

## **Role of an Educator to be a Game Changer**

**Name** - Swati Tyagi  
**Research Area** - Department of Education  
**University** - Career Point University Kota, Rajasthan  
**Guide Name** - Dr. Sushma Singh

### **Abstract**

A classroom manager is a term used to portray a teacher who adopts a procedure whereby she/he employs a specific arrangement that is meant to manage the classroom, including daily lessons, students' behaviour, co-curricular activities etc in a planned and a structured way. A teacher is a person who teaches, guides, influences and along with it also efficiently manages a classroom.

As an educator, you should remember that successful teaching and learning, that is the one of the one and only purposes behind teaching, cannot take place in an unsystematic, unmanaged classroom.

If the students are unmanageable, rude and chaotic, with no rules governing their behaviour and no clear organization of classroom resources- teaching and learning both on the part of the learners and the educators becomes really complicated.

On the contrary, a well organized and planned classroom shows an environment that allows the processes of teaching and learning to succeed. A well organized classroom allows learning and development in all its true spirit to take place.

Teachers are liable for maintaining a positive learning atmosphere in the classroom. Managing a classroom is not an easy job. A classroom that is out of control yields lower accomplishment for students and high burnout rates for educators. Educators must employ structure, build up positive student interaction and take immediate action when indiscipline occurs. Maintaining control from the beginning provides a foundation for effective classroom management.

**Key Words: culture of caring, student teacher relationship, accountability, communication skills, listening skills, organization skills**

### **Introduction**

Classroom management is expected to furnish students with more chances to gain proficiency with everything that an instructor does to sort out students' space, time, and materials so students' learning can occur. Teachers must deal with unforeseen occasions and should be able to control students' behaviour, utilizing successful classroom management systems. Compelling classroom management and positive classroom atmosphere development are basic objectives for all educators. Everything an educator does

has implications with regard to classroom management, including making the setting, brightening the room, orchestrating the seats, addressing youngsters and dealing with their reactions, setting up schedules (and afterward executing, altering, and reinstating them), creating rules, and conveying those guidelines to the students. Learning is work of the head and work of the heart. An atmosphere of dread can disable the entirety of the objectives of higher learning. Educators are for the most part specialists in the subjects they instruct; however all the time instructors have issues with discipline. Wiseman and Hunt (2008) list important statistics. Beginning almost forty years ago, from 1968 to now, discipline has been identified as the most important problem that teachers face.

It is significant that instructors have a top to bottom comprehension of the subjects that they would teach. In any case, the information on topic alone isn't adequate to guarantee that educators will be viable and that students will be effective in their learning. To be successful, instructors additionally should have a comprehension of their students' advantages and styles of learning. "The information base of inspiration is broad to the point that the critical factor is settling on the best decision for a specific issue. If we have not learned the extensive motivational knowledge base, then our choices are limited" (Aldermann, 2004).

The most basic concerns identified with classroom management in schools are discipline, students' inspiration, taking care of students' social and enthusiastic issues, next to zero help from the guardians, viciousness, working with a custom curriculum or incorporation of students. Often issues that educators have in overseeing student's behaviour are of a very basic level issue of students' inspiration. Along these lines compelling encouraging practices are firmly identified with both administration and inspiration. "To be fruitful, educators must have the option to build up suitable students' behaviour in their classroom so as to augment the time that they and their students spend on learning." (Wiseman and Hunt, 2008, p. 6). For a beneficial learning condition it is likewise essential to produce positive attitude, regard and participation.

Last but not the least how a teacher creates a learning environment for the students influences students' behaviour and achievement.

## **Role of an Educator to be a Game Changer:**

Here we discuss action to be undertaken by a teacher how they can influence students' life and how teachers can play a pivotal role in bringing a sea change not only in classrooms but also in lives of pupils and largely impact the community also in the long run.

Teaching can be quite enjoyable job for people who do it well. I know this because I am a teacher, too. Although I do not think I'm always the best teacher, I know that the majority of my learners love me, and I guess this is partly why good things happen in my classroom.

I have spent a lot of time thinking about—and done a lot of investigation into—the question of what uniqueness make an educator effective and how I can succeed in the classroom. Although every great educator has their own special, unique approach, I have found that there are nine specific worldwide qualities that are essential for anyone who wants to teach efficiently, whether they want to teach in a

school or a college. If any teacher has the following uniqueness and qualities, he/she can become an effective educator.

### **The characteristics:**

- Build an Environment of Caring
- Set up Rules
- Maintain Accountability
- Handle Problems
- Effective Communication Skills
- Effective Listening Skills
- Deep Knowledge and Passion for their Subject Matter
- The Ability to Make Caring Relationships with Learners
- Sociability and Approachability
- Excellent Training and Organization Skills
- Strong Work Ethic
- Community-Building Skills
- High Expectations

Each characteristic is described below. Although effective educators may also have a number of other amazing qualities (like a sense of humor, personality, flexibility, sympathy, guidance, classroom management, a calm appearance, experience, and the proficiency to multitask), these are the characteristics, all the effective educators generally possess.

#### **Build an Environment of Caring**

Powerful classroom management is recognized in a culture of caring. Teachers set the tone for the classroom. On the off chance, the classroom atmosphere supports participation and risk taking; learners are more likely to become involved in the learning practices. Educators should utilize a sustaining approach and put resources into every student on an individual basis. Group projects can serve as a vehicle to construct a cooperative environment that welcomes a team centered learning condition. At the point when learners sense an educator is focused on their success, they are bound to comply with classroom rules and explicit social objectives.

#### **Set up Rules**

Educators should start the year with clear expectations of classroom behaviour. If learners are aware of what is and isn't tolerable, they are more likely to be positive contributors in the classroom. Teaching an understanding of social skills and how to face difficulty needs to be part of the normal classroom syllabus. Outlining consequences for undesirable behaviour will help learners build up critical thinking skills and become better decision-makers. Educators need to align behavioural expectations with school policies and make this information clear to parents.

#### **Maintain Accountability**

Providing accountability strategies is critical to classroom management. Educators should have a system for evaluating behaviour. Evaluating behaviour frequently will support in long-term success. Learners need to be made aware that the assessment process will be based upon their interactions with others in and out of the classroom. Verbal and non-verbal behaviour should be included in the evaluation. Educators should share opinion about behaviour with individual students and parents in a parent-teacher meeting. If parents are aware of issues as they arise, they can support expectations and consequences at home.

## **Handle Problems**

Educators ought to find out the cause of disturbing behaviour before attempting to correct it. Reflecting upon the elements affecting a problem will give a structure to intervention. For instance, if a student is consistently getting out of hand when the individual is sitting close to a particular friend, modifying seating might be the appropriate response. Whenever the situation allows, educators should assist students with figuring out how to control and change their behaviour before it grows into a bigger issue. Instructors need to cooperate reinforce intervention techniques. This will underscore behavioural desires and amplify achievement.

## **Effective Communication Skills**

I think that the most significant quality for a teacher to hold would be information, since that's what the job is all about, after all: sharing information. But no matter how educated an individual is; if he or she can't express what they know to others in a way that is not only understandable but appealing, the knowledge itself is of no use.

- If educators' communication skills (oral, nonverbal, and visual, which involve speaking, writing, imagery, body language, and the organization of ideas into understandable structures) are good, they can express knowledge with better skill and outcome.
- Since a large part of good communication knows when the students have understood, these educators observe when they have communicated in an effective manner and when they have not. They will often interpret, illustrate, or take delicacy entirely when it becomes obvious that their communication has fallen flat or has not reached or linked to the entire class.
- An effective educator observes when even one student among many does not comprehend, and makes an effort to communicate individually when required.
- Communication also involves explaining exactly what the coursework and expectations are. When learners completely recognize what is expected of them, it's much easier for them to convey their ideas and feedback.
- Interestingly, not only are communication skills extremely important in the classroom, but they are among the most significant skills in any setting.

## **Effective Listening Skills**

In addition to being effective communicators, effective educators also turn out to be excellent listeners. As the Turkish proverb says, "If speaking is silver, then listening is gold." Of course, effective communication only takes place when at least two groups are enthusiastically involved in the process together, and the only way to know if communication is heard is by asking (and listening to the answer).

So in a perfect learning atmosphere, educators ask important questions and then enthusiastically, watchfully, empathetically pay attention to what students have to say. When effective educators build up this enduring quality in themselves, they start to become great. Great educators listen hard and then use what they hear to improve the communication.

### **Deep Knowledge and Passion for their Subject**

There is a proverb that an educator is only as good as what they know. If an educator is not having a good knowledge of his or her subject, that scarcity of understanding is passed along to the learners. And keep in mind that although formal education is one way a teacher might gain the knowledge they need in order to teach well, there are other ways.

Passion is transmittable. Love of a subject matter encourages a person to learn more, dig deeper, and think harder about it, so passion encourages deeper knowledge. The successful educators are those that clearly adore their subjects and pass that passion and aspiration to learn more on to their learners. When the teacher not only has the right answer to a learner's query but can expand the discussion with brilliant examples, amusing descriptive anecdotes, and appropriate facts, and when the teacher has a deep knowledge and skill to draw on, then every lesson is enriched, and every learner might be motivated.

### **The Ability to Build up Strong Relationships with Students**

It's not sufficient just to know what you're talking about, though, and successful educators don't only teach from the head, in the best classrooms, hearts are involved, as well.

So as to create fruitful learning conditions, powerful teachers should have the option to construct caring relationship with their students. It is the strong student educator relationship that encourages the effective learning condition.

The great educators are frequently the ones who care the most profoundly, about their instructional employment, yet about each student they instruct. It's insufficient just to adore the topic: Great educators likewise share love and care of learners. Thinking about the students is the thing that moves instructors to connect, improve, impart more, ask, learn, improve, and create aptitudes. This is something that can't be imparted, not even in the great schools.

### **Friendliness and Approachability**

Because it's the teacher's job to help learners learn, they must be easy to approach. Learners will have queries that can't be answered if the teacher isn't responsive and easy to talk to. The short-tempered, unapproachable, abrupt, mean, arrogant, impolite teachers can't last long. If the learners think of their teacher as their enemy, they surely won't learn in a good way. The effective educators are the most open, friendly, and easy to approach.

### **Preparation and Organization Skills**

No matter how appealing you are, if you do not show up for a class with a tremendous plan for how to teach your material, you won't be successful. Effective educators use endless hours outside of the classroom preparing, planning lessons, learning more (both about their subject matter specially and how to teach, in general), takes part in professional development, and thinking of innovative and motivating ways to teach the students.

The effective educators comprise excellent lesson plans, lectures, and assignments that they frequently improve. They have studied extensively and read widely about how to teach and methods to facilitate learning.

They organize their days, exercises, and units such that encourage maximal comprehension and attention. They work together with different educators and go to classes to get familiar with their topic and how to best pass on it. They are approachable outside of class, and they grade papers rapidly, composing individual notes to enable their learners to understand.

## **A Strong Work Ethic**

Any individual who has done it realizes that teaching is perhaps the hardest employment there is. The secret that keeps them up is that extraordinary educators ridiculously need to be incredible educators, and they'll remain determined to succeed. An incredible educator will do nearly anything to support their learners. They generally set aside a few minutes and they're continually ready to help their learners. In the case of something doesn't work, they'll work eagerly until they discover an answer. An educator's work is rarely done however the best ones try constantly, they never quit.

## **The Ability to Build Community**

The best educators comprehend the significance of building steady and synergistic situations. Notwithstanding shaping caring associations with every student, the best educators encourage healthy conversations and frequently make connections along with the learners. They realize how to build up rules and allot jobs to enroll each student's help and support. Each student feels like they are acknowledged by the larger group, however that their presence is a vital ingredient in the classroom's environment. Their classrooms resemble little communities where every individual has an impact and feels comfortable.

## **High Expectations for All**

Researches show that an educator's desires have a great influence on learners' accomplishment. The best educators have exclusive standards for the entirety of their students. They anticipate a great deal from every student, but those expectations are both challenging and sensible. This doesn't mean they hold all learners to a similar exclusive requirement, but instead they comprehend what every student is able to do independently and endeavor to enable everyone to accomplish their own best.

## **Conclusion**

Because of the role, educators play in establishing the general public's future and forming the citizens in the future, the encouraging calling is consistently powerless against political and social interest and pressure. That is possibly why abilities and characteristics required from educators are consistently being talked about and the projects of foundations preparing teachers are changed because of such conversation (Sahin, 2014). Lately, an educator model has been characterized by reformists and the media progressively as an expert that is effective, has gotten liberal training and qualities social activity. This educator model carefully holds fast different fields and works insightfully to make information available

and helpful for learners. Whatever the picture made by this sort of educator, and his/her needs, abilities or conditions might be, he or she fits the representation of an individual that assists students with getting fruitful. Clearly what individuals look for in instructors is more than the abilities of moving the substance and offering aptitudes to learners. Educators are inherently persevering, intelligent and instruct individuals by various teaching methods. Educators shape the learners and themselves in accordance with various impressions of the society (Celikten, Sanal and Yeni, 2005).

Educating the society is a sacred profession that accepts the job of teaching the future generation, empowering citizenship of people in such a way that it guarantees harmony and success of social orders and shows them information, abilities and practices, and is performed by enlightened people in form of teachers who know about their jobs and have a high awareness of other's expectations. Individuals who get education from childhood to adolescence in educational institutions build up a profound relationship with their teachers.

Future research may restructure the qualities of an ideal educator by asking the parents, school administrators, primary, middle and high school learners and teachers. Also, a form may be prepared with respect to the qualities of an ideal teacher and a new research may be conducted by asking teachers as to how well they achieve these qualities. A literature research may be conducted about the qualities of an ideal teacher based on the research findings. A new study may be conducted on the perception of ideal teacher in different countries.

To sum it up, educators are truly the backbone of society. It is nothing to exaggerate while stating that they are real role models to students, offer guidance and dedication and give future citizens the power of education. Because of teachers, countries are able to further develop socially and economically. Next time anyone from the community achieves something great, take a moment to think of and be grateful for the educators who took pains in order to make it possible.

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