

THE 3HS OF A LEARNER

by:

Nathaniel C. Sebastian

Teacher II, Pagalangang National High School

In human anatomy, our body is designed with varied parts that have distinct functions to play. Likewise, in education, teachers must remember that a learner has three major components: the 3Hs – the head, the heart, and the hands.

Moreover, as teachers, we aspire to become an effective facilitator of learning to the most of our capabilities. However, this aspiration comes with a responsibility and the evidence of our effectivity is seen when our students are holistically developed. Teachers need to feed the students' minds, touch their hearts, and encourage them to use their hands. These aspects symbolize the whole being of the learner that we need to improve.

The head in particular, symbolizes all the learnings students have gathered from the lessons and skills they have developed aligned with the prescribed learning competencies. On this aspect, the knowledge of the students are strengthened.

On the other hand, the heart, is the component that drives emotions and feelings of the students. Accordingly, teaching is not just about imparting knowledge, nor forcing the students to digest what is being fed to them. Teachers must discover and meet the interests of their learners – one way to motivate and encourage them to learn willingly and by choice.

Furthermore, the hands, which symbolize the actions they can make. Teachers must assure that the learnings and skills can be utilized in their future endeavors. Learning is not only seen in the four corners of the classroom. Students who experience

quality education are expected to perform their acquired skills personally and professionally.

To conclude, the learners are considered as a whole being with various parts. we must develop and improve all the integral components of our students to be able to facilitate the learning without missing any piece. This is what an effective teacher does, teaching with a view directed towards building the head, heart, and hands of the learners.

References:

Relationships of Knowledge and Practice: Teacher Learning in Communities

Marilyn Cochran-Smith and Susan L. Lytle

link: <https://doi.org/10.2307/1167272>

<https://www.jstor.org/stable/1167272>