

REVISITING THE WORK ATTITUDES OF A TEACHER

by:

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A teacher is a natural influencer to his or her learners. It is so important for a teacher to continuously be focused, attentive, empathetic observant, and has positive attitudes.

On the other hand, school principal support is another factor, although, there are some institutions that have highly supportive school heads who mentor and help teachers with challenges, there are also instances that the school head comes only when there is a problem.

Similarly, co-teachers' interaction can play a role in the satisfaction of other co-workers. Most of the time, teachers spend the bigger part of their time inside the classroom. However, there are still plenty of opportunities for positive interactions with colleagues. Like workshops, meetings, field trips lunch breaks, etc., are all opportunities for encouragement for co-teachers.

It is important that teachers must have commitment; it is the strength with which he or she identifies with their school. This involves accepting the school's goals, exerting effort for the organization, and a strong desire for maintaining a connection with the institution.

A teacher's sense of obligation towards the school is an example of an institutional commitment. Part of this is coming from family, peer, or some other form of socialized pressure. The attitude and commitment of a teacher in teaching can vary from person to person. What motivates and drives any individual to do anything is a complex process to understand what motivates and drives a person to do anything . A

teacher should be highly involved and engaged in their job of helping young people, in addition, these sets of standards make explicit what teacher should know, be able to do and value to achieve competencies. improved students' outcomes However, it is also equally important to avoid the trap of burnout. If a teacher is overworked and experiencing fatigue from being too involved with their work, they will not support and help students to the level they deserve.

As stipulated in The K to 12 Reform (R.A. 1053 in 2013 it will do its best to change the landscape of teacher quality requirements in the Philippines. The reform process calls for a similar supportive focus on teacher quality—high-quality educators who are adequately prepared to take on the roles and responsibilities of a K-12 educator. It was made clear in DepEd Order # 42 s.2017 that the field is hereby informed of the National Adoption and Implementation of the Philippine Professional Standards for Teachers (PPST), committed to assisting teachers in providing quality instruction, which is essential in boosting student achievement and achieving peak performance.

It is timely that teachers actively embrace a continuing effort in attaining proficiency and apply a uniform measure to teacher performance, identify needs, and provide support for professional development.

References:

DepEd Order # 42 s.2017
The K to 12 Reform (R.A. 1053 in 2013