

Configuration Slide

Last Reviewed:- 28 Nov 12

Last Amended:- 25 Jul 13

The 90-60 Rule

Research suggests that:

- 90% of the impression we make when we first appear before a class is formulated in the first 60 seconds.
- 55% of the impact of a speaker is purely visual.



Defence Academy
of the United Kingdom



Instructor Qualities

Range

- **Time**
- **Question policy**
- **Content**
- **Notes.**

Objectives

State the characteristics of an effective instructor





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Effective Personal Qualities.



Approachable
Safety Conscious
Firm

Role Model

Confident

Alert and Unhurried

Fair

Observant

Enquiring Mind

Knowledgeable

Systematic

Friendly

Patient

Personal Qualities of an Instructor.

Instructor Qualities	4+ HCs without NCs = HC, 3+ NCs = NC, all other permutations = C					
Confidence	Confident	Some nerves	Nervous			

Confidence

Preparation

Planning

Practice

Knowledge



Personal Qualities of an Instructor.

Instructor Qualities	4+ HCs without NCs = HC, 3+ NCs = NC, all other permutations = C					
Confidence	Confident	Some nerves	Nervous			
Mannerisms	No distractions	Minimal distraction	Distracting			

Mannerisms

Bearing

Voice

Gestures

Waving hands

Facial gestures or expressions



Personal Qualities of an Instructor.

Instructor Qualities	4+ HCs without NCs = HC, 3+ NCs = NC, all other permutations = C					
Confidence	Confident	Some nerves	Nervous			
Mannerisms	No distractions	Minimal distraction	Distracting			
Eye Contact	Appropriate	Broken/not random	Lack of eye contact			

Eye Contact

Very important - allows an instructor to gauge whether the lesson is being received and understood.

Aim to look around the class for no more than a few seconds per student.

Avoiding eye contact may give an impression of a lack of confidence.

Eye Contact

Spending too long looking at one student may embarrass or humiliate them and the other students may lose interest.

Be aware of reading from notes as this can also affect eye contact.



Personal Qualities of an Instructor.

<u>Instructor Qualities</u>	4+ HCs without NCs = HC, 3+ NCs = NC, all other permutations = C					
Confidence	Confident	Some nerves	Nervous			
Mannerisms	No distractions	Minimal distraction	Distracting			
Eye Contact	Appropriate	Broken/not random	Lack of eye contact			
Conduct/Behaviour	Appropriate	Sufficient	Inappropriate			

Conduct/Behaviour

Creating and maintaining a good relationship with students is very important.

An instructor acts as a role model so their behaviour may influence the behaviour of their students and affect rapport.

Act in a professional manner at all times.

Each student should be treated fairly and an instructor should be approachable.

Conduct/Behaviour

Create a balance between a relaxed, respectful atmosphere for both sides and maintain order so learning can be achieved.

Display and apply effective instructor qualities, as discussed above, to ensure a good example is set and the classroom is an effective learning environment for everyone.

Conduct/Behaviour

The preparation of the learning environment also reflects on the professionalism of the instructor.

Pay attention to ensuring the environment is conducive to learning then the students will be more comfortable and more receptive enabling them to learn in a more effective and efficient manner

Classroom Management.

Classroom.

A

D

S

Classroom Management.

Classroom

- Lighting
- Heating - Suitable Temperature
- Ventilation - Air Conditioning
- Size of room
- Appropriate seating

Classroom Management.

Classroom.

Aids.

D

S

Classroom Management.

Aids

- Computers – Equipment checking
- Sufficient Resources to meet needs of students
- Visual Aids
- Lesson Plans

Classroom Management.

Classroom.

Aids.

Distractions.

S

Classroom Management.

Distractions

- Visibility for All
- Internal and External Distractions

Classroom Management.

Classroom.

Aids.

Distractions.

Safety.

Classroom Management.

Safety

- Knowledge of Risk Assessment
- Knowledge of Evacuation Procedures
- Monitoring Students

Classroom Management.

Classroom.

Aids / Lesson plans.

Distractions.

Safety.



Personal Qualities of an Instructor.

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Confidence	Confident	Some nerves	Nervous			
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Eye Contact	Appropriate	Broken/not random	Lack of eye contact			
Conduct/Behaviour	Appropriate	Sufficient	Inappropriate			
Enthusiasm	Very enthusiastic	Some enthusiasm	No enthusiasm			

Enthusiasm

May have to put an act on.

It may be the hundredth time the instructor has taught that particular lesson but the first time those students have heard it - very important to maintain enthusiasm.

If the instructor is not interested they cannot expect the students to be!



Summary

Objectives

State the characteristics of an effective instructor

References

Defence Instructor Handbook

DTTT Handbook

Link

Theory Lesson Demonstration



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of the United Kingdom



Any Final Questions ?