

Becoming Inspirational Teachers and Role Models



Bio Data

- Edris Khamissa is an international consultant in Education and Human Development. Was Chairman of the English Society of South Africa .He was a lecturer in didactics and methodology at IPSA .
- He embraced the Muslim School Movement in 1987 and since he has been a headteacher of three schools.
- He has conducted numerous workshops in Australia, ,Bangladesh, United States, Canada, England, Jeddah, Doha, Dubai, Nigeria, Lusaka, Zimbabwe and Mozambique.
- He was one of the founding members of Ams-South Africa. He is an advisory member of IBERR-International Board of Educational Research and Resources.
- He also conducts in –service training for business corporations. As a Parenting Expert and a Marriage Counsellor he conducts workshops on these topics. Youth Leadership is another area of his focus. He is a regular guest on local and international radio stations.

Why do we
need
inspiration?

Look
around. What do
you see?

What do our
children need?

Motivational Quotations for Teachers

Children Are...
AMAZING, acknowledge them
BELIEVABLE, trust them
CHILDLIKE, allow them
DIVINE, honor them
ENERGETIC, nourish them
FALLIBLE, embrace them
GIFTS, treasure them
HERE NOW, be with them
INNOCENT, delight with them
JOYFUL, appreciate them
KINDHEARTED, learn from them
LOVABLE, cherish them
MAGICAL, fly with them
NOBLE, esteem them
OPEN MINDED, respect them
PRECIOUS, value them
QUESTIONERS, encourage them
RESOURCEFUL, support them
SPONTANEOUS, enjoy them
TALENTED, believe in them
UNIQUE, affirm them
VULNERABLE, protect them
WHOLE, recognize them
XTRASPECIAL, celebrate them
YEARNING, notice them
ZANY, laugh with them



TEACH
encourage
instruct
MENTOR
PRAISE
influence
GUIDE
INSPIRE



You must first
teach a child
he is
LOVED
only then
is he ready to learn
EVERYTHING ELSE

I FACILITATE THINKING.
I ENGAGE MINDS.
I LISTEN TO QUESTIONS.
I ENCOURAGE RISK.
I SUPPORT STRUGGLE.
I CULTIVATE DREAMS.
I LEARN EVERYDAY.

I TEACH.

"the
best teachers
don't give you
the answers.
they just point
the way and let you
make your own choices.
your own mistakes.
that way you get all
the glory. And you
deserve
it."

- Mr. Schuester
2013-2014, 2014-2015

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Motivational Quotations for Teachers

I teach
and i'm proud
of it!

**WHAT CHILDREN
NEED MOST.....**
LOVE Respect to **PLAY**
 to have fun to be seen
TO BE LISTENED TO
 Your presence A hero
 A fostered sense of wonder
LOTS OF HUGS To **PLAY**
 The chance to make mistakes
 Encouragement to try again
 Room to grow **DREAMS**
 To be told **YES!**
 To be trusted **Affection**
GUIDANCE TO PLAY

Growing A Jeweled Rose.com

YOU
ARE
YOU
THIS
IS
TRUER
THAN
TRUE
THERE
IS
NO
ONE
ALIVE
WHO
IS
YOUR
THAN
YOU

achievable
engaging exhibitions
time enthusiastic friendly
extreme enjoyable encouraged
Brilliant entertaining
expand Excellent
encourage enlightening
good students
attentive activities
variety



CLASSROOM RULES

- We do please
- we do thank yous
- WE DO kindness
- we do kindness
- WE DO compliments
- we do MAY I?
- WE DO clean tidily
- we do RAISE YOUR HAND
- WE DO happy
- WE DO it's okay
- WE DO quiet
- we do hugs
- WE DO healthy!

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Motivational Quotations for Teachers

A TEACHER
PRESENTS
THE PAST,
REVEALS THE
PRESENT,
AND CREATES
THE FUTURE

TEACHERS
change the
world one
CHILD
at a time

PRACTICE
makes
PROGRESS,
NOT
PERFECT.

teach
inspire
encourage
grow dream
passion idea
courage learn
dedication drive
strength develop
heart honesty
believe love

A TEACHER'S
PURPOSE IS
NOT TO
CREATE
STUDENTS IN HIS
OWN IMAGE,
BUT TO
DEVELOP
STUDENTS
WHO CAN
CREATE THEIR
OWN IMAGE.

-Author Unknown

THE MEDIOCRE
TEACHER TELLS.
THE GOOD
TEACHER
EXPLAINS.
THE SUPERIOR
TEACHER
DEMONSTRATES.
THE GREAT
TEACHER
INSPIRES.

WILLIAM ARTHUR WARD

Every
child in
your class
is someone's
whole
World!

I **TEACH** for a living...
What's your
SUPERPOWER?

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MOTIVATION

Becoming Inspirational Teachers and Role Models



"I have come to a frightening conclusion.

I am **the decisive element** in the classroom.

It is **my personal approach that creates the climate.**

It is **my daily mood that makes the weather.**

As a teacher I **possess tremendous power**

to make a **child's life** miserable or **joyous.**

I can be a tool of torture or an **instrument of inspiration.**

I can humiliate or **humour**, hurt or **heal.**

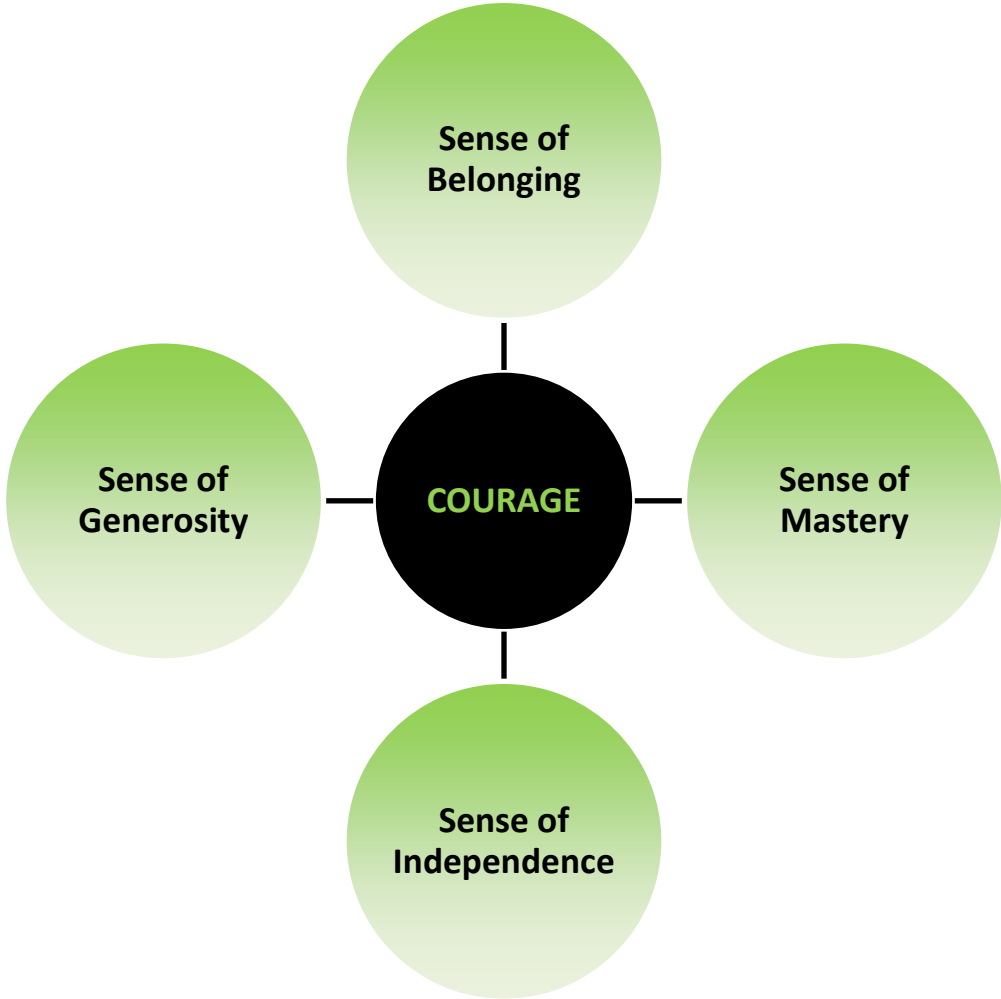
In all situations, it is **my response that decides whether a crisis will be escalated or de-escalated, and a child humanized or de-humanized."**

- Quote by Haim Ginott
(Teacher & Child Psychologist)

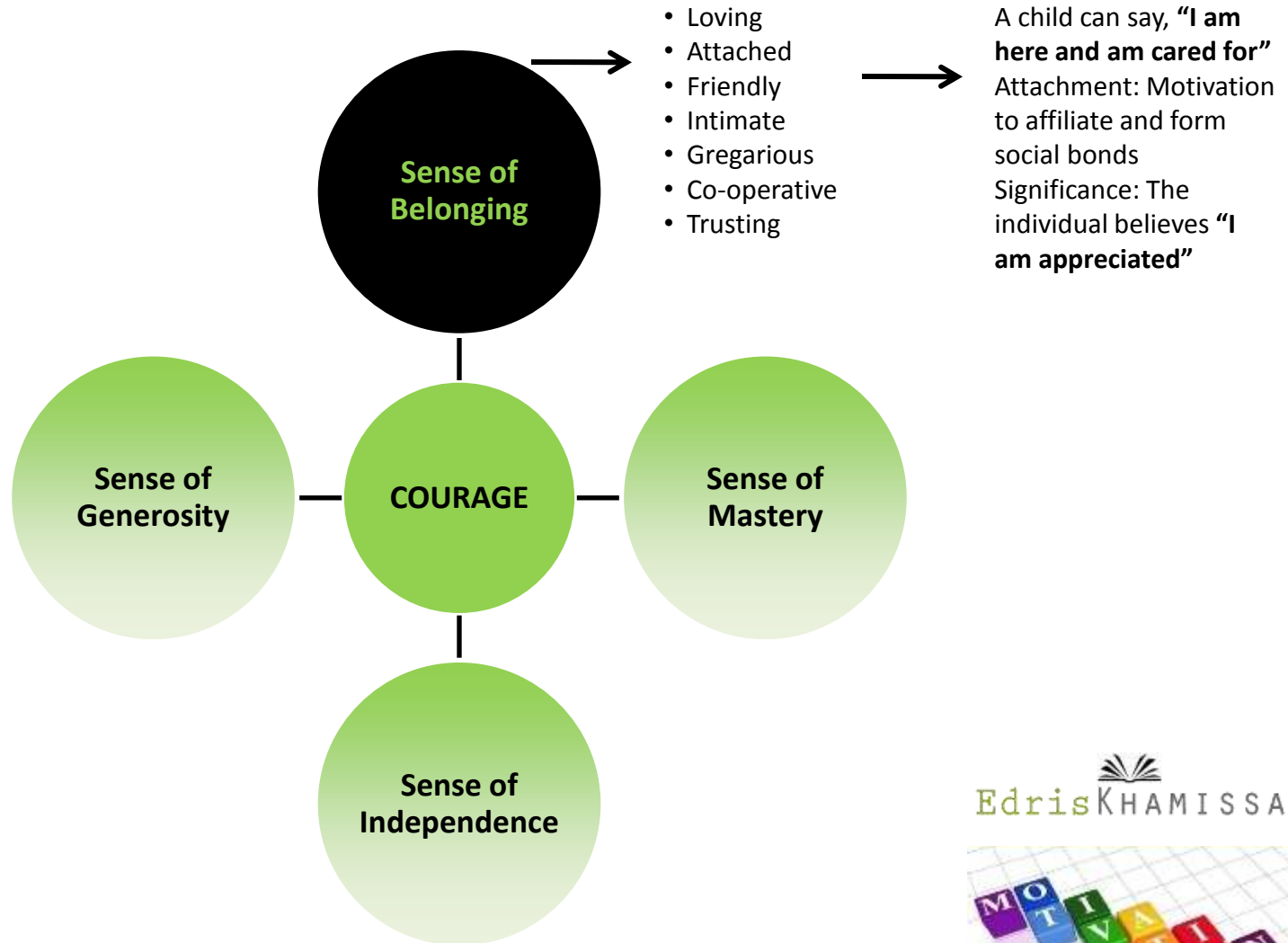
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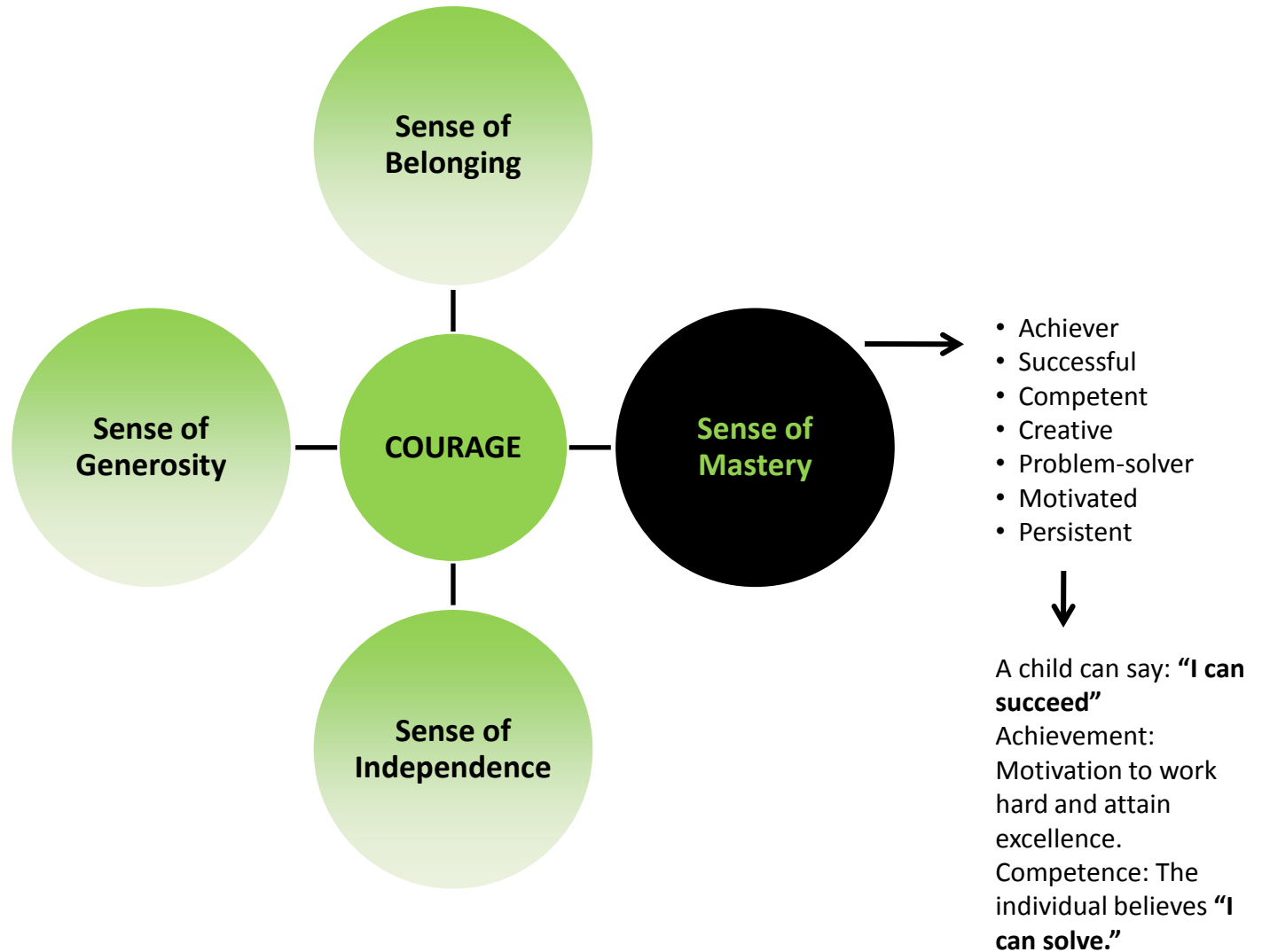
The Circle of WHOLENESS



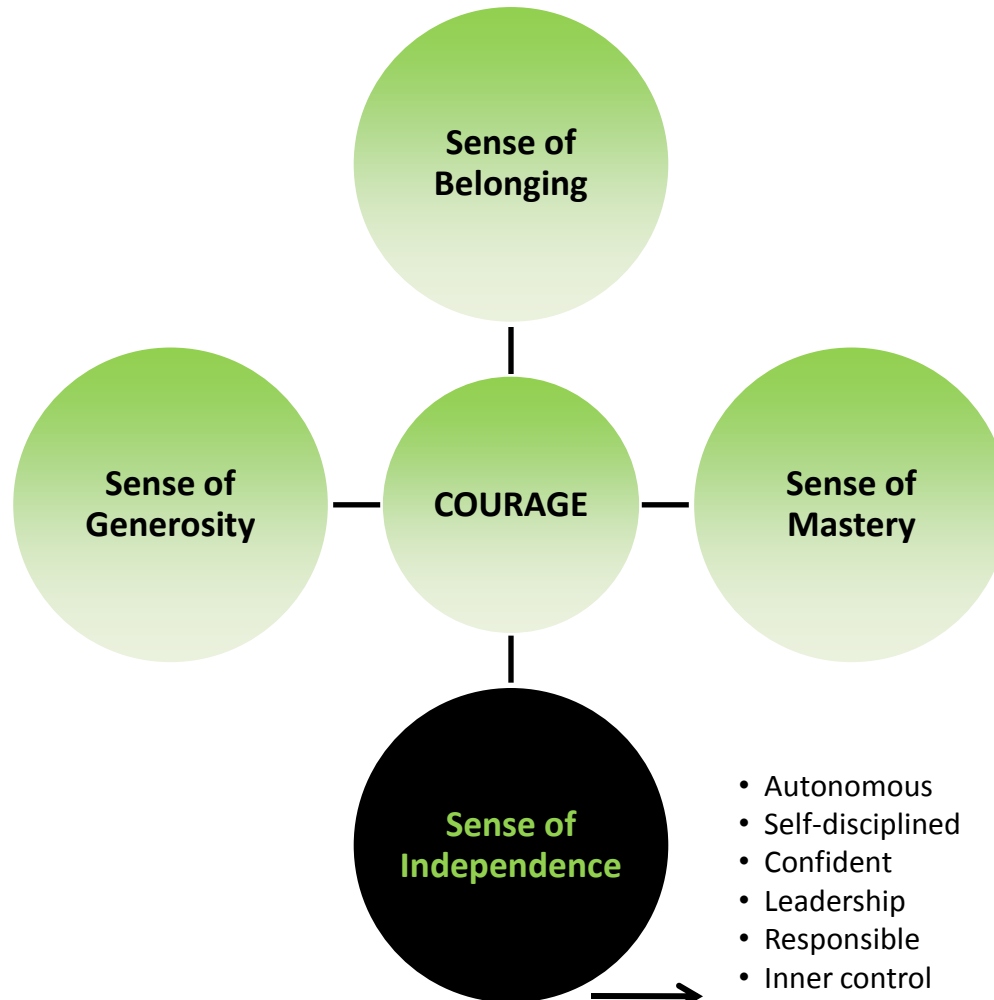
The Circle of WHOLENESS



The Circle of WHOLENESS



The Circle of WHOLENESS



- Autonomous
- Self-disciplined
- Confident
- Leadership
- Responsible
- Inner control
- Assertive

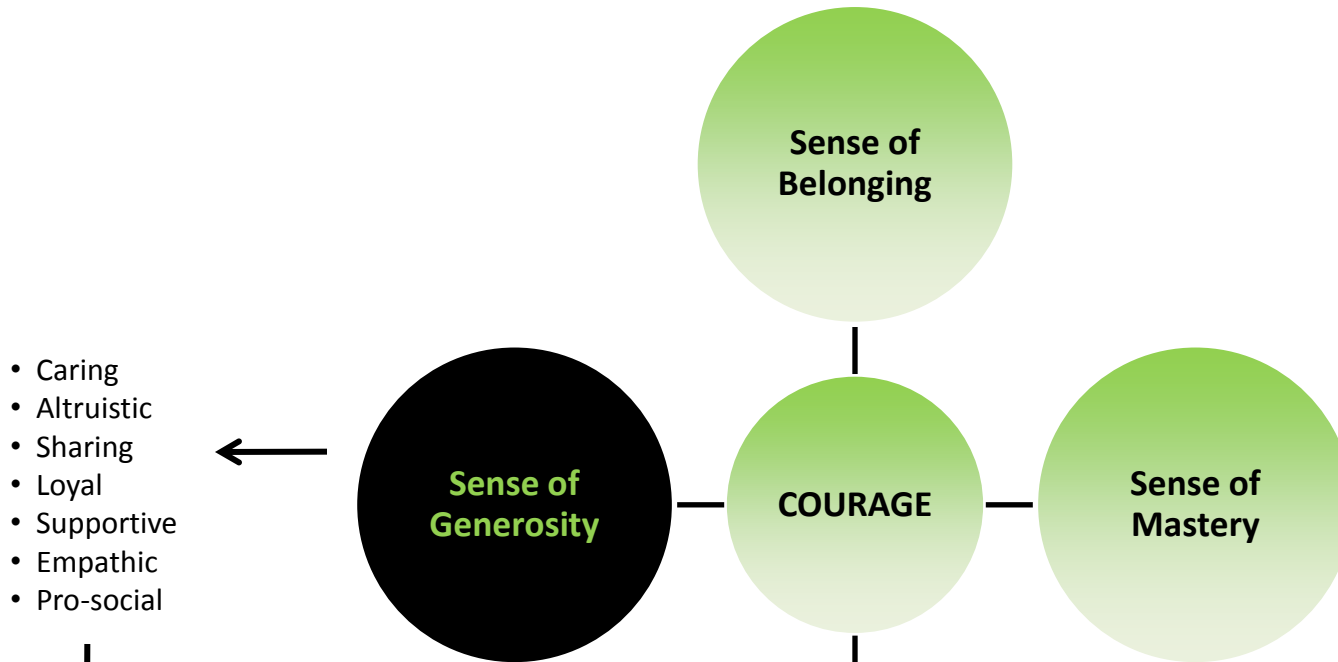
A child can say: **“I have the power to make decisions.”**

Autonomy: Motivation to manage self and exert influence.

Power: The individual believes **“I set my life pathways.”**



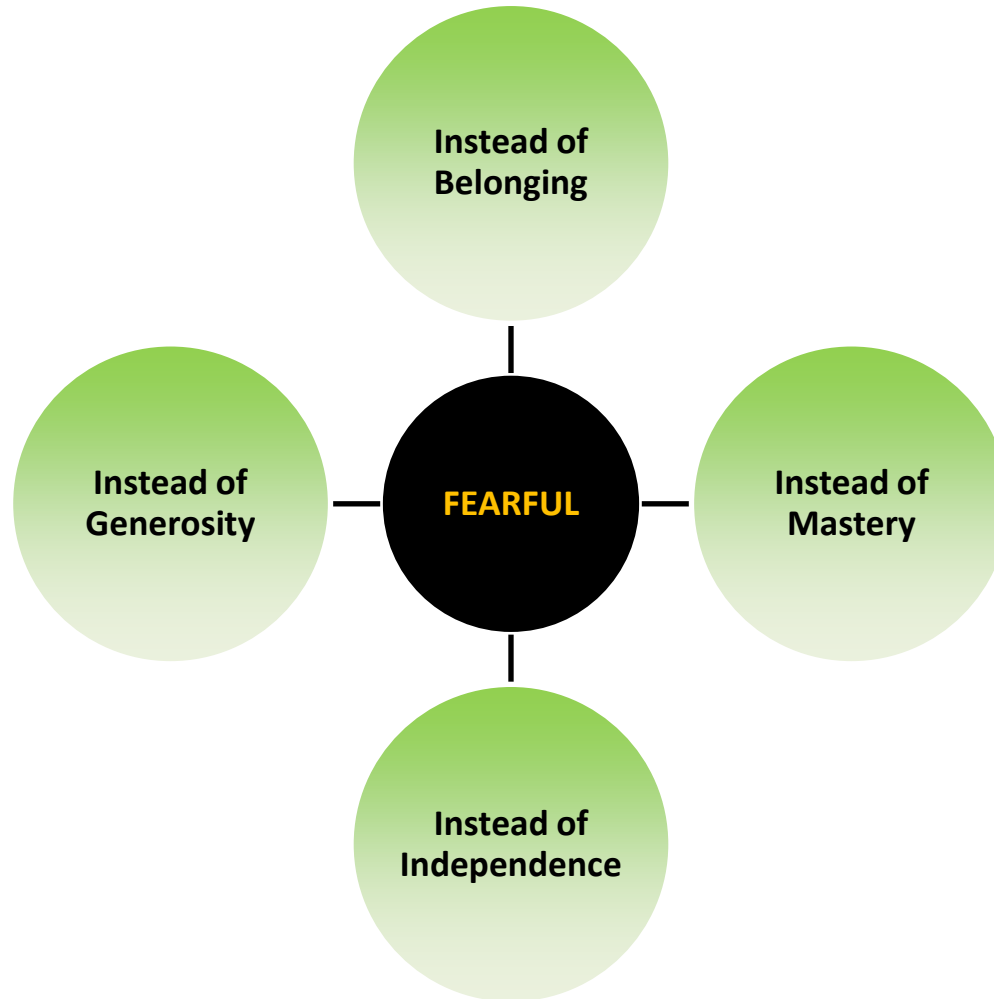
The Circle of WHOLENESS



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A child can say,
"I have a purpose for my life"
"I can make a difference."
Altruism: motivation to help and be of service to others.
Virtue: the individual believes
"My life has purpose."

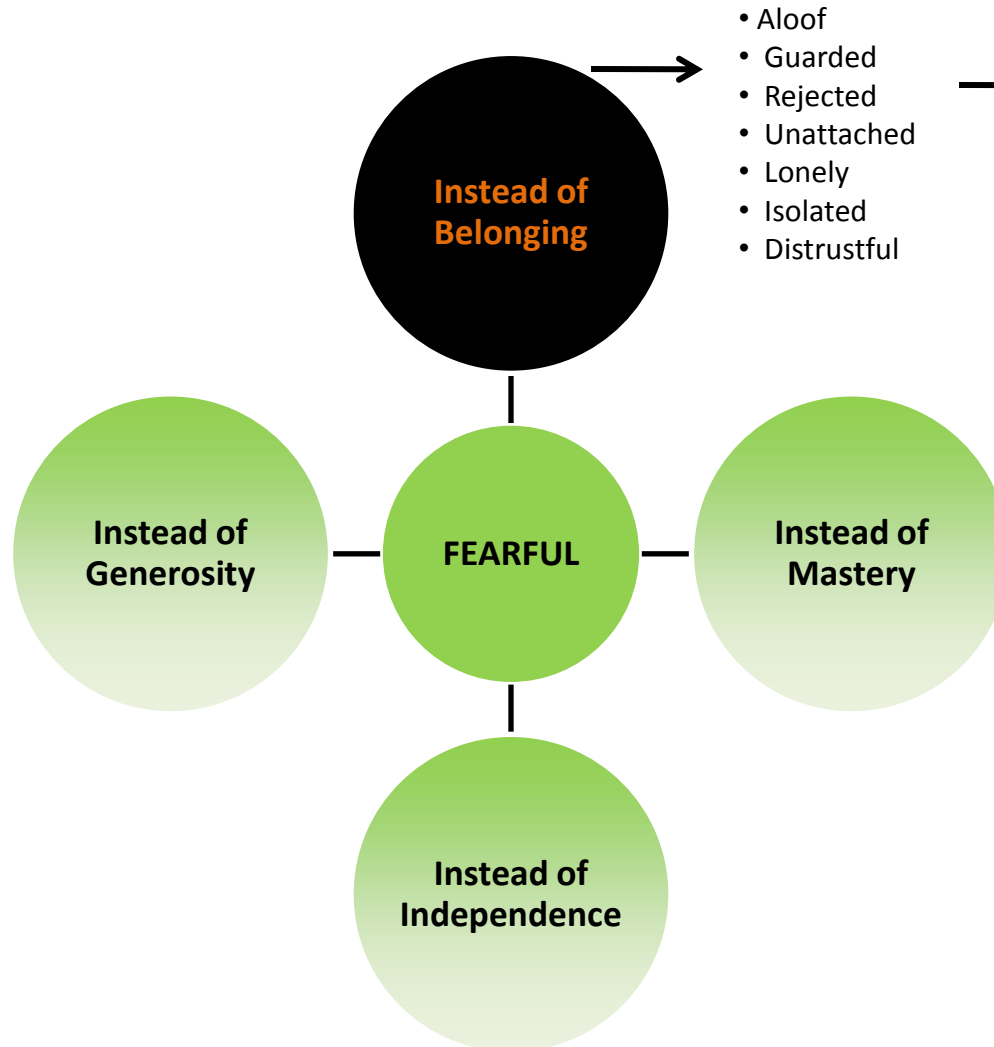
The Circle of BROKENESS



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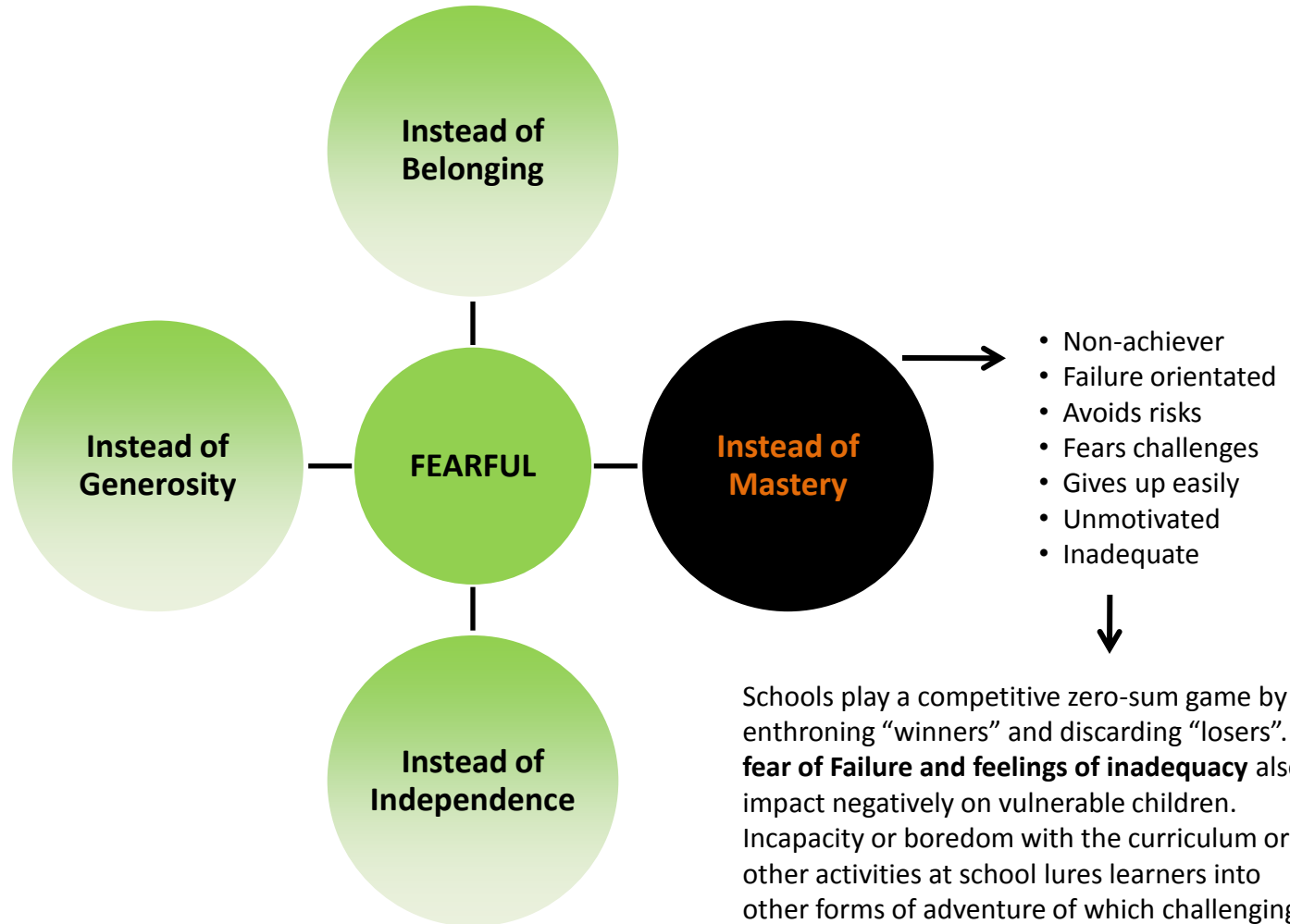
The Circle of BROKENESS



Fractured families, unfriendly schools & rejecting peers cause a **sense of Alienation**. Children alienated from positive adults & peers are emotionally & morally adrift, & engage in challenging behaviour. Children at risk experience rejection & learn not to trust adults, & have few positive role models.



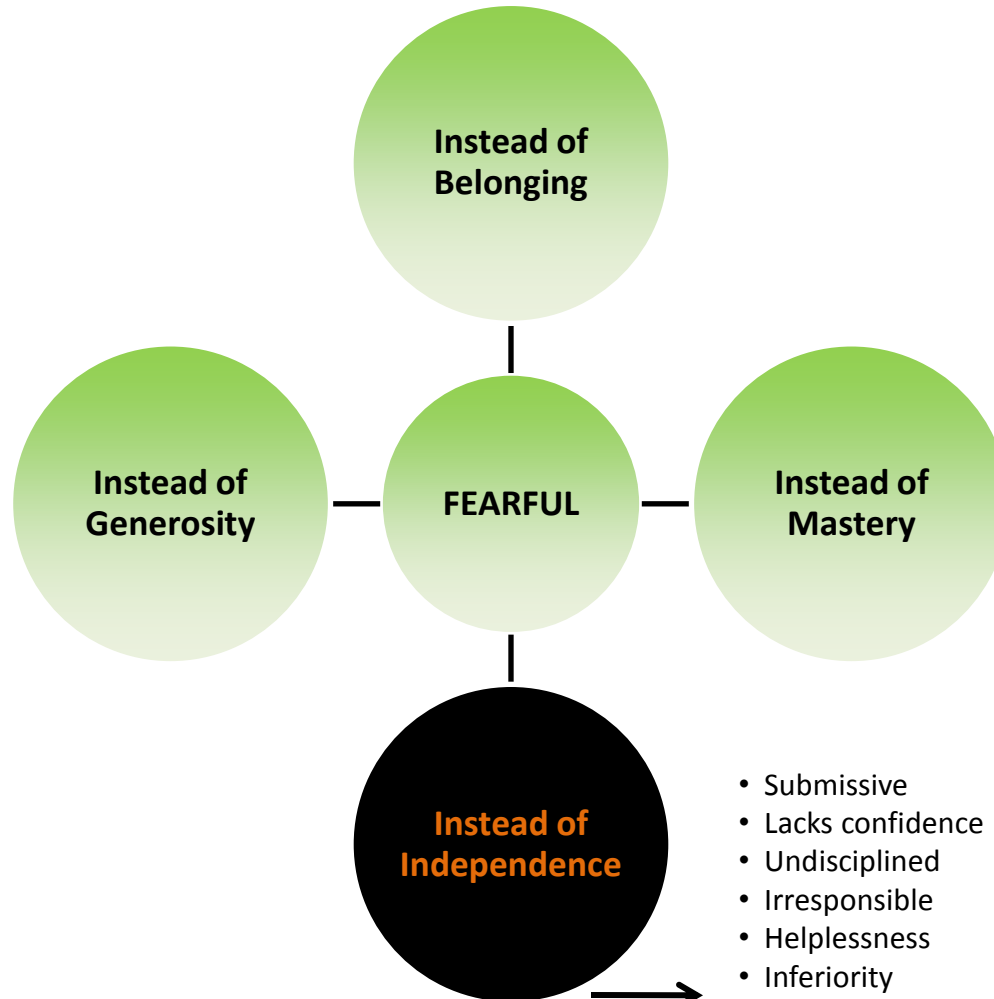
The Circle of BROKENESS



Schools play a competitive zero-sum game by enthroning “winners” and discarding “losers”. A **fear of Failure and feelings of inadequacy** also impact negatively on vulnerable children. Incapacity or boredom with the curriculum or other activities at school lures learners into other forms of adventure of which challenging authority could be an example.



The Circle of BROKENESS

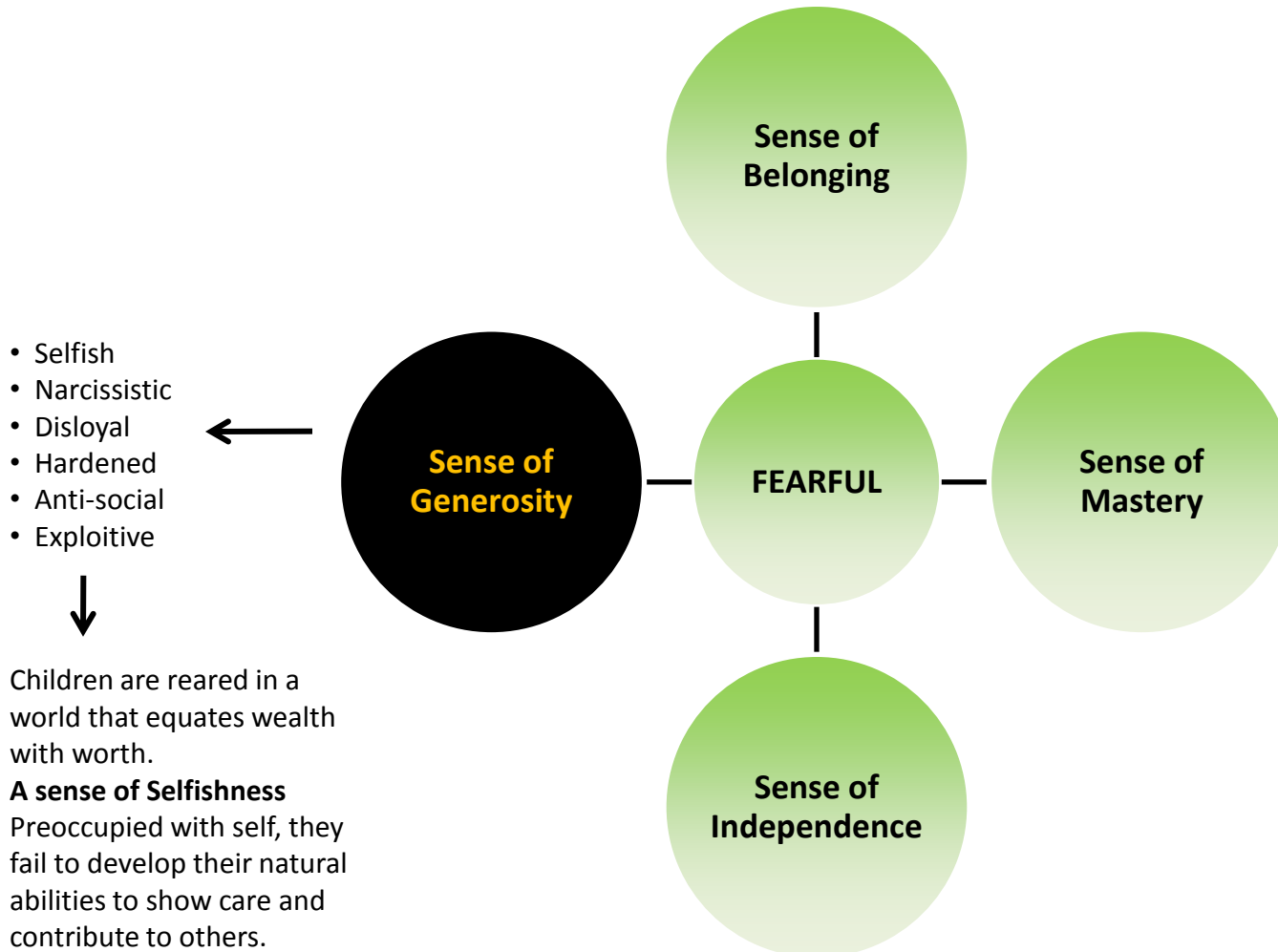


- Submissive
- Lacks confidence
- Undisciplined
- Irresponsible
- Helplessness
- Inferiority
- Easily led

Youth are deprived of opportunities to make responsible decisions.
A sense of Irresponsibility
Only responsibility teaches responsibility



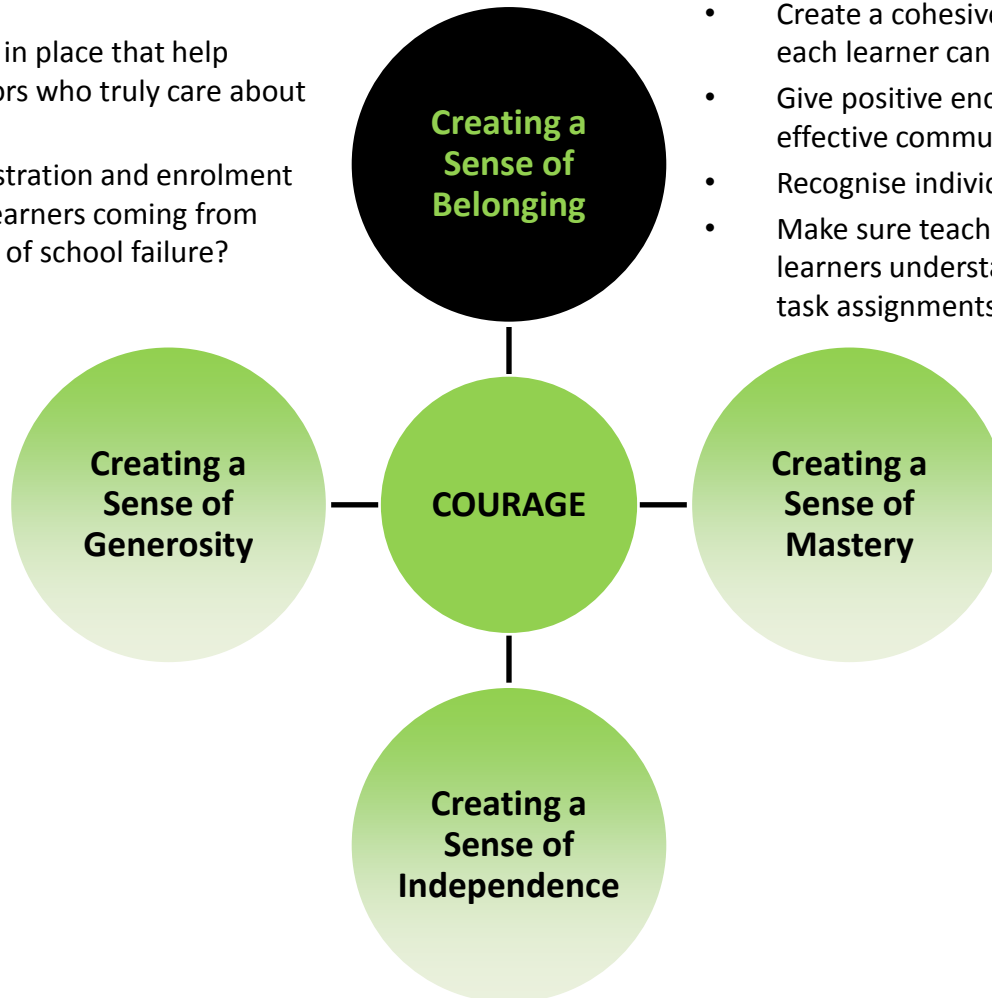
The Circle of BROKENESS



The Circle of WHOLENESS

Creating a welcoming school environment where learners feel a part of caring community

- Do we have hiring practices in place that help ensure that we hire educators who truly care about learners?
- Have we examined our registration and enrolment procedures, especially for learners coming from other schools with histories of school failure?
- Do our practices make new learners feel welcome and send the message that they belong in our school?
- Are our school policies inclusive rather than exclusive?



Mending a Broken Spirit

- Create a cohesive classroom environment where each learner can feel like an important member
 - Give positive encouragement, by using positive and effective communication.
 - Recognise individuality and creative talents
 - Make sure teach expectations are very clear so learners understand classroom expectations and task assignments
- Be specific when reinforcing a learner's positive behaviour
 - Attempt to provide in the learner's need, to eliminate the learner's need to "have" to behave in a particular way.

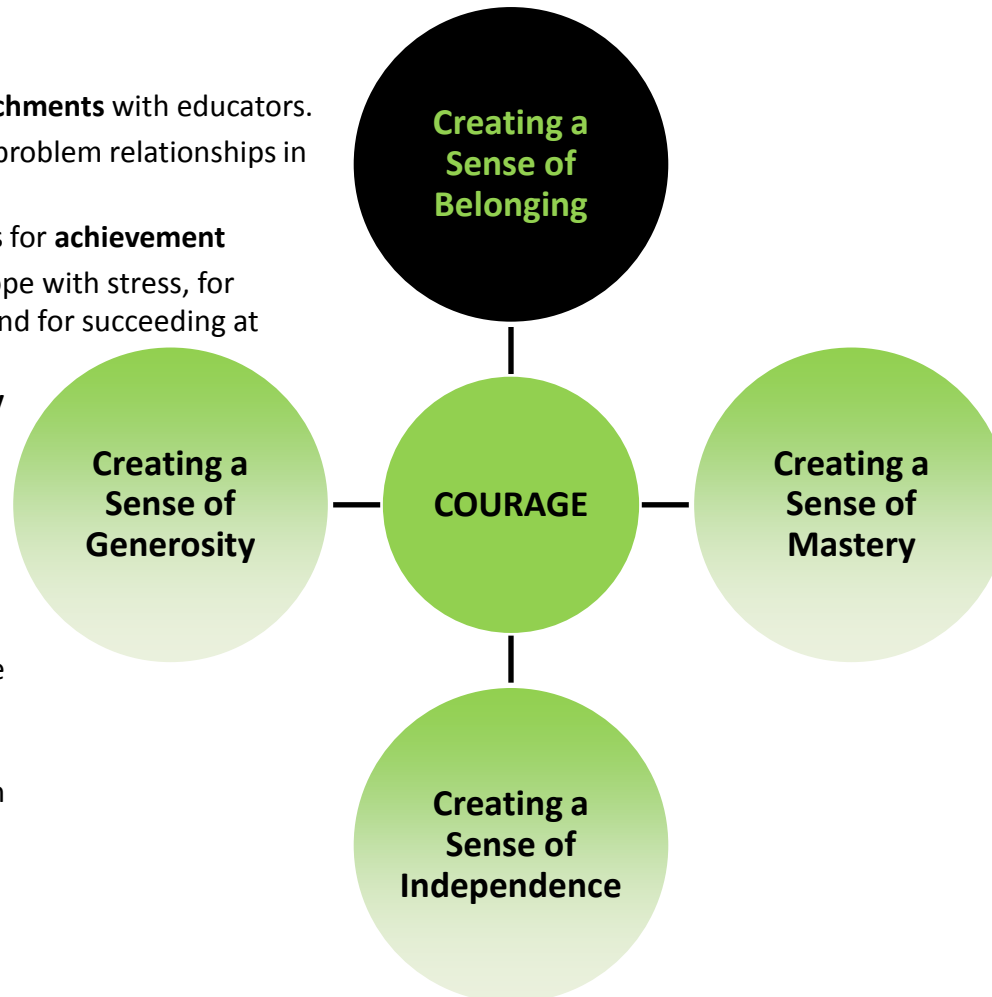
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The Circle of WHOLENESS

Our Goal: Resilience can be cultivated in troubled learners

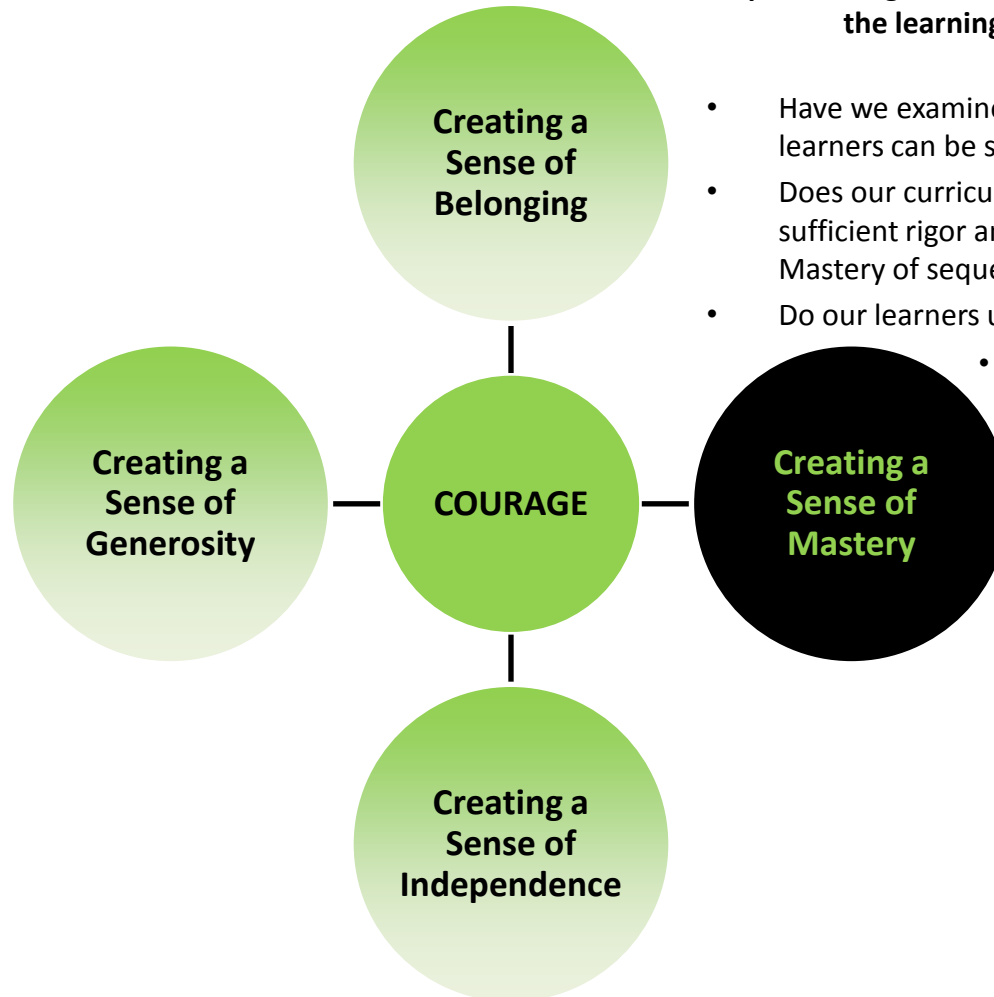
- Resilient children
 - Form positive **attachments** with educators.
 - Compensating for problem relationships in their families.
 - Have opportunities for **achievement**
 - Develop skills to cope with stress, for solving problems and for succeeding at school.
 - Develop **autonomy** and overcome learned helplessness or learned irresponsibility, resist negative influences and take responsibility for their lives.
 - Find the purpose in their lives through **altruism** and service to others



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The Circle of WHOLENESS

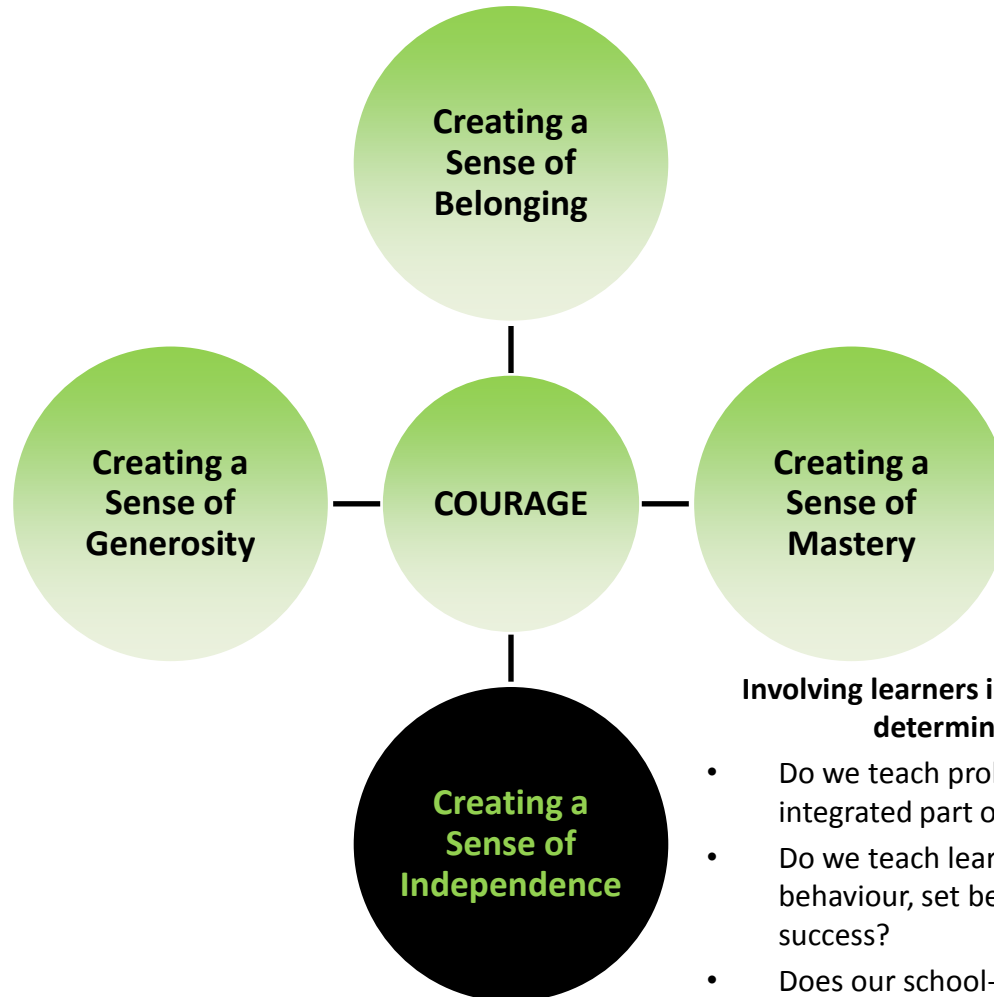


Implementing a strengths-based curriculum that meets the learning needs of every learner.

- Have we examined our curriculum to insure that all learners can be successful?
- Does our curriculum provide opportunities for sufficient rigor and challenge while insuring Mastery of sequential steps along the way?
- Do our learners understand what Mastery is?
 - Do we help them determine their own goals and celebrate with them when they demonstrate Mastery?



The Circle of WHOLENESS



Involving learners in making their own choices and determining their own futures.

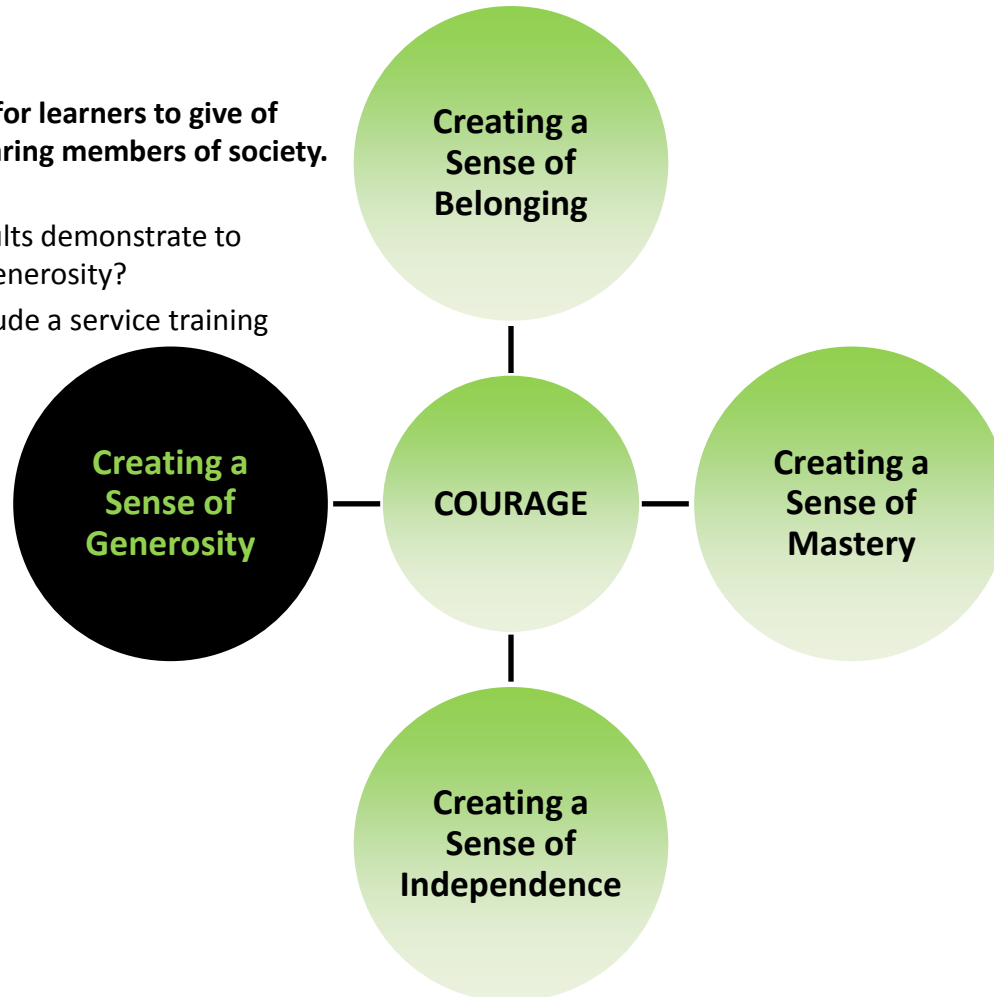
- Do we teach problem solving and social skills as an integrated part of the curriculum?
- Do we teach learners how to monitor their own behaviour, set behaviour goals and then celebrate success?
- Does our school-wide management plan give learners choices, allow learners time to make good choices and hold them accountable for those choices with natural consequences?



The Circle of WHOLENESS

Providing opportunities for learners to give of themselves and becoming caring members of society.

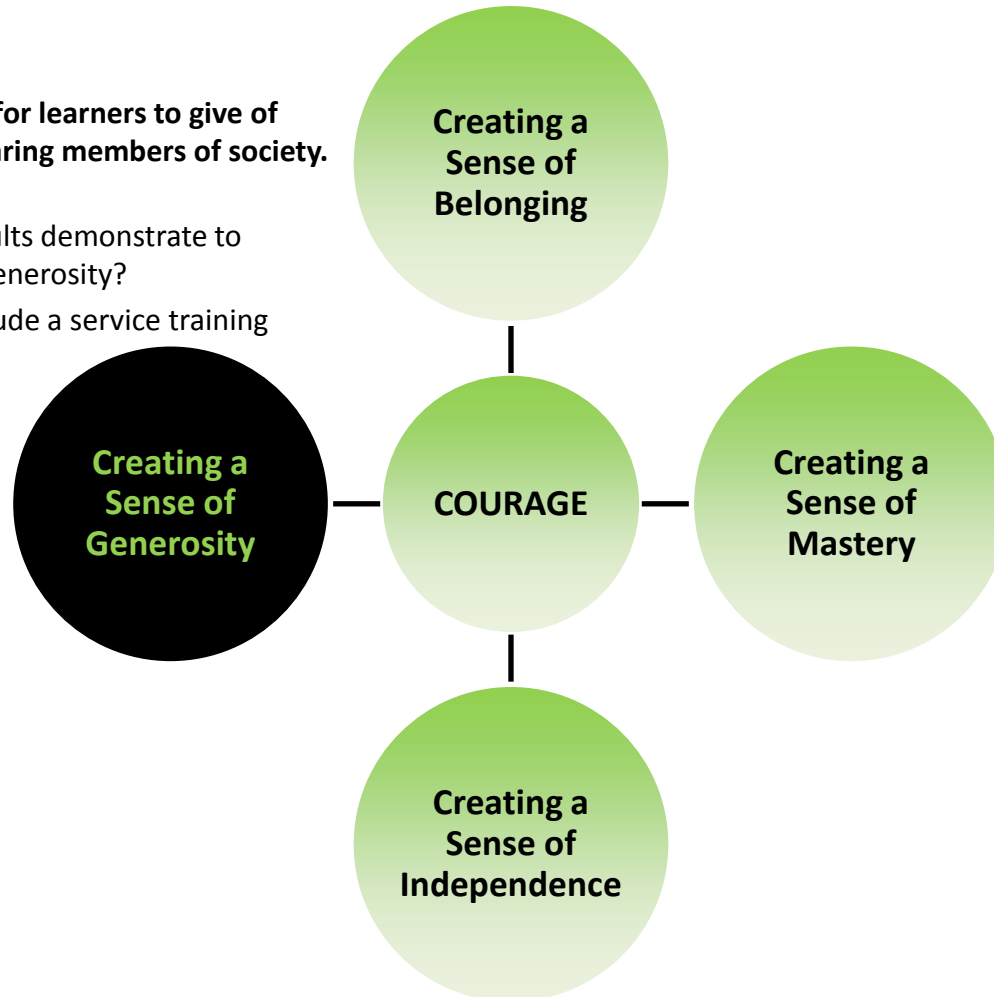
- Do the actions of the adults demonstrate to students that we value generosity?
- Does our curriculum include a service training component?
- Do our school policies and practices provide opportunities for learners to learn and practice generosity?



The Circle of WHOLENESS

Providing opportunities for learners to give of themselves and becoming caring members of society.

- Do the actions of the adults demonstrate to students that we value generosity?
- Does our curriculum include a service training component?
- Do our school policies and practices provide opportunities for learners to learn and practice generosity?



Everyday, simple procedures to show learners that you care

- Smile and greet learners everyday.
- Converse with learners and address them by name.
- Make sure your first exchange with every learner is positive, even if you need to be on his/her case about something.

Teaching JOY!!

Each child should know some joy each day
and look forward to some joyous event for tomorrow.

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Becoming Inspirational Teachers and Role Models

“We must look **on children in need**
not as problems **but as individuals**
with potential to share
if they are given the opportunity.

Even when they are really troublesome,
there is some **good in them**,
for, after all, they were **created by God**.

I would hope we could **find creative ways**
to **draw out of our children the good**
that is there in each of them.”

- Bishop Tutu, 2002

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Learners Needs

Spirit of Belonging	Distorted Spirit of Belonging	Broken Spirit of Belonging
Attached	Gang loyalty	Unattached
Loving	Craves affection	Guarded
Friendly	Craves acceptance	Rejected
Intimate	Promiscuous	Lonely
Gregarious	Cult vulnerable	Isolated
Trusting	Overly dependent	Distrustful



Becoming Inspirational Teachers and Role Models

- Teachers are role models through **inspirational teaching**
- Their words are words of **encouragement, insight and wisdom**
- This inspiration can also be based on their **sense of caring and kindness**



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Motivational Quotations for Teachers

“A teacher affects eternity: he can never tell where his influence stops.” –Henry Adams

The important thing is not so much that every child should be taught, as that every child should be given the wish to learn. –John Lubbock

“Those who educate children well are more to be honored than they who produce them; for these only gave them life, those the art of living well.” –Aristotle “There are two kinds of teachers: the kind that fill you with so much quail shot that you can't move, and the kind that just gives you a little prod behind and you jump to the skies.” –Robert Frost

“The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.” –William Arthur Ward

“When you study great teachers ... you will learn much more from their caring and hard work than from their style.” –William Glasser

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Motivational Quotations for Teachers

“The Master said, ‘A true teacher is one who, keeping the past alive, is also able to understand the present.’ (Analects 2.11)” –Confucius

“The average teacher explains complexity; the gifted teacher reveals simplicity.” –Robert Brault“

If kids come to us from strong, healthy functioning families, it makes our job easier. If they do not come to us from strong, healthy, functioning families, it makes our job more important.” – Barbara Colorose

“Teaching kids to count is fine, but teaching them what counts is best.” –Bob Talber

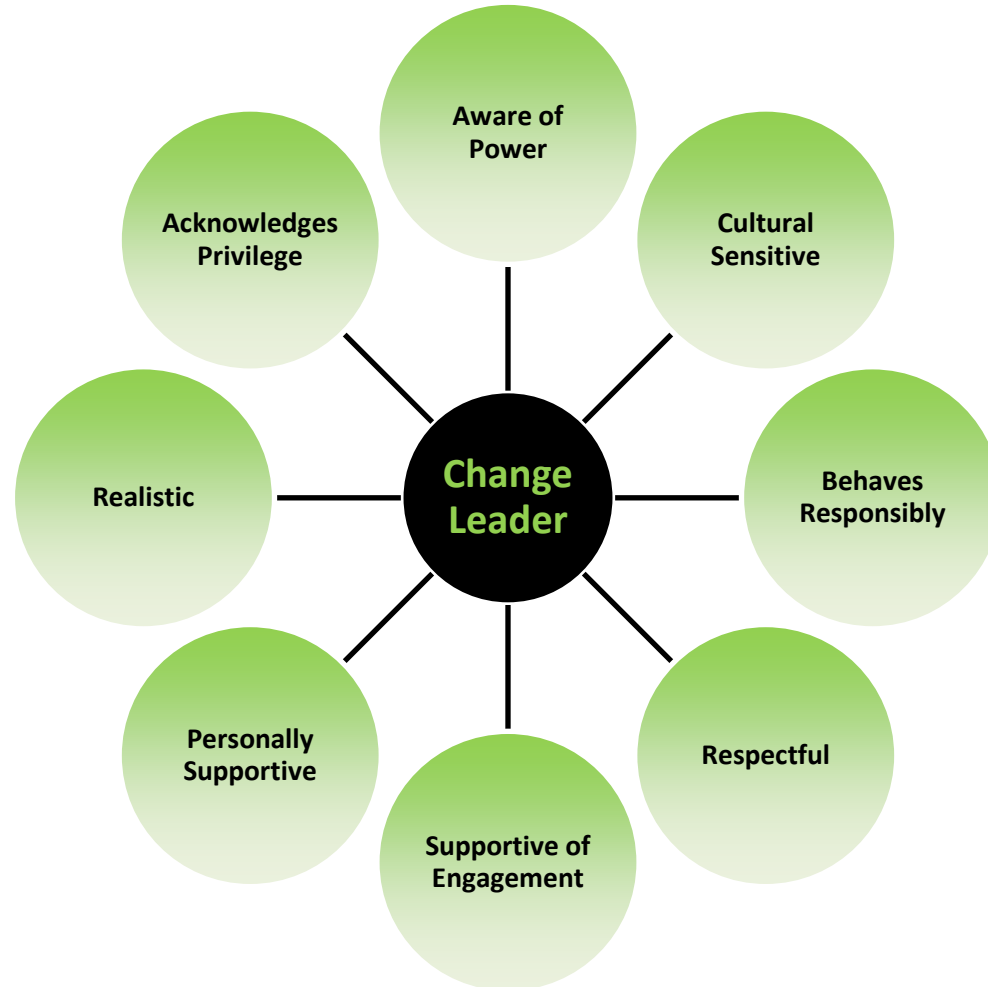
“Education is not to reform students or amuse them or to make them expert technicians. It is to unsettle their minds, widen their horizons, inflame their intellects, teach them to think straight, if possible.” –Robert M. Hutchins

"They may forget what you said but they will never forget how you made them feel." –Carol Buchner

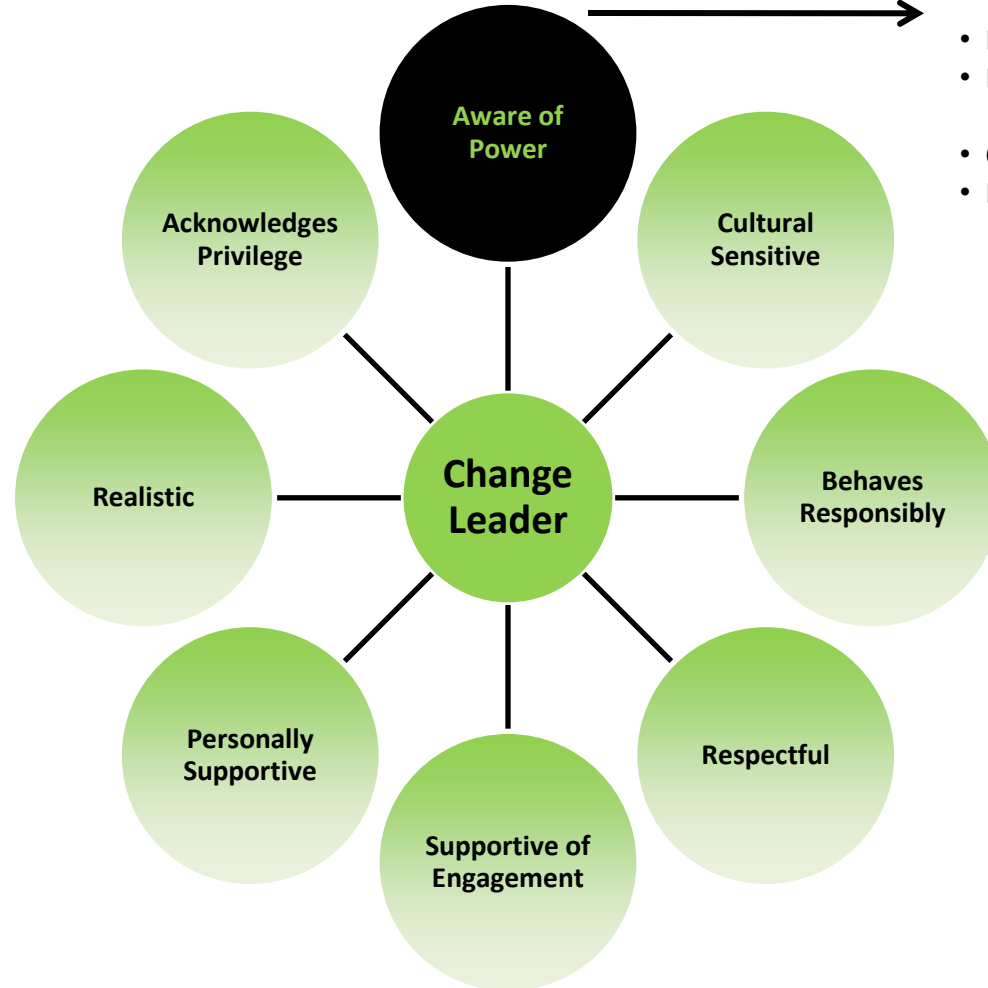
"The ultimate measure of a man is not where he stands in moments of comfort, but where he stands at times of challenge and controversy." –Martin Luther King, Jr.



Educators are Change Leaders in a Transformative Environment



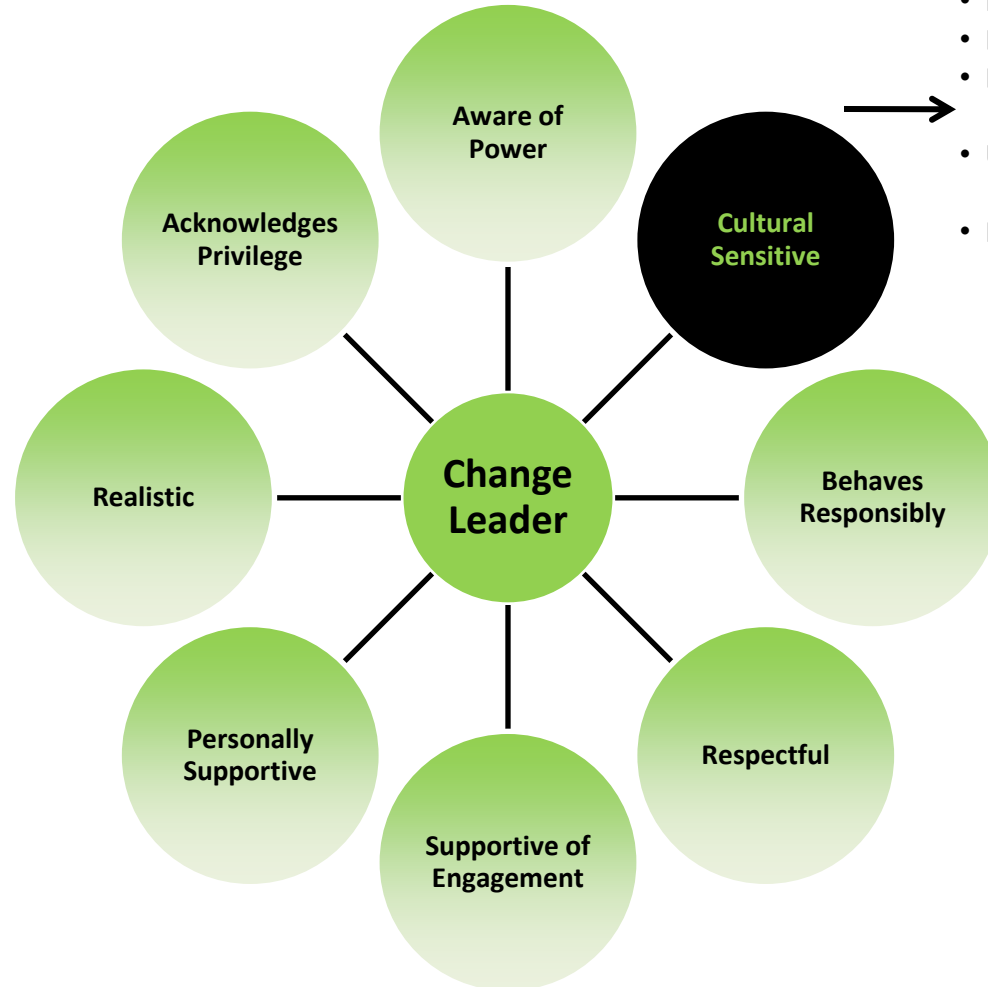
Educators are Change Leaders in a Transformative Environment



- Supports learners to speak for themselves whenever possible
- Engages in learners development
- Ensures visible, meaningful experiential decision making
- Commits to outcomes
- Ensures that involvement is voluntary and safe



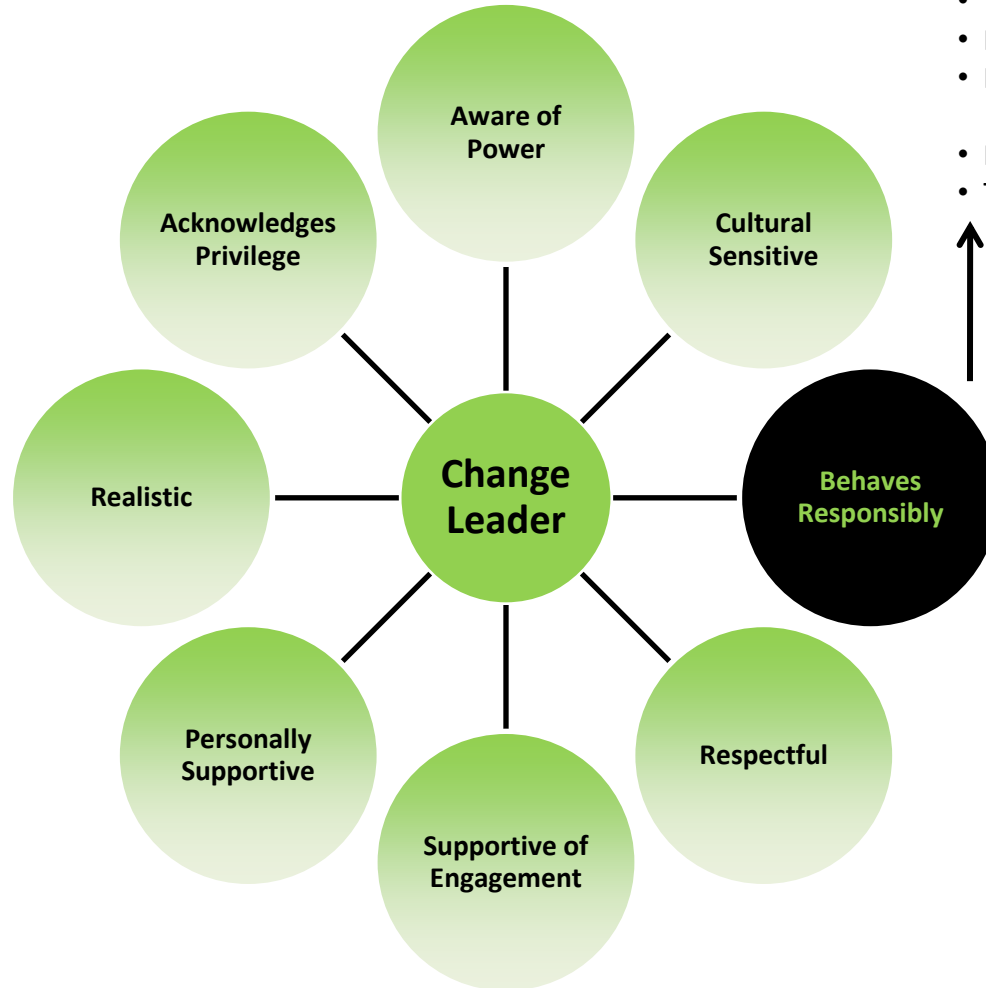
Educators are Change Leaders in a Transformative Environment



- Recognizes and addresses barriers
- Inclusive
- Learns culture
- Ensure that learning and outcomes are culturally relevant
- Uses appropriate and accessible language
- Respects confidentiality



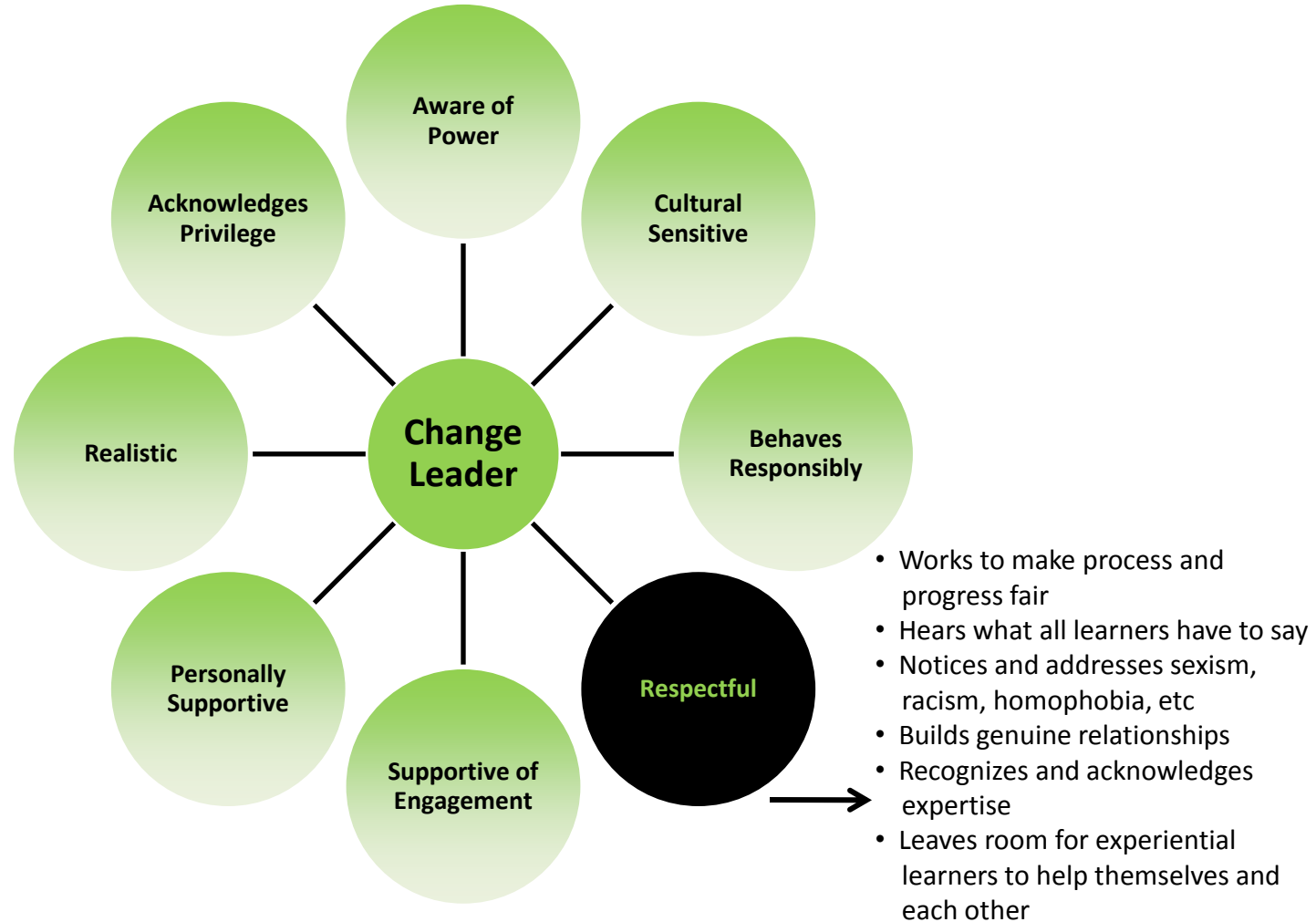
Educators are Change Leaders in a Transformative Environment



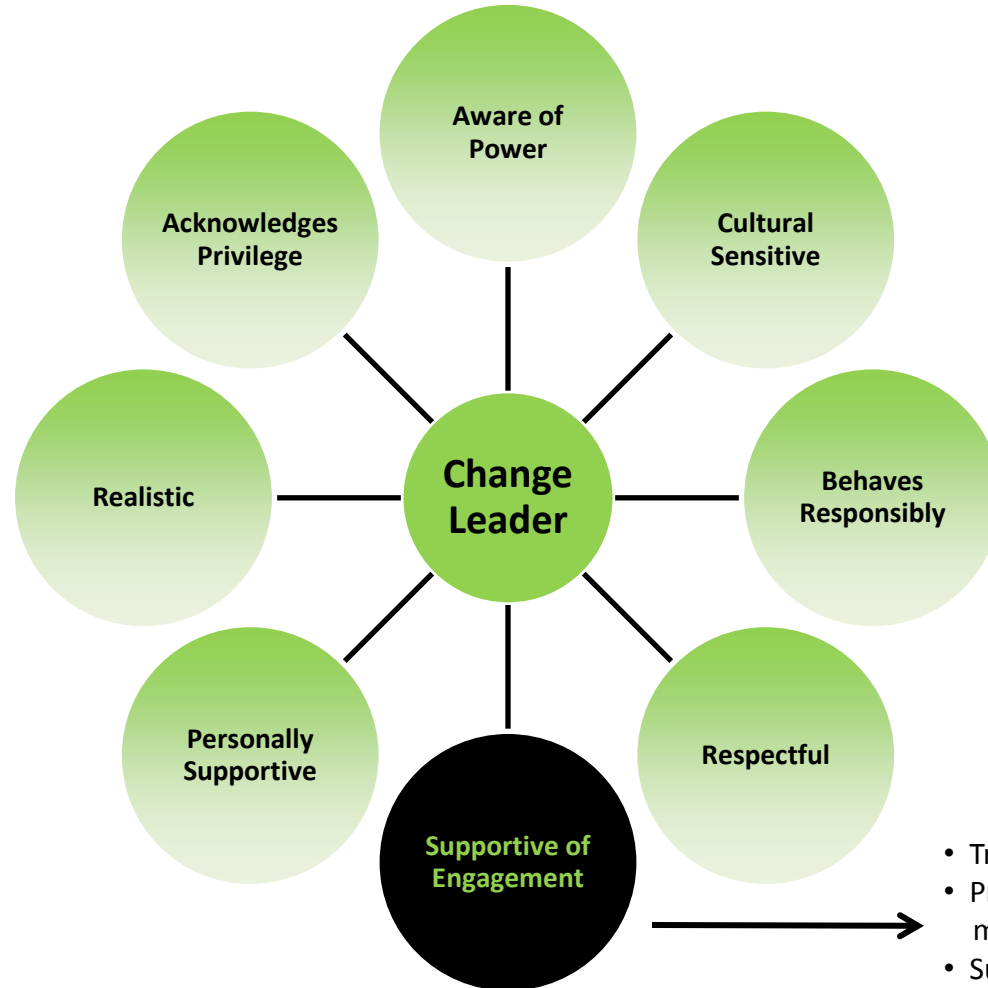
- Acts as a mentor
- Takes relationships seriously
- Follows through
- Incorporates a gender and class analysis
- Maintains ongoing commitment
- Thinks creatively



Educators are Change Leaders in a Transformative Environment

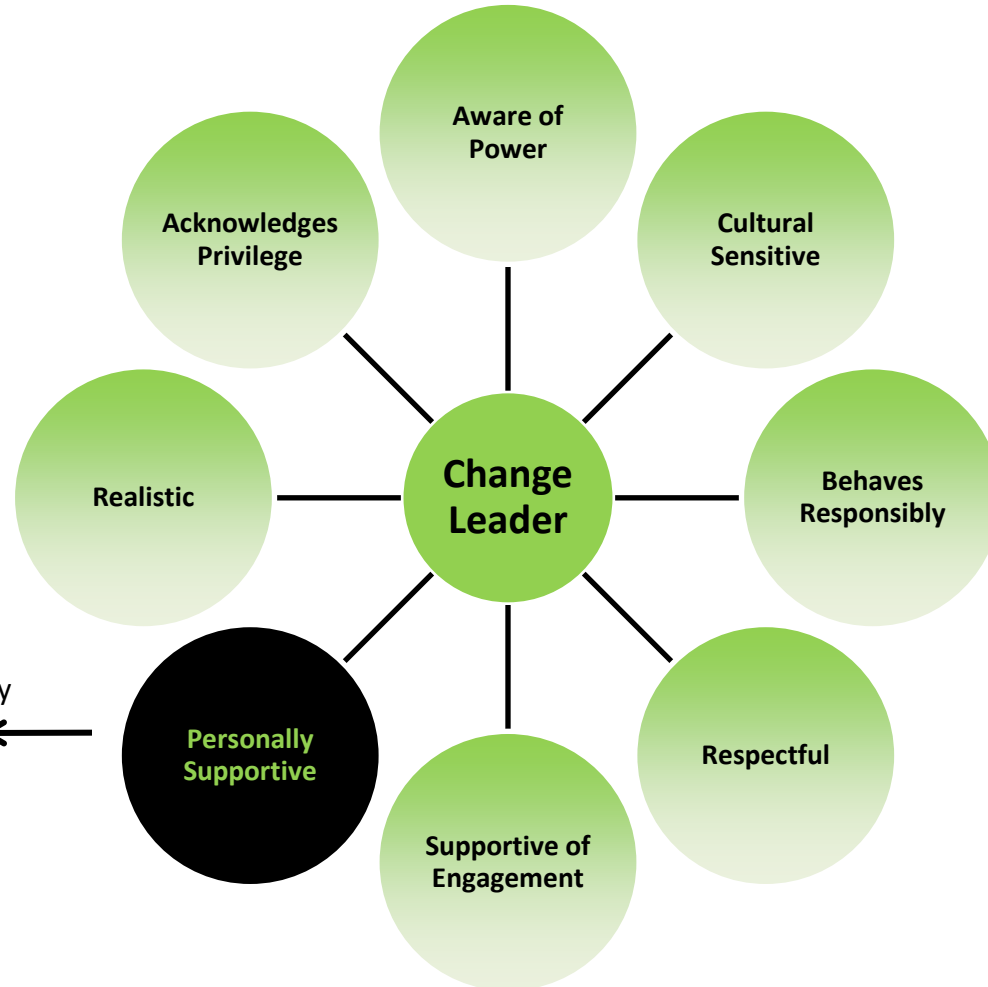


Educators are Change Leaders in a Transformative Environment



- Trains learners to become leaders
- Provides opportunities for meaningful involvement
- Supports leadership
- Recognizes insider knowledge

Educators are Change Leaders in a Transformative Environment

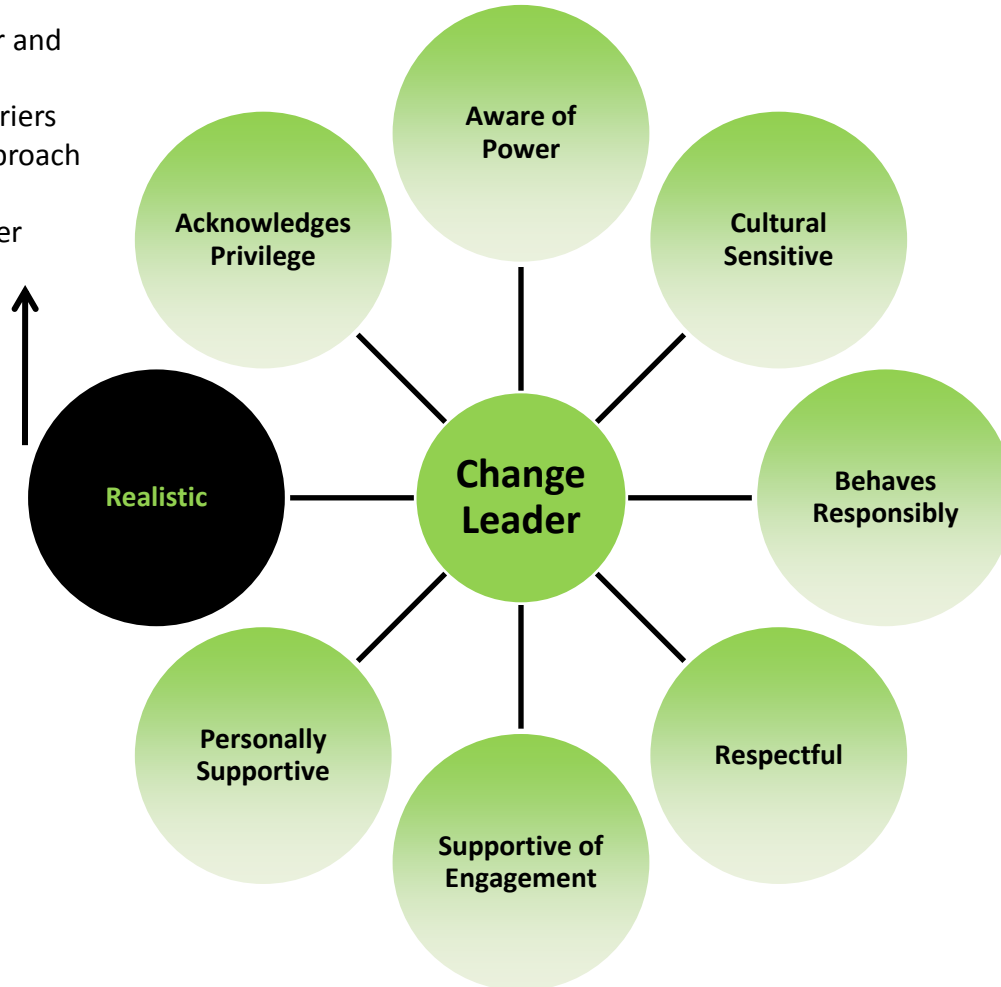


- Offers encouragement
- Provides a sense of possibility
- Brings hope
- Do not take sides
- Do not become triggered by internal power struggles
- Trusts the learner



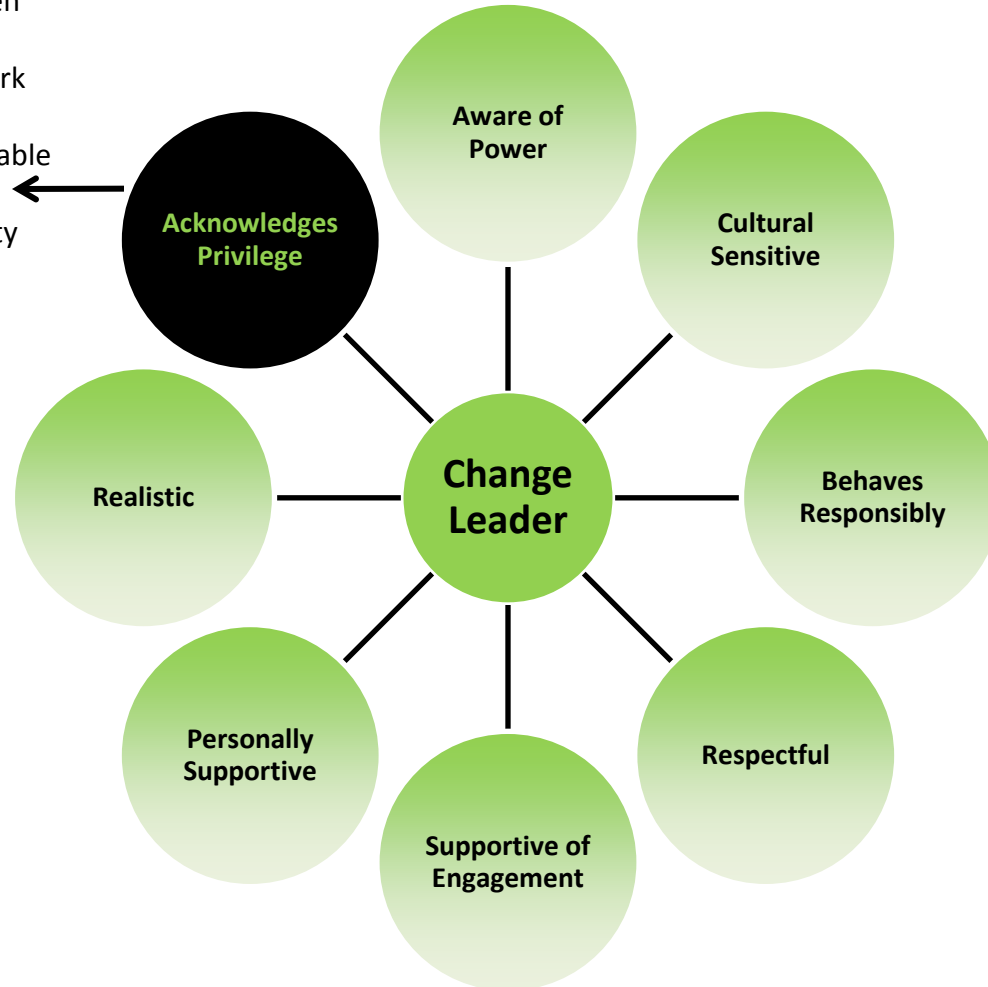
Educators are Change Leaders in a Transformative Environment

- Flexible
- Patient
- Make sure projects are clear and concise
- Committed to removing barriers
- Uses a multi disciplinary approach
- Pragmatic and resourceful
- Willing to take risks for better learner outcomes



Educators are Change Leaders in a Transformative Environment

- Acts as an interpreter
- Functions as a bridge between cultures
- Uses privilege to do good work
- Focuses on action
- Allow learners to be accountable
- Works to change attitudes
- Assist with personal insecurity



Cultivate Safe and Respectful Learning Environments

- Let's all participate and give others a chance
- Let's not interrupt
- Let's raise our hands if we want to contribute
- Let's listen to others when it's their turn to speak
- Let's not "put people down" or laugh at their contributions
- Let's give and take constructive feedback
- Let's challenge and question
- Let's know it's okay to risk
- Let's be honest
- Let's keep it confidential
- Let's be punctual
- Let's take, try on and see what fits
- Let's look at process as well as content
- Let's go with the flow
- Let's think about how we can take this forward
- Let's have fun

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Cultivate Safe and Respectful Learning Environments

- Respect and honour positive thoughts of oneself and others
- Call upon inner strengths
- Be caring
- Show kindness
- Listen deeply
- Have an open mind and heart
- Do not interrupt
- Discover what others have to share
- Be patient
- Share all thoughts
- Be honest with a sincere heart
- Everyone has a right to speak
- Speak without shouting
- Choose your words carefully
- Be gentle
- Do not argue
- Do not attack or criticize
- No one is forced to say or do anything
- Keep a healthy spirit with heart, mind and body
- Accept that everyone makes mistakes
- Accept your own and others' strengths and shortcomings
- Be willing to make apologies, forgive and forget
- Work genuinely to restore harmony
- Consider all relations

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Cultivate Safe and Respectful Learning Environments

**Turn Problems
into CHALLENGES**

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Make Positive Connections

- **Trust**
 - We seek out people with whom we feel comfortable
 - When trust is built, we open up, become vulnerable, believing that this person intends no harm
 - If persons pose either physical/emotional threat, conditions for genuine trust do not exist
- **Respect**
 - We gravitate to those who show positive regard and make us feel valued
 - We retreat from those who make us feel devalued or detested
 - Learners respond best to Educators who recognise their strengths and worth
 - Learners avoid those who treat them with disrespect
- **Understanding**
 - Learners connect to those who empathise to our needs

"Children need teachers who are emotionally grounded and intellectually challenged; who teach like nobody's watching and like they don't need the money." -Maurice Sykes

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How to Connect or Disengage

- **Connect**

- If a person sows friendly intentions and is “interesting” to us, we are curious and motivated to approach.
- We exchange eye contact, smiles, respectful greetings, handshakes, conversation, humour, and other friendly connections.
- If the person responds in kind, we connect.

- **Disengage**

- If our connection is greeted with indifference or hostility, the emotional brain registers a potential threat.
- The result : We avoid persons who make us feel unwanted or uncomfortable.
- Negative cues in facial expressions, voice tone, awkward conversation, etc provides sufficient rationale for avoiding.

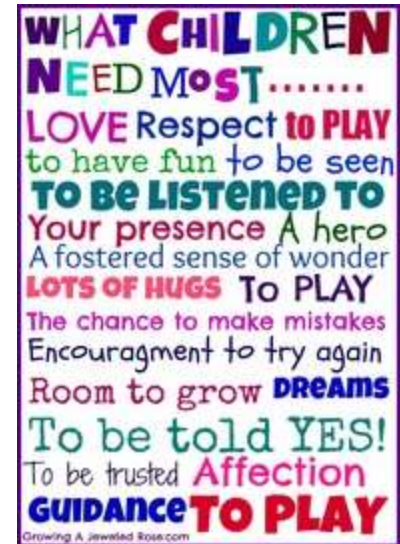


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Understanding the Learner

- All actions/behaviours occur in context
- Context in which they occur influences how they occur, what they mean and the outcome
- When considering intervention to any actions, always consider context in which behaviour is occurring
- Developmental needs and behaviour always has to be understood in context of the learner's ecology:
 - The learner's personal space and relationships and the learner's meaning thereof
 - The learner's immediate situation and daily experiences and the learner's meaning thereof
 - The learner's living environment and the learner's meaning thereof
 - The community in which the learner lives and the learner's meaning thereof



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Self-Esteem

- A child's **behaviour** matches his/her **self-esteem**
- Self-esteem:
 - Underlies all **human behaviour**
 - Can be a major **motivating or inhabiting** force



Self-Esteem

“Fostering self-esteem is a primary goal in socializing all children.
Lacking a sense of self-worth,
a young person from any cultural or family background
is vulnerable to a host of social, psychological, and learning problems.”

- Brendtro 2004



Possible signs of Unhealthy (Negative) Self-Esteem

Never take 1 sign in isolation, look for a pattern of behaviour

- Arrogant/boastful behaviour
- Aggressive/bulling
- Shy/timid behaviour
- Makes self degrading remarks
- Hesitant in new situations
- Avoid work and afraid of taking risks
- Blames others for failure
- Daydreams often
- Reluctant to assume responsibility
- Belittling of others
- Disruptive
- Lying
- School refusal

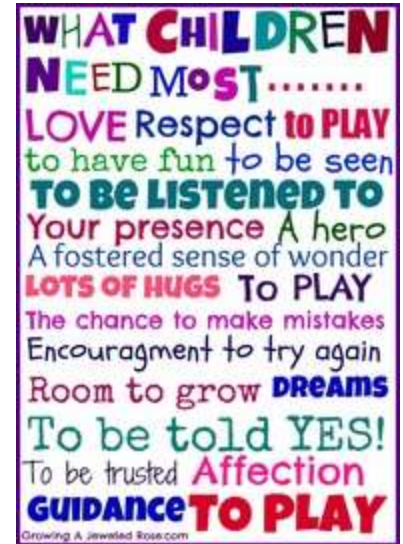
PRACTICE
makes
PROGRESS,
NOT
PERFECT.

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Why is a Healthy Self-Esteem necessary?

- To reach your full-potential
- Significant relationship between healthy self-esteem and academic achievement at every grade/level
- Affect behaviour, emotional and social interaction



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The Role of Educators

- Educators and schools are usually the first place where a child's 'imperfections' are released
- The school plays an important role in developing self-esteem that will enable the learner to **survive and prosper or fail** in this world.

Dare
to
be
REMARKABLE



How to Enhance Self-Esteem

- Focus on learner's **strengths** (not weakness)
 - What **can learner do**
 - What **can learner achieve**
- Reflect a **positive image** to the class
 - Enhancing self-esteem
 - Providing encouragement which gives child motivation to learn and accept challenges and risks



Focus on Positive Characteristics

- Never under-estimate the power of your (teacher's) words
- Teacher holds the key to the learner's attitude towards
 - themselves and others
 - their learning
 - their achievements
 - their behaviour
- Ameen is **lazy** ... • Ameen is **relaxed** ...
- Fatima is **fussy** ... • Fatima is **particular with details** ...
- Faizal is **stubborn** ... • Faizal is **determined** ...



“When children are struggling and not succeeding...
treat them in the present
as they are capable of behaving in the future.”

- Haim Ginott

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Self-Esteem of the Educator

- Educators with a healthy self-esteem influence the development of a healthy self-esteem development in their learners.
- A learner with a healthy self-esteem very seldom behaves inappropriately or badly.



Developing a Healthy Self-Esteem

- Developing a healthy self-esteem is not an add to the curriculum
- Its about the teacher's **attitude towards learners**
- Express a **positive attitude**
- Ask learners **their opinions**
- **Provide opportunities** for them to **make decisions**
- **Show genuine interest** in learners as **unique individuals**
- False praise is counter-productive
- Positive relationships with learners lead to more effective
- Respect all learners: **Separate the learner from the negative behaviour**
- **Empathy**: Active listening and other communication skills
- Understand negative behaviours as attempts to maintain self-esteem
- Avoid taking things personally
- Convey **realistic expectations**



Cultivate Safe and Respectful Learning Environments

- Respect and honour positive thoughts of oneself and others
- Call upon inner strengths
- Be caring
- Show kindness
- Listen deeply
- Have an open mind and heart
- Do not interrupt
- Discover what others have to share
- Be patient
- Share all thoughts
- Be honest with a sincere heart
- Everyone has a right to speak
- Speak without shouting
- Choose your words carefully
- Be gentle
- Do not argue
- Do not attack or criticize
- No one is forced to say or do anything
- Keep a healthy spirit with heart, mind and body
- Accept that everyone makes mistakes
- Accept your own and others' strengths and shortcomings
- Be willing to make apologies, forgive and forget
- Work genuinely to restore harmony
- Consider all relations

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Self-Esteem of the Educator

- Job satisfaction: Monitor your own stress and apply stress management knowledge (relaxation techniques, affirmations, visualisation, negative thought stoppage, healthy lifestyle).
- Be supportive of colleagues
- Be organised and structured
- Develop a special interest in your professional field and become an 'expert' on the topic
- Make time for a sense of fun and humor (enjoyment)
- Use assertive communication: "I feel + When + Because"

Eg. I feel upset when you make a decision without me because I feel undervalued, and I would like you to consult with me first.

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Tool to Help Build Positive Relations with Learners who Struggle to Connect in Class

- 2 minutes for 10 consecutive days
- Connect with one learner
- Talk about things that interest the learner
- Do not talk about things you may be concerned about, or that the learner may be in trouble for
- Talk about something learner likes, eg. Sports, outdoors, etc
- Engage in just TWO minute conversation for TEN days in a row

**Take note of the change in your relationship
with the learner at the end of 10 days**

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Make Positive Word Choices

AVOID	USE INSTEAD
Must	Should
Lazy	Can do more with effort
Culturally deprived	Culturally different, diverse
Trouble maker	Disturbs class/others
Uncooperative	Should learn to work with others
Below average	Work at his own level
Truant	Absent without permission
Impertinent	Discourteous
Steals	Takes things without permission

AVOID	USE INSTEAD
Dirty	Has poor grooming habits
Disinterested	Complacent
Stubborn	Insists on having his own way
Waste time	Could make better use of time
Sloppy	Could be neater
Mean	Has difficulty getting along with others
Time and time again	Usually, repeatedly
Poor grade of work	Works below his usual standard

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Classroom Atmosphere

Factors to create a conducive atmosphere to the development of a healthy self-esteem	
Challenge	High expectations of behaviour; make work relevant to learner interests
Freedom	To make meaningful decisions, free of fear of loss of face for making mistakes
Respect	Does each of the learners feel valued?
Warmth	Educator support and commitment to creating a sense of belonging
Control	Do: Be clear about behaviour expectations; be consistent; be organised; remove privileges Don't: Punish the whole class; punish with work; use corporal punishment
Success	Encourage; compare a learner to own previous progress

What makes Teachers become Inspirational Role Models

Show passion for what you do

- It's quite obvious really.... How can you expect a child to have passion for a subject if their teacher doesn't show passion in the way they teach it?
- Children and young people perceive 'poor teaching' to be the biggest barrier to learning.
- Conversely 'more fun / interesting lessons' is held up by children and young people as the single most important factor (and by quite some margin) that would help them do better in school.
- So how can teachers inspire their pupils through the way they teach?



What makes Teachers become Inspirational Role Models

Respect me and I'll respect you

- Teachers have a near impossible task. They need to:
 - be in control of the class without being too autocratic;
 - make pupils feel as though they're being treated like adults while maintaining their authority;
 - empathise with their pupils and 'be on their level' without being condescending;
 - be fair and treat everyone equally while providing sufficient support to those with differing abilities and behaviours.
- When a teacher gets this wrong they come to epitomise the whole problem of being a child in a world controlled by adults.
- When a teacher is able to get this delicate balance right, however, they become a **powerful role model** in representing the ideals of **fairness and respect** that children and young people want to believe can prevail in society.

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What makes Teachers become Inspirational Role Models

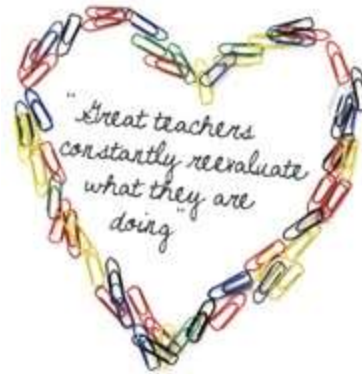
Being a positive role model and a true inspiration is about recognising that this doesn't come down to how my students feel about me;

it's about how I can make them feel about themselves.



Motivational Quotations for Teachers

"Children need teachers who are emotionally grounded and intellectually challenged; who teach like nobody's watching and like they don't need the money." -Maurice Sykes

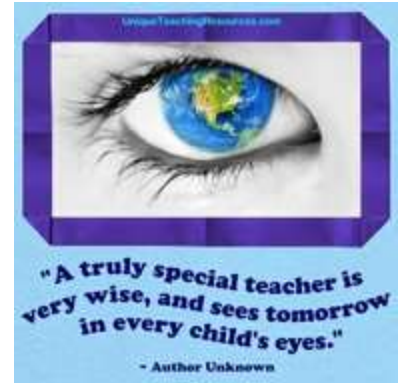


To the world you may be just a teacher but to your students you are a HERO!
∞

"It is not what is poured
into a student that counts
but what is planted."
-Linda Conway



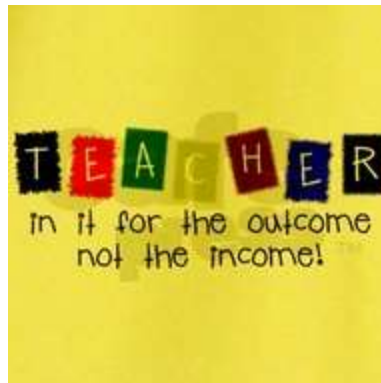
"The average teacher explains complexity; the gifted teacher reveals simplicity."
-Robert Brault



Teaching kids to count is fine,
but teaching them what counts is best.
-Bob Talbert



Quotes for Teachers



When a child gives you a gift, even if it is a rock they just picked up, exude gratitude. It might be the only thing they have to give, and they have chosen to give it to you.

Dean Jackson -
LifeintheNow.com

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Motivational Quotations for Teachers



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Motivational Quotations for Teachers

Date
to
be
REMARKABLE

Terrific
Energetic
Able
Cheerful
Hardworking
Enthusiastic
Remarkable

SUPPORTING
EMPOWERING
ENGAGING
TEACHING
ARRIVING
SPARING
REFLECTING
ASSESSING
URGING



Top 10 Signs That You Are a Great Teacher

1. You see each child as a child, and not a diagnosis.
2. You see your class as individuals, not as a drawer full of case files.
3. You keep your sense of humor against all odds.
4. You deal with upset kids, clueless administrators, and pushy parents with grace and dignity.
5. You're not afraid to be flexible and creative.
6. You know when to make a stand and when to choose your battles.
7. You see parents as allies, not enemies.
8. You never give anybody any doubts as to why you went into teaching.
9. You love your job, and it shows.
10. Your students love you, too.

Thank you for being a great teacher!

It is vital that
when educating
our children's brains
that we do not neglect to
educate their hearts.

~Dalai Lama

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