

## DO NOT JUST GO BUT GROW!

*by:*

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It is a common experience as a teacher to commit mistakes and errors. It does not mean that is common, we should normalize it. We all work in a place where all eyes are on us. We have chosen a profession meant to be criticized and assessed. How are we taking criticisms? How do we live by these criticisms? And how do we convert criticisms to pride and honor?

In many ways teachers are also students. We cannot go away from being students as knowledge gets wider and deeper every passing time. Like students, there are some of us who do not want to be corrected? These teachers want to insist and resist. In other words, they insist what they want and resist the changes in our field. They would rather go than grow. This is a miserable reality that most schools all over the country are facing. We do not want to be moved nor to be challenged. Just like typical students who cannot deliver a presentation or a report, teachers like to make excuses. Either they are busy or that they are old enough for the changes. If we want change to happen, it must first start from us.

We are still students because we are always being assessed. We feel glad and joyous when we get acing evaluations and ratings and we want to strive improving ourselves. We feel the opposite whenever we hear criticisms and points to improve. Instead of thanking the observers, we sometimes declaim that we don't deserve what we got. We are indeed good in denial. Isn't it that everytime we compute and give grades to our students, we want them to realize something? We want them to study harder because

their success is also ours and so as their failures? Then, why do we keep restraining ourselves to recognize what we missed out and what have fallen short about?

The more we are receiving negative comments and points to improve, the more that we should employ laser focus to what we are doing. Our superiors want us to be more relevant and functional. If we become successful in this challenge, we can always hold our head high and say that “I’m glad that I have listened.”

Teachers, in general, are masters of speaking. What if we divert our mastery to listening? Will there be positive outcomes? Listen more and speak less. Isn’t it that we get annoyed to learners who would speak the same time we talk? This action must also transpire when we face our school heads every post conference. Remember that no one is perfect and no one will be.

Maybe after you have read this, you would say it is better to grow than go. I say, as teachers, we should choose both to go and to grow. We GO because we aspire for better deeds and greater performances and we GROW from our shortcomings and inadequacies.

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