

BRIDGING THE GAP

by:

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Back in the days, students look up to teachers as noble individuals that need to be followed. They are very influential. They are well respected. More so to the school head or principal.

I do remember when I was a kid, my classmates and I are very afraid every time we are asked to go to the principal's office to read. We don't come near the principal's office. We could play anywhere but not near his or her office.

I don't even look at him or her because I am afraid. If there's somebody whom I fear the most besides my mother, that is the principal.

Luckily, the person I am afraid of when I was a kid became the person that I am now. Sometimes I get to wonder. Do I have the same effect to students? Do they fear me as I fear my predecessors?

That is relevant but there is one more significant matter to ask, who or what am I to my teachers?

I once attended a seminar in Baguio together with all the school heads in Region III. It was the first time that I met and heard our Regional Director Mr. Malcolm My attention was caught the minute he began to speak and deliver his message. His words were simple yet pertinent. "You wouldn't bother listening to me if not for my position" then he continued, our problems in DepEd are the same, then till now, lack of classrooms, lack of chairs, lack of books etc. Our government continue to provide the school with all these materials and needs and yet, still, it ain't enough. We are still on this boat. Trying

to figure out what's the best solution to accommodate and provide the best quality education for the students.

Perhaps this is the right time to think of another alternative. Do the unconventional. No matter how great the plans are in the department, there can never be a uniform solution to all these problems. Because the grass roots or the battlefield is in the schools that we principals are handling. Perhaps, some changes in the grass roots can be the key to all these problems. The relationship of the school head to his teachers.

I couldn't agree more. As the father or leader of the institution, school heads should learn how to empathize. Feel other's concern. Making them feel that this school is their second home. They can work better if they feel better. Ideas will come out if they feel confident, not afraid, if they are being heard. Once they have contributed something and was appreciated, they will be motivated to do more. If the teachers are happy, it will be reflected on their performances. It will be evident on classroom discussions.

The power of calmness. Instead of barking your comment on the teacher's face, take a deep breath. Know first the surrounding circumstances. Every action has its explanation. They are various ways to skin a feline. Perhaps what the teacher did is far different from what you would normally do. Then, again, does it necessarily follow that yours is correct while hers is not? It's been my ally for the past couple of years serving the teachers. It really helps not to react instantly. Even though sometimes, when fatigue and stress are common visitors, you seldomly feel like blowing up.

There is always a better way to settle a conflict or dilemma. Don't speak when you're angry. Don't start a conversation when you are in a hurry. No need to be too intimate. Just always be true and kind. Patience is a virtue but humility is an issue. You can't make both ends meet if both of you are high. One should learn to bend. We are on the same team. We play the same game. Our positions are different in the field but we have the same goal. Learning gaps should be addressed. This is the biggest concern. Let's

not burn bridges. Instead build and rebuild until we reach the end goal. For it to happen we need to work together to bridge the gap.

References:

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