**Mail vom 23.03.16: Ankündigung Treffen und Literaturtipp**

**Liebe Kollegen/innen,**

**ich möchte euch noch einmal an den nächsten Termin erinnern. Das nächste Treffen findet am 31.03.2016 um 18:30 Uhr bei PROFiL (**Frauenlobstraße 7a, Raum RS B2, 4. OG) statt.

Für Getränke muss selber gesorgt werden. Dafür gibt es für alle Anwesenden ein kleines MDN-Geschenk!

Ich wünsche euch schöne Feiertage und würde mich freuen, euch zahlreich beim nächsten Treffen zu sehen!

Viele Grüße

Sören Westerholz

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Noch 5 Minuten Zeit für Didaktik?

Dann findest du hier ein paar Tipps aus dem Buch “How to teach adults” von Dan Spalding. (Das Buch ist im typisch anglo-amerikanischen Stil geschrieben, lässt sich gut lesen, mehr Motivations- als Lehrbuch, enthält aber eine Reihe schöner Tipps für Lehrkräfte.)

From the chapter: „Growing as a teacher”

**THE WORST TEACHERS THINK THEY’RE AMAZING**

***How do you know that’s not you?***

All teachers think they’re above average. There’s only a 50 percent chance that’s true for you, and it’s faint praise, anyway. […] As far I can tell, only a few teachers are truly bad. But all of them think that they’re amazing. That’s probably why they stop critically evaluating themselves; they don’t even know that they need to improve. […] Being convinced that you’re amazing means you’re probably secretly terrible. If you can’t accept the likelihood that you’re not a great teacher, you’re unlikely to ever become one.

**IT’S HARD TO IMPROVE**

***Do it anyway.***

It’s difficult for adult education teachers to improve. It’s rare that students or administrators tell us what we need to work on, and still more rare that we have time or resources to do so. And even if we manage to improve, it seems we’re just as likely to get fired as we were before. […] To put it another way, it’s hard to be professionals when we’re treated like temps.

**SET YOUR OWN TEACHER OBJECTIVES**

***„By the end of the year, the teacher will be able to…“***

It’s important to consciously improve your teaching practice for two reasons. First, to teach better, and second, to not go crazy.

Our challenge is that the education system is too focused on student objectives. We need to consciously develop our own teacher objectives. […] We know that, for novice students, learning to learn is as difficult as learning any particular topic. Same goes for teachers. Learning to grow – finding out what resources even exist and which ones work for you – is at last as difficult as learning any particular teaching skill.

**LEARNING TO REFLECT WILL MAKE YOU YOUR OWN BEST TEACHER**

***Reflection is the most important part of teaching yourself.***

The ability to learn from our own experience is among the most important skills anyone can develop. Reflecting on your teaching practice makes every class you teach a learning opportunity. This is especially rich at the beginning of your career, when novel and challenging things happen all the time.

**REMEMBER THE HORRIBLE INSTRUCTION IN YOUR LIFE**

***There are lessons only pain can teach you.***

For my master‘s degree in teaching ESL, I had to spend a semester observing a professor who turned out to be a horrible instructor. It was literally the most painful experience of my life. […] About halfway through the term, I got it. I was put into that class to understand how painful bad instruction is, and to remember to always strive to be a great teacher. […] Come to think of it, that may have been the most powerful learning experience of my entire life.

**READ MORE EDUCATION BOOKS […and attend more PROFiL courses ;-) ]**

***It’s like traveling to another country – or another planet.***

I know, I know. An author telling you to read more books is like the American Chocolate Association saying your ideal weight is four hundred pounds. But hear me out on this one. […] I’m a better person for having read these books. Ideally, I’m also a better teacher, too. So despite the fact you’re not getting paid enough and receive little to no professional development, I beg you to explore the universe of adult education literature. They’ll help you make sense of your students, your practice, and your new professional life. A teaching book can be a window onto another way of practice or the doorway to Narnia.

**DEVELOP A NETWORK OF PEERS YOU RESPECT**

***Avoid the haters.***

Adult education teachers have one of the loneliest jobs in America. We’re all busy and transient. We teach alone in the classroom. We work intensely with our students, who all leave by the end of the term. Part-timers are often deprived of any faculty community. And then we don’t get rehired and have to start all over again at a new school.

Overcome that isolation by collaborating with your peers. Collaboration will also help you grow as a teacher. This can happen through a formal mentoring process but, I think, is more likely to happen informally.