

교사의 자세

-열정과 냉정

제 12 기 북가주 교사 집중 연수회

June 14, 2008

Dr. Young Hee Lee



목차

1. 교사의 의미
2. 학창 시절에 경험한 교사상
3. 교사역할의 대상은 누구인가?
4. 교사의 자질 및 자세
5. 결론
6. 질의 및 응답

1. 교사의 의미

- ♥ 教師, 선생, 스승, teacher, instructor, professor
- ♥ 교사본인의 사명의식 : 교육을 최고의 가치로 인식
- ♥ 외부에서의 교사에 대한 기대 : 인간을 대상

1. 교사의 의미

♥ 군사부 일체 (君師父一體)

♥ 훌륭한 리더 (君)

※ 진재혁 박사 : 리더인 부모 → 리더로서의 교사

♥ 훌륭한 양육자 (父)

※ Dr. Richard Meeves : 부모역할의 보충 → 멘터로서의 교사

1. 교사의 의미

동•서양의 교사가 갖는 의미의 차이점

♥ 양적 & 질적

♥ 열정 & 냉정

※ 스승의 그림자도 밟지 않는다.

2. 학창 시절에 경험한 교사상

역할 모델로서의 교사

♥ 긍정적인 교사상

사랑, 인자, 공정

헌신, 관심, 이해

nurturing

expectation (기대)

♥ 부정적인 교사상

미움, 냉정, 편애

대충, 무관심, 오해

buzzing

무기대

2. 학창 시절에 경험한 교사상

역할 모델로서의 교사

♥ 긍정적인 교사상

실력

재미있는 수업

쉬운 설명

정리정돈

(즉각적인 피드백)

♥ 부정적인 교사상

교과목 지식 부족

지루하고 단조로운 수업

어려운 설명

어수선

(시간이 걸림)

3. 교사역할의 대상은 누구인가?

♥ 교사역할의 대상에 대한 이해 :

Teaching is not about students, but about teachers.

♥ 예를 들어 회상해보기³

Recall one of the times you have felt your students (children) were out of control.

If you had had greater control over your own emotions, how could the situation have had a difference outcome?

※ Scream Free Parenting by Hal Edward Runkel

3. 교사역할의 대상은 누구인가?

♥ Teaching (Parenting) is not about students (kids).
It's about teachers (parents).

♥ You are responsible to your student (child) for how you behave, regardless of how he or she behaves.

※ Scream Free Parenting by Hal Edward Runkel

3. 교사역할의 대상은 누구인가?

♥ If you make sure you behave, [even when your students (kids) misbehave)], then you have a greater chance of positively influencing the situation.

♥ The greatest thing you can do for your students (kids) is learn to focus on yourself.

※ Scream Free Parenting by Hal Edward Runkel

4. 교사의 자질 및 자세

I. 능력 : 전문적인 지식 (넓이 & 깊이)

II. 인성 : 학생을 위한 특별한 마음 (열정 & 냉정)

4. 교사의 자질 및 자세

능력 : 교과목에 대한 이해정도

♥ minimum qualifications, preferred qualifications, or over-qualified ?

♥ 학생들의 지적 호기심에 찬물 ?

4. 교사의 자질 및 자세

능력 : 교과목에 대한 이해정도

♥ 넓이와 깊이 (삼천포행)

♥ 끊임없이 배우고 연구

4. 교사의 자질 및 자세

인성 : 학생을 위한 특별한 마음과 자세

♥ 긍정적

교과목에 대한 태도 : student's identity in subject¹

생활에 대한 태도 : 칭찬과 격려 (인정애의 욕구)
What's right with you? (칠판에 이름적기)

♥ 이해와 믿음 : 이해가 안되지만 믿어주어야 하는 경우

4. 교사의 자질 및 자세

인성 : 학생을 위한 특별한 마음과 자세

♥ 공평과 인정 : 열손가락이 다 다르다.

♥ 멀리 보는 마음 : 샘물과 우물의 차이 (이학준 목사)

♥ 청출어람 (靑出於藍) 에 대한 기대와 설레임 : 학생들이 품고 있는 싹과 희망을 볼 수 있는 마음

4. 교사의 자질 및 자세

인성 : 학생을 위한 특별한 마음과 자세

♥ 열린 마음 : 판단과 결정보다 다른 시각을 인정
바나나의 반대말은?²
a better way (박지연)

♥ 단호한 No 와 분명한 기준 : 안전감

♥ 친밀한 교사 : 경험 공유

♥ 존중과 사랑

4. 교사의 자질 및 자세

인성 : 학생을 위한 특별한 마음과 자세

♥ 어려운 사랑 : 까다롭고 나쁜 교사

Mean Mothers (www.spannj.org)

Was your mom mean? I know mine was.

We had the meanest mother in the whole world!

While other kids had candy for breakfast, we had to have cereal, eggs, and toast.

When others had a Pepsi and a Twinkie for lunch, we had to eat sandwiches.

And you can guess our mother fixed us a dinner that was different from what other kids had, too.

Mother insisted on knowing where we were at all times.

You'd think we were convicts in a prison.

4. 교사의 자질 및 자세

She had to know who our friends were, and what we were doing with them. She insisted that if we said we would be gone for an hour, we would be gone for an hour or less.

We were ashamed to admit it, but she had the nerve to break the Child Labor Laws by making us work. We had to wash the dishes, make the beds, learn to cook, vacuum the floor, do laundry, and all sorts of cruel jobs. I think she would lie awake at night thinking of more things for us to do.

She always insisted on telling the truth, the whole truth, and nothing but the truth. By the time we were teenagers, she could read our minds. Then, life was really tough!

4. 교사의 자질 및 자세

Mother wouldn't let our friends just honk the horn when they drove up. They had to come up to the door so she could meet them. While everyone else could date when they were 12 or 13, we had to wait until we were 16.

Because of our mother we missed out on lots of things other kids experienced. None of us have ever been caught shoplifting, vandalizing others' property or ever arrested for any crime. It was all her fault. We never got drunk, took up smoking, stayed out all night, or a million other things other kids did. Now that we have left home, we are all educated, honest adults. We are doing our best to be mean parents just like Mom was.

That must be what's wrong with the world today. It just doesn't have enough mean mothers anymore.

4. 교사의 자질 및 자세

인성 : 학생을 위한 특별한 마음과 자세

♥ 못 말리는 열정 : Be cautious!
My passion is contagious.

(예) 제 2의 조승희 사건을 예방하기 위해서는?

4. 교사의 자질 및 자세

인성 : 학생을 위한 특별한 마음과 자세

♥ 꼭 필요한 냉정 : 옆집아이 이론 (이영희)

(예) 오히려 지나친 열정으로, 냉정하지 못해서 학생에게
피해가 된 사례

5. 결론

♥ 인터뷰에서 받은 질문 : 5년 뒤 학생들이 기억할 나

♥ 질문 :

10년, 20년, 30년 뒤, 학생들이 기억할 교사로서의 우리

5. 결론

To the editor⁴ :

I once had a teacher at this university. Let me describe her. She knew me by name. She encouraged me to do my best. She complimented my efforts. She taught me with questions, with stories, with books. She facilitated discussion. She helped me learn things for myself. She brought who she really was to class, with real emotion, with real truth. And that made the subject glow and grow and become alive for me. She wanted me to find joy in learning. She was our advocate, she was our friend, and we all knew it.

During five years at this institution, I have had many professors. But few teachers. Do you as a professor teach? Or do you profess to teach? In the end, will the trophy of most value to you be a book or journal with your name on it, a promotion or pay increase? Or will your greatest prize be the heart of a student, a heart on which your name will always be written? To those few who have taught people, not classes – thank you. You'll always be written on my heart.

Ben Watkins

6. 질의 및 응답



References

1. Being a Mathematics Learner : Four Faces of Identity, Rick Anderson, The Mathematics Educator, Vol. 17, No. 1, 7–14, 2007
2. What Would Socrates Say?, Alexander George, Clarkson Potter, 2007
3. Scream Free Parenting, Hal Edward Runkel, Broadway Books, 2007
4. LETTER: The meaning of ‘teacher’, Ben Watkins, The Utah Statesman (Official Student Newspaper of Utah State University), Section: Opinion, 02/02/2007