

## GREAT TEACHERS

“What you have heard from me, keep as the pattern of sound teaching...” (2Tim 1:13)

Reputation

Personality

Clarity

Interesting/challenging

Style & Delivery

## NOT SO GREAT TEACHERS

Why are not all biblical overseers “apt to teach” (2Tim 3:2)?

Poor Delivery

Disengaged from learners

Purpose is not plain

Disorganized or even irrelevant material

THREE MYTHS about GOOD TEACHING (Wilhoit and Ryken in *Effective Bible Teaching*)

#1 Good teachers have to be brilliant classroom performers

#2 Good teachers have figured out the one best method

#3 Good teachers are extroverts

## PRINCIPLES of EFFECTIVE TEACHING/LEARNING

Learning is a **PROCESS** of moving from

1. Unconscious incompetence to
2. Conscious incompetence to
3. Conscious competence to
4. Unconscious competence

(These are Maslow's levels as cited by Hendricks in *Teaching that Changes Lives*, p. 41.)

The **AIM** of all teaching should be CHANGE.

"...to be conformed to the likeness of His Son..." "...through the renewing of your mind" (Rom 8:29, 12:2).

### Cycles and RHYTHMS in Teaching Extended Courses

The first Cycle of 1) initial interest or even enthusiasm in the beginning, moves into 2) a period of realism that flows into one of two directions: a) weariness in the learning process and possible disappointment in not achieving the initial promise of the course, or b) a maturing sense of accomplishment through mastery and application of the course material.

For S.S. curricula, 8-12 week blocks are recommended on each unit.

Rhythms of education move from 1) romance to 2) precision to 3) generalization (*Effective...*, p. 77). The first stage brings wonder born of exploration into novel areas. The second stage proceeds to the heavy-lifting of learning through an orderly and systematic mastering of the facts of subject. The final stage is generalization: having a working knowledge of the subject that gives the big picture and a view of the internal patterns that come through the precise mastery of the facts and the inter-relations of the parts of the subject.

### TEACHERS and STUDENTS

1. The best teaching is done through human personality.  
O Corinthians! We have spoken openly to you, our heart is wide open. –2 Corinthians 6:11
  - a. The good teacher must have a good reputation.
  - b. The good teacher will connect personally with individual students.
  - c. The good teacher will show some passion for his subject.
2. The best learning is through personal discovery when a teacher creates favorable conditions of self-learning.
  - a. The best learning is done through a series of "teachable moments."
  - b. Learning begins at the "feeling" level: there must be student desire.  
"Lord, teach us to pray..." Luke 11:1
  - c. Maximum learning is achieved through maximum student involvement.  
"I hear and forget. I see and remember. I do and understand." –Chinese proverb in Hendricks, p. 58.  
Remembering increases by 50% when visual aids are added to hearing a lesson.
  - d. The teacher must encourage and motivate the student in his desire to learn

3. The good teacher realizes he has not arrived at perfection
  - a. He must be thoroughly trained to have something to teach.  
"A disciple is not above his teacher, but everyone who is perfectly trained will be like his teacher. – Luke 6:40
  - b. Teachers must keep growing in their own learning and sense of personal discovery.  
"Grow in the grace and KNOWLEDGE of our Lord and Savior Jesus Christ..." –1Peter 5:18
4. Good teachers are FAT ("Faithful, Available, Teachable")
5. Good teachers understand the gravity of James 3:1,2  
Not many of you should presume to be teachers, my brothers, because you know that we who teach will be judged more strictly. (NIV)