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the teaching profession is filled with inspiring examples of dedicated teachers who are committed to the success of their students. anyone who has met one of these individuals knows that they are not merely well-prepared, committed educators; rather, they are true teachers. they can be teachers who have overcome adversity and learned from their mistakes. they can be teachers who have struggled with learning disabilities or mental illness and learned from those challenges. and they can be teachers who may have had a difficult childhood, but have learned to balance their own feelings and struggles with those of their students. this chapter focuses on the most pressing questions teachers must face in order to create an environment that will facilitate learning for students. if we teach in a way that does not facilitate learning, we will not meet the developmental needs of our students, we will not be successful teachers, and we will not help them acquire the skills they need to be happy, healthy, and productive adults. so, what do we mean by "facilitating learning"? in simple terms, by facilitating learning we mean that we teach and learn in ways that optimize the students' potential for success and that align with their needs, interests, and abilities. this alignment will not only allow students to learn, but will also allow them to feel good about

themselves and their learning. the purpose of this chapter is to help teachers understand the skills needed to create an environment that facilitates learning. what follows is a summary of the key points that educators need to know as they work to create the kinds of learning environments that facilitate the development of students. 5ec8ef588b

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