

WHY DO I WANT TO BECOME A TEACHER

WHY DO I WANT TO BECOME A TEACHER IS A QUESTION THAT RESONATES WITH MANY INDIVIDUALS SEEKING A MEANINGFUL AND IMPACTFUL CAREER. TEACHING IS NOT MERELY A PROFESSION; IT IS A VOCATION DEDICATED TO NURTURING MINDS, SHAPING FUTURES, AND CONTRIBUTING TO SOCIETY'S DEVELOPMENT. THIS ARTICLE EXPLORES THE VARIOUS REASONS BEHIND THE PROFOUND DESIRE TO ENTER THE TEACHING FIELD, HIGHLIGHTING THE PERSONAL, SOCIAL, AND PROFESSIONAL MOTIVATIONS THAT INSPIRE INDIVIDUALS TO PURSUE THIS PATH. UNDERSTANDING THESE FACTORS PROVIDES CLARITY FOR ASPIRING EDUCATORS AND UNDERSCORES THE IMPORTANCE OF TEACHERS IN EDUCATIONAL SYSTEMS WORLDWIDE. THE DISCUSSION WILL COVER THE PASSION FOR KNOWLEDGE SHARING, THE INFLUENCE ON STUDENT GROWTH, THE OPPORTUNITIES FOR CONTINUOUS LEARNING, AND THE CONTRIBUTION TO COMMUNITY DEVELOPMENT. ADDITIONALLY, THE ARTICLE WILL DELVE INTO THE INTRINSIC REWARDS AND CHALLENGES THAT COME WITH A TEACHING CAREER. TO GUIDE READERS THROUGH THE KEY ASPECTS OF THIS TOPIC, THE FOLLOWING TABLE OF CONTENTS OUTLINES THE MAIN SECTIONS ADDRESSED IN THIS COMPREHENSIVE ANALYSIS.

- PASSION FOR EDUCATING AND SHARING KNOWLEDGE
- IMPACT ON STUDENT DEVELOPMENT AND SUCCESS
- OPPORTUNITIES FOR CONTINUOUS PROFESSIONAL GROWTH
- CONTRIBUTION TO SOCIETY AND COMMUNITY BUILDING
- INTRINSIC REWARDS AND CHALLENGES OF TEACHING

PASSION FOR EDUCATING AND SHARING KNOWLEDGE

A PRIMARY REASON WHY DO I WANT TO BECOME A TEACHER OFTEN CENTERS ON A GENUINE PASSION FOR EDUCATION AND THE DESIRE TO SHARE KNOWLEDGE. TEACHING ALLOWS INDIVIDUALS TO COMMUNICATE IDEAS, CONCEPTS, AND SKILLS EFFECTIVELY TO DIVERSE AUDIENCES, FOSTERING INTELLECTUAL CURIOSITY AND CRITICAL THINKING. THIS PASSION MANIFESTS IN VARIOUS WAYS, INCLUDING CRAFTING ENGAGING LESSON PLANS, FACILITATING DISCUSSIONS, AND ADAPTING TEACHING METHODS TO MEET STUDENTS' UNIQUE NEEDS.

INSPIRING LIFELONG LEARNING

TEACHERS PLAY A CRUCIAL ROLE IN INSPIRING STUDENTS TO BECOME LIFELONG LEARNERS. BY IGNITING INTEREST IN SUBJECTS AND PROMOTING AN INQUISITIVE MINDSET, EDUCATORS ENCOURAGE STUDENTS TO EXPLORE BEYOND THE CLASSROOM. THIS INSPIRATION IS A DRIVING FORCE FOR THOSE WHO WANT TO BECOME TEACHERS, AS IT CREATES A LASTING IMPACT ON STUDENTS' EDUCATIONAL JOURNEYS AND PERSONAL GROWTH.

PROMOTING EDUCATIONAL EQUITY

ANOTHER MOTIVATION LINKED TO THE PASSION FOR KNOWLEDGE SHARING IS THE COMMITMENT TO PROMOTING EDUCATIONAL EQUITY. ASPIRING TEACHERS OFTEN SEEK TO BRIDGE GAPS IN ACCESS TO QUALITY EDUCATION, ENSURING THAT ALL STUDENTS HAVE THE OPPORTUNITY TO SUCCEED REGARDLESS OF THEIR BACKGROUNDS. THIS DEDICATION REFLECTS A DEEP BELIEF IN THE TRANSFORMATIVE POWER OF EDUCATION.

IMPACT ON STUDENT DEVELOPMENT AND SUCCESS

ONE OF THE MOST REWARDING ASPECTS OF TEACHING IS THE DIRECT INFLUENCE EDUCATORS HAVE ON THEIR STUDENTS'

DEVELOPMENT AND SUCCESS. THIS IMPACT EXTENDS BEYOND ACADEMIC ACHIEVEMENT TO SOCIAL, EMOTIONAL, AND ETHICAL GROWTH. UNDERSTANDING WHY DO I WANT TO BECOME A TEACHER INVOLVES RECOGNIZING THE RESPONSIBILITY AND PRIVILEGE OF SHAPING YOUNG MINDS DURING THEIR FORMATIVE YEARS.

BUILDING CONFIDENCE AND SELF-ESTEEM

TEACHERS HELP STUDENTS BUILD CONFIDENCE AND SELF-ESTEEM BY PROVIDING ENCOURAGEMENT, CONSTRUCTIVE FEEDBACK, AND SUPPORT. THIS NURTURING ENVIRONMENT ENABLES STUDENTS TO OVERCOME CHALLENGES AND DEVELOP RESILIENCE, WHICH IS ESSENTIAL FOR SUCCESS BOTH INSIDE AND OUTSIDE THE CLASSROOM.

FOSTERING CRITICAL THINKING AND PROBLEM-SOLVING SKILLS

EDUCATORS CULTIVATE CRITICAL THINKING AND PROBLEM-SOLVING ABILITIES, EQUIPPING STUDENTS WITH TOOLS NECESSARY FOR NAVIGATING COMPLEX REAL-WORLD SITUATIONS. THIS ASPECT OF TEACHING ALIGNS WITH THE DESIRE TO EMPOWER LEARNERS TO BECOME INDEPENDENT AND RESPONSIBLE INDIVIDUALS.

OPPORTUNITIES FOR CONTINUOUS PROFESSIONAL GROWTH

TEACHING IS A DYNAMIC PROFESSION THAT OFFERS ABUNDANT OPPORTUNITIES FOR CONTINUOUS LEARNING AND PROFESSIONAL DEVELOPMENT. THE MOTIVATION BEHIND WHY DO I WANT TO BECOME A TEACHER OFTEN INCLUDES THE APPEAL OF ENGAGING IN LIFELONG EDUCATION TO ENHANCE INSTRUCTIONAL STRATEGIES AND SUBJECT MATTER EXPERTISE.

ADVANCEMENTS THROUGH PROFESSIONAL DEVELOPMENT

EDUCATORS HAVE ACCESS TO WORKSHOPS, SEMINARS, CERTIFICATIONS, AND ADVANCED DEGREES THAT CONTRIBUTE TO THEIR PROFESSIONAL GROWTH. THESE OPPORTUNITIES ENABLE TEACHERS TO STAY UPDATED WITH THE LATEST EDUCATIONAL RESEARCH, TECHNOLOGY INTEGRATION, AND PEDAGOGICAL TECHNIQUES.

COLLABORATIVE LEARNING ENVIRONMENTS

THE TEACHING PROFESSION ENCOURAGES COLLABORATION WITH COLLEAGUES, ADMINISTRATORS, AND EDUCATION SPECIALISTS. THIS COLLABORATIVE ENVIRONMENT FOSTERS THE EXCHANGE OF IDEAS AND BEST PRACTICES, FURTHER ENRICHING TEACHERS' SKILLS AND KNOWLEDGE.

CONTRIBUTION TO SOCIETY AND COMMUNITY BUILDING

THE DESIRE TO CONTRIBUTE POSITIVELY TO SOCIETY IS A FUNDAMENTAL REASON WHY DO I WANT TO BECOME A TEACHER. EDUCATORS SERVE AS COMMUNITY LEADERS WHO PROMOTE SOCIAL VALUES, CULTURAL AWARENESS, AND CIVIC RESPONSIBILITY THROUGH THEIR WORK WITH STUDENTS AND FAMILIES.

SHAPING FUTURE CITIZENS

TEACHERS PLAY A KEY ROLE IN SHAPING FUTURE CITIZENS BY IMPARTING KNOWLEDGE ABOUT HISTORY, ETHICS, AND SOCIAL RESPONSIBILITIES. THIS FUNCTION IS VITAL FOR FOSTERING A WELL-INFORMED AND ENGAGED POPULACE.

STRENGTHENING COMMUNITY TIES

THROUGH INVOLVEMENT IN SCHOOL EVENTS, COMMUNITY PROJECTS, AND PARTNERSHIPS WITH LOCAL ORGANIZATIONS, TEACHERS HELP STRENGTHEN COMMUNITY TIES. THIS ENGAGEMENT ENHANCES THE EDUCATIONAL EXPERIENCE AND FOSTERS A SUPPORTIVE ENVIRONMENT FOR STUDENTS.

INTRINSIC REWARDS AND CHALLENGES OF TEACHING

WHILE TEACHING OFFERS NUMEROUS INTRINSIC REWARDS, IT ALSO PRESENTS CHALLENGES THAT REQUIRE DEDICATION AND RESILIENCE. UNDERSTANDING THESE FACTORS IS ESSENTIAL FOR THOSE CONSIDERING WHY DO I WANT TO BECOME A TEACHER AND PREPARING FOR A SUSTAINABLE CAREER IN EDUCATION.

EMOTIONAL FULFILLMENT AND JOB SATISFACTION

MANY EDUCATORS FIND EMOTIONAL FULFILLMENT IN WITNESSING STUDENTS' PROGRESS AND ACHIEVEMENTS. THE SENSE OF MAKING A POSITIVE DIFFERENCE IN OTHERS' LIVES CONTRIBUTES SIGNIFICANTLY TO JOB SATISFACTION.

MANAGING CLASSROOM CHALLENGES

TEACHING INVOLVES MANAGING DIVERSE CLASSROOM DYNAMICS, INCLUDING BEHAVIORAL ISSUES AND VARYING LEARNING ABILITIES. EFFECTIVE TEACHERS DEVELOP STRATEGIES TO ADDRESS THESE CHALLENGES, MAINTAINING A PRODUCTIVE AND INCLUSIVE LEARNING ENVIRONMENT.

WORKLOAD AND TIME MANAGEMENT

THE PROFESSION DEMANDS CAREFUL TIME MANAGEMENT TO BALANCE INSTRUCTIONAL DUTIES, GRADING, LESSON PLANNING, AND EXTRACURRICULAR ACTIVITIES. RECOGNIZING AND PREPARING FOR THIS WORKLOAD IS A CRITICAL ASPECT OF PURSUING TEACHING AS A CAREER.

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FREQUENTLY ASKED QUESTIONS

WHY DO PEOPLE COMMONLY CHOOSE TO BECOME TEACHERS?

MANY PEOPLE CHOOSE TO BECOME TEACHERS BECAUSE THEY HAVE A PASSION FOR HELPING OTHERS LEARN, WANT TO MAKE A POSITIVE IMPACT ON FUTURE GENERATIONS, AND ENJOY SHARING KNOWLEDGE IN A MEANINGFUL WAY.

How can wanting to become a teacher reflect personal values?

Wanting to become a teacher often reflects values such as a commitment to education, a desire to contribute to the community, patience, empathy, and a dedication to fostering growth and development in others.

What are some intrinsic motivations behind the desire to become a teacher?

Intrinsic motivations include the joy of inspiring students, the satisfaction of seeing others succeed, a love for a particular subject, and the fulfillment that comes from nurturing curiosity and critical thinking.

How does the desire to become a teacher align with career goals?

Choosing to become a teacher can align with career goals that involve job stability, opportunities for continuous learning, the chance to develop leadership skills, and the ability to influence educational practices and policies.

Why is the desire to become a teacher considered important in addressing global challenges?

Teachers play a crucial role in preparing students to tackle global challenges by fostering critical thinking, promoting cultural understanding, and equipping learners with the skills needed for innovation and responsible citizenship.

Additional Resources

1. *Why I Teach: Reflections on the Meaning and Purpose of Education*

This book explores the intrinsic motivations behind choosing a teaching career. It delves into personal stories from educators who share what inspired them to become teachers and how their passion for learning and student growth fuels their daily work. Readers gain insight into the profound impact teachers have on individuals and communities.

2. *The Heart of a Teacher: Finding Your Why in Education*

Focused on the emotional and philosophical reasons for teaching, this book helps prospective educators connect with their core motivations. It discusses how understanding one's "why" can sustain resilience and joy in the challenging yet rewarding profession of teaching. The book also offers practical advice on maintaining passion throughout a teaching career.

3. *Teaching with Purpose: Discovering Your Path to the Classroom*

This guide encourages readers to reflect deeply on their personal reasons for pursuing teaching. It combines research on educational psychology with inspiring anecdotes to help future teachers identify their unique contributions. The book also addresses common doubts and fears, providing encouragement and clarity.

4. *Inspiring Educators: Stories of Why We Teach*

A collection of narratives from teachers across various disciplines, this book highlights diverse motivations behind choosing education as a vocation. Each story emphasizes the transformative power of teaching and the desire to make a positive difference in students' lives. It serves as both inspiration and affirmation for those considering the profession.

5. *The Calling to Teach: Understanding the Passion and Commitment*

This book examines the concept of teaching as a calling rather than just a job. It explores the ethical, emotional, and intellectual commitments involved in becoming an educator. Readers learn how this sense of calling shapes teaching practices and fosters lifelong dedication to student success.

6. *Becoming a Teacher: Finding Meaning and Motivation in the Classroom*

Designed for aspiring teachers, this book offers guidance on how to align personal values with educational goals. It explores the psychological and social factors that influence the desire to teach. The author

PROVIDES STRATEGIES FOR DEVELOPING A MEANINGFUL AND MOTIVATING TEACHING PHILOSOPHY.

7. *TEACHING AS A VOCATION: EMBRACING THE ROLE OF EDUCATOR*

THIS TEXT PRESENTS TEACHING AS A NOBLE VOCATION ROOTED IN SERVICE AND COMMUNITY. IT DISCUSSES THE SOCIETAL IMPACT OF EDUCATION AND THE PERSONAL FULFILLMENT TEACHERS EXPERIENCE. THE BOOK ALSO ADDRESSES HOW TO SUSTAIN ENTHUSIASM AND PURPOSE AMID CHALLENGES IN THE EDUCATIONAL FIELD.

8. *PASSION FOR TEACHING: WHY EDUCATORS CHOOSE THE CLASSROOM*

THROUGH INTERVIEWS AND RESEARCH, THIS BOOK UNCOVERS THE VARIOUS PASSIONS THAT DRIVE INDIVIDUALS TO BECOME TEACHERS. IT HIGHLIGHTS THEMES SUCH AS LOVE FOR CHILDREN, COMMITMENT TO SOCIAL JUSTICE, AND DESIRE FOR LIFELONG LEARNING. THE BOOK ENCOURAGES READERS TO IDENTIFY AND NURTURE THEIR OWN PASSION FOR TEACHING.

9. *THE EDUCATOR'S JOURNEY: REFLECTING ON WHY WE TEACH*

THIS REFLECTIVE BOOK INVITES FUTURE AND CURRENT TEACHERS TO CONSIDER THEIR MOTIVATIONS AND GOALS IN EDUCATION. IT INCLUDES EXERCISES THAT PROMOTE SELF-AWARENESS AND PROFESSIONAL GROWTH. BY UNDERSTANDING WHY THEY TEACH, EDUCATORS CAN ENHANCE THEIR EFFECTIVENESS AND SATISFACTION IN THE CLASSROOM.

Why Do I Want To Become A Teacher

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why do i want to become a teacher: *So You Want to be a Teacher?* Mary C. Clement, 2002
Coming on the heels of the media announcing a national teacher shortage, this book outlines why people become teachers and helps readers reflect upon their own history with teachers before making a commitment to a teacher education program. The pros and cons of the profession are discussed, as well as how to choose the right subject and grade. Common myths are explored and debunked, such as that old adage, 'Those who can do, and who can't, teach.' The book is designed for the general public as well as students in introductory courses in education. Also includes invaluable references and hints of employment.

why do i want to become a teacher: *The Trainee Primary Teacher's Handbook* Gererd Dixie, Janet Bell, 2009-10-02 This comprehensive handbook has been written for anyone interested in becoming a primary school teacher. The authors draw on their substantial classroom experience to guide you through the entire process, from selecting an Initial Teaching Training provider and putting together your application, to everything you need to know when you start that all important first job. The book includes practical advice on: - choosing the right course - preparing for, and applying for the course - getting to grips with educational jargon - making the most of your training programme - developing effective teaching skills - looking ahead to your induction year. This book is a must for anyone interested in becoming a primary school teacher.

why do i want to become a teacher: *Making Sense of Education* Gert Biesta, 2012-06-05 This volume gives educational theorists the chance to let rip and say what they really want to say. In doing so it sends a blast of fresh air through the dusty halls of academe. The vast majority of the literature in education theory and philosophy follows the conventions of academic writing, and rightly so. Yet its formal, abstract and objective style, which focuses on the careful presentation of theoretical and philosophical arguments, doesn't always give us insights into what motivates and drives the authors—while for academic neophytes it can be dense and arcane. Here, those same theorists and philosophers have been given the chance to expound at length on the topics that most

exercise them. What concerns them, what gets them up in the morning, and what really matters most to them? Readers will discover what happens when these thinkers are explicitly invited to go beyond academic conventions and experiment with form, style and content. Featuring collected essays from leading educationalists from Norway, Sweden, Denmark, the USA, Canada, Israel Germany, Belgium and the UK, these essays provide vital insights into their work as well as being a compelling introduction to contemporary attempts to make sense of education through theory and philosophy. All these authors have made key contributions to the field, and their unique 'manifestos' make a fascinating read for any student or practitioner in education.

why do i want to become a teacher: Finnish Lessons Pasi Sahlberg, 2014 □It is now time to break down the ideology of exceptionalism in the United States and other Anglo-American nations if we are to develop reforms that will truly inspire our teachers to improve learning for all our students□especially those who struggle the most. In that essential quest, Pasi Sahlberg is undoubtedly one of the very best teachers of all. □□From the Foreword by Andy Hargreaves, Lynch School of Education, Boston College Finnish Lessons is a first-hand, comprehensive account of how Finland built a world-class education system during the past three decades. The author traces the evolution of education policies in Finland and highlights how they differ from the United States and other industrialized countries. He shows how rather than relying on competition, choice, and external testing of students, education reforms in Finland focus on professionalizing teachers□ work, developing instructional leadership in schools, and enhancing trust in teachers and schools. This book details the complexity of educational change and encourages educators and policymakers to develop effective solutions for their own districts and schools.

why do i want to become a teacher: Teaching in the New Millennium Mike DeWine, 2000-12

why do i want to become a teacher: Teacher Reflection Zia Tajeddin, Atsuko Watanabe, 2022-09-15 This edited book has been compiled in honor of Thomas S.C. Farrell, one of the most distinguished scholars in theorizing and researching language teacher reflection. It examines teacher reflection in three main areas: policies, practices and the impact of teacher reflection on teachers' practices and professional development. The data-driven chapters shed light on concerns and challenges experienced by teachers in diverse international contexts and institutions, and discuss the practical implications of their findings across a variety of policy settings. The book addresses aspects of reflective practice including macro and micro policies and constraints, as well as opportunities in the engagement of reflective practice. In addition, it explores teachers' identity, cognition, emotion and motivation, areas which are relevant but often not discussed in the literature on reflective practice.

why do i want to become a teacher: Because Teaching Matters Marleen C. Pugach, 2009-01-06 Real challenges. Real choices. And very real consequences. That's what today's classrooms are about. That's why Marleen Pugach's Because Teaching Matter: An Introduction to the Profession 2e is all about depicting today's classrooms as they truly are, while at the same time highlighting the enormous impact teachers have on students' lives. Organized around five professional commitments – from learning from multiple sources of knowledge, using the curriculum responsibly, and embracing diversity, to meeting the needs of individual students and contributing actively to the profession – Because Teaching Matter: An Introduction to the Profession 2e tells the true story of today's complex classrooms. But there's more. It also drives home that though the decision to teach is a serious one, it is one that can be extremely rewarding. Current research; practical discussions; and realistic cases capture the breadth and depth of the modern teaching experience, while a warm, engaging writing style make the text a pleasure to read. Ideal for Foundations of Education and Introduction to Teaching courses designed to provide preservice teachers with an overview of the profession.

why do i want to become a teacher: Why Do Teachers Need to Know About Diverse Learning Needs? Sue Soan, 2021-01-28 As a teacher, what are a teacher's personal, social and emotional responsibilities in supporting pupils with diverse learning needs? There is no longer a

place for a teacher who denies their role in the education of pupils with diverse needs. But understanding how to meet these challenges, particularly in amongst the other challenges of teaching and the classroom, can seem daunting. Drawing on examples from early years to college, this book looks at what inclusion and inclusive practice means in practice and how it relates to different aspects of teaching. Covering issues related to teacher well-being, resilience and other professional skills this book offers the reader the opportunity to use case studies and research to reflect on their own professional practice. Expertly crafted by Sue Soan, drawing on the expertise of a team of practitioners and academics, this book brings together the latest research and current practice. International case studies showcase examples of practice and reflexive questions encourage the reader to explore their experiences, knowledge and expectations to help them to develop as a practitioner.

why do i want to become a teacher: [XXXXXXXXXXXX4B](#) ,

why do i want to become a teacher: [A Guide to Managing and Leading School Operations](#) Jerome Cranston, 2018-02-23 The job of school leader has become progressively more demanding. The role includes increasingly complex problems to be solved and increasingly deep piles of paperwork to complete. Unfortunately, the managing of employees, the preparing and justifying of resource – both personnel and financial – projections, and the complexities involved in operating facilities safely and legally are the most frequently mentioned reasons for why school leaders begin to question their career choice. And, while faculties and colleges of education as well as principals' professional associations offer courses and workshops, very few adequately address the gaps that exist between theory and practice in a way that would mitigate this reticence to lead in this climate. A Principled Guide to Managing and Leading School Operations fills a gap in the training of educational leaders by orienting them to the vitally important business operations required to run a school. This book therefore is for all school leaders who wish they had been given a school operations field manual, and it is for those who prepare them who might wish to rebalance anew the current propensity of principal preparation programs that blindly privilege leadership identity over developing the requisite management acumen teachers, parents and the public expect.

why do i want to become a teacher: [Inspire a Teacher Within](#) Dr. Ashok Patel, 2015-02-17 The author (PhD in Education), is associate professor in education college. He wrote more than thirty educational books. He is a columnist in daily newspaper. Through this, he tries to enhance the educational performance and different roles of teachers, principals, students, parents, government, and society at large. In this book, author has shared his perceptive observations and experiences with twenty-six titles on teachers. There has always been a perennial question: Who is a successful teacher? This issue is examined for millennia in the world by different cultures and civilizations. But the answer to it is neither static nor constant; it changes with time due to the waves of changes in society, economy, philosophy, psychology, technology, and such other forces. Author has ventured this book to examine various characteristic features of an effective and committed teacher. There are increasingly more teachers and principals who have to tackle the problems of expansion of education at all stages and concurrently raise quality, creativity, value-orientation practical skills, and excellence. In this context, the present book is extremely valuable in progressing toward this goal. This book guides to become ideal teacher and principal, what they have to do or not to do. The book will be useful, not only to teachers and principals, but also to teacher-educators, teacher-trainees and others involved in the field of education.

why do i want to become a teacher: [Choreographing Creativity](#) Jennifer Lynne Bird, 2010 This book views teaching as a combination of artistic and technical elements. Dr. Bird presents a fictional story founded in factual teaching methods to illustrate this concept. The teachers in 'Cohort for Change' share snapshots of their classroom experiences and advice for educators who wish to reclaim classroom creativity.

why do i want to become a teacher: [Why Do Teachers Need to Know About Psychology?](#) Jeremy Monsen, Lisa Marks Woolfson, James Boyle, 2021-01-28 As a teacher, what are my personal, social and emotional responsibilities in supporting pupils with psychological development?

Psychology has underpinned educational practice since its inception but understanding what that means in practical terms for educational settings today can seem bewildering. The team draw upon the whole field, covering not only developmental, health, and educational/child psychology, but also organisational and counselling perspectives. Drawing on examples from rural early years settings to large urban secondary schools, this book looks at how psychology can support your teaching practice. It does this by looking at different situations within a teacher's roles and responsibilities, and what this also means for understanding their professional identity. Expertly crafted by Jeremy Mosen, Lisa Marks Woolfson and James Boyle, bringing together the expertise of a team of practitioners and psychologists, this book draws together the latest research and current practice. The team also support you to consider and develop your own views, beliefs and values and explores why it is your responsibility as an educator to make use of psychology not only to ensure the best possible opportunities for children and young people, but also for your own growth in your professional journey.

why do i want to become a teacher: Surviving Emotional Work for Teachers Jean Hopman, 2020-10-29 *Surviving Emotional Work for Teachers* is a guide to improving teachers' wellbeing and practice through support of their emotional workload. The book argues that teachers should be given a formal opportunity to debrief on challenging events, allowing them to reflect on and reframe these experiences in a way that informs future practice to prevent the emotional fatigue that can lead teachers to leave the field altogether. Each chapter opens with a teacher's story, acknowledging the emotional layers present in the scenario and what learnings can be drawn from it. Each of these stories features tension between what is expected of teachers, and how they are limited to act, which is further fuelled by underlying assumptions. This is valuable reading for teachers at all stages of their career, whether preparing for the complex work ahead or making sense of past and current experiences. This book offers a reflexive process that teachers and schools can implement to facilitate the useful exploration of their emotion. Such a process is vital for the overall wellbeing of any school.

why do i want to become a teacher: Teaching to Learn, Learning to Teach Alan J. Singer, WITH Maureen Murphy, S. Maxwell Hines, Maureen O. Murphy, 2003-04-01 *General methods handbook* designed to bridge the gap between practical, theoretical, and critical considerations in secondary school teaching. Stresses social, cultural, and developmental influences on student behavior and the diverse roles of teachers.

why do i want to become a teacher: Women Teachers in Africa Nelly P. Stromquist, Steven J. Klees, Jing Lin, 2017-02-10 Through qualitative research methods, this book engages in a holistic understanding of cultural, economic, and institutional forces that interact to produce the underrepresentation of women as school teachers in four sub-Saharan African countries. Comparative case studies at the national level, using a common research design, show that teaching, despite being an attractive civil service job, offers low salaries and many challenges, especially when it takes place in rural areas. Combining professional duties with demanding family responsibilities further diminishes women's ability to stay in the teaching profession. The studies in this book attempt to bridge research findings with policy by developing action plans in cooperation with ministries of education of the respective countries. *Women Teachers in Africa* will be of interest to academic researchers, undergraduate and postgraduate students in the relevant fields, as well as development professionals, aid agency staff and education policy experts.

why do i want to become a teacher: The Evolution of Teaching Rich Waters, 2014-10-08 *The Evolution of Teaching* invites teachers to rethink what teachers and schools do. The need to rethink the role of teachers is driven by an abundance of data showing that teachers are increasingly unhappy with their work. Most critically, they feel a loss of control over their work and their profession as they witness teacher voices being marginalized by impersonal authorities outside of schools who dictate more and more of what teachers and schools must do. The antidote to this condition is the evolution of teaching. Teachers need to take charge and lead change. They need to redefine teaching and schooling in such a way that it authentically supports student learning and

teacher learning. They must redefine it in a way that supports every teacher's desire to have a personal impact on students while having control over their own work, stakeholder standing as respected professionals, and a full career of professional growth. As *A Guidebook to the Advancement of Teaching, Teacher Education, and Happier Careers*, this text will assist teachers in reconceiving the profession of teaching in ways that will make it more personally satisfying while acknowledging that the work of teachers in the twenty-first century must necessarily be different from what we have now, legacy practices of standardization left over from the industrial age.

why do i want to become a teacher: Engendered Encounters Margaret D. Jacobs, 1999-01-01 In this interdisciplinary study of gender, cross-cultural encounters, and federal Indian policy, Margaret D. Jacobs explores the changing relationship between Anglo-American women and Pueblo Indians before and after the turn of the century. During the late nineteenth century, the Pueblos were often characterized by women reformers as barbaric and needing to be uplifted into civilization. By the 1920s, however, the Pueblos were widely admired by activist Anglo-American women, who challenged assimilation policies and worked hard to protect the Pueblos' traditional way of life. Deftly weaving together an analysis of changes in gender roles, attitudes toward sexuality, public conceptions of Native peoples, and federal Indian policy, Jacobs argues that the impetus for this transformation in perception rests less with a progressively tolerant view of Native peoples and more with fundamental shifts in the ways Anglo-American women saw their own sexuality and social responsibilities.

why do i want to become a teacher: Learning to Be Teacher Leaders Amy D. Broemmel, Jennifer Jordan, Beau Michael Whitsett, 2015-08-20 *Learning to Be Teacher Leaders* examines three integrated components of strong pedagogy—assessment, planning, and instruction—within a framework emphasizing the knowledge, skills, and dispositions that can empower teachers to become teacher leaders within their schools. Combining the what, why, and how of teaching, the research-based concepts, presented in a pragmatic format, are relevant across grade levels, classrooms, and content areas. Designed to support success on national licensure assessments, this text brings together in one place the important features of learning to be an effective teacher, and becoming a teacher leader who continues to grow and develop within the profession. Taking a student-centered approach to instruction, it also recognizes the outside factors that can challenge this approach and provides strategies for coping with them. Using this book as a guide and resource, pre-service and beginning teachers will focus on the most important factors in teaching, resulting in strengthening their pedagogy and developing a language that helps them move forward in terms of agency and advocacy. A Companion Website provides additional resources for instructors and students.

why do i want to become a teacher: The Practical Teacher , 1885

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