TWELVE QUALITIES OF A GOOD TEACHER OR MENTOR

Adapted from *The Journal of the Royal Society of Medicine, Volume 98, February 2005*
Qualities of a good teacher or mentor include:
1. Committed to the work
2. Encourages diversity
3. Communicates respect
4. Motivates students & co-workers
5. Has a wide range of skills in teaching
6. Demonstrates leadership
7. Encourages an open and trusting learning environment
8. Fosters critical thinking
9. Encourages creative work
10. Emphasizes teamwork
11. Seeks to improve skills
12. Provides positive feedback
1-COMMITTED TO THE WORK

• Focuses on educational needs of the students
• Works with passion
• Keen to uphold the university’s values
• Enthusiastic about work and about teaching

Adapted from The Journal of the Royal Society of Medicine, Volume 98, February 2005
2-ENCOURAGES & APPRECIATES DIVERSITY

• Does not stereotype or speak negatively of others
• Nurtures and encourages diversity
• Seeks and encourages understanding of and respect for people of diverse backgrounds

Adapted from The Journal of the Royal Society of Medicine, Volume 98, February 2005
3-INTERACTS & COMMUNICATES RESPECT

• Communicates effectively with others
• Encourages input from others, listening deeply and giving credit for their contributions
• Acts with integrity
• Provides a model of high ethical standards
• Shows a caring attitude

Adapted from *The Journal of the Royal Society of Medicine*, Volume 98, February 2005
4-MOTIVATES STUDENTS & CO-WORKERS

• Encourages students to achieve their goals
• Provides constructive feedback
• Monitors progress of students and fosters their success

Adapted from The Journal of the Royal Society of Medicine, Volume 98, February 2005
5-BRINGS A WIDE RANGE OF SKILLS & TALENTS TO TEACHING

• Teaching is clearly presented and stimulates high-order thinking skills
• Presents difficult concepts comprehensibly
• Brings appropriate evidence to the critique
• Teaches memorably

Adapted from The Journal of the Royal Society of Medicine, Volume 98, February 2005
6-DEMONSTRATES LEADERSHIP IN TEACHING

- Contributes to course design and structure
- Contributes to publications on education
- Evidence of self-development in a educational context
- Demonstrates creativity in teaching strategies
- Committed to professional development in education

Adapted from *The Journal of the Royal Society of Medicine, Volume 98, February 2005*
7-ENCOURAGES AN OPEN & TRUSTING LEARNING ENVIRONMENT

• Creates a climate of trust
• Encourages students to learn from mistakes
• Helps students redefine failure as a learning experience
• Encourages student questions and engagement in the learning process
• Encourages student growth with appropriate behavior-based feedback

Adapted from The Journal of the Royal Society of Medicine, Volume 98, February 2005
8-FOSTERS CRITICAL THINKING

• Teaches students how to think, not what to think
• Encourages students to organize, analyze, and evaluate
• Explores with probing questions
• Discusses ideas in an organized way
• Helps students to focus on key issues
• Trains students in strategic thinking

Adapted from The Journal of the Royal Society of Medicine, Volume 98, February 2005
9-ENCOURAGES CREATIVE WORK

• Motivates students to create new ideas
• Fosters innovation and new approaches

Adapted from The Journal of the Royal Society of Medicine, Volume 98, February 2005
10-EMPHASIZES TEAMWORK

- Builds links at national and international levels in education
- Encourages students to work in teams
- Encourages collaborative learning

Adapted from The Journal of the Royal Society of Medicine, Volume 98, February 2005
11-SEeks Continually to Improve Teaching Skills

• Seeks to learn and incorporate new skills and information teaching
• Seeks feedback and criticism
• Keeps up-to-date in specialty

Adapted from The Journal of the Royal Society of Medicine, Volume 98, February 2005
12-PROVIDES POSITIVE FEEDBACK

• Listens to students and discovers their educational needs
• Values students, never belittles
• Provides constructive feedback
• Helps and supports people to grow
• Teaches students how to monitor their own progress

Adapted from The Journal of the Royal Society of Medicine, Volume 98, February 2005
THANK YOU

Adapted from *The Journal of the Royal Society of Medicine, Volume 98, February 2005*