how students acquire learning, which after all, is the primary goal and final product of every academic institution. Teachers, as education practitioners, endeavor to attain the doctrines of upright teaching training in an attempt to offer the maximum learning know-how for their dear pupils.
There are major concerns in molding effective teaching practices such as: accentuating time on task; boosting sustainable communication among and between teachers and students; reassuring cooperation and collaboration among students; offering chances for dynamic involvement; and building a respective learning environment which accepts individual differences (Centre for Innovation in Learning and Teaching, Flinders University, 2017).

Be reminded that an educational practitioner with outstanding custom of teaching pedagogy is not born in a day. Gradual approach in attaining and applying these habits and practices will lead you to become a good and effective one. No need to hurry but make sure that at least a certain habit and practice will be eventually established one day at a time.

Finally, knowledge is not the sole foundation of effective teaching and learning outcome. Teacher’s practices and habits have a fair share in attaining worthwhile teaching and learning experiences. (Richmond, Bartell, Floden and Petchauer, 2017).

So next time when a student uttered “There she goes again”, I suggest you better review your teaching habits and practices.
References:
