

## ON MOTIVE IN ACTION

*by:*

**Verjel D. Macayan**

*Teacher II, Limay Senior High School*

One of the most valuable gifts a teacher can provide their learners is inspiration. A teacher who can motivate their students will be well-remembered and positively impact them. Teachers who can inspire the learner positively are meaningfully remembered them. A teacher is a role model who profoundly impacts students' lives outside the classroom.

As a teacher and the second parent of learners, a teacher must establish professional and inspirational connections with them and respect their peculiarities. Fulfilling the requirements of becoming an inspirational teacher is hard, but it can be pursued step-by-step. The finest educators are those who are committed and inspiring.

The teaching mechanism only sometimes accompanies the typical imparting of knowledge and skills. It goes beyond expressing and imprinting the professional self in learners' eyes. As part of the educative process, teaching must assist with educative media governed by principles and theories that will guide every portion of the process, starting with presenting expected outcomes and encapsulating learners' minds to lead them to the site of assessment machinery. Aside from that, the strategies and approaches of the teacher in facilitating the concerted and vital teaching process must be SMART to achieve the effectiveness and efficiency of imparting knowledge, skills, and values. As a medium of education, teachers must unleash the sense of efficacy of the educative process by integrating and applying learning to real-life experiences.

As the pseudopod of education continues to flourish, moving across the innovative world to engulf the dynamism of teaching, a teacher must remember that changes are inevitable, so learning is a necessity. A teacher must bear in skillful mind that teaching is not just about wanting the students to learn but the desire to enhance their teaching skills, based on the "observation checklist" that you made in your everyday teaching. Observing and assessing teaching skills can help you see your professional necessities, and from these needs, you will know what else you need to learn and prepare for the betterment of your teaching. There is a saying, "Once a teacher, forever a student." As you observe and assess your teaching skills, you must also observe your students – their interests, learning styles, actions, and behaviors. Changes in many aspects of education, including the dynamism of standards of the stakeholders, schools, and educational agencies, can occur spontaneously. So, it would help to consider these inevitable phenomena in education as avenues for professional advancement. Coping with these alterations and modifications is necessary, and you must look at learning as a weapon to adapt to these changes. Attending webinars, pieces of training, and LAC sessions to learn more on how to enhance your teaching and technical skills following the changes in the educational setting and making professional linkages with your colleagues to further your learnings in education are just some of the many ways that can create an avenue for you to adapt to these modifications and innovations. In these ways, you can improve your teaching skills to meet the needs of innovative and dynamic education standards.

As a teacher, teaching skills governed by different pedagogical techniques and approaches are already given, and can be further improved, but it is also significant to consider the ability of your professional self to install a sense of efficacy in the educative process and to leave an impact on your students. This impact can inspire your students or tell how good you are as a teacher. Also, this impact can tell how incompetent and inadequate you are as a teacher. It is significant to start the educative process by considering its expected outcomes for your students to know what they must accomplish as they are enclosed in the vital education mechanism. Beyond academic requirements

and achievements, you must take time to reverse the clock and consider ways to contribute to your students' present and future. For authoritative and controlling teachers, it is acceptable to lead your students with guided rules and regulations to put boundaries and limitations on their words and actions. Nevertheless, between these rules and regulations, you must take time to socialize with your students by sharing your experiences, which can lead them to think that you also have a "good side" for being their teacher and a second parent. Being a teacher and a manager of your classroom, you must lead your students for them to be empowered with the utilization of your knowledge, skills, attitude, and principles which are embodied in your philosophy in life as a teacher, as a molder of the child's future, and as a staffing of the nation.

An inspiring teacher is a good teacher that motivates the students always to do their best as they strive towards excellence and social empowerment. Also, an inspiring teacher alters the lives of his students by telling them not only his experiences of success but also his struggles and philosophy that govern his entire life of being a teacher. With these ways of leaving a mark on the hearts and minds of your students, they will consider this remarkable imprint to shape their character into becoming successful and respectful citizens of the nation. As a teacher, being a witness to the development of your professionalism and character is important because you can use your experiences and struggles in striving for excellence for the students to motivate and inspire. Furthermore, on the other side of the story, the dynamism of the educational standards and behaviors of the students and other educational stakeholders motivates and inspires us, teachers, to further improve our teaching and technical skills to cope with these alterations and modifications. The oscillating process of education is the reciprocation of educational advantages for teachers and students. The oscillating process of education is a relevant mechanism that facilitates learning.

*References:*

Corpuz, B. B., & Lucas, M. D. (2014). *Facilitating Learning: A Metacognitive Process* 4th Edition. Lorimar Publishing, Inc.

Corpuz, B. B., & Salandanan, G. G. (2015). *Principle of Teaching I* 4th Edition. Lorimar Publishing, Inc.

McGuey, G., & Moore, L. (2015). *The inspirational teacher*. Routledge.

VIVIEDU. (2021, September 8). *Teacher-student collaboration in the classroom: What the research tells us*. <https://www.vivi.io/teacher-student-collaboration-in-the-classroom-what-the-research-tells-us/>