

## Book of Teaching Principles



The teacher must know that which he would teach--imperfect knowing must be reflected in imperfect teaching. –John Milton Gregory

The true function of the teacher is to create the most favorable conditions for self-learning... True teaching is not that which gives knowledge, but that which stimulates pupils to gain it. –John Milton Gregory

Knowledge cannot be passed like a material substance from one mind to another, for thoughts are not objects, which may be held and handled.... Ideas must be rethought, experience must be re-experienced. –John Milton Gregory

Your task as a communicator is not to impress people, but to impact them; not just to convince them, but also to change them. –Howard Hendricks

The three basic goals of teaching are: (1) Teach people how to think. (2) Teach people how to learn. (3) Teach people how to work. –Howard Hendricks

The four basic skills students need to master are: (1) reading, (2) writing, (3) listening, and (4) speaking. –Howard Hendricks

The problem with the average guy coming out of the university is that he can't read, he can't write, and he can't think. –Howard Hendricks

The number one problem in education today is the failure to motivate learners...to get them off the dime and into action. –Howard Hendricks

Not only is the learning process exciting and logical, but it's also a discovery process. Truth is always most profitable and productive when you can see it for yourself. –Howard Hendricks

It is the teacher's mission...by sympathy, by example, and by every means of influence—by objects for the senses, by facts for the intelligence—to excite the mind of the pupils, to stimulate their thoughts.... The greatest of teachers said: "The seed is the word." The true teacher stirs the ground and sows the seed. –John Milton Gregory

How can the teacher's manner fail to be earnest and inspiring when his subject matter is so rich in radiant reality? –John Milton Gregory

The nature of mind, as far as we can understand it, is that of a power or force actuated by motives. The striking clock may sound in the ear, and the passing object may paint its image in the eyes, but the inattentive mind neither hears nor sees. –John Milton Gregory

Many teachers go to their work either partly prepared or wholly unprepared. They are like messengers without a message. They lack entirely the power and enthusiasm necessary to produce the fruits which we have a right to look from their efforts. –John Milton Gregory

Teaching that impacts is not head to head, but heart to heart

Teaching doesn't take place unless the students have learned.

The Law of the Students states that the student is responsible to learn regardless of the quality of the teacher.

The most important test of teacher effectiveness is student performance.

When words and actions are in opposition, actions always overpower words.

Real effectiveness is developed through many years of improving just a few steps at a time.

The best rarely are composed of the people who have the most natural talent, but rather by those few who have a passion to fulfill their God-given talents and reach for the top of their potential

God can't bless you if you try to be someone other than who He made you to be.

If we desire God's best in our lives, then we must realize His best for us includes both are strengths and weaknesses.

If you desire to excel for Christ, you must narrow your choices (Philippians 3:13).

Let us discern for ourselves what is right; let us learn together what is good. –Job 34:4 NIV

Teaching without an accompanying experience is like filling a lamp with water. Something has been poured in, but the result is not illuminating.

The best learning happens in real life with real problems and real people—and not in classrooms.

Most of what we learn, we learn from people.

Make learning interesting through the use of stories.

Ours is an informational culture. We worship information. But information without application is an empty deity.