

What Makes a Good Teacher?

Student's Name

Institutional Affiliation

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Exemplary students are a product of good teachers. They are groomed by instructors who dedicate their lives to their wellbeing. While most educators seek to impart knowledge to students and improve their performance, great teachers remain in short supply. In my academic pursuits, I had the privilege of encountering Mr. Francis in my final year of high school. He was our English instructor. Through the one year of tutelage, he exemplified the qualities of a good teacher through his care for both our academic performance and social life, sought to create enjoyable classroom experiences, and was an effective disciplinarian.

Irrefutably, great teachers care about both the academic performance of their students and their daily life experiences. Firstly, good teachers invest in the academic wellbeing of learners. They set high standards of quality for students and then guide them through classroom instruction, regular assessments, and assignments to ensure that learners improve their performance consistently. However, they also invest in the daily social lives of their students (Hanushek, 2016). In my case, Mr. Francis epitomized his skills as a teacher through his persistent interest in every student in the class. Academically, he set a specific pass mark for each learner according to our abilities and then worked with the students to ensure it was achieved. Socially, he showed interest in trivial life issues that were relevant to students such as romantic relationships. We loved him for his care.

Moreover, great teachers seek opportunities to make learning interesting and engage with students by creating an interactive scholarly environment. Coe, Aloisi, Higgins, and Major (2014) maintain that good instructors are creative in their teaching approaches. For example, in the final year of high school, we studied “The Merchant of Venice” by Shakespeare. Although had initially struggled with its interpretation, Mr. Francis made it easy and fun to learn through

dramatization. He would arrange the classroom turning it into a theatre where we would act out the play. The outcome was an increased passion for the set book and higher performance in our final exams than any previous class in the history of the school.

Finally, good teachers are effective disciplinarians. According to Rahimi and Karkami (2015), proper classroom management and discipline guards students against distractions and unnecessary cognitive threats. Essentially, teachers who set the right tone through their disciplinary approaches help learners to concentrate on the lesson and to also mature personally. In the one year that I interacted with Mr. Francis, I gained some of the most coveted leadership skills in my youth. Initially, most of my classroom experiences had either involved harsh teachers that instilled fear in us or disorganized educators who never cared about students' attention. However, Mr. Francis' approach made leaders out of us. For example, he habitually offered immediate corrections to violations of class rules and praise for good behavior. Since then, I have come to appreciate and adopt prompt rectification of error and reward in my later leadership roles.

In conclusion, whereas good teachers are rare, they are often memorable for their contributions on the social development and general well-being of their students. Mr. Francis was one such example. He cared for our performance and social wellbeing through his humor-filled approach to instruction. He also sought to create an interactive teaching environment that made learning enjoyable and easy to recall. Moreover, his disciplinary approach was one of the most effective lessons that I have learned, which I adopted in my adulthood as a leader. I hope he was not the last good teacher.

## References

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