

LUXURY  ACADEMY

LONDON

TEACHERS FIRST

PROFESSIONAL DEVELOPMENT
PROGRAMME



BACKGROUND

Luxury Academy London are a training company specialising in leadership, communication and business etiquette training and have specific experience in the Indian educational sector. This brochure outlines a bespoke training solution for school teachers in India called Teachers First Professional Development Programme

THE ROLE OF THE TEACHER IN INDIA

Teachers in India have a difficult task; there is high demand, meaning class sizes are much larger in comparison to other countries internationally, for example, India's 1.5 million village schools handle over 220 million students. Indian teachers have reported that the attention spans of their pupils are waning, making the task of engaging pupils even harder. There is also relatively high pupil absenteeism. Various methods are being introduced to teach students that learning is

not something to be feared, but to be embraced, such as Education Programme which utilises music and drama as teaching aids. Despite teaching being a comparatively well paid job, it appears that teachers do not currently receive the recognition or status of their counterparts in other countries. Studies have shown that prior teacher experience and qualifications are poor predictors of better student outcomes. In order for teachers in India to have the confidence to meet the unique demands

of the educational sector in their country, for the status of the profession to rise and for students to receive a better educational experience, teachers need to possess not only educational qualifications and experience but excellent interpersonal skills that will enable them to inspire, engage and nurture the future generation. Luxury Academy's Teachers First Professional Development Programme will focus on the acquisition and development of these interpersonal skills.



TEACHING: SKILLS REQUIRED

Students will remember an effective, engaging and inspiring teacher many years later, and conversely they will also remember the ineffective teacher who is unable to impart knowledge in an interesting way that stimulates excitement for the topic of study.

To be a teacher is a privilege, offering an unrivalled opportunity to stimulate an enjoyment of learning that could shape the student's life and future chances in life. But to be a good teacher requires not just knowledge of one or more subjects, but a broad range of social, interpersonal and presentation skills. Skills that encourage the student to be receptive to the lessons taught, to retain this content and to be eager to acquire additional knowledge.





A GOOD TEACHER MUST POSSESS:

- Good knowledge of educational content.
- The ability to engage an audience.
- Strong communication skills with pupils.
- Strong communication skills with parents.
- Knowledge of how to impart information in an interesting way.
- Excellent delivery skills.
- Strong interpersonal skills.
- Confidence in approach and manner.
- Enthusiasm.
- An understanding of the fundamentals of public speaking.
- The ability to maintain attention span.
- Knowledge of effective use of body language.
- An understanding of learning styles.
- An understanding of group dynamics.

What is interesting is that of the many skills required to be an effective teacher, almost all relate to presentation and delivery, and all can be learnt.


If a teacher possesses the desire to improve as an educational professional and is willing to invest their time in the Luxury Academy Teachers First Professional Development Programme and practice the skills they have been taught, then they will be able to improve their skill set considerably and the educational experience offered to their students will increase significantly.

-TEACHING-



GOOD KNOWLEDGE OF EDUCATIONAL CONTENT

At the base level, all teachers should have a good understanding of the educational content they are delivering. To be an excellent teacher though, this knowledge must be paired with specific skills that will enrich the learning experience for both the teacher and the pupil.

A stylized illustration on the left side of the page. It features a compass rose with a needle pointing towards the top right. Below the compass, there is a white paper airplane with its wings spread, pointing towards the bottom right. The background is a light gray gradient.

THE ABILITY TO ENGAGE AN AUDIENCE

It is said that a good teacher first must hold their audience's attention, before they can teach their lesson. The ability to engage an audience is an invaluable skill and will be particularly vital to the teacher in India. Class sizes are large and if the teacher is not able to command attention from the outset, attention will begin to wane almost immediately. The teacher who is able to capture the attention and imagination of their pupils will have a more receptive audience, and the benefits of this are twofold: students will learn in a positive environment, and teachers will experience the enjoyment of teaching at its best: with a receptive, communicative and engaged audience.

STRONG COMMUNICATION SKILLS WITH PUPILS

To be an excellent teacher, the educational professional must be able to communicate effectively at all levels, but the skills required to communicate effectively with students are very different. All students will learn better when the content is communicated to them in a manner that is appealing to them, that is, exciting, fun and interesting. Any topic can be made to be appealing to students; it all comes down to effective communication on the part of the teacher. Furthermore, if the teacher is communicating with students at their level, and pupils are engaged and receptive, this makes the likelihood and incidence of discipline intervention less likely.



STRONG COMMUNICATION SKILLS WITH PARENTS



Teachers not only have a large class of pupils with which to communicate, but also their parents. If a teacher is able to communicate effectively with parents, they can make parents understand the learning environment, and the teacher's goals for the student. Through regular and effective communication, the teacher develops harmonious relationships with parents, which can enhance the student's learning experience considerably, improve the reputation of the school, and pave the way for future requests for assistance from the teacher.

KNOWLEDGE OF HOW TO IMPART INFORMATION IN AN INTERESTING WAY

The mark of a good teacher is that they are able to take any educational material and present this in an interesting way. Teachers must take account of different learning styles and make content appealing to students' senses. The teacher that stands at the front of the classroom and repeats

information verbatim is not stimulating the student and utilising all of the many tools at their disposal. Lessons should be varied, have visual, auditory and kinaesthetic elements and when the teacher is speaking, this should be made interesting through tone of voice, movement and participation.



EXCELLENT DELIVERY SKILLS

Many teachers, when delivering lessons, will merely mimic the teaching they have received in the past. This often leads to a 'lecture' style of delivery, which is not the most effective means of engaging with anyone, least of all students, whose attention spans are shorter. Teachers need to be taught how to deliver educational content

effectively through a number of means: observing excellent delivery, practicing and developing their own delivery skills in a training setting, and continuing to enhance their skills through daily use in the classroom setting. In acquiring delivery skills, the teacher will have the ability to impart knowledge to others effectively.

STRONG INTERPERSONAL SKILLS

A good teacher must possess excellent interpersonal skills, the skills that enable effective communication, but also effective leadership, listening and motivational skills. Teachers must have empathy for their pupils in the learning environment, appreciating their viewpoint and feelings, as this will enable the teacher to fully engage the students in the learning process.

Confidence in approach and manner

When teaching a large group, it is imperative that the teacher has the confidence to assert their authority from the start, but this does not need to be overt or aggressive. By training teachers how to present a confident persona, this will become second nature and the teacher will have control from the beginning of the lesson to the end.

Enthusiasm

Enthusiasm for the lesson being delivered is paramount. If the teacher cannot be enthused about the content, they have little chance of encouraging enthusiasm in their pupils. Teachers can be trained in how to deliver content in an enthusiastic manner, for example, through a positive stance, a smile and the use of inflection and passion in the voice. A lesson taught in an enthusiastic manner will be remembered for the right reasons, and can be enough to spark the fire of interest of a student in a particular subject.

An understanding of the fundamentals of public speaking

For many teachers, their first experience of talking to a large group will be when they take their first lesson, this is of course public speaking, yet many teachers have not been taught the basics of how to speak in public to large groups. One of the fundamental rules of public speaking is enunciation, ensuring that words are clearly spoken and not said in a monotone that is deeply uninteresting for the listener. The teacher must utilise pace, tone and projection to bring their delivery to life, and this skill, once acquired, is a valuable asset.

The ability to maintain attention span

If a teacher possesses the above skills, the attention span of their pupils will automatically be higher than average. The teacher will be respected by the pupils, and thus, the pupils will be more willing to devote their attention to the subject being taught. The teacher can further utilise techniques that will enable them to maintain this attention for longer periods of time, which is more time efficient for the teacher, and will positively improve student outcomes.

KNOWLEDGE OF EFFECTIVE USE OF BODY LANGUAGE



When addressing a new group of students, much of the impression pupils will form of their new teacher come before the teacher has even spoken, through their teacher's unconscious non verbal communication. How a teacher holds themselves, their posture and deportment can either present a confident, authoritative,

friendly image, or a nervous, disinterested persona. Additionally, teachers may have unconscious gestures that are at odds with the image they wish to present. By harnessing the skills of non verbal communication, teachers can put themselves in the correct position from the start, they can utilise these skills during

their lessons to further engage the young minds in their care. Teachers with an understanding of body language are also able to read this in others: pupils, parents, colleagues and superiors, and can use this information to tailor their communication accordingly.



AN UNDERSTANDING OF LEARNING STYLES

It was Albert Einstein that said: “I never teach my pupils: I only attempt to provide the conditions in which they can learn”. The teacher with an appreciation of learning

styles who caters and provides opportunities for students with different learning styles is doing just this.




AN UNDERSTANDING OF GROUP DYNAMICS

A key skill for teachers is in managing a large classroom of individuals with unique personalities, and to do so efficiently, teachers must understand how to lead and inspire. They need to possess the skills to draw out quieter pupils, and, where appropriate, reign

in rowdier pupils; this enables the teacher to uncover talents that may otherwise be untapped. A teacher that is in tune with group dynamics controls their class calmly, and is able to diffuse potentially difficult situations before they escalate.



OUTCOMES FOR THE TEACHER
FOLLOWING THE TEACHERS FIRST
PROFESSIONAL DEVELOPMENT
PROGRAMME



Within the one day training course, teachers will participate in many exercises designed to teach them specific skills such as sequencing of content, delivery, body language, communication and presentation, and will be given ample opportunity to practice and develop these skills.

UPON SUCCESSFUL COMPLETION OF THE COURSE, TEACHERS WILL BE ABLE TO:

- Use accelerated learning to increase the pace of learning for pupils.
- Exploit human memory patterns and increase pupils' attention spans.
- Understand and utilise group dynamics.
- Utilise different pupil learning styles for more effective knowledge transfer.
- Ask the right questions and fully engage participants at all times.
- Show confidence using correct body language.
- Move away from a 'lecturing' style of teaching to a more exciting, memorable style of delivery.
- Present confidently, enthusiastically and in an interesting manner.





BENEFITS FOR TEACHERS

The benefits for teachers in attending the Teachers First Professional Development Programme are many and varied, the most fundamental of which is the enrichment of the learning experience for the student which in turn provides greater job satisfaction and self-esteem for the teacher as they witness the growth and increased engagement of the student in the learning process.

Of course, many of the skills that will be taught on Teachers First Professional Development Programme are transferable life skills that are useful on many levels. They enable the teacher to become a more confident communicator, a more adept public speaker and a more effective manager and facilitator of people and processes.

BENEFITS FOR PUPILS

The benefits for pupils of their teacher(s) attending the Teachers First Professional Development Programme could be life-changing for them. If their teacher is able to engage and stimulate their interest in learning, in one or more subjects, their opportunities to develop both academically and socially will be vastly increased.

SOCIAL BENEFITS

It is envisaged that improvements and investments in the quality of teaching experiences available to students will improve outcomes for students, leading to greater satisfaction in the educational process for all stakeholders: parents, students, teachers and schools. This increased satisfaction within the teaching profession will attract more quality candidates to the profession, and give teaching in India the recognition it deserves.

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