

PANDEMIC- HOW ARE YOU, MY DEAR TEACHERS

by:

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Good morning kids! Teachers' first words each morning remind them that they are prepared to shape their students' minds for another day. However, in the last two years, teachers have not used these words in any of the four corners of the classroom. Cell phones and other electronic distractions have replaced them, dampening kids' energy and happiness. How are you, my dear teachers?

The academic year of 2020-2021 was nothing like any other. After nationwide school closures in the final quarter of 2019, schools resumed using various in-person, hybrid, and remote learning methods. Teachers were required to react to unforeseen circumstances; utilizing synchronous and asynchronous instruction and establishing connections with students, families, and colleagues was a problem. As some teachers returned to in-person instruction during the height of the pandemic, health concerns added to the mix. Consequently, teachers' levels of stress and burnout have been elevated throughout this atypical pandemic, raising concerns about a possible rise in teacher attrition and future teacher shortages. During the pandemic, teachers' stress and anxiety have escalated, and their morale has plunged, an explosive mix that could cause them to quit their positions. According to experts, it is more crucial than ever for districts to assist their teachers' mental health. Even before the pandemic, districts paid more attention to teachers' mental and emotional wellness, offering mindfulness, yoga, exercise, and healthy eating sessions. But COVID-19 has produced wildfires of mental and emotional anguish across all job sectors, including teaching. Teachers' jobs – stressful even before the pandemic – have become even more challenging, with longer work hours, struggles

to engage students remotely, repeated pivots from hybrid to remote to in-person instruction, not to mention fears that they – or their loved ones – could get COVID-19.

A learning crisis could become a learning disaster without immediate action and more significant investment. Even before COVID-19, more than half of ten-year-olds in low- and middle-income nations could not comprehend a written story.

All teachers should be educated with the digital and pedagogical abilities necessary to instruct remotely, online, and via blended or hybrid learning in high-, low-, or no-tech settings. Governments must ensure that digital infrastructure and connectivity are available everywhere, especially in rural and distant locations.

Regarding COVID-19, governments, social partners, and other relevant stakeholders have increased educator responsibilities. Governments are urged to preserve teachers' safety, health, and well-being, as well as their employment, to continue improving teachers' working conditions, and to include teachers and their representative groups in the COVID-19 educational response and recovery.

Now is the time to acknowledge the responsibility of educators in ensuring that a generation of students can attain their full potential, as well as the significance of education for short-term stimulation; during and after COVID-19, economic growth and social cohesion are a priority.

Now is the time to reinvent education and realize our ambition of providing every child and young adult with equal access to high-quality learning opportunities.

References:

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