



Teacher Effectiveness



Key Concepts



Emotional Intelligence

- Emotional intelligence (EI) refers to the ability to perceive, control and evaluate emotions.
- Innate/ developed



Emotional Intelligence

- Salovey and Mayer (1990) define EI as "the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions".




Four Dimensions to EI

- Perceiving emotions: nonverbal signals
- Reasoning with emotions: reasoning and thinking
- Understanding emotions: reasons for emotions
- Managing emotions: regulating emotions and responding appropriately



Subject Knowledge and the Teacher

- Make connections
- Relate one idea to another
- Address misconceptions

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- Connect ideas across fields and to everyday life
 - Structures of knowledge (theories, principles, concepts surrounding an area, Shulman, 1986)
 - Knowledge of teaching process (curriculum organization, Shulman, 1986)



Curriculum

- This denotes the actual formal document of all the experiences planned and unplanned that occur under the auspices of an educational entity.
- "Basically the curriculum is what happens to children in school as a result of what teachers do." (Kansas, 1958)



Hidden Curriculum

- What students learn is often in direct contradiction to our intentions and what the formal curriculum purports to teach.
- Subliminal messages of both the formal and informal curricula.



Hidden Curriculum

- The unofficial expectations, implicit but expected messages
- Unintended learning outcomes
- implicit messages arising from the structure of schooling
- Created by the students

Portelli, 1993



Hidden curriculum

- unstudied curriculum
- implicit curriculum
- invisible curriculum
- unwritten curriculum
- covert curriculum
- latent curriculum
- silent curriculum
- the by-products of schooling
- what schooling does to people



Formal and Informal Curriculum

- Planned
- Curriculum document
- Informal:
 - Values, attitudes
 - Clubs, societies



Neutrality in Teaching

- The teacher as a neutral being
- Personal feelings, opinions, beliefs and the teacher
- Religion
- Politics
- Issues of Diversity
- Role of the teacher in developing multiple perspectives in students



Critical Thinking and the Teacher

- "Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action" (Scriven, 1996).



Teachers as part of a Learning Community

- Vision and planning: systematic process to develop and to build capacities
- Culture and change
- Support and motivation
- Flexibility