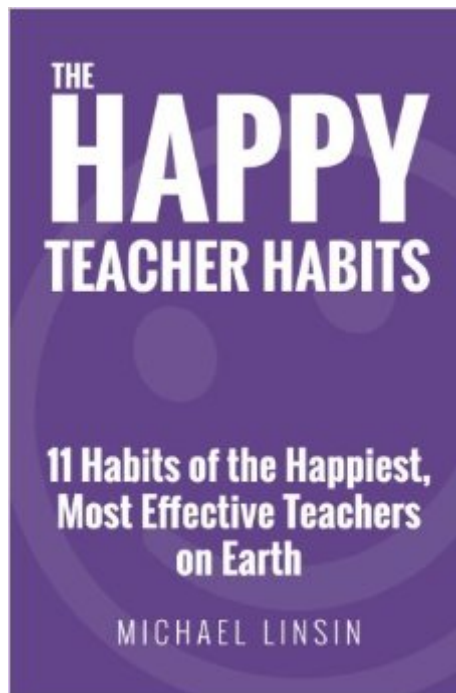


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The Happy Teacher Habits: 11 Habits Of The Happiest, Most Effective Teachers On Earth



Synopsis

What do daffodils, baseball announcing, and Tina Fey have to do with teaching? As it turns out, a lot. In *The Happy Teacher Habits*, Michael Linsin guides you through 11 little-known habits of the happiest, most effective teachers on Earth. Based on the latest research, and drawing on experts from the worlds of business, marketing, sports, entertainment, music, and medicine, you will learn simple, actionable strategies that will eliminate your teaching stress, supercharge your ability to motivate and inspire your students, and empower you to really love your job. This is no ordinary teaching book. It is a success roadmap through an educational system that is becoming increasingly harder to navigate. It will expose the falsehoods and misinformation teachers are being bombarded with every day, and reveal the secrets to what really matters in creating a happy and fulfilling career.

Book Information

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Customer Reviews

As a five year, career-change teacher, I found myself rapidly approaching burnout. Worse, I was seeing it in teachers I deeply admired, both with more and less experience than me. I work in a high poverty school, and I could see the beginning of an exodus, from our building and our profession. This book has allowed me to breathe and regroup. I am hopeful in a way I haven't felt in quite a while. I've ordered two more copies for friends. Thank you Mr. Linsin, your book is truly a gift.

Get your life back and renew your passion for teaching. This book is helpful: although you already know this, you need specific information about how to streamline your priorities in Your teaching life. Michael Linsin will give you that, especially if you are well-meaning and overwhelmed by the

insatiable demands of teaching in today's schools.

Linsin Book Review One thing is his personality shines through. When he describes hamming it up for laughs in the classroom he is likeable and I think this is part of why he resonates. He offers some deceptively simple advice about the best way to build relationships, like always being pleasant - the Law of Reciprocity - or the value of setting simple goals which I think most teachers would agree with and which I think most at least attempt unless stress wears them down. Simplifying the essential skills of successful teaching is sort of the goal of his book. So Linsin conveys a spirit of relaxed enjoyment and humour that has helped him reduce stress in the job to a minimum. He is not unswervingly positive or optimistic. He is irritated by the onerous time burdens of many new programs that are constantly being introduced. Throughout the book Linsin argues that teachers are overburdened with information, that they need to cut back and simplify, to protect their time and concentrate on the essential skills of effective teaching. I agree with his observation and it is a sentiment shared by many of the teachers I work with. He sees it as an act of strength to be able to say 'No' and believes that you should protect your time politely but firmly. Linsin's blog and his earlier books give the nut and bolts of his classroom management approach and his teaching style. As many of the comments on his website attest, implementing these practical ideas often proves transformative. They really are empowering ideas and I would encourage anyone who is struggling with classroom management to discover them. They give you a sense of clarity and control - self control mainly, control of your emotions, thoughts and actions - plus a sense of agency, of being able to successfully achieve desired outcomes - that makes the job feel organised, that makes it harmonise like a delightful piece of music played by a large number of instruments. I identify strongly with some of the practises Linsin advocates. The use of humour, the abolition of anger, the enjoyment of the kids, the relationships, the irritation at boring meetings. And there are areas in which I have taken his advice on board and improved my practise. Having less permeable boundaries with my rules. Protecting the relaxed, respectful, attentive atmosphere in the room as a matter of the utmost importance. Watching like a hawk at certain key points. Modelling extensively. I have eliminated anger, scolding, nagging, long winded counselling and negative emotional interactions in general, I have reduced my teacher talk and I have a renewed sense of where I am heading with a group. This book tries to stretch his ideas into wider, more general, integrative theories and concepts, it encourages us to explore techniques like improvisation and visualisation and storytelling to really engage students, it attempts to take the idea of successful teaching to a higher level. On his blog you will find practical, down to earth techniques which definitely have the

capacity to transform the management aspect of your job, to empower you and give you an amazing sense of clarity. And you will find scattered through his blog entries and earlier books many of the ideas he has gone on to develop in this latest book. So they are complementary. One follows naturally from the other as a sort of stretching of the wings. There are some moot points in his latest book and some overstating of the case at times, for example with regards to the extreme damage caused by rewards or the 'you can achieve anything' transformative power of grit, or the idea that 'adding sofas, bean bag chairs, floor lamps, and excessive decorative items translates to clutter.' (not an idea that accords with the Reggio Emilia philosophy of my school). This is a habit many writers employ because it is more dramatic and attention grabbing. I have seen it recently with John Hattie, an Australian education writer appearing in a television series called 'Revolution School,' where he says that most things most teachers talk about are a waste of time and that he has all the answers. But both Linsin and Hattie do have valuable ideas so gaining attention by overstating the case might be useful as they both deserve attention. And in Linsin it is kind of a likeable offshoot of his enthusiastic personality. In this latest book Linsin advocates rolling out the strategies one by one and I think tidiness would be the first one for me. I am not terribly untidy but I could definitely do better. After that I am exceedingly curious to use storytelling to bridge the gap between the head and the heart and engage kids more. I acknowledge that I am not great at improvisation or thinking on my feet and will come more to that later. I already use and value visualisation although I cannot do it as quickly and efficiently as he suggests is possible. To transform your teaching practise I would recommend starting with his earlier books or blog entries which have similar content. The books are slightly more discursive and personal, with more anecdotes and illustrative tales. And then I recommend travelling on through the great ideas in this book to help you stretch your wings. Just before ending the book I had the thought that it would be nice to have a short summary of each chapter heading. Then a few pages on there it was. Brilliant. 90% of it is spot on. I've been channeling Linsin for a few years now and he's of greater practical value than any other classroom management guide I've read and I've read a dozen or more. I'm taking notes as I go and will write a more detailed summary when I finish it. Most teachers would derive benefits by reading.

This book is a quick, easy read with lots of ideas. However, I do wish there were more examples. Like, how do we determine what the 20% is? How do we break the cycle of learned helplessness?

I just finished the powerful Smart Classroom Management and went right to Happy Teacher Habits. Both books are everything teaching programs and administrators fail to give new teachers: clear

direction on maintaining control, putting the work in the students' hands and inspiring students with awesome lessons. Such an inexpensive investment in my teaching career! I see a review below about how to tackle "learned helplessness." Maybe Linsin's next book? I think he has a lot of books to write. I plan to re-read both books again before September.

I just finished *The Happy Teacher Habits* and it is an excellent book! It is practical, pragmatic, without being preachy. Michael's writing is a gift to teachers. I wish more teacher preparation courses used books like this instead of theory books, etc. If you are a good teacher who wants to be great teacher, read this book.

Excellent source for frustrated teachers. Consistency is the key, but it helps to know what to be consistent in and what good habits to form to survive what could otherwise be a challenging and very stressful school year.

I have read other books of Linsin's, and I am subscribed to his blog. His management philosophy transformed my career and his books inspire and re-energize my passion for teaching every time a read (or re-read) them.

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