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## UNIT 13 TEACHER IN DIVERSE ROLE\*

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### 13.1 INTRODUCTION

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*“What the teacher is, is more important than what he teaches.”* - Karl A. Menninger

This very famous quote reflects the importance of being a teacher. Teacher is a pillar in the teaching learning process. In present context, a teacher is not merely a disseminator of knowledge, rather plays a variety of roles. Due to the paradigm shift in teaching-learning process, teacher's role has become more challenging due to increasing expectations. To match those expectations, teacher has to play diverse roles like a planner, facilitator, co-creator of knowledge, leader in classroom and outside classroom, manager, counsellor and apart from that, a true human being. Present unit will discuss various roles of a teacher and their importance in teaching-learning process. Unit will also discuss about teacher's personal attributes, like beliefs, behavior, and practices, etc. which affect the teaching learning process.

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### 13.2 OBJECTIVES

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After going through this unit, you will be able to:

- examine the teachers' role at various places;

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\* A few sections and subsections of this Unit have been taken from Unit 5 & 6 of ES-335, Teacher and School, SOE, IGNOU

- establish a link between teachers’ personal characteristics and teaching-learning;
- explain role of teacher as a transmitter of knowledge as well as a planner;
- examine the role of a teacher as a facilitator and co-creator of knowledge;
- understand the role of a teacher as manager; and
- reflect the importance of teacher as a counsellor.

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### 13.3 TEACHER AS A PERSON

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First, we have to understand the role of a teacher at various situations. We know that a teacher has to fulfill the expectations of the family, school, society as well as nation. In this section, we shall learn about the expectations from a teacher ranging from their role in classroom to their role as a citizen of the country.

#### 13.3.1 Teacher in a Classroom

The main responsibility of a teacher in the classroom is to ensure that goals of education are attained. These can be specified as learning in terms of predetermined knowledge, skills, and attitudes in specific subjects. It is through these subjects that a teacher strives to achieve school goals as well as all-round development of learners, which is the broader goal of education. In order to achieve this, a teacher creates an artificial environment in the classroom for facilitating learning of learners. S/he provides instruction to the learners, motivates them for learning, helps them to rectify their mistakes, guides them in different situations and evaluates their performance. In other words, teacher uses content as a medium or tool not only to enable learners acquire knowledge, skills and attitudes but also to help them in the all-round development of their personality, which is what education stands for. We will discuss in detail the various roles of a teacher in the classroom in coming sections.

#### 13.3.2 Teacher as a Colleague

When we think about the role of a teacher as a colleague, their role as a ‘team-player’ comes to our mind. There are many activities in the classroom as well as in school which a teacher can accomplish only with the help of colleagues.

##### Activity 1

Enlist few tasks or activities, where you need help of your colleagues to complete those activities/tasks. Also mention the expected role of your colleagues in that activity/task.

Above activity will help you to diagnose the importance of your colleagues in your success.

For being a good colleague, a teacher needs to have the following characteristics:

- First of all, you should be receptive to others ideas.
- You should know the areas where you need support from others and also the areas where you can support other teachers for the benefit of learners.
- Your humility and ability to reach out to other colleagues without any prejudice and bias is more important for forming good relationships but keep in mind that your over involvement in matters of your colleagues can cause problems for you. You are the best judge of the extent of your involvement.

The constant interaction and working closely helps teachers not only in understanding their learners and their problems better but also facilitate their personal growth as teachers. Indirectly, it also leads to the development of the attitude of “openness” among learners.

### 13.3.3 Teacher in the Community

Before asking, “what is the role of the teacher in the community?”, one should think, “What are the social expectations that the community has from a teacher?” A teacher has a very dynamic role in the community. The various aspects of this role include:

- i) One of the major roles is to promote the importance of education among parents particularly those in rural areas so that they enroll their children in schools.
- ii) Many of our rural folks need awareness programmes regarding vaccination, birth control measures, woman health during pregnancy and child birth, cleanliness in and outside home, contagious diseases, personal hygiene, etc. Teacher, being a responsible member of community, should either directly inform people or lead them to proper sources of information, like a doctor.
- iii) Community members especially, parents expect a teacher to be a role model for their children as they are themselves. They want a teacher to avoid any behavior which might be bad for children to imitate.
- iv) In a rural community where a majority of the adult population is likely to be illiterate, a teacher has to play the role of a guide, philosopher and a counselor. Generally, people would approach a teacher for seeking solution to their problems.

It is evident that the expectations of the community from a teacher, especially in a rural area are manifold. The teacher’s role, therefore, is multi-dimensional.

### 13.3.4 Teacher as a Citizen

As an educated person and a person who educates others, a teacher provides a model for future citizens. A teacher enables the functioning of democracy by participating in the democratic processes, acts as an unbiased objective critic of the society, is sensitive to events in the country like corruption, scandals, riots, exploitation etc. which hamper the growth and development of a nation and mobilizes resources to check anti-social and anti-national activities.

Over and above these, a teacher has to be a **Friend, Philosopher and Guide of learners**. S/he has to inspire learners to achieve this best and serve the nation.

**Check Your Progress**

**Notes:** a) Write your answers in the space given below.

b) Compare your answers with those given at the end of the unit.

1) In what type of activities of the community, can a teacher be of great help?

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A teacher is expected to fit into all such roles. Whatever role a teacher is performing, his/her personal characteristics, beliefs, and behavior have a definite impact. Next section will help you to identify the personality attributes of the teacher, which should be known for you.

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### 13.4 TEACHER’S PERSONAL CHARACTERISTICS

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We have already seen that the present day teacher needs systematic training to be effective. S/he is increasingly expected to be a kind of omnibus at a time when all other professions are becoming more specialized in their operation. For example, some professions like those of lawyers, doctors and engineers have a distinct and limited role while a teacher is expected to indulge in diverse activities as part of his/her profession. A teacher is concerned not only with the intellectual development of learners but also with their moral, emotional, civic, aesthetic and even career development. Thus, a teacher’s task has become a challenging one.

An ideal teacher (of course, if such a one could exist) should have the character of a ‘Sanyasi’, the knowledge and skills of an expert, and the ability to apply them with the sensitivity and feeling of an artist.

All these shows that a teacher, to be effective, should develop several personal qualities and professional competencies. In this part of the unit, let us discuss some aspects of the issues concerning personal and professional development of teachers.

#### Personal Qualities

We have already discussed that to be effective and efficient, a teacher requires a number of personal as well as professional qualities. Let us have a look at some of the personal qualities that go towards the making of an effective teacher.

Values like honesty, truthfulness, loyalty, punctuality, cleanliness, dedication, affection, etc. are imbibed, often through observation of others’ behaviours rather than taught. This means that a teacher has to stand as a model for his pupil so as to provide a lasting and inspiring example if they are to have in them these qualities of personality and character.

Everyone expects a teacher to have a sound value system. If a teacher is lazy and lacks enthusiasm and the will to do hard-work, s/he cannot be expected to inculcate these values in pupils. Pupils are keen observers. They are intelligent enough to observe discrepancies between what a teacher preaches and how s/he actually behaves. If a teacher smokes, s/he has no right to advise their pupils to avoid smoking. Similarly, if s/he is dishonest and avoids his duties, s/he has no right to advise his/her pupils to be honest and sincere.

#### Activity 2

We have already noted that teachers, in general, need certain values or positive character traits to be effective. Since you as an individual have had several years of schooling in the past, you may be able to recollect some of your teachers who impressed you. Recall and write down in the space provided below some of these personal qualities and values they exhibited.

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Your list of traits or values, among others, will probably include such qualities as affection, kindness, love, concern, understanding, sincerity, cooperation, dedication, humour, etc.

### **Affection**

Affection, as you know, is one of the basic traits that a teacher needs to have. We do not expect every teacher to be as knowledgeable as Einstein nor do we expect him or her the dedication that we find in Florence Nightingale. However, each one of us expects a certain amount of affection in every teacher. In fact, there is no human being on earth who does not crave for affection from those around, especially from parents and teachers. Just as a mother pours forth her affection on her child, a teacher should show love and concern for his pupils. In the absence of affection we, as teachers, cannot make our pupils feel wanted and accepted. If they feel that they are unwanted and not accepted fully their minds would be clouded with sad thoughts which will prompt them to be indifferent to activities going on in the classroom. Non-participation leads to poor performance and poor performance to withdrawal from the system.

### **Empathy**

Empathy is another great virtue that you as a teacher need to possess. This quality will enable you to feel concerned for your pupils' problems and the efforts they make to cope with them. This quality, would enable you to understand your pupils better both emotionally as well as intellectually. To see the world through a child's eye, you need a lot of emotional flexibility. Empathy will enable you to be judicious, impartial and objective. It will engender in you the requisite understanding to avoid stereotypes and prejudices and treat all pupils with equanimity, irrespective of the background from which they come. In addition, empathy will create in you a better awareness of the functioning of a child's mind which in turn would permit you to avoid the use of words that insult and actions that hurt.

### **Concern and Commitment**

Genuine concern and commitment are other two general qualities that we expect in teachers. You should be dedicated and concerned about the development of your pupils as their parents generally are and then try to do all within your ability to see that they are given an opportunity for their growth and development. You should remember that improvement seldom occurs spontaneously. More often it is attained through deliberate effort. To reach a child's mind, you must capture their heart. Only when a child feels right, can s/he think right. Therefore, if you want to improve your relations with children, you need to keep away your habitual language of rejection and acquire a new language of acceptance. The way you talk to a child reveals how you feel about him/her. If spoken without thinking, your statements can affect his self-esteem and self-worth. If you are genuinely dedicated and concerned about the growth of your pupil, you will try to eradicate the inconsistencies in your talk that tells a child to distrust his/her perception, prevents him/her to discuss his feelings and creates doubt in him/her. As far as possible, you should avoid blaming and shaming, ordering and bossing, and ridiculing and belittling your pupils. Only with genuine concern and commitment to their welfare, you can achieve this.

Again, if you are genuinely interested in the well being of your pupils, you need to be authentic, genuine and sincere. You have no right to preach patience, when you are impatient. You do not have to demonstrate hypocrisy by acting nice, when you feel nasty. If you are enlightened, if you have proper awareness about yourself and

your pupils, you do not have to be afraid of your anger or impatience provided that you have learnt to express them without doing damage. What you need to master here is the art of expressing anger without being insulting. You should not offend either them or their family. You should not come out with gloomy warnings and predictions about their failure. It would be damaging to children to predict where they would end up. Therefore, as a teacher, you need to pick up the secret as to how to be authentic and genuine even when you feel differently.

### Humour

An element of humour is a good trait in a teacher. When we combine elements in a way that is different, unexpected and incongruous, we wind up with humour. You, as a teacher, should develop the ability to play spontaneously with ideas, concepts and relationships. Similarly, you should have the ability to juggle elements into impossible juxtapositions and express the ridiculous. All these can bring in an atmosphere of humour in the classroom. A joke here or a witty utterance there can make your pupils feel happy and dispel the monotony. It can arouse laughter or a smile on their lips, which could make their mind lighter. Humour, thus, can turn out to be a good tool in the hands of an enlightened teacher. With it, s/he can make a classroom alive and create a relaxed atmosphere in it. However, care should be taken to see that humour is not at the expense of any individual student. Don't hurt children inadvertently. Avoid sarcasm. There is no place for disparaging remarks in teacher pupil communication. Bear in mind that a teacher's role is to heal, not to injure. You should shun any comments that hamper a child's self-esteem.

### Other Characteristics

To be effective, a teacher needs a certain amount of personal values like cleanliness, punctuality, honesty etc. This does not mean that we expect teacher to be as pious and honest as Buddha or Mahavir. However, the presence of such values in a teacher would enable him/her to transmit them to his/her pupils, just like a lamp that lights another lamp into equal brightness. Hence, you need to have these traits so that you can inspire your pupils to be honest, punctual, truthful, etc. Mercy can be taught only mercifully. Aesthetics cannot be taught unaesthetically. Similarly, kindness, honesty, truthfulness, etc. are learnt from people who reflect these virtues in their interactions. You cannot teach virtues through lecturing just as swimming and peddling a bicycle cannot be taught through it. These are learnt through experiences. It takes a virtuous teacher to inspire his/her pupils to these values.

In this section of the unit, we have noted that several personal qualities like affection, empathy, concern, dedication, humour, etc. are needed in a teacher to be effective. We have also seen that most of these traits or qualities are not taught but developed. The truth being so, every teacher including those in the process of becoming teachers make a conscious effort to acquire more and more of these traits so that they would continue to be more efficient and effective.

#### Check Your Progress

**Notes:** a) Write your answers in the space given below.

b) Compare your answers with those given at the end of the unit.

2) Some of the personal qualities required in a teacher to be effective are:

i)

ii)

iii)	iv)
v)	vi)
vii)	viii)
ix)	x)

### 13.5 TEACHER AS A TRANSMITTER OF KNOWLEDGE

In order to understand the role of a teacher as a transmitter, we should examine his/her role in traditional educational setup, where followings are expected from a teacher:

- i) A teacher introduces a lesson.
- ii) A teacher explains a concept.
- iii) A teacher clarifies doubts of students with suitable illustration.
- iv) A teacher draws a diagram while explaining.
- v) A teacher asks questions to learners.

In all the above situations, a teacher is a participant in the teaching-learning process, a part of the stimuli provided to learners to bring about learning. The other inputs are the content that gets transacted across learners, mode of transaction used by a teacher and other audio-visual aids used by the teacher to promote effective learning.

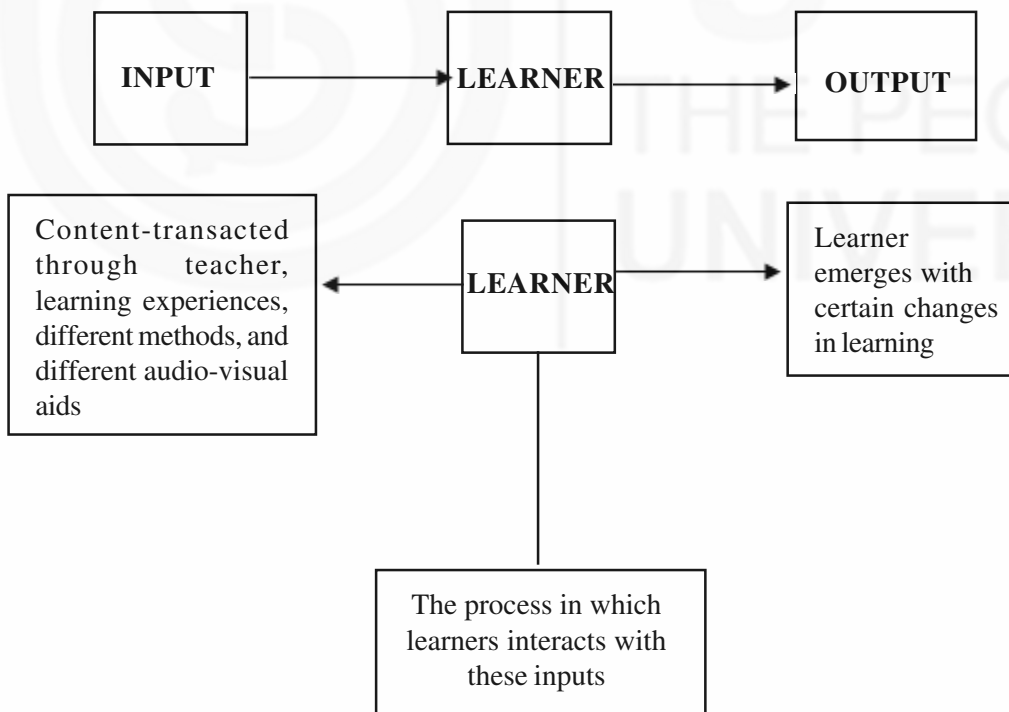


Fig. 13.1: Teaching – An Interactive Function

The Fig. 13.1 makes it clear that there is a face-to-face interaction between learners and the teacher. In fact, this is what is commonly understood as teaching – an interactive function.

**Check Your Progress**

**Notes:** a) Write your answers in the space given below.

b) Compare your answers with those given at the end of the unit.

3) What is the role played by a teacher when he/she takes his/her learners for a study tour?

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4) Explain the role of a teacher as an instructional input in 5-8 sentences.

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**13.6 TEACHER AS A PLANNER**

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Role of teacher as a planner is quite visible as compared to other roles. You will agree that a teacher plans many things for teaching learning. As a teacher, you must have planned many things for your learners, for your subject or for your school. In every such planning, you are working as a planner. Have you ever reflected on basic steps of planning, which you have done for teaching-learning, or assessment or any activity (curricular or co-curricular), event, etc.?

In this section, let us try to identify some core steps, which are involved in every kind of planning in teaching-learning process.

- **Objective:** Every planning has some objective. It may be explaining any concept, reflection on any practice, observation of any event or development of life skills, etc.
- **For whom:** Learner is the center of every planning in teaching-learning. Learners abilities, strengths, weakness, etc. are to be kept in mind while planning anything for them.
- **When:** Whether it is a lesson planning, assessment planning or any event planning, as a planner you should keep in mind the time. When will it take place?



- **Where:** The place of event i.e. the classroom or the school premises or outside of the school should be kept in mind, when you are planning the place and space.
- **How:** Appropriate strategy for execution is also an important component of planning. As a planner, you have to plan the method, media, process, sequence, etc. which will help to execute your plan in desired manner.
- **Outcome:** A good planner always have the plans about expected outcomes. However in constructivist perspective, learning is more important than outcomes. Being a teacher, you should also plan the desired learning, which helps in executing the plan in right track to facilitate learners.

For better understanding, the role of a teacher in planning, let us do the following exercise.

### Activity 3

Compare planning of a lesson, a unit test and a debate competition to be organized by you. You have to write the activity/step you follow in planning of each of these in the following grid:

<i>Step</i>	<i>Lesson Plan</i>	<i>Unit Test</i>	<i>Debate Competition</i>
<i>Objective</i>			
<i>When</i>			
<i>Where</i>			
<i>How</i>			
<i>Outcome</i>			

## 13.7 TEACHER AS A FACILITATOR

To facilitate means to promote, to help forward, or to make easy. Therefore, in the context of instruction, a teacher's role would be to promote learning, to help learners to develop more and more by learning by providing them a conducive environment to interact within order to bring about learning and further development. In this role as a facilitator of learning, learner's role of interacting and moving forward is emphasized, and the teacher's role is in the background as a guide and a facilitator different from what we have already seen in section 13.5, i.e. as a transmitter of knowledge.

To explain further, when a teacher is part of the environment in which learners are learning, or is participating in the process of instruction, s/he is a transmitter of knowledge, but when s/he is providing certain guidance in order to bring about learning of students by way of their interaction with relevant instructional components, s/he is a facilitator of learning. Look at the following pair of situations.

- Teacher gives a lecture on importance of keeping the surroundings of our home clean.

- ii) Teacher shows paper cuttings/slides/video films exposing dirty surroundings and their negative impact on human life and initiates a discussion on learners observations-finally leading to importance of keeping the surroundings of home clean.

**and**

- i) Teacher lectures on the phenomenon of change of colour in a flower induced by difference in intensity of sunlight.
- ii) Teacher guides learners to do a project work on the phenomenon of colour change in a rose, induced by difference in intensity of sunlight. Teacher does not tell them about the change of colour, but instructs regarding what is to be observed in the plant in its natural settings at different times of the day and night and the way their observations have to be recorded. She later holds discussion on their observations, finally arriving at the phenomenon of influence of sunlight on the colour of the flower.

The roles of teachers are distinctly different in the two situations. In situation No. 1, of both pairs, learning is based on what the teacher explains, or it is a teacher-centered method, where learners role is minimum. In other words, teacher's role is that of an instructional input. But in situation No. 2, of both the pairs, learning is by means of learner's interaction with specially designed environment of visuals and discussion (as in the first case) or in natural situation – observation and recording followed by discussions (as in situation No. 2 of the second pair). The sequences organized are learner centered, where the focus is on what learners observe, understand, record or discuss, with teacher guiding at required stages, to FACILITATE learning involved in the process.

There are different methods of promoting learning. Some are learner-centered – like library work, project work, experimentation, home assignment, etc. where major focus is on how learners organize their steps of learning by interacting with different environmental components like printed matter, natural realities etc. In all such methods, teacher guides learners as to how to go about learning sequences, thus facilitating their learning. In other words in all learner- centered methods teacher is a facilitator and not a participant. Here are more examples:

- i) After a brief initiation into the philosophy of John Dewey, the teacher gives a list of references available in school library, and asks learners to write an essay on the topic.

As their work is in progress, learners meet the teacher and receive guidance to move forward in the task assigned to them.

- ii) Learners are asked to collect samples of leaf formation, preserve, draw them and discuss in the class, with teacher's guidance.
- iii) Learners are asked to sow seeds in a pot, and observe in different light situations, ranging from absence of light to full sunlight to artificial lighting, with reporting the development of different at stages and discussions with the teacher.

So far, we have seen the roles of a teacher as an instructional input, a manager, and a facilitator. There are many more roles which a teacher performs. These we will discuss in the next sections.

**Check Your Progress**

**Notes:** a) Write your answers in the space given below.

b) Compare your answers with those given at the end of the unit.

5) Explain the role of a teacher as a facilitator of learning as different from that of an instructional input.

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6) What is the role of the teacher when:

a) S/he guides learners during their project work?

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b) S/he corrects a write-up developed by a learner for a debating competition?

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**13.8 TEACHER AS A CO-CREATOR**

National Curriculum Framework-2005 visualized teachers as co-creator of knowledge. Sometimes teachers are referred as “knowledge partners of learners”. Let us analyze few characteristics of teacher and teaching learning process, where a teacher needs to be a co-creator of knowledge. Teachers are co-creator if they:

- motivate learners to frame their own question about various observations,
- ask learners to interpret a situation in their own way and identify the probable solution of a problem with scaffolding by teachers,
- encourage learners to work in group and also become active member of the group,
- keep learners active and motivate them to observe, react and reflect continuously,
- help learners in evolving new knowledge using their previous knowledge through discussions, debates, inquiry or experimentation.

**Activity 4**

Identify a topic/theme from the subject you are teaching at secondary level. How will you work as co-creator of knowledge for that topic? Devise a strategy and act on it. Record your observations during the process.

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### 13.9 TEACHER AS A LEADER

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When the notion of ‘Leader’ is suffixed with the teacher, it is often viewed as Leadership in Teachers’ Association. In teaching-learning, it is not so microscopic view. By definition, “*leadership is the ability to lead a group, motivate to complete the given task and share the responsibility and accountability of the task*”. When you apply this in the context of teacher, you can say, “*Teacher as a leader lead the learners in the class or group of teachers for better teaching-learning through assigning a task, motivating them to complete it and sharing responsibilities, success as well as failure.(.....)*” It means a teacher has to perform various leadership roles, which could be classified in two ways:

- a) leadership in the classroom
- b) leadership roles in school

When we talk about leadership in the classroom, it means a teacher has to lead the class either to complete a task or sometimes to develop and maintain positive and effective relationship among class. Whereas when we think of teachers’ leadership roles in school, we generally count his/her role in various school committees, responsibilities to organize various events, co-curricular activities as well as professional development activities for fellow teachers. In this role, it is expected from a teacher that his/her professional aim should be in sync with school’s vision and mission. Teacher should share various responsibilities in the school, or with the management for the success and betterment of the school.

**Activity 5**

You must have noticed few teachers in your school who are always ready to share school’s responsibilities or play a role of a catalyst in organizing various events. Indentify a teacher and observe his/her behavior before the event, during the event and after the event and enlist the qualities or characteristics of his personality, which are making him/her a leader.

Your list may have few of the following skills, which are common among teacher leaders.

**Trust Building:** A teacher-leader always believes in having trust in others as well as develops an environment where people can trust him/her. For leading a group, one needs to develop a rapport among those with whom the task is to be performed. This is an essential skill for a leader without which sharing of responsibilities is not possible.

**Diagnosing Institutional Conditions:** A good teacher-leader is also well aware of the institutional conditions. It includes working environment, freedom of work and willingness of management of the school/institution for experimentation. S/he diagnoses the situation before planning or suggesting for any event or activity as well as analyze scope for his/her role.

**Dealing with Processes:** You must have observed that while organizing any activity, the leader has to deal with certain processes. Sometimes, these may be internal like approval from discipline group or management committee or finance committee. Sometimes, there may be various processes involved with outside agencies or government bodies. A teacher-leader always identifies such processes and ready to deal with all such processes.

**Work Management:** Leadership involves mobilization of various persons associated with you, which may be your learners or colleagues. A good teacher-leader always know how to share work, how to motivate all for achieving a common target and how to build a team.

There may be other skills or characteristics in your list which you have identified. Elaborating more on those will help you to transform yourself as a teacher-leader in and outside of classroom.

**Check Your Progress**

**Notes:** a) Write your answer in the space given below.

b) Compare your answer with those given at the end of the unit.

7) Enlist the leadership roles of a teacher in school.

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**13.10 TEACHER AS A MANAGER**

A manager is basically at the helm of any organization. S/he has to take decisions, control the situation, be spontaneous and resourceful to change decisions for better functioning of the organization if situation demands, etc. We all are familiar with managers of a company, of a school or a college, etc. Let us apply our knowledge of managerial competencies in the case of instruction, and see how a teacher performs the role of a manager.

Teachers, like executives in other setting, are expected to provide leadership to students and to coordinate a variety of activities as they and learners work interdependently to accomplish academic and social goals of schooling. Teacher’s role as a manager is concerned with all the three phases of teaching namely, pre-teaching, teaching and post-teaching.

**13.10.1 Role of the Teacher in the Pre-teaching Phase**

Pre-teaching phase essentially comprises the activity of planning teaching-learning process. Planning is actually a simplification of a complex process. The following are the specific activities involved in the pre-teaching phase:

i) Analyzing the content.

- ii) Deciding on the portion of the content to be selected for instruction.
- iii) Deciding on instructional objectives for the chosen content on the basis of the knowledge about:
  - a) Level of learners
  - b) Their socio-cultural context
  - c) Time available.
- iv) Examining different learning experiences that are suitable for achieving the set objectives.
- v) Deciding on the best alternative from a repertoire of learning experiences and deciding the best sequencing of these to bring about pre-specified learning. For example, a lecture followed by a discussion, followed by showing some visual aids and again followed by a discussion, etc.
- vi) Deciding the method of evaluating learning, (a written test, oral test, a performance test etc.) and the specific item of evaluation (question in case of oral and written tests, aspects to be observed and assessed in case of performance test).

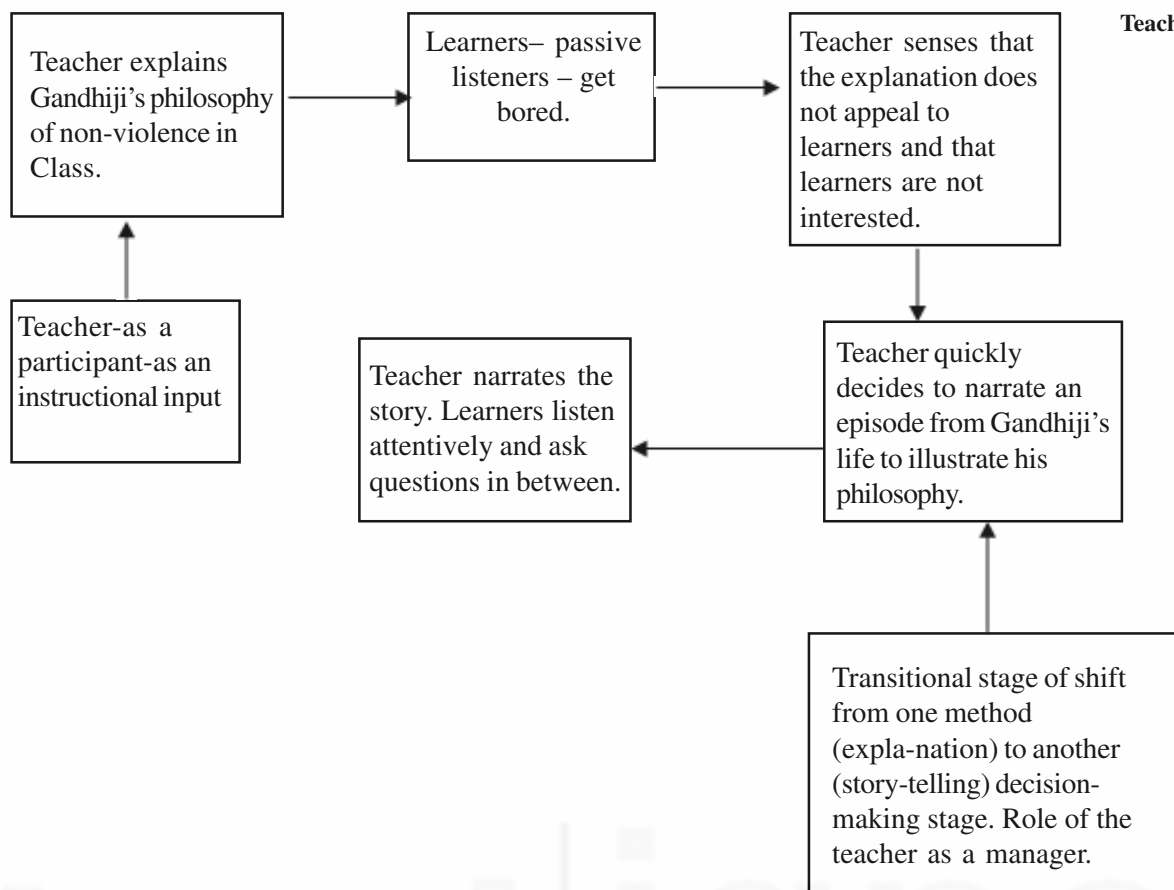
In above activities, the teacher is not participating in the instructional process. S/he is an outsider and a decision maker, and a designer of the way. The process of instruction has to be organized. In all these situations, the teacher's role is strictly speaking that of manager, and not of an input, although management is an important input in effective implementation of different activities.

### 13.10.2 Role of the Teacher in the Teaching Phase

In the earlier section, we have seen how the teacher becomes a part of the teaching-learning process, and is identified as an instructional input. In the following paragraph, you will see how a teacher plays the role of a manager during the instructional/teaching-learning process. Examine the following situations:

- i) Sensing that learners are bored, a teacher decides to stop teaching
- ii) Realizing that a learner has not understood a point fully, a teacher decides to simplify the explanation with more examples.
- iii) In order to make a lesson more interesting, a teacher decides to narrate a related story.
- iv) As learners start making too much noise and can not be managed by a teacher, she decides to let them go out and play.
- v) As the prepared plan does not prove effective to make learners understand the point, a teacher decides to deviate from the plan and tries out another sequencing of learning experiences.

In all these situations, a teacher is part of the instructional system, but is NOT PARTICIPATING or is NOT AN INSTRUCTIONAL INPUT. S/he is, however, making quick decisions in between the process, with the objective of being effective. In other words, in order to bring about meaningful learning, a teacher, with his/her resourcefulness and spontaneity is deciding to change the mode of operation, to suit to the needs of learners. In these situations, a teacher is functioning as a designer/manager/decision maker. In fact he/she is at a transitional stage or shifting from the role of a participant/as instructional input to a different mode as a decision maker. This shift can be understood clearly from the Fig. 13.2.



**Fig.13.2: Teacher as a Disciplinarian**

You all must be familiar with such comments people make: “she can manage the class very well” or “learners are well disciplined in his class”. In such situations it is obvious that a teacher is effectively managing learners with alternative solutions to problems as and when they emerge or enter in the class. These alternative solutions depends on many factors like, age group of learners, physical fitness of the group (if they are not interested in a class after a physically tiring PT period), general climate of the school (if annual day is approaching, or fun fair is due, and learners are in a fun-making mode) etc. An effective teacher would succeed in maintaining discipline and managing learners well without losing his/her control and at the same time the confidence of learners. A lot of knowledge of the psychology of child/ adolescent is required for the teacher for being an effective manager in such situations. A teacher has to be empathetic, tactful, patient and tolerant.

### 13.10.3 Role of the Teacher in the Post-teaching Phase

Post-teaching phase, as described in the introduction of this section, is the one that involves teacher’s activities such as analyzing results of evaluation to determine learners’ learning, especially their problems in understanding specific areas, to reflect on one’s own teaching and to decide on the necessary changes to be brought in the next instructional period. Examine the following activities of a teacher:

- i) Teacher analyses the written performance of learners ( of class VII) and realizes that 80% (Class VII) have not been able to do single digit multiplication correctly.
- ii) Teacher goes through the plan of the lesson on multiplication and realizes that learner’s knowledge of addition was presumed, but not revised.
- iii) Realizing that multiplication is based on thorough mastery of addition the teacher decides to start all over again with addition.

In these three situations, the teacher is a designer in the post-teaching phase-designer of the next instructional system.

We can summarize by saying that in the post-teaching phase, a teacher analyses results, reflects on self and modifies the teaching-learning process, all with purpose of being an effective as a teacher.

In order to see the roles of a teacher as a manager at different stages the flow diagram (Fig. 13.3) would help:

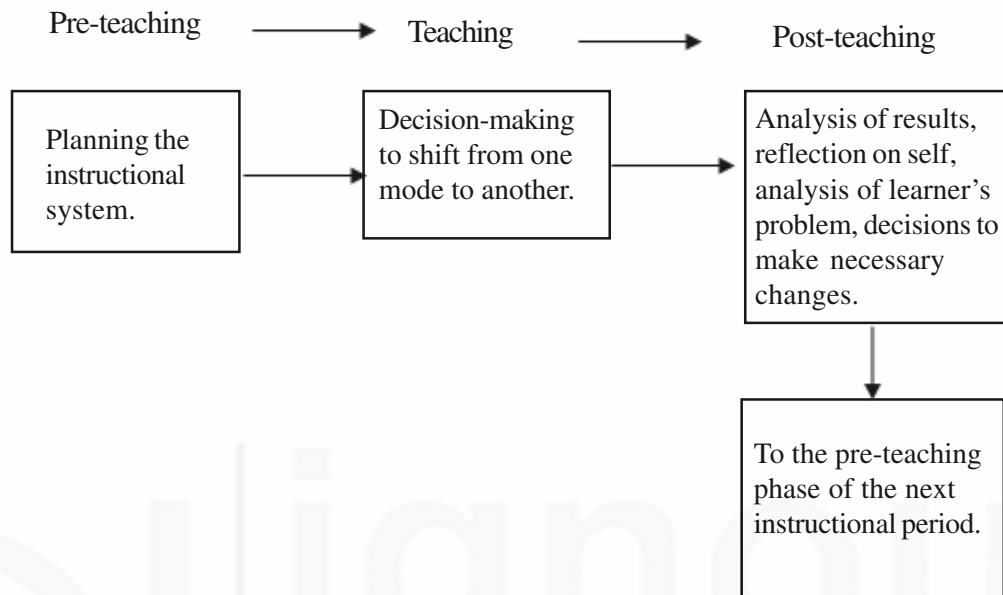


Fig. 13.3: Teacher as a Manager at Different Phases of Teaching

**Check Your Progress**

**Notes:** a) Write your answers in the space given below.

b) Compare your answers with those given at the end of the unit.

8) What is the role of a teacher:

a) When s/he draws a diagram on the blackboard to clarify a doubt.

.....  
 .....  
 .....

b) When s/he sets question papers.

.....  
 .....  
 .....

c) When s/he decides to repeat a lesson in a different way to make it more interesting to his/her learners.

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 .....  
 .....



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## 13.11 TEACHER AS A COUNSELLOR

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The role of the teacher as a counsellor is quite different from other roles described so far. To counsel is to give advice, according to dictionary, although it is more than mere advising.

In the context of a school, the teacher is the counsellor and the learner either approached the teacher when s/he has a problem, which cannot be solved by self, or the teacher senses the problem and offers help to the learner to solve the problem.

Teacher, as a counsellor, addresses not only problems related to school, studies etc. but also those related to friends, family, health, etc.

The most important attribute of a teacher to be an effective counsellor is his/her **sensitivity in identifying learners with problems**. This is because, in a school set up, learners seldom approach teachers with their problems to get any help, as they are apprehensive about disclosing the intimate nature of their problems. It is only with serious effort that a sensitive teacher after identifying a learner with some problem can establish rapport with him/her and make him/her come out with the problem that he/she is confronted with. After having understood the nature of the problem, the role of the teacher is to **help a learner realize his/her potential** to solve it. Counselling works on the principle that every individual, if guided properly, can realize the strengths of self to solve problems of self. Hence, a teacher does not have always to give solutions. What he can do is to make clear the different paths to solving the problem and in the process makes a learner move forward in solving the problem. Examine the following situations:

- a) A sensitive teacher observes that a learner is inattentive and very sad in most classes. She calls the learner alone and opens a dialogue. After two or three sessions, problem comes out, the learner's grandmother to whom she was attached, has passed away and this had made a great difference in her life. The teacher empathizes with her and talks about life and death in a very objective way and then suggest the different ways that she (the learner) could engage herself while at home. The teacher also helps her to think about the hard reality of absence of someone dear and to come out of the it, though it is very painful. With many such sessions, the learner emerges as a reconciled person, overcoming her sadness, and starts to be attentive and alert in the class.
- b) A student Sheela, who according to the teacher is a bright and hard working, is not doing well in tests. The teacher senses that there is some problem and opens an intimate dialogue with her. After spending some time the teacher understands the problem of Sheela becoming over anxious about tests, doesn't sleep well before tests commence, therefore is unable to do well in tests. The teacher starts with importance of mental health for doing well in general, and in tests especially, indicating how sufficient hours of sleep are indispensable for performance. Then she goes on to indicate the different ways of relaxing during days of test, which is essential for doing well in tests. Apart from all these, the teacher boosts Sheela's morale by pointing out her inherent capabilities by using which she can emerge as a very successful person.

It is apparent that in the above situations there are certain attributes in the teacher, which make him or her an effective counsellor.

They are:

- being a keen observant
- being sensitive
- being empathetic (being able to see the problem from the learner's perspective)
- being objective

And apart from all these, being loving and friendly to win the confidence of learners so that they would open up is also an attribute in a teacher.

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### **13.12 LET US SUM UP**

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Unit discussed about teacher as a person, where the focus was on place of teacher in classroom, community, his/her role as a colleague as well as a citizen of the country. Teacher is a friend, philosopher and guide of learners, this has been established. Teachers' personal qualities like affection, empathy, concern for learners and profession as well as commitment are very important for his/her success as a teacher. Unit explained role of teacher as a transmitter of knowledge as well as a planner. Constructivism has proposed role of teacher as a facilitator and co-creator of knowledge; these dimensions were also discussed in the unit. As a leader, teacher requires trust building, diagnosing institutional conditions, dealing with processes and work management skills. Teacher's role as a manager in every phase i.e. pre-teaching, during-teaching and post-teaching phase is very important. Unit has highlighted that teachers also have to play a role of counsellor to resolve many day-to-day problems of their learners.

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### **13.13 UNIT END EXERCISES**

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- 1) How the role of teacher as a community member affects his/her teaching-learning? Explain.
- 2) Organize a discussion at your school with parents and identify the personality characteristics of teachers which are affecting learners in the opinion of parents.
- 3) Discuss the role of a teacher as planner in planning for a field-trip for learners.
- 4) Do you think, constructivism has affected the role of teacher? Discuss in details.

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### **13.14 ANSWERS TO CHECK YOUR PROGRESS**

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- 1) Enlist the activities as per your experience or based on discussion with colleagues.
- 2) Answer based on reading of section 13.4.
- 3) Teacher has to play role of planner, manager, facilitator and guide.
- 4) Explain in your own words.
- 5) Explain in your own words.
- 6) Explain in your own words.
- 7) A teacher has to play leadership roles for trust building among colleagues and management, in analyzing institutional condition and future predictions, in dealing with various processes official/social/constitutional, etc. and in managing the workforce and workload.
- 8) Answer questions based on reading of section 13.10.

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## 13.15 SUGGESTED READINGS AND REFERENCES

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