

CRITIQUE OF YOUR WORK AND METHODS (A SELF - APPRAISAL)

ADOPTED FROM "EFFECTIVE TEACHING"
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Teaching has been accorded professional status, and professional ethics dictate that the teacher be left largely to his own devices. Professional ethics, however, should not be used as a refuge for the incompetent, nor should they condone and protect poor practice. If it is to be considered unethical for the individual to be interfered with in his work, it should also be considered unethical for that individual to neglect or disrespect his work. Professional ethics should encompass the welfare of the users of those services as well as the welfare of the members of the profession. While professional ethics do have their virtues, they should not, in any profession, operate contrary to the good of the society. Since there is no quality control over personal services comparable to that over the production of goods, any quality control over instruction is usually self-imposed. If a teacher is to do honour to his profession, he must do justice to his work by exercising constant diligence in seeking improvement.

Teaching is a profession in which it is very easy to fall into bad habits or to get into a rut; therefore, if you

want to keep your instruction on a respectable basis, you should take stock of yourself occasionally, to find how you may improve your work. Most teachers can improve their work by making a critical self-examination to find weak points. Ordinarily, people do not take the initiative in extricating themselves from comfortable rut, but the welfare of the students and your own self-respect should be sufficient incentive to cause you to do the best work that you are capable of doing.

The beginner usually has enough knowledge to begin with, but he must increase that knowledge and find effective means to pass it on to the students. He is strictly a novice in the business of teaching, and he has much to learn. As a rule, he has the redeeming virtue of being interested, enthusiastic, and anxious to learn how to teach well. Frequent self-appraisals from him are important because it is easier to learn right than it is to break bad habits later. We might call this a preventive self-inspection because it is designed to prevent the formation of bad habits and to promote the formation of good ones.

Since the length of service is by no

means a true criterion of teaching success, it is also important for the experienced teacher to make frequent self-appraisals. He needs to know whether or not, he is using effective teaching method, and he must constantly guard against getting into that notorious rut. Quite often teachers fall into bad habits of which they are not conscious; therefore, they are not likely to change unless they take vigorous steps to find these faults. We might call this "remedial self-inspection" because it is designed to search out and eliminate bad habits which have possibly become entrenched. Sometimes a person will establish a reputation for being a good teacher and then proceed to rest upon his laurels. A good reputation is a good thing to have, but it is bad to let it result in complacency. The important thing is not so much what you did yesterday, but what you are doing to-day.

Most people do not like to be criticised even though the criticism is constructive, just, and friendly. Instead of waiting for someone else to pass judgement on your work, why not make a critical self-appraisal? In this way you can find most of your weak points and take steps to correct them. In making a self-appraisal you should consider in particular lesson planning, conduct of the class session, and testing. Remember that you are turning the searchlight upon yourself in order to see how your performance looks to the other person. The benefit you will derive from this procedure will be governed by your willingness to recognize your faults & your determination to correct them. The following questions point out some of the common errors in teaching, and it is suggested that you examine them

carefully and frequently.

LESSON PLAN

1. Do you plan your lesson, or do you go to class with only a general idea of what you are going to do?
2. Is the objective well defined, and can it be accomplished by the presentation that you plan to make?
3. Do you study each particular topic to find the most effective way to present it?
4. Does your lesson plan include all of the important points and exclude the irrelevant?
5. Is your lesson plan logical in order and does it make a clear connection with what has gone before?
6. Does your lesson plan have application to some specific thing that the students are to do?
7. Do you make an intelligent and effective use of instructional aids?

CONDUCT OF CLASS SESSION :

1. Do you know what you are trying to do in class?
2. Do you tell the students what you are talking about and why?
3. Do you spend most of the time just talking? if you do, the chance are that the students do not learn much.
4. Do you have the class session organised so that there is no waste of time?
5. Do you control the thinking of the students so as to gain and hold their interest?
6. Are you prepared for the questions asked, or do you evade them?

7. Are you courteous and considerate in answering student questions ?
8. Do you use some inappropriate instructional aid because you do not know what else to do, or because it is easier than prepare an effective presentation ?
9. Do you use an unreasonable amount of the students' time in copying notes from the board which you could give out in cyclostyled form ?
10. Are you well-groomed, neat and clean ? The makeup effect is not desirable, but you should be presentable to polite society.
11. Do you use annoying mannerisms of person or speech which distract the students ?
12. Do you display a sense of humour? You should, of course, move along with your job of teaching, but this can be done without acquiring the atmosphere of a morgue.
13. Do you hide the blackboard with your body, and do you face the class or talk to the blackboard ?
14. Do you start and end your class session on time ?
15. Do you really teach the students something, or merely confuse them on the subject ?
16. Do the students go to sleep in class ? If they do, it is time for you to wake-up.

TESTING :

1. Do you go to the trouble to construct good test ?
2. Are your tests representative of the material given in class, clear as to meaning, and of a reasonable length ?
3. Do you let your class go without giving tests because you do not like to assess the papers ?
4. In framing tests, do you give each question a value in proportion to its importance ?
5. Are you always fair and impartial in your assessment ?
6. Do you have sufficient information on each student to establish fair assessment ?
7. Do you fail some definite percentage of every class ? This practice is unsound, unfair, and has a devastating effect upon student morale.
8. Do you hide poor teaching by awarding to students high grades?
9. Do you give back the test papers at the following class session or do you wait until the students ask about them several times ?
10. Do you realize that every time you give students test, you are testing yourself too ? If you have a large number of failures, you had better examine your teaching methods.

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