

Highly effective teachers

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Abstract

The question “What makes an effective teacher?” is an ongoing concern for those involved in education and teaching. This article argues the importance of taking into account both pedagogic and dispositional characteristics when examining what it might mean to be a highly effective teacher. In doing so, two theoretical frameworks are described; namely, the New South Wales Quality Teaching Model (QTM) (NSW, DET, 2003) and the Dispositional Cluster Model (DCM) (Faull, 2008).

Introduction

There is a large body of research on teacher effectiveness, a great deal of it addressing pedagogic issues including teacher knowledge, the acquisition of a broad range of skills and prerequisite teacher competencies. As part of the quality assurance for teaching and learning, most states and territories in Australia have established Professional Teaching Standards (PTSs) that form a benchmark for teacher quality in schools and in teacher training institutions. These PTSs focus mainly on observable teacher behaviour.

In the context of teaching and learning in NSW, a significant development has been the design and implementation of the Quality Teaching Model (QTM) (NSW, DET, 2003) as a benchmark for pedagogic practice. The QTM provides a theoretical framework that can be used for examining the effectiveness and quality of teacher behaviours in the classroom.

The past decade, however, has seen a resurgence of research undertaken in the affective domain of teaching, with particular reference to the role of human in effective teaching. This paper will use the Dispositional Cluster Model (Faull, 2008) to enrich the discussion of what it might mean to be a highly effective teacher by including the perspective of teacher dispositions, values and beliefs.

Using the QTM to describe effective teachers

Grounded on the principles of Productive Pedagogy, the QTM is concerned with the challenging issues of intellectual quality and equitable student outcomes. Based firmly on the philosophy that “it is the quality of pedagogy that most directly and most powerfully affects the quality of learning” (NSW, DET, 2003, p. 4), this model conceptualises the nature and function of pedagogy in terms of learning outcomes that focus on intellectual quality, including not only the learning process but also the assessment of learning outcomes.

The theoretical framework of the QTM is based on extensive research and comprises three dimensions of pedagogy that are directly linked to improved student outcomes. The model focuses on the interaction between variables in the teaching-learning process that are described in terms of *Intellectual quality*, *Quality learning environment*, and *Significance*. Each of the three dimensions comprises six elements that further define and clarify the nature and function of the model in terms of classroom behaviours and practices (see Table 1).

Table 1: The dimensions and elements of the QTM (NSW, DET, 2003, p. 10)

	Intellectual quality	Quality learning environment	Significance
Elements	deep knowledge	explicit quality criteria	background knowledge
	deep understanding	engagement	cultural knowledge
	problematic knowledge	high expectations	knowledge integration
	higher-order thinking	social support	inclusivity
	metalanguage	students' self-regulation	connectedness
	substantive communication	student direction	narrative

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Each of the three dimensions is conceptualised as being inter-related and inter-active in nature. At the heart of the model is the dimension *Intellectual quality*. Teacher involvement in the process of teaching and learning is expressed in terms of how effectively it facilitates quality learning outcomes for students. With regard to the dimension *Intellectual quality*, the teacher is called on “to select and organise the essential knowledge, understanding, skills and values from the syllabus” (NSW, DET, May, 2003, p. 11). This is based on the assumption that the teacher is able to construct his or her own meaning and knowledge that demonstrate the defining characteristics of intellectual quality. The teacher’s role also includes the ability to develop “the students’ deep and critiqued understanding of the selected knowledge, understandings, skills and values and of the connections among them” (ibid). This necessitates that the teacher has mastered the prerequisite skills and strategies for facilitating students’ active involvement in the learning process.

The dimension *Quality learning environment* calls upon the teacher to demonstrate the ability to create, maintain and promote a quality learning environment that can extend well beyond the classroom to include “all adults who share the learning environment” (NSW, DET, May, 2003, p. 13). Finally, the dimension *Significance* necessitates that the teacher demonstrates the ability to promote the significance of students’ learning by making “the connections between and among the student as an individual and social being, the nature of the work at hand, and the contexts in which such work matters” (NSW, DET, May 2003, p. 14). It follows that if teachers are to effectively and successfully facilitate quality learning, taking into account each element of the three dimensions of the QTM, then they need to demonstrate the abilities and qualities that they seek to promote in their students.

Does the QTM adequately describe effective teachers?

A key question posed by Killen (2007) was, “What type of person does a teacher need to be in order to be able to implement each of the elements of Quality Teaching effectively?” (p. 33). This question is of considerable significance because it broadens the debate about what it means to be an effective teacher to include the quality of the teacher as an individual. This quality can be expressed in terms of teacher dispositions.

In the research analysis of the Productive Pedagogy Model (Gore, Griffiths & Ladwig, 2002), a precursor to the QTM, it was found that relatively few teachers were able to perform at consistently high levels of productive pedagogy. Various reasons were

given for this: curriculum design may have restricted the scope of teacher performance; the organisational structures in the schools, themselves, may have imposed limitations on teacher performance and effectiveness; or time constraints may have precluded teachers’ mastery of the demands of the model. These constraints are worth considering by school administrators and educational decision makers in order to assist teachers with enhancing the quality of their teaching.

In spite of these limitations, however, it was found that a relatively small percentage of teachers were able to sustain consistently high levels of productive pedagogy across all dimensions.

A closer examination of the nexus between teacher attributes and dispositions, on the one hand, and pedagogy on the other, may enhance our understanding of what it is that differentiates competent teachers from highly effective teachers.

Teacher dispositions

Usher (2002) concluded that, in the context of teaching and learning, it is essential that we find a way to understand the “internal dispositions” that underpin effective teacher behaviour. Research led him to conclude that dispositions are expressed in terms of “certain more stable characteristics and recurring perceptions of self, students, the job and its purposes, people and the world-in-general which are operative in a teacher’s perceptual world and render much of the effect of their efforts” (n. p.). He noted the need for further research on the question of the distinguishing features of the teacher that are manifest in effective teaching behaviour.

There is a rich array of perspectives relating to the nature of dispositions. Katz and Rath (1985) explored the notion of disposition as “an attributed characteristic of a teacher, one that summarises the trend of a teacher’s actions in particular contexts” (p. 301). This definition does not suggest that dispositions *cause* behaviour. Rather, dispositions are *manifest* in behaviour. A similar notion of dispositions is evident in Ennis’ (1987) definition, “A disposition is a tendency to do something, given certain conditions” (in Rath, 2006, p. 19). Here, emphasis is placed upon the teacher’s *tendency* to do something, rather than on the action itself. A final definition this discussion, is “Dispositions are inherent qualities that incline a person to act in consistent ways that can be observed through patterns of behaviour in particular contexts” (Faull, 2008).

Having enunciated these different perspectives on the nature of dispositions, it is appropriate to examine the Dispositional Cluster Model as a second theoretical framework for discussing what it might mean to be a highly effective teacher.

“What type of person does a teacher need to be in order to be able to implement each of the elements of Quality Teaching effectively?”

Figure 1: The Dispositional Cluster Model



Using the Dispositional Cluster Model (DCM) to describe effective teachers

Based on an extensive survey of literature that included the fields of effective teaching and effective teachers, giftedness and talent, creativity, intelligence, and dispositions, Faull (2008) identified five clusters of dispositions that appear to epitomise highly effective teachers. For the purposes of conceptual clarity, the clustering of these dispositions is represented as the Dispositional Cluster Model (DCM) (see Figure 1). The ‘umbrella’ term selected for the first dispositional cluster was *Authentic*. A second cluster of items tended to focus on the teacher’s sense of purpose and engagement. This cluster was given the descriptor *Committed*. A third group of dispositions was predominantly associated with the teacher being *Creative*. A fourth cluster was found to be associated with the teacher’s knowledge and the way this was communicated. This cluster was given the descriptor *Communicative*. There appeared to be a fifth group of dispositions that had to do with teacher enthusiasm and energy. This fifth cluster was given the descriptor *Passionate*. Each of these five ‘primary’ dispositional clusters can be defined in terms of ‘secondary’ dispositions that are conceptualised as being interactive and inter-dependent.

Examples of teacher comments that support the identification of these primary dispositional clusters and their secondary dispositions have been taken from cases study interviews of 12 teachers

(A through to L) who were identified by their school principals as being exceptional teachers (Faull, 2008). The identification of these teachers was chiefly based on their perceived performance on the QTM and on observed teacher behaviours.

Highly effective teachers are AUTHENTIC

Considerable attention has been given to the terms ‘authentic’ and ‘authenticity’ in research on dispositions.

[Authenticity is] a multifaceted concept that includes at least four parts: being genuine, showing consistency between values and actions, relating to others in such a way as to encourage their authenticity, and living a critical life. (Cranton & Carusetta, 2004, p. 7)

Brookfield (2006) maintained that for a teacher to be seen as authentic there needs to be “congruence between words and action, between what you say and what you actually do” (p. 74). Cranton and Carusetta further stated that authenticity is “a quest for a personal state of teaching to identify and critically examine their individual sense as it relates to personality, teaching style and interactions with others” (p. 6).

Be natural. Be yourself. Don't put on an act. Don't try to be someone that you're not, because children see through that. (Teacher H)

In the DCM, ‘secondary’ dispositions that characterise the AUTHENTIC teacher include: caring, empathic, open, and reflective.

The concept of **caring** is an integral characteristic of effective teachers. At the most basic level, authentic teachers should demonstrate a consistent pattern of practising the “ethic of caring” (Duignan & Bhindi, 1997). Authentic teachers should also show a genuine concern for their students’ academic welfare (Feldhusen & Goh, 1995). More specifically, the literature suggests that authentic teachers should: show “respect and compassion for others” (Bunch, 2006, n. p.); “be approachable, sensitive and persistent” (Keeley, Smith & Buskist, 2006, p. 85); and provide “constant encouragement to students” (ibid).

When asked what they would most like to be remembered for, four teachers from the case study (Faull, 2008) commented that they would like to be remembered for the fact that they cared about their students and about teaching.

There is considerable support in the literature for authentic characteristics that could be interpreted as being **empathic**. Highly effective teachers “see sensitivity and understanding of the learner’s private world of meaning as a priority of helping others

“To be seen as authentic there needs to be “congruence between words and action”

learn” (Usher, 2002, n.p.). Edwards (2007) and Killen (2002) argue that empathic teachers are sensitive to student differences and inclusive of cultures.

A disposition to be “**open**” is invariably associated with effective teachers. Brookfield (2006, p. 68) asserted that for a teacher to be regarded as authentic, there needs to be, “The perception that the teacher is open and honest in attempts to help students learn”. In support of this view of openness, Usher (2002) maintained that authentic teachers “should not be afraid to reveal their own idiomatic approaches to teaching” (n.p.). Further support for openness as a desirable disposition came from Keeley et al. (2006, p. 85) who stated, “Teachers should be open and humble and admit mistakes”.

There's nothing hidden about me. I'm very open and very honest with the kids. I think they know what I value. They know I value them. (Teacher A)

The ability to be **reflective** is seen as an essential characteristic of being an authentic teacher.

Perspectives on teaching are an expression of personal beliefs and values related to teaching that are often formed through careful reflection. (Cranton & Carusetta, 2004, p. 6)

This highlights the importance of teacher beliefs and values. Glatthorn (1975) associated reflection with authentic awareness.

Authentic awareness can only come as we move to these deeper levels of the self through self acceptance, self confrontation and self prizing. (p. 38)

The disposition to be reflective can be observed through the degree to which teachers are “self monitoring and sensitive to how teaching affects student learning experiences” (Keeley et al., 2006, p. 85).

Teacher B values the practice of reflection. When asked what advice he would give a novice teacher he identified this key disposition.

It's important to reflect—I think reflection in your teaching is a really underrated quality. (Teacher B)

Highly effective teachers are COMMITTED

The notion of commitment permeates much of the discussion of teacher effectiveness in literature from this field and provides convincing support for its selection as a primary disposition.

In the most general terms, Usher (2002) asserts that effective teachers are committed to “goals, attitudes and values that are broad, deeply held and person centred” (n.p.). More specifically, highly effective teachers show commitment (Crosswell & Elliott, 2004) through “positive emotional attachment

to the work involved in teaching generally or to a specific act of teaching” (p. 6).

Teaching is a calling...it is more than just a job or a career. For me, it's become a ministry. (Teacher G)

They demonstrate their commitment through an enduring belief that children are able to achieve (Kagan, 1992) and that teaching and learning are worthwhile. Finally, effective teachers are “committed to their own professional and personal growth” (Bunch, 2006, n.p.). Secondary dispositions that characterise COMMITTED teachers include: purposeful, organised, motivated, and resilient.

The sense of enduring **purpose** is an inherent part of being a committed teacher (Collinson, 1996). Purposeful teachers are identified as being likely to exhibit the following behaviours: first, a visible striving to be a better teacher (Bunch, 2006); second, high expectations of themselves and others (Bain, Lintz & Word, 1989); and finally, a “willingness to engage with the school and the school community” (Crosswell & Elliot, 2004, p. 6). Teacher B demonstrated an enduring sense of purpose and goal orientation.

I like to challenge myself. I think that's really important, to stay challenged...I like to read a lot of educational style journals and try different things... another big goal of mine would be to continue learning. Another goal is to stay motivated. (Teacher B)

Being well **organised** is an important underpinning quality for the disposition of being committed. Keeley et al. (2006) best encapsulated this disposition by asserting that effective teachers should be “highly prepared, well organised and hard working” (p. 85). Murray (1999) identified being “organised” in terms of ways of organising or structuring subject matter as one of his 12 traits of effective teachers.

I love to be organised. I love children to be organised. I know that I need to thoroughly plan before a lesson. Once you're organised, being enthusiastic is extremely important. (Teacher C)

Highly effective teachers are **motivated**. Crosswell and Elliott (2004) stressed the importance of motivation as a driving force “to engage in ongoing learning and to maintain professional knowledge” (p. 6). Strong motivation and commitment are manifest through high expectations of self and others (McFadden & Munns, 2002). This resonates strongly with the QTM dimension *Intellectual quality*. Teacher L was asked whether the marks students achieved were more important than other factors in teaching.

“Highly effective teachers show commitment through “positive emotional attachment to the work involved in teaching generally or to a specific act of teaching””

I think if you're motivated and I think if you enjoy teaching, the marks come from there. I think you've got to give the children a love, to give them confidence, give them the motivation and the enjoyment, and then you'll see the marks come from them. (Teacher L)

In this response, Teacher L demonstrated a strong predisposition not only to be motivated, but also to motivate her students.

Teacher commitment is frequently tested in the context of the classroom and **resilience** is required to “navigate the rocky road between vision and reality” (Hammerness, 2004, p. 41). In this journey, patience and perseverance in teaching and learning activities are essential characteristics of being resilient (Freire, 1998; Taylor & Wascisko, 2000).

At the end of each term, I'll sit down and think, *Well, what didn't I do well?...* I've got a list on my laptop...Some lessons will fall flat on their face. If things aren't working, I ask myself, *Why aren't they working and how can I fix them?* (Teacher B)

Teacher B demonstrates not only a high degree of resilience, but also the disposition to be reflective.

Highly effective teachers are **COMMUNICATIVE**

A survey of literature in the field of teaching and learning indicates that there is consistent discussion of the importance and the implications of being communicative. Highly effective teachers are able to communicate at a range of levels with their students, colleagues and others engaged in teaching and learning.

Communicating with kids is really important. You've got to find out about them, show them you're interested. You've also got to teach them how to be communicative. That's how we learn. And that's how I learn; by being communicative. (Teacher I)

Secondary dispositions associated with the teacher being **COMMUNICATIVE** include knowledgeable listener, engagement and humour.

Several important aspects of being **knowledgeable** are worth noting: first, the display of a “rich factual knowledge about teaching” (Arlin, 1999, p. 13); second, the possession of “in-depth knowledge of subject matter” (Vialle & Quigley, 2002, p. 3); third, “a rich procedural knowledge about teaching strategies” (Arlin, p. 13); fourth, the presentation of current information (Keeley et al., 2006, p. 85); fifth, the willingness to become learners in the act of constructing knowledge (Arlin, 1999); and finally, the encouragement of “higher level thinking” about knowledge constructs”

(Vialle & Quigley, p. 2). A highly effective teacher will demonstrate all these aspects of being knowledgeable. Teacher A demonstrated the disposition knowledgeable when she shared her belief.

It's important to be constantly learning...being abreast of the issues and understanding all the things that are going on. (Teacher A)

Being a good **listener** is a recurring theme in the discussion of communication capabilities. Kottler et al. (2005) best summarised the importance of listening in the communication process as, “Listening to and responding to authentic feelings and ideas” (p. 75). In order to be a good listener, Norton (1977) asserted that effective teachers are attentive and not dominant. This correlates strongly with the element ‘substantive communication’ in the QTM dimension *Intellectual quality*. An example of the disposition to be an effective listener was evident in Teacher C’s advice to novice teachers.

Listen. You need to listen to the people you teach with—your colleagues. You need to listen to the children...Listening to children is so important. (Teacher C)

A strong consensus is evident in the literature that communication is essentially a process of **engagement**. The engaged teacher will focus on demonstrating to students that they are being taught to learn in a way that is likely to be most helpful to them (Brookfield, 2006). This involves planning for effective classroom communication (Kottler, Zehm & Kottler, 2005). Furthermore, the teacher will “demonstrate confidence through clear speech, eye contact and precise answers to questions” (Keeley et al., 2006, p. 85). Engagement includes the ability to maintain consistent rapport (ibid). The effective teacher will “promote student-teacher conversations that extend to issues beyond the specifics of course assignments and information” (Aylor & Oppliger, 2003, p. 132). Finally, engagement implies that the effective teacher acts “as a good facilitator” (Vialle & Quigley, 2002, p. 3). Teacher B demonstrated a strong propensity for engagement.

To get kids involved you've got to give them choices...Every different assignment I do, I try to pull in different learning styles. You've got to engage the kids by taking into account their learning styles...And you've got to be engaged in learning, too. Just like the kids. (Teacher B)

A number of experts have seen **humour** as an essential ingredient of being communicative. Booth-Butterfield and Booth-Butterfield (1991) stated that the effective teacher should “skilfully

“**Highly effective teachers are able to communicate at a range of levels with their students, colleagues and others engaged in teaching and learning**”

produce humorous messages on a regular basis in the classroom” (In Aylor & Oppliger, 2003, p. 124). Teacher K shared anecdotal evidence of a strong disposition for humour in her teaching. This was particularly evident when she recounted a conversation with her Science class of Year 9 boys.

“So what did you do for the holidays, Miss?” And I said, “Oh, we marked cattle.”
 “What does that mean?”
 And I said, “Well, you put your ear tag in and you give them a shot and you turn all the boy cows...all the boy bulls into steers.” (Teacher K)

When asked what she wanted to be remembered for in her teaching, she also valued fun.

I’d really like to be remembered as a teacher that had fun and made Science—which a lot of kids think is really boring—interesting. (Teacher K)

Highly effective teachers are CREATIVE

“Real life creativity requires the proper conjunction of personality, cognitive skills and situational conditions” (James & Asmus, 2000–2001, p. 150). From a different perspective, Cropley (1994) asserted that effective teachers demonstrate successful creative thinking in the way they facilitate creativity in their students. In more practical terms, Simplicio (2000) stated that effective teachers deploy “new and creative approaches to everyday instruction” (p. 675).

Being a CREATIVE teacher involves secondary dispositions such as risk taking, originality, curiosity, and problem solving.

An important factor in a teacher’s **risk taking** is the capacity for experimental endeavour. As Feldhusen and Goh (1995) observed, teaching is regarded as an experimental endeavour that entails risk. Risk takers are not afraid to try new ideas or to take risks with decision-making.

[Effective teachers need to have] the humility and courage to live with uncertainty and to take the risk of questioning whether they can do better and become active participants with the student in the learning process. (Arlin, 1999, p. 16)

Teacher E demonstrated the disposition for creativity and risk taking.

I guess I value and place an emphasis on thinking and having a go, rather than being right. I like to see creativity. So I value them [the students] having a go. I value risk taking in learning. (Teacher E)

Creativity was seen by Scheidecker and Freeman (1999) as implying **originality** in that effective teachers seek “new ways to view things, new ways to learn, new group activities, new projects

in the classroom, new procedures” (p. 72).

I like to experiment with new ideas. Find new ways of doing things. Getting the kids to think in new ways. It’s very easy to fall into a bit of a rut if I don’t do this. (Teacher B)

Effective teachers “constantly seek new ways to improve their abilities and they eagerly explore alternative avenues that can lead to greater insights” (Simplicio, 2000, p. 676). In addition, they “constructively respond to new ideas” (Cropley, 1994, p. 16). Being **curious** requires a habitual disposition to find new and better ways of doing things. The previous comment made by Teacher B is also applicable to the disposition of being curious and seeking new ways to meet the challenges of teaching and learning.

In most cases, **problem solving** is seen as a creative exercise used to address curriculum design and practice. In behavioural terms, Keeley et al. (2006) state that effective teachers will demonstrate “problem solving skills in the development of the curriculum and associated thinking processes” (p. 85). More specifically, Keeley et al. claimed that effective teachers show the ability for “critical thinking in the use of problem-solving techniques” (ibid).

Teaching provides the challenge that I personally need and the opportunity to be creative and to enter unknown territory...I’ve found this whole new world of exciting stuff. Teaching provides that opportunity to find creative ways to problem solve. To think of creative ways to deal with challenging the kids. (Teacher E)

Highly effective teachers are PASSIONATE

In this context, passion is conceptualised as a driving force for the emotional and psychic energy that underpins high quality teaching.

Metcalf and Game (2006) asserted, “Teachers who change lives are invariably characterised by their passion and their enthusiasm” (p. 59). In a similar vein, Day (2004, p. 3) stated, “For those teachers teaching in a creative and adventurous profession, passion is not an option. It is essential to high quality teaching”. Kottler et al. (2005) made the observation, “Passionately committed teachers are those who absolutely love what they do” (p. 149). Day argued that to be passionate about teaching is not only to express enthusiasm but also to enact it in a principled, values-led, intelligent way. Passionate teachers are “deeply stirred by issues and ideas that challenge our world” (Fried, 1995, p. 1). In the context of teaching in an independent Christian school, Teacher F’s interview comments provided a powerful perspective.

“Effective teachers deploy “new and creative approaches to everyday instruction”

I'd like to be remembered as someone passionate about Jesus Christ and passionate about learning. Passionate about people. (Teacher F)

Four secondary dispositions that characterise the teacher as being PASSIONATE are: enthusiastic, excitable, positive, and energetic.

A considerable body of literature associates **enthusiasm** with effective teachers. There are three distinct areas where enthusiasm appears to play an influential role in determining teacher effectiveness. First, effective teachers are seen to be enthusiastic about subject matter (Feldhusen & Goh, 1995) and about knowledge discovery at a more general level. Second, they are consistently “enthusiastic about helping other people to grow and develop” (Taylor & Wascisko, 2000, p. 9). Finally, they exhibit pleasure and a sense of fulfilment in all teaching activities and engagement with students (Crosswell & Elliott, 2004).

I love to be organised...I like enthusiasm. (Teacher C)

The ability both to appear **excited** and to **create excitement** was noted by Metcalfe and Game (2006) who said that the passionate teacher creates an environment where, “The hum in the classroom involves everyone...something happens without anyone making it happen” (p. 60). The trait of excitability is expressed through “high levels of energy, long concentration spans on topics of interest, powerful emotions and the desire to take risks” (Hunt & Seney, 2001, p. 9). Teacher B demonstrated excitement in his comment.

I love getting involved...I run the SRC at school and coach sporting teams. We've got an open day this weekend. We've got a golf tournament. And those are the moments, too, when you're teaching, that you savour the most. You can get some really magical moments in the classroom where you make a real connection, but those outside the classroom... they are the memorable times. (Teacher B)

In assessing the importance of being **positive** as a disposition within the passionate cluster, two key notions were expressed by Usher (2002), namely, that effective teachers have a “positive view about the worth, efficacy and potentiality of others” and a “positive view about their own worth, efficacy and potentiality” (n.p.).

Every child can learn, irrespective of where they're at in their life or in their learning process... Every child has a voice—it should be heard. (Teacher G)

Concerning the link between being an effective teacher and being **energetic**, Rosengren (2004, p. 2) proposed that the most important thing was “the energy that comes from bringing more of you into what you do”. Day (2004) noted that passion was linked with intellectual energy and he argued that passionate teachers are “intellectually and emotionally energetic in their work with children, young people and adults alike” (p. 2).

Teaching is not just a job. You're *living* teaching. You're not just an, 'I'll get out of bed at 8 o'clock' and you come here. You're constantly seeing and reading and hearing and moving the minds of kids. (Teacher B)

Concluding the discussion: The question of teacher values

In his exposé on dispositions, Freeman (2007b) proposed a *syntax of dispositions* that included ‘values in action’. He argued that it is one thing for a teacher to have particular values; it is another for the teacher to activate those values—to live them in his or her teaching. In this discussion of what it might mean to be a highly effective teacher, reference has been made to the NSW Quality Teaching Model and the Dispositional Cluster Model. With each of these theoretical perspectives, it is one thing to know about highly effective teaching; it is another to actively engage in highly effective teaching.

Have a humble heart and a willingness to learn—a teachable spirit. Don't give up. It's hard work. It takes a lifetime to learn this craft...These are people's lives and your most important tool is your emotional intelligence. To be a reflective practitioner is the most important thing that you can do. (Teacher F)

As teachers and educators, we need to reflect on the nexus between quality pedagogy and teacher dispositions when coming to an understanding of what it means to be a highly effective teacher. **TEACH**

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