As teachers we need to understand some of the basic purposes of education in general terms. Think to yourself....

Why do we learn? Where does learning take place? How do we learn? Why do we bother going to school? What purpose does it serve us, our community, or society, our country and ever more presently, our global world?

**Is it worth it survey?**

Truly, education begins at birth. From the first days that you cry in order to receive attention from your mother and parents, you are beginning to formulate ideas and responses to your environment. Most of you might think, or have bought in to, the idea that we come to school to get a better job, make your family happy, or to make tons of money (Wrong profession!), but the reality is that you are here to think. You are here to question and inquire about how to solve problems in your life, community and world. These questions that you are asking are very much related all the things that you have learned up to this point in your life. Many of you are here as a result of instinct. You instinctually recognize that the youth and people in our communities need to be educated in order to achieve and accomplish goals in their lives. You instinctually know that you like people, young people in particular, and would like to help them along their way. This is excellent! You have figured out, with your instincts that you need to acquire some skills if you intend to make a career out of educating children and youth. Here we are.

This is the process of learning.
The engagement with your world, supported by many factors, in order to ask questions that will solve problems or address issues of care or concern.

I hope that you all recognize the importance of asking questions. Recognize that all of you live in and come from different “worlds”. You have had different experiences that have led you to this point. As a result, you may have different questions, thoughts and ideas. I want to make sure that in this learning environment we support one another’s ideas, perspectives and questions.

*See ACTIVITIES and REQUIREMENTS #2

*Also, get some advice from the master.

http://www.youtube.com/watch?v=PcjnblF1yAA

MAGIC: THE POTENTIAL OF POSSIBILITY

Teaching is no different than learning how to do all of these things. Whether you play the piano, make cookies, play video games, or surf, it has required time, energy, commitment and most of all desire to acquire these skills.
Do you know what the number 1 reason for the acquisition of new knowledge is? **Desire! Motivation!** Most likely none of you would have been able to do well at what you know if you did not **WANT** to.

Gaining new skills takes time. That is why we are here. We are going to “read the manual”, discuss in a community or group (like a family), and gain experiences which should help us to develop the skills and knowledge of teaching.

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So like you, I once had a friend to try something new. Teaching! He mother was a teacher and she always used to help her do her work. She knew from a very early age that she wanted to be a teacher. She wanted nothing more than to have a classroom of her own one day. So, she went to college and majored in education. She did great on all of her assignments and received highest marks in all of her classes. She was so confident and thought this was the natural thing for her to do. Finally it was the first day of school!

She had reviewed everything and put everything in its place. Everything was so colorful and she even had a bunny rabbit for the kids to play with during free time. The kids came to school on that first day so shy and polite. They followed all the rules and did everything in order. She thought the rest of the year was going to go so great!

Really? I don’t think so....

Things went ok for a couple of days...but then students decided they would to cry, fight, break rules, be disrespectful, not listen, etc., etc., etc. “What is going on?” she thought. She was stressed and couldn’t understand what was happening or what to do about it.

*READ Janna’s story (linked here)*
I always say, “The classroom is like a microcosm.” Huh? **A MICROCOSM!** This means a small world. Everything that happens in the real world will probably happen in the classroom. Be prepared for ups, downs, smiles, frowns, fights, love, highs, low, quiet and noise. The whole range exists in the classroom.

Remember a few things:

1. Just because one day goes well, does not mean that the “light will shine down upon thee” tomorrow. Be real. Conditions and environments change.
2. Children are children. Children are people. They do their thing. They can be unpredictable.
3. Remain calm. Be ready to address situations that require extra attention, support and understanding.
4. Be clear, follow through and have fun!

**OK!**

Now I know that this is a lot of information coming at you at one time, so I am not going to stop now.

Two seriously fundamental questions you will repeat over and over again, and over and over and over. They are:
1. What am I going to teach?
2. How am I going to teach it so that reaches my learners?

More:

There are some questions and concepts that you need to become familiar with. They are:

1. Is what I am teaching contributing to the life of the child?
   Concept: **FUTURE APPLICATION**
2. Is the way that I am teaching appropriate, clear and enjoyable?
   Concept: **STYLE AND POISE**
3. Are the structures and procedures in place so that maximum learning is taking place?
   Concept: **ORGANIZATION**

**FURTHERMORE**

Try to get used to asking yourself a series of questions when you are getting ready to teach. You may think about taking notes or organizing these notes into more easily read lists of things that you should be thinking about. The following 7 questions will be answered throughout this course.

**7 ESSENTIALS**

**TO CLASSROOM MANAGEMENT**

1. What values do I want to support in my classroom? Class set-up and culture
2. How do I want my students to behave? Routines and procedures
3. What am I teaching and how am I teaching it? Curriculum and Lessons
4. How have I demonstrated participation and learning? Record keeping, assessment and reports
5. Who needs accommodation? Special populations
6. Who do you need to talk with? Professional, parents and community
7. How have I gone the extra mile? Extra-curricular (plays, shows, demonstrations, field trips, open house, parent involvement, assemblies, clubs, tutoring, etc.)

Check out the Green Thumbs PPT and think about what it takes to grow students