



## **STANDARD SIX: Christian teachers communicate effectively.**

*The teacher uses effective verbal and non-verbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.*

\* Indicates questions that faculties will discuss directly within the seminar.

We will be conducting much of this session through small group discussion. The strategies for effective small group work are valuable in the classroom, and they also have wide applications for faculties and congregations.

For groups in which you've participated, what were the distinguishing characteristics of the ineffective groups?

What rules or procedures made groups effective?

How would adult expectations of group work differ from those of our students?

### **Criteria 1: Models evangelical communication of God's Word.**

\*How does a personal sense of humility and trust in Christ influence our ways of communicating in the classroom? with our parents? with other faculty members?

You will see on the [Continuum of WELS Teacher Development](#) for Standard Six that the Innovating level of practice encourages learners to openly express the truths of God's Word. We will talk about that encouragement in our next standard.

### **Criteria 2: Models effective communication strategies in conveying ideas and information.**

Conflict is unavoidable in practically any setting.

\*What are some strategies for conflict management that we can apply in our faculty and in our classroom?

The Christian teacher can often be called upon in times of trouble and distress.

What do you most want to accomplish when people come to you with problems or pain?

\*What about those times when you have no idea about what's really wrong and no idea about what will help? What will you do?

### **Criteria 3: Supports and expands learner expression in speaking, writing, and other media.**

Biblical encouragement has been described as “The real me talking to the real you.”

\*When our heart is set on encouragement, how will our view of this person be changed? How will our communication with that person change?

\*How do we build an environment where students can feel safe in challenging circumstances?

### **Criteria 4: Asks questions and stimulates discussion in various ways for particular purposes.**

The structure and purpose of our lessons vary, but the ability to develop understanding and growth through questions and discussion is a common procedure in any classroom.

The fourth criteria on the Continuum of WELS Teacher Development for Standard Six can be used to evaluate our use of questions and discussion.

Watch the first 5 minutes of this video and discuss as a group where you would place that teacher on this continuum.

<http://www.youtube.com/watch?v=VVh3Ty6nZ5M>

\*At the “Innovating” level of this criterion, the teacher fosters independent questioning and discussion. How does a teacher foster this skill and attitude?

### **Criteria 5: Communicates in ways that demonstrate an understanding of cultural and gender differences.**

#### Cultural differences:

Cultural differences in communication often center around nonverbal factors related to: proximity, familiarity, eye contact, showing respect, acknowledging authority, and establishing relationships.

\*Within your school setting, have you experienced any of these issues as you have communicated with someone from another culture base? What did you do to accommodate for those differences?

Gender differences: Men’s communication is commonly described as “report talk” and women’s as “rapport talk”.

\*How do the different conversational styles between men and women play themselves in the classroom? on a faculty? What role does humility play, again?

## **Criteria 6: Uses a variety of media communication tools to enrich learning opportunities.**

Schools and classrooms are supported through varied levels of media resources, and teachers serve with equally varied levels of media expertise. The last criteria of the Continuum of WELS Teacher Development for Standard Six explores the variety of media communication tools a teacher uses to enrich learning opportunities.

Take the last portion of this session to discuss the resources that are available to classroom teachers, the adequacy of those resources, and the use of those tools in classroom instruction. As a faculty, determine where you would place your school on the continuum.

\*What media communication tools are we using effectively in our classrooms?

\*What media do we own that is not being used effectively?

\*What additional media communication tools would we use to enhance our teaching if they could be made available?