



Seven Habits of Effective Teachers

Reflections on nourishing the self
who teaches

Timothy A. Pynchyl
Department of Psychology



Carleton
UNIVERSITY



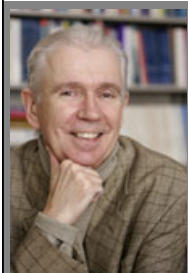
Parker Palmer



Learning in Community: The conversation of colleagues

- The resources we need in order to grow as teachers are abundant within the community of colleagues. How can we emerge from our privatization and create a continuing conversation about pedagogy that will allow us to tap that abundance? **Good talk about good teaching is what we need** - to enhance both our professional practice and the selfhood from which it comes. (Palmer, 1998)

On keynote addresses . . .



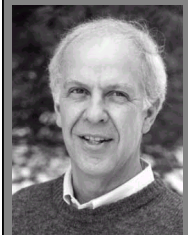
Stephen Brookfield



"Whenever I am asked to address a group of practitioners or to give a speech at a conference, I ask myself what can I possibly offer that can have any relevance or use to such people? **The teachers I meet at such gatherings seem to have such a wealth of experience and to be working in such insightful and innovative ways that I doubt whether anything I say will have any meaning or validity for them**"

(p. 45; Brookfield, 1990).

Brookfield, S.D. (1990). *The Skillful Teacher: On technique, trust and responsiveness in the classroom*. San Francisco: Jossey-Bass.



Parker Palmer



Thoughts about speaking

"There is an old Quaker saying I have always loved: 'Don't speak unless you can improve upon the silence.' It is an intimidating counsel if taken literally, but that is not how it is meant. **It simply reminds us that the words we speak about important things are always partial and penultimate, so they must be chosen with care and abandon** - care because we want to tell the truth, abandon because the truth can never be told as long as we are in tight control"

(Palmer in Forward to O'Reilley, 1998, p. ix).

Good talk about good teaching - Ours

Purpose today . . .

- Something thoughtful & thought provoking
- Orchestrate a number of “voices”
- Create many places of engagement through something potentially familiar
- Challenge assumptions
- Offer practical suggestions for change



My pace . . . your questions . . . time for discussion
(there's no exam, this is not an ideal example of “teaching”)

Good talk about good teaching - Others



Bell Hooks



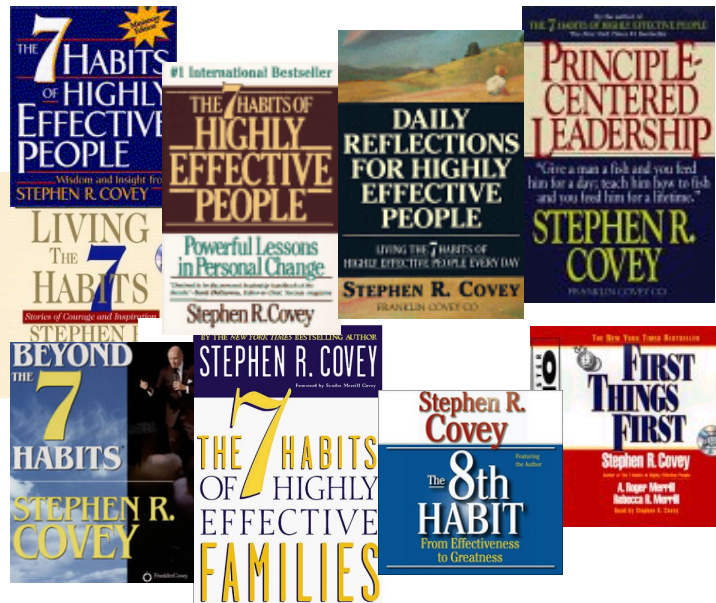
- Allen, G. (2002). The “good-enough” teacher and the authentic student. In J. Mills (Ed.), *A Pedagogy of Becoming*, New York: Editions Rodopi.
- Bain, K. (2004). *What the best college teachers do*. Cambridge, Mass: Harvard University Press.
- Boice, R. (2000). *Advice for new faculty members*. Toronto: Allyn & Bacon.
- Brookfield, S.D. (1990). *The Skillful Teacher: On technique, trust and responsiveness in the classroom*. San Francisco: Jossey-Bass.
- Brookfield, S.D. (1995). “What it means to be a critically reflective teacher” in S.D. Brookfield., *Becoming a Critically Reflective Teacher*. San Francisco: Jossey-Bass, 1-27.
- Finkel, D.L. (2000). *Teaching with your mouth shut*. Portsmouth, N.H.: Heinemann.
- hooks, b. (2003). *Teaching community: A pedagogy of hope*. New York: Routledge.
- McKeachie, W. (2012). *Teaching Tips: Strategies, Research, & Theory for College & University Teachers* (11th edition). New York: Houghton Mifflin Company.
- O'Reilley, M.R. (1998). *Radical Presence: Teaching as contemplative practice*. Portsmouth, NH: Boynton/Cook
- Palmer, P. (1999). *The Courage to Teach*. San Francisco: Jossey-Bass.

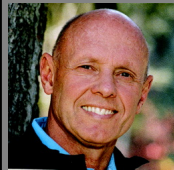


Therese Huston



teaching what you **don't** know





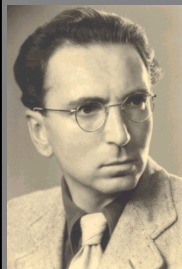
Stephen R. Covey
1932- 2012



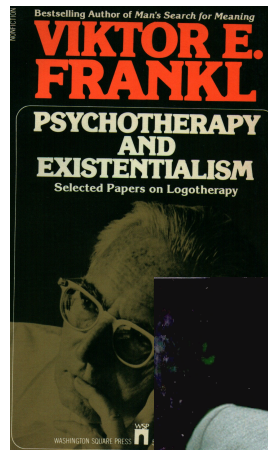
Seven Habits



Victor Frankl (1905-1997)



(Portrait 1940)



(Portrait 1994)



Restoring the character ethic

"People are intrigued when they see good things happening in the lives of individuals, families and organizations . . . And their immediate request is very revealing of their basic paradigm. 'How do you do it?' Teach me the techniques" (p. 40, Covey, 1989).



Restoring the character ethic

"People are intrigued when they see good things happening in the lives of individuals, families and organizations . . . And their immediate request is very revealing of their basic paradigm. 'How do you do it?' Teach me the techniques" (p. 40, Covey, 1989).

The approach here is "principled centered, character-based, 'inside-out' approach" . . . [Which means] "to start first with self, even more fundamentally, to start with the most inside part of your self - with your paradigms, your character and your motives" (pp. 42-43)



Stephen Brookfield



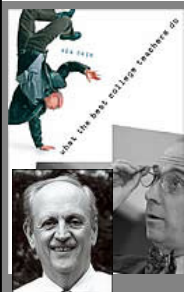
On technique

- “Only basic goodness gives life to technique” (p. 21, Covey, 1989)
- “. . .[teachers] come to trust their insights and judgements at the same time as they begin to decrease their dependence on decontextualized principles and techniques of good practice” (pp. 12-13, Brookfield, 1990)



Where technique falls short, humanity emerges

“After three decades of trying to learn my craft, every class comes down to this: my students and I, face to face, engaged in an ancient and exacting exchange called education. **The techniques I have mastered do not disappear, but neither do they suffice.** Face to face with my students, only one resource is at my immediate command: my identity, my selfhood, my sense of this ‘I’ who teaches - without which I have no sense of the ‘Thou’ who learns”
(p. 10, Palmer, 1998).



Ken Bain



Not effective technique, but the “humane”

- The magic does not, however, lie in any one of these practices. I cannot stress enough the simple yet powerful notion that **the key to understanding the best teaching can be found not in particular practices or rules** but in the **attitudes** of the teachers, in their **faith** in their students' abilities to achieve, in their **willingness** to take their students seriously and to let them assume control of their own education, and in their **commitment** to let all policies and practices flow from central learning objectives and from a mutual respect and agreement between students and teachers (pp. 78-79, Bain)

How do you do it? Beyond technique



- "Who is the self that teaches? . . . is the most fundamental question we can ask about teaching and those who teach—for the sake of learning and those who learn" (p. 7; Palmer, 1998).
- Moving from self-mastery/identity & integrity through to interdependence
- Maturity continuum
- Habits



7 habits

- Be Proactive
- Begin with the End in Mind
- Put First Things First
- Think Win/Win
- Seek First to Understand, Then to Be Understood
- Synergize
- Sharpen the Saw

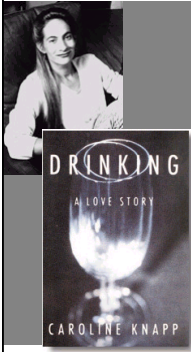


1. Be Proactive

- Agency
- Not reactive
 - Too much to cover
 - Students ill prepared or not interested
 - Not enough time
 - Teaching not rewarded
- Work within Circle of Influence

In Frankl's words, "What he [people] becomes - within the limits of endowment and environment - he has made himself" (p. 47, *Psychotherapy and Existentialism*)

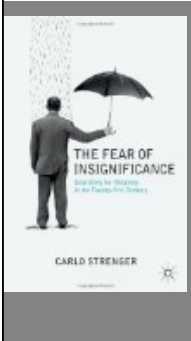
Agency



"So five years after my last drink, I feel a little stronger, a little clearer and very sobered. Life is hard, growth is painful, joy can be elusive. The very best thing I can say about sobriety - the most promising and also the most daunting - is that it gives you choices: You can face fears or run away from them; keep slogging through the mire of human relations or steer clear of risk entirely; spend the next 10 years alone in the house watching *ER* or figure out why the world is so scary. **This is what hit me in the midst of that bleak depression last spring: I'd walk the dog at a local reservoir every afternoon and I'd stare at the ground in front of me and I'd struggle with my own sense of agency.**"

Caroline Knapp (author of *Drinking: A Love Story*) "Sober SECOND Thoughts: Confessions of a reformed drinker," *Ottawa Citizen*, March 14, 1999, p. C8

Tragedy, Agency & Authorship



"The crucial step is to accept that to become the author of our lives, we need to accept that we haven't chosen the base materials of who we are. We can only choose to shape them with clear view of our strength and weaknesses . . . This process, like stretching, involves pain and requires discipline" (p. 102).

Individuality and authorship

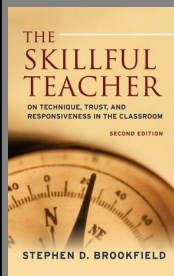


Carlo Strenger



“The existential experience of having created a life that truly expresses a person’s sense of individuality can be called the ‘sense of authorship’ ”(p. 108).

Strenger, C. (2011). *The Fear of Insignificance: Searching for Meaning in the Twenty-First Century*. New York: Palgrave MacMillan



Agency, risk-taking and teaching

- “Failure is endemic to courageous, risk-taking teaching.” p. 9
- “It is when you stop hurting that you need to worry” p. 10

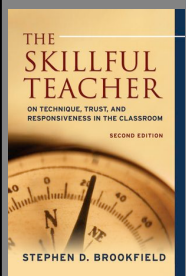
(from Brookfield, S.D. (1990). *The Skillful Teacher: On technique, trust and responsiveness in the classroom*. San Francisco: Jossey-Bass.)

2. Begin with the End in Mind

- “all things are created twice”
- essence precedes existence
- intention (mental representation) then action
- central role of mission statement
- learning objectives/outcomes



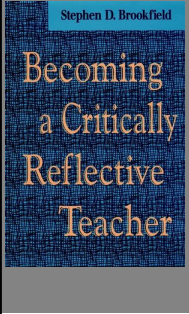
Begin with the end in mind



“Teaching is about making some kind of dent in the world so that the world is different than it was before you practiced your craft” (p. 18).



Brookfield, S.D. (1990). *The Skillful Teacher: On technique, trust and responsiveness in the classroom*. San Francisco: Jossey-Bass.




Stephen D. Brookfield

Becoming
a Critically
Reflective
Teacher

Begin with the end in mind

“We teach to change the world.”

Brookfield, S.D. (1995). “What it means to be a critically reflective teacher” in S.D. Brookfield., *Becoming a Critically Reflective Teacher*. San Francisco: Jossey-Bass, 1-27.



FANSHAWE
COLLEGE



William Yeats

“Education is not the filling of a pail but the lighting of a fire”

William Butler Yeats (Poet & Playwright, 1865-1939)



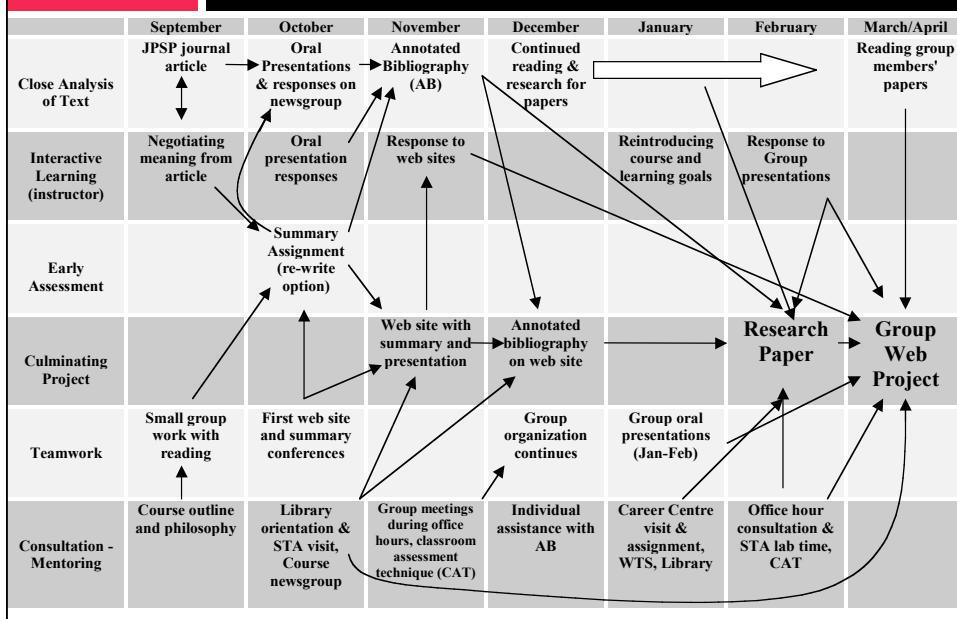
FANSHAWE
COLLEGE

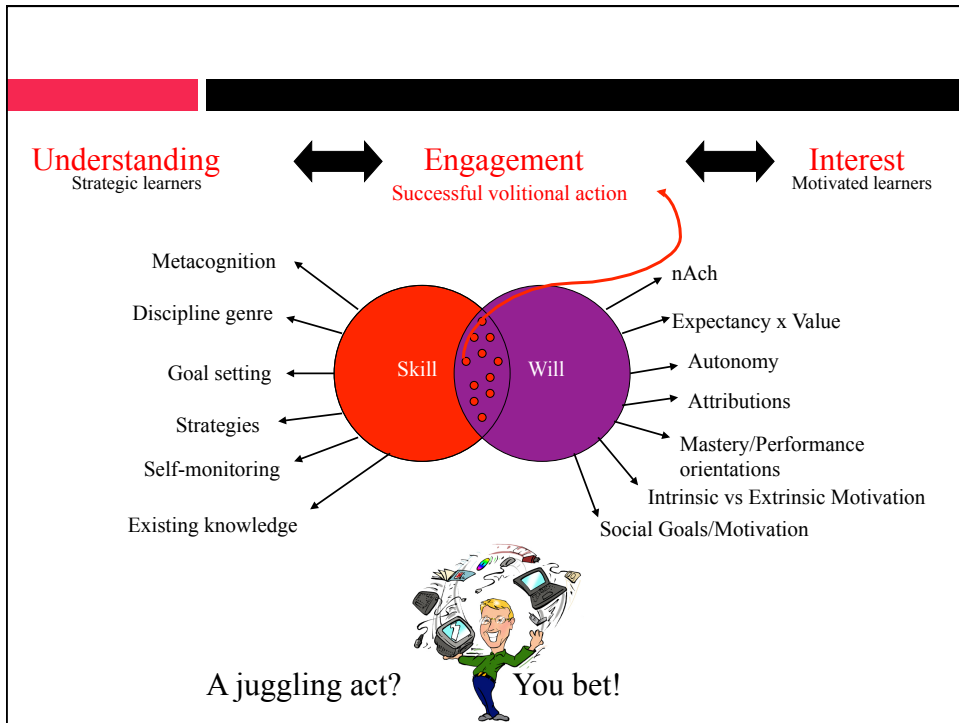
Beginning with the end in mind

- “Having a clear sense of where the journey is leading and a deeply held belief in the importance of embarking on it are attributes that come powerfully into play when students feel lost, afraid and confused along the way” (Brookfield, 1990; p. 20).
- “. . . you must be able to communicate to your students the values, beliefs, and purposes comprising your rationale” (p. 23).



Vision in Curricular planning






PERSONAL MISSION STATEMENT PHILOSOPHY OF TEACHING

Covey writes, "How many really buy into it and use it as your frame of reference for making decisions? Without involvement there is no commitment. Mark it down, asterisk it, circle it, underline it. **NO INVOLVEMENT, NO COMMITMENT**" (p. 143).

What is your "vision of the possible?"



FANSHAWE
COLLEGE







3. Put First Things First

- Exercise of independent will
- It's the "just doing it"
- It may be about procrastination
- It's certainly about priorities










www.procrastination.ca



Effective Management

- "... our ability to make and keep commitments to ourselves, to 'walk our talk'" (p. 148)
- "Management is discipline, carrying it out."
 - lab meetings
 - office hours, email, newsgroups
 - marking

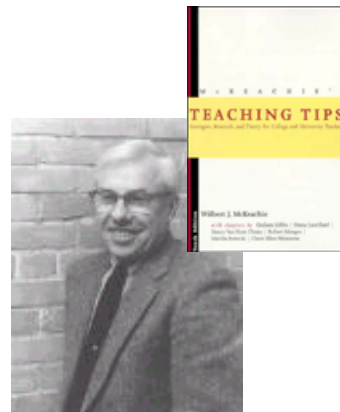
Put First Things First

- Exercise of independent will
- It's the "just doing it"
- It may be about procrastination
- It's certainly about priorities




Planning and Priorities


- Planning Your Course
- The First Day of Class
- 101 Things You Can Do
- Learning Student Names
- Teaching Aids



Wilbert McKeachie

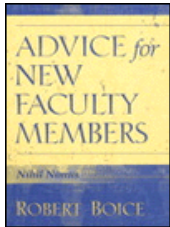



Robert Boice



Strategies for doing

1. Moderate classroom incivilities with prosocial immediacies
2. Wait
3. Begin before feeling ready
4. Work and teach in brief, regular sessions
5. Stop
6. Moderate over-attachment to content and over-reaction to criticism
7. Moderate negative thinking and strong emotions
8. Let others do some of the work
9. Welcome learning and change
10. Build resilience by limiting wasted efforts





The magical matrix

<b style="color: red; font-size: 2em;">URGENCY		IMPORTANCE
Relationship building New opportunities Creativity, Planning WRITING!	Crises Fighting Fires Deadlines	
Busy work True Procrastination	Some mail, reports, meetings, etc.	

Know how to say no.

Where are we?

- Be Proactive
- Begin with the End in Mind
- Put First Things First

} Integrity &
Self

Next moving towards **interdependence**, and then,

- Win/Win



Interdependence

Emotional Bank Accounts

- Understanding the individual
- **Attending to the little things**
- Keeping commitments
- **Clarifying expectations**
- Showing Personal Integrity
- Apologizing sincerely for “withdrawals”



4. Think Win/Win

- Scarcity vs. abundance mentality
- Win/Win transforms the individuals involved



Learning – “the great thing between us”

Process to Win/Win

“Put learning in the middle.”

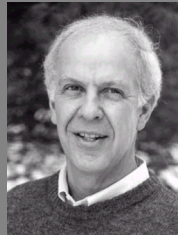
Make explicit:

- Desired results
- Guidelines
- Resources
- Accountability
- Consequences



At one level, it looks like technique, but even here Covey argues that it is not.

“Win/Win is not a personality technique . . . It comes from a character of integrity, maturity, and the Abundance mentality. *It grows out of high-trust relationships.*” (p. 233)



Parker Palmer



Zero-sum

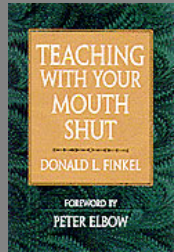
“At its best, the community of truth advances our knowledge through conflict, not competition. Competition is a secretive, zero-sum game played by individuals for private gain; conflict is open and sometimes raucous but always communal, a public encounter in which it is possible for **everyone to win** by learning and growing” (p. 103; Palmer, 1998, emphasis added).



Process to Win/Win

- “If trust ... is high, what is your [teaching] method? Get out of their way. As long as you have an upfront Win/Win agreement and they know exactly what is expected, your role is to be a source of help and to receive their accountability reports” (pp. 223-224)

5. Seek first to understand



Listen first, maybe only listen

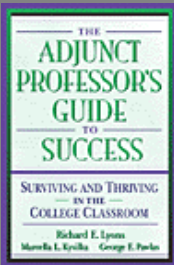
- Central role of listening
 - mimic content, rephrase content, reflect content and feeling
- “Empathic listening is also very risky. It takes a great deal of security to go into a deep listening experience because you open yourself up to be influenced . . . You become vulnerable” (p. 243)



“The fact is, I would not be able to care very long if I thought it was up to me to make a wise comment about everything people tell me, or to fix them. . . We don't need fixing, most of us, as much as we need a warm space and a good cow” (O'Reilly, 1998; pp. 28-29).



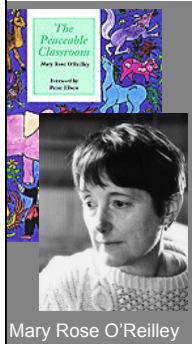
Mark Weisberg (Queen's)



Vulnerability

- One of the greatest rewards of teaching is allowing yourself to be sufficiently vulnerable that you empower students to share more of themselves with you and their peers than might at times be comfortable.

The Adjunct Professor's Guide to Success: Surviving and Thriving in the College Classroom, Chapter 4 - Today's Undergraduate Students, pp. 41-42. By Richard E. Lyons, Marcella L. Kysilka, and George E. Pawlas, Allyn & Bacon, A Viacom Company, Needham Heights, MA. Copyright ©1999 Allyn & Bacon



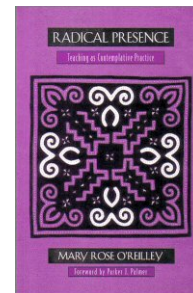
Mary Rose O'Reilly



To teach is to create a space

"These are revolutionary words, because most of us think in terms of filling a space: filling the number of minutes between the beginning and end of class, filling the student's notebook, filling the student's head. . . What if we did the opposite? Instead of feeding, we were to honor the hunger with which our students come to school? . . . How can we make a space . . . in our classroom? Mindfulness helps . . .

Simply **being there**, with a very precise focused attention, listening, watching. Not being somewhere else, answering some question that hasn't been asked." (O'Reilly, 1998, pp. 1-3)



Where are we?

- Be Proactive
- Begin with the End in Mind
- Put First Things First
- Think Win/Win
- Seek First to Understand, Then to Be Understood
- Synergize ← (we're almost done!)
- Sharpen the Saw



Value differences! - the whole is greater than the sum . . .



Faith that a solution is there.

Creativity and synergy



“The creative process is also the most terrifying part because you don’t know exactly what’s going to happen or where it is going to lead. You don’t know what new dangers and challenges you’ll find. It takes an enormous amount of internal security to begin with the spirit of adventure, the spirit of discovery, the spirit of creativity. Without doubt, you have to leave the comfort zone of base camp and confront an entirely new and unknown wilderness. You become a trailblazer, a pathfinder. You open new possibilities, new territories, new continents, so that others can follow” (p. 263).

Synergize

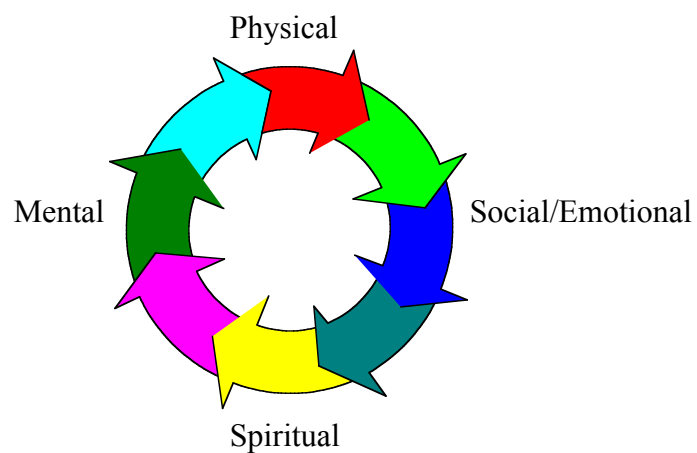


“ we must talk to each other about our inner lives -- risky stuff ...”

p. 12

“...mutual illumination that often occurs when we are willing to explore our inner dynamics with each other” p. 23

7. Sharpen Your Saw



3M Fellows at Strawberry Creek



Concluding Remarks

“So if you want to be really effective in the habit of interpersonal communication, you cannot do it with technique alone. You have to build the skills of empathic listening on a base of character that inspires openness and trust. And you have to build the Emotional Bank Accounts that create a commerce between hearts” (p. 239; Covey, 1989).



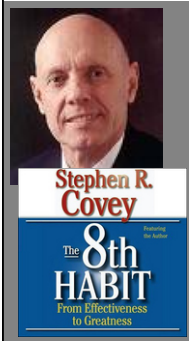
Concluding Remarks

- "There are no formulas for good teaching, and the advice of experts has but marginal utility. If we want to grow in our practice, we have two primary places to go: to the inner ground from which good teaching comes and to the community of fellow teachers from whom we can learn more about ourselves and our craft" (p. 141; Palmer, 1998).



The 8th Habit

Find your voice
and inspire others to
find theirs.

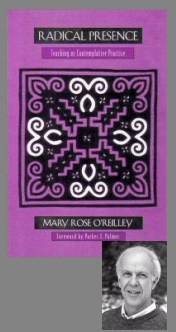


7 habits

- Be Proactive
- Begin with the End in Mind
- Put First Things First
- Think Win/Win
- Seek First to Understand, Then to Be Understood
- Synergize
- Sharpen the Saw



Tips, tricks and techniques



... are not at the heart of education - **fire is.**

I mean finding light in the darkness, staying warm in the cold world, avoiding being burned if you can, and knowing what brings healing if you can cannot. That is the knowledge that our students really want, and that is the knowledge we owe them. Not merely the facts, not merely the theories, but **a deep knowing of what it means to kindle the gift of life in ourselves, in others, and in the world** (Palmer, p. x; Foreword to O'Reilly, 1998; emphasis added).



Seven Habits of Effective Teachers

Reflections on nourishing the self
who teaches

Timothy A. Pychyl
Department of Psychology



Carleton
UNIVERSITY