

Reminiscence

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India

How to overcome saturation effects in teaching for teachers with 15 years of experience or more.?

Dr. Sekar Srinivasan
The UN Educationist

Dear friends,

Recently, I had the privilege of being invited by a school principal in a township area to evaluate teachers in an informal manner. During this visit, I encountered a senior teacher with over 16 years of experience, held in high regard within the community and the educational sphere.

Initially, this teacher displayed exceptional dedication and teaching prowess, earning the admiration of students, parents, and fellow educators. However, over the last three years, a noticeable decline in enthusiasm and commitment to teaching was observed. The principal sought my assistance to understand and address this change.

In a private conversation, the teacher confided in feeling a sense of saturation, acknowledging a dip in the zeal and creativity he once possessed. He found it challenging to maintain the same level of engagement, as the subject matter became overly familiar to him, even though it was new to his students.



To combat this saturation and rejuvenate his passion for teaching, I suggested several strategies:

1. **Rotation of Roles:** Mix administrative and teaching responsibilities in a rotational manner after 12 years of service to introduce variety and prevent monotony.
2. **Academic Engagement:** Encourage teachers to contribute to academic growth by presenting papers in journals, attending conferences, and publishing regularly. This engagement enriches their understanding and adds new dimensions to their teaching approach.
3. **Psychological Counseling:** Facilitate psychological counseling sessions conducted by experts to address intrinsic challenges, allowing teachers to discuss their concerns openly and find meaningful solutions.

I emphasized the notion that 'Change of Work is Recreation' and stressed the importance of finding enjoyment and revitalization through variety.

After implementing these suggestions, the teacher experienced a transformation, expressing joy and enthusiasm in his teaching. He had even authored and published an article in an educational journal, showcasing a rejuvenated spirit and passion for education.

This experience highlighted the significance of personal connections and mentorship, demonstrating the positive impact it can have during challenging times.

I believe our UNV platform should provide opportunities for guidance, mentoring, and similar enriching activities, fostering growth and rejuvenation for all.

Best regards,

Dr. Sekar Srinivasan
The UN Educationist



AZEEZ

How to overcome saturation effects in teaching for teachers?

The breaking point for a teacher emerges from reaching a point of saturation and contentment. The teaching profession is not one of complacency and fulfillment. Teaching provides gratification and joy, but this does not mean the profession itself is static in satisfaction. It is a perpetual journey of love, passion, and happiness.

Hence:

Saturation should lead to reflection and the desire to situate oneself, synthesize knowledge, and learn new things to teach in innovative ways.

In professions such as teaching, nursing, and catering, there is no room for saturation. When one feels saturated or content in their teaching role, it's akin to losing the essence of being alive.

We encounter challenges, not merely changes, in our journey. There's no void within creativity.

We brim with faith, trust, and convictions. Teaching isn't just a profession—it's an addiction. Once you taste it, escape from its allure is nearly impossible.

Despite teachers being underpaid, their love for teaching remains unwavering. It doesn't imply they couldn't pursue a more financially rewarding profession. Many do have that option. However, the addiction to teaching holds them captive.

Teachers aren't simply technocrats; they're a product of nature's discovery. Everyone possesses the potential to teach, but only a few have the knack for learning and effectively engaging with children.

Within the classroom, we're surrounded by little angels. I recall one of my teachers, now in her 90s, who continues to thrive within the classroom. She insists, "The energy I draw from my classroom sustains and brings me peace."

Is there anything else you'd like to revise or expand upon?

This profession grants a lifelong legacy. The passing of a teacher signifies the birth of their ideology in the younger generation. They endure as our products, remembering, surrendering, and offering prayers for our peaceful rest.

Is there anything else you'd like to modify or elaborate on?

Observing thousands of heads in the school collectively, conversing with hundreds in classrooms, connecting with the hands of some tens, and influencing the souls of a select few.

What else could absolve one of their transgressions?

Is there anything more you'd like to refine or elaborate on?

On Earth, your face is your identity. Above the Earth, your thoughts shield you, and below the Earth, prayers embrace you. All because you are a teacher.

Many Prophets, scientists, seers, and saints were teachers. How could one deny the blessings when chosen for this noble role?

Is there anything else you'd like to modify or add?

If I'm a blind teacher, I dedicate myself to teach at a school for the blind.

If I'm deaf and mute, I contribute my skills to a hearing-impaired school, communicating through sign language.

Even if I'm handicapped, I persevere, utilizing sign language to impart knowledge.

Could you please review this and let me know if you'd like any further changes or additions?

This is the sole profession where one can groom a successor, preparing them to step into their shoes. A teacher can nurture thousands of doctors, hundreds of thousands of engineers, and excel in their own domain. Indeed, they can mold teachers to fill their role.

It remains unparalleled, as your students can surpass, compete, triumph, collaborate, amend, and bridge with you in this profession.

Would you like any further modifications or additions to this?

DR. RAAVEE

How to overcome saturation effects in teaching for teachers?

Embracing the role of a teacher is a continuous journey of finding joy in life's essence, extending even beyond our mortal existence.

On the stage of education (Rang Manch), I seek a spark that can enchant and transform a child's life.

I unlock their inherent capabilities, investing myself to shape an improved rendition of their potential.

My exploration and contributions to the child's psychological understanding enrich the literary landscape.

Indeed, I proudly declare, "I am a teacher!" and exult in every modest achievement on this profound educational voyage.



NAHID RAZA

How to overcome saturation effects in teaching for teachers?

Monotony is essential to move towards creativity. We need not be too busy in the processes we set to bring about results. We need to plan, execute and understand how we can and can't improve the processes.

We need to bring in people of diverse fields and perspectives to challenge status quo.

Excellence is basically a movement and dynamic. We have to move to stay relevant. We have to stay hungry to avoid saturation.

We have to restructure the way we deliver. We ought to accord importance to feed. We could think of diagnosis, guiding policies and indeed actions.

Teachers transfer everything be it character, knowledge or skills

These components make him immensely responsible. Self reflection is daily dose of teachers.

I sincerely salute all teachers for the coming generation better and wiser. Self reflection is daily dose of teachers.



THE NATIONAL UN VOLUNTEERS-INDIA



COSTLY MISTAKES TO AVOID AS A PRIVATE SCHOOL OWNER.

FRI, 22.09.23

SCHOOL EDUCATION



AZEEZ

1. RENUMERATION (Salary):

As a school head or manager, learn the art of paying your staff well and on time. From a survey done by our in-house folks, it was discovered that high-paying teachers perform far better than those being paid meagre income.

Timely payment is important as well. You should always pay on agreed date, and if it lapses, never let it pass a day or two with an apology to your teachers.

Moreover, don't pay in installments. You agreed to pay a salary, not wages. This non-challant pay-attitude had made schools lose their good teachers, hence parents are confused and withdraw their kids, and the school retards.

2. MONOPOLISTIC LEADERSHIP:

You've got a team of people (teachers and non-teaching non-teaching) to manage. You aren't the island of knowledge. Make decisions that will favour your teachers and ask for their opinions. Having high certificates isn't wisdom. Make your decision with them, not at their back. We all like to feel among. Work as a team. T.E.A.M literally means Together Each Achieve More. No one stays with a monopolistic kind of leaders.

3. TRAININGS:

Teachers need this. You will outdate if you don't update. Your scheme (or curriculum) needs it every section. Take your teachers on courses that will help them. Parents will enrol their wards in schools that are ahead, not behind.

4. STAFF WELFARE:

This is what degrades teachers the most. They are the most abused and underestimated in the country, with the high economic flukes. Leaders, help your teachers. Have the best interest and personal growth of your workers at heart. People leave jobs, not because of bad job, but bad leaders, who are heartless and careless.

5. INSIDE CRITICISM:

No one knows the school better than those working there. So, you need their utmost ideas and feedback. If you can't stand face-to-face meeting, then it can be anonymously written. Improvement is needed in all sphere. Accept yours mostly from them. Water can only flow around its channel.

To your school success!!!



SDG 4: QUALITY EDUCATION

AZEEZ

TEACHING IS TEACHING

Being a school leader, you should know

1. Teachers have a rich and important life outside of their jobs. When they make a decision to prioritize one aspect of their life over their work, we should treat that decision with, at the very least, respect, and if possible help our teachers tie those other experiences to their professional goals.

2. Acquiring the skills to be a teacher is a wholly personal endeavor. We might have 2 or 5 or 20 teachers working in our school, but each of those teachers experiences the process of becoming a teacher as an individual. Our job as managers is to create an environment where there is enough emotional and cognitive room for each teacher to truly become themselves as teachers.

3. When provided with multiple examples of learning happening in context coupled with enough time, teachers can and will (with occasional hints), notice features of how that learning was fostered, which they might want to use in their own practices.

4. True goals are internally generated. Regardless of suggestions we make as managers, it is the teachers themselves who decide what they want to accomplish. We need to help teachers articulate and reach those goals.

5. Teachers who come to work are all motivated! If they really did not want to teach, they would have chosen a different (and higher paying) profession. So treat the teachers with the respect they deserve for becoming a teacher.

6. Teachers learn about teaching best when they have a chance to see and hear HOW they are teaching. Providing teachers with time to watch and listen to videos or recordings of themselves in the process of learning helps them to see how some of the things they do are effective and some are not.

7. When teachers are learning something new about teaching, it is not our job to replace that process of discovery by telling them what and how to teach, but to make the process as smooth as possible.



UN VOLUNTEERS
INDIA

Learning is Learning

Azeez

LEAVE NO ONE BEHIND

These are the beliefs about what we are trying to do as teachers, the principles born out of our shared experience:

1. Students know how to learn. They have been learning and succeeding at new things their whole lives. Our job is to remind them of this simple and amazing fact.
2. When students are learning something new, it is not our job to replace that process of discovery by telling them what and how to learn, but to make the process as smooth as possible.
3. Students learn best when they have a chance to see and hear HOW they are learning. When students are engaged in an activity, they are often wholly focused on completing the activity.

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4. Providing students with time to watch and listen to videos or recordings of themselves in the process of learning helps them to see how some of the things they do are effective and some are not.

5. When provided with multiple examples of language in context coupled with enough time, students can and will (with occasional hints) notice features of that language which they want to use.

6. Students who come to school are all motivated! If they really did not want to learn, they would find a way to avoid your class. So treat the students with the respect they deserve for wanting to learn.

7. True goals are internally generated. Regardless of suggestions we make as teachers about what kind of score we think a student should get, or what kind of language a student should be able to use, it is the students themselves who decide what they want to accomplish. We need to help students articulate and reach those internal goals.

8. Students have a rich and important life outside of our classrooms. When they make a decision to prioritize one aspect of their life over our classes, we should treat that decision with, at the very least, respect, and if possible help a student tie those other experiences to their learning goals.

9. Acquiring a language is a wholly personal endeavor. We might have 10 or 20 or 30 students in our classroom, but each of those students experiences class as an individual.

10. Our job as teachers is to create an environment where there is enough emotional and cognitive room for each student to truly participate in their OWN class.



School

CIVILITY

Civility is the behavior that acknowledges the humanity of others, constituting a vital aspect of sociability. It enables peaceful coexistence within families, neighborhoods, schools, and communities. Civility requires restraint, prioritizing the common good over self-interest, and treating others with decency regardless of differences. Psychological aspects of civility encompass self-awareness, self-control, empathy, and respect.



AZEEZ

Is Civility on the Decline?

It is challenging to scientifically measure whether civility has declined. However, subjectively, most Americans believe it has significantly decreased in the past two decades. Instances of ridicule, bullying, and rudeness are prevalent and occur in homes, classrooms, online, and in public spaces.

Several factors contribute to this decline. Some ethics scholars propose that as society has become more informal, agreed-upon rules for respectful behavior have diminished. Societal norms have broadened, and shows like "The Apprentice" and "Survivor" glorify back-stabbing behavior and incivility as admirable winning qualities. Additionally, the Internet has created an etiquette-free zone where individuals can post uncivil criticisms anonymously, leading to poor judgment due to lack of accountability.

Research Links Incivility to Violence and Bullying:

Essentially, individuals, including children, are exposed to unprecedented levels of rudeness, vulgarity, and violence that would have been unthinkable in previous generations. Unfortunately, this trend is unlikely to change soon. Studies demonstrate that incivility results in violence, unhealthy communities, and societies paralyzed by conflict and political division. This is not the world we aspire to for our children.

Children emulate adult behavior observed on television and in real life, as well as replicate language they encounter online. Regrettably, it is not uncommon to hear children using offensive language they have learned. Children are inherently connected to their surroundings; hence, fostering civility in children is a collective responsibility for parents, teachers, coaches, politicians, television producers, and all those who influence children's lives, aiming to minimize violence and ridicule as they grow up.

A Basic Course in Civility:

15 Ways to Foster Respectful Behavior

Unfortunately, there is no neatly organized curriculum for Civility 101 because civility is cultivated through respectful relationships. In truth, we are all imparting a lesson in civility to children—parents, teachers, youth mentors, and everyone interacting with kids.

So, what can we do? We can instill the fundamentals of civility in children daily through our communication with them and others, incorporating the following:

1. Consider the impact of words and actions on others before using them.
2. Apologize when you are wrong.
3. Establish ground rules for civil behavior at home and in classrooms.
4. Educate children on becoming engaged citizens.
5. Treat both children and adults with the respect you expect from them.
6. Advocate for civility in politicians and public servants.
7. Use respectful language when expressing disagreement.
8. Manage anger and emotion to listen to others effectively.
9. Foster tolerance towards people who differ from you.
10. Teach character strengths such as respect and empathy at home and in classrooms.
11. Challenge differing views without attacking the person.
12. Acknowledge others for their civility and respectful behavior, irrespective of their opinions.
13. Remind children frequently of the importance of being civil and respectful.
14. Empower children to stand against bullying.
15. Lead by example.



School **GREY AREAS**

This quote comes from an article in the Times, which also reports that the ethical 'grey areas' include around thirty things and that there is no clear agreement about them, here is a flavour:



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This quote comes from an article in the Times, which also reports that the ethical 'grey areas' include around thirty things and that there is no clear agreement about them, here is a flavour:

Discussing what might come up in exams.

Not teaching all the syllabus to focus on likely exam topics.

Focusing help on "borderline" pupils.

Encouraging pupils to memorise mark schemes.

Choosing qualifications to improve place in school league tables.

Entering pupils early for exams to allow resits.

Switching to an 'easier' exam board.

Telling pupils to use revision guides not textbooks.

Encouraging pupils to rote-learn answers.

Giving hints to pupils during controlled assessment.

A lot of these are common practice in many schools, we could also add teaching GCSEs over three or even more years, teaching 'easier' and 'shorter' texts year upon year and weekend/after school 'drilling' of targeted pupils, and a myriad of other maybe 'ethically dodgy' practices.

Some Steps to create a good school culture:

1. Look in the mirror.

The leader is the main role model for an organization.

Everything a leader does – her statements and philosophy, reactions to key events, energy and interaction style – influences culture in a powerful way.

If you want a collaborative staff, ask colleagues for advice early and often.

2. Select staff wisely.

The teachers and administrators you hire will enter your school with their own beliefs about education and expectations about what it will be like to work at your school.

3. Broadcast your vision.

Every formal communication you have with your community should reflect and reinforce the culture.

In every memo to staff, letter to parents, or address to students, make sure to:

- highlight the future and what your school has the potential to achieve;
- use data and facts to reduce ambiguity about your vision;
- appeal to people's emotions, values, and the deeper needs that motivate them;
- stay positive, grateful, and idealistic, which is an important counterweight to any negative messages students or staff might receive;
- use collective statements ("we are," "we will") to increase a feeling of belonging and collective identity.

4. Train and teach what you'd like to see.

- Create formal trainings and space for honest conversation about the attitudes, norms, and practices that are core to being a member of your school community.
- Use those trainings and other professional development to model the beliefs and behaviors you desire.
- Offer rewards (praise, written notes, community celebrations) for students and staff when they demonstrate those behaviors.

5. Reach the unreachable:

There are untouched areas, unnoticed achievements, unsung heroes...in every walks of our life.

Reach to learn from them to create a new culture of your school.

Change your vision, redefine the defined, and restructure the social networks that work beyond our expectations.

School

CULTURE

Culture here based on two greater things. By knowing these facts, we can built up a good culture in our school.



AZEEZ

School culture, school climate or campus culture.....these are common terms widely accepted and exhibited by the people in a unit of a society. Let it be a family, community, organization, groups.....

Generally it can be defined as a collective effort if a team works for the development of an individual.

Here as we link this culture in a school, we can define it in school limits. It begins with connections — strong and overlapping interactions among all members of the school community.

The ideals of a school are infused in its components first then works together to achieve it through collective efforts of these components in individuals which benefits the society. These ideals remain unchanged as the generation goes by.

As an example, we could see people saying as I'm the product of this school that school, this university, this family, this region, this community.....

We could see in them a royal behavior, appearance and personality....

Products from such climates never go unhatched.

Culture here based on two greater things. By knowing these facts, we can built up a good culture in our school.

One question comes here in our minds that this term could be used as environment. We say big No. Environment is different from climate. Environment changes, not the climate. Weather changes not the environment.....

Now the two things are on:

1. Connections
2. Core beliefs and behaviors.

The above are the building blocks of a culture and culture lies in these two foundations as

1. Culture in connection
2. Culture in beliefs and behaviors.

Therefore in a school culture, this connection is important:

- Beliefs, values, and actions will spread the farthest and be tightly reinforced when everyone is communicating with everyone else.

In a strong school culture, leaders communicate directly with teachers, administrators, counselors, and families, who also all communicate directly with each other.

- A culture is weaker when communications are limited and there are fewer connections.

For example, if certain teachers never hear directly from their principal, an administrator is continually excluded from communications, or any groups of staff members are operating in isolation from others, it will be difficult for messages about shared beliefs and commitments to spread.

This is possible only when the promoters are strong in the school campus climate first.

As an example, the products of Doon Public School, there are many, but here we take one example as Mr Kamalnath, then Union cabinet minister used to wear his school collar tie to address very important gatherings to show off that I'm the product of so and so so school.

So many bureaucrats are from the above said school because of its culture. This culture is due to connection.

2. Culture in beliefs and behaviors:

Culture is shaped by five interwoven elements, each of which principals have the power to influence:

- Fundamental beliefs and assumptions, or the things that people at your school consider to be true.

For example: "All students have the potential to succeed," or "Teaching is a team spirit.

- Shared values, or the judgments people at your school make about those beliefs and assumptions.

- Norms, or how members believe they should act and behave, or what they think is expected of them.

- Patterns and behaviors, or the way people actually act and behave in your school.

- Tangible evidence, or the physical, visual, auditory, or other sensory signs that demonstrate the behaviors of the people in your school.

In simple form we could say all are focused on beliefs and behaviors of the school include heads, teachers, students, parents and community associated with the school.

They echo the same by words and behaviors in society.

Each of these components influences and drives the others, forming a circle of reinforcing beliefs and actions, strong connections among every member of the school community reinforce the circle at every point.



School **LEADERSHIP**

Questions Every School Leader Can Ask

- As a leader, ask yourself: What fundamental beliefs do you want community members to hold about the work they do?
- As a leader, ask yourself: What do you want community members to value as being right or wrong, good or bad, just or unjust about the work they do?
- As a leader, ask yourself: What expectation should everyone have about the appropriate or desirable way of operating; what agreed upon rules should guide behavior?
- As a leader, ask yourself: What actions and attitudes do you expect to consistently observe?
- As a leader, ask yourself: What will be the tangible evidence of beliefs, assumptions, values, norms, and behaviors?



AZEEZ

Dear leaders you learn to lead, lead to excel. Powerful.