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### **Educators Beliefs and Practices: The Mindset of Effective Educators**

A consideration of the mindset of students who are motivated, engaged, and resilient invites several other questions, including two listed earlier: What are the characteristics of the mindset of educators who are most effective in nurturing motivation, engagement, and resilience in students? What specific strategies or interventions can teachers with positive mindsets develop and implement to nurture motivation, engagement, and resilience in their classrooms?

It is essential for educators to appreciate that the assumptions they hold for themselves and their students, often unstated, have profound influence in determining effective teaching practices, the quality of relationships with students, and the positive or negative climate that is created in the classroom and school building. It is also essential that teachers discuss and examine the mindsets of effective, motivated learners and consider how to nurture this mindset in the classroom.

The following are assumptions and beliefs held by educators about students that appear most likely to eventuate in practices that nurture student motivation, engagement, and resilience (Goldstein & Brooks, 2007):

1. To appreciate that they have a lifelong impact on students, including on their sense of hope and resilience.
2. To believe that the level of motivation and learning that occurs in the classroom and the behavior exhibited by students has as much, if not more, to do with the influence of teachers than what students might bring into the situation.
3. To believe that all students yearn to be successful and if a student is not learning, educators must ask how they can adapt their teaching style and instructional material to meet student needs.
4. To believe that attending to the social-emotional needs of students is not an “extra-curriculum” that draws time away from teaching academic subjects, but rather a significant feature of effective teaching that enriches learning.
5. To recognize that if educators are to relate effectively to students, they must be empathic, always attempting to perceive the world through the eyes of the student and considering the ways in which students view them.
6. To appreciate that the foundation for successful learning and a safe and secure classroom climate is the relationship that teachers forge with students.
7. To recognize that students will be more motivated to learn and more engaged in the classroom when they feel a sense of ownership or autonomy for their own education.
8. To understand that one of the main functions of an educator is to be a disciplinarian in the true sense of the word, namely, to perceive discipline as a teaching process rather than as a process of intimidation and humiliation. Disciplinary practices should reinforce self-discipline, which is a critical behavior associated with resilience
9. To realize that one of the greatest obstacles to learning is the fear of making mistakes and feeling embarrassed or humiliated and to take active steps to minimize this fear.
10. To subscribe to a strength-based model, which includes identifying and reinforcing each student’s “islands of competence.”
11. To develop and maintain positive, respectful relationships with colleagues and parents.