

STRENGTHENING MOTIVATION FOR VETERAN TEACHERS

by:

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A veteran teacher is an educator who has ten or more years of experience and is valued for their ability to develop students' achievement, improve students' academic well-being, and contribute to the school community and culture. They are dedicated, significant, and productive teachers who are regarded as valuable assets when the effectiveness and significance of the teaching force are considered.

Keeping veteran teachers motivated in the field of teaching benefits the community, the culture of a school environment, and student achievement. Veteran teachers provide incredible learning opportunities for the education community through their experience, knowledge, humility, and willingness to ask difficult questions. With years of experience, veteran teachers contribute to higher returns in productivity and student performance. When schools value veteran teachers' wisdom and respect their experience, it can help to foster a positive school culture, boost morale, and improve outcomes for both school staff and students.

With the numerous changes that have occurred in the last decade, it can be a daunting task to retain and motivate veteran staff. School principals must inspire and cultivate highly successful teachers for them to continue providing world-class education.

Teachers with extensive experience should be encouraged to remain in the classroom teaching assignments. In some cases, some teachers are forced or compelled to move into non-teaching areas of work or leave the profession altogether. This decision is sometimes based on salary, but it is more often based on the teacher's lack of professional fulfillment. Many mandates are piled on teachers. With this matter, principals must protect highly

skilled teachers from this dilemma as much as possible. Using an experienced teacher as a mentor is one way to help them feel more rewarded. New and less experienced teachers, unlike veteran teachers, want concrete and targeted support.

Administrators can help veteran teachers by guiding them to become facilitators, evaluators, and mentors. Veteran teacher leaders are the best mentors. Their broad experience, competence, and in-the-field wisdom are critical in developing new teachers. The modeling provided by the most highly skilled teachers is a powerful tool for deepening new teachers' professional advancement.

Individualized professional development for veteran teachers is required. Teachers with extensive experience, training, and knowledge should only update their training in areas where it is needed. Administrators must identify each teacher's strengths and assist him or her in areas where they can improve. Genuine and precise feedback is essential to the success of this approach.

Teachers create differentiated teaching instruction based on the needs of the students. Likewise, principals must ensure that every veteran teacher receives appropriate professional development. Observing classrooms is the most effective way to differentiate professional development. Even the most talented teacher aspires to effectively know that their immediate superiors recognize their abilities.

It also enables administrators to match skilled teachers with students who require assistance in a specific subject. Teachers who are new to the profession, on the other hand, can benefit from cadres of teachers working on similar materials. Inexperienced teachers frequently have similar learning requirements, particularly when it comes to discipline methods and dealing with difficult students and parents.

Highly experienced, veteran teachers can be our greatest asset in education if they are properly supported in terms of positive comparisons to student performance, student well-being, and significant contributions to school staff and culture. Veteran teachers seek

to prosper in an environment of constant change, but they receive little comprehensive mentor support to help them navigate the stress and burnout that may arise during their careers. Increased teacher support has been shown to reduce teacher burnout and help teachers stay in the classroom for a long time.

References:

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