

ON BEING A GRADE ONE TEACHER

by:

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Being a first-grade teacher is a fulfilling but challenging job that calls for a special set of abilities and traits. One of the most important years for building the groundwork for future learning and success is grade one, which is often the first official year of schooling for many kids.

A grade one teacher's main duty is to give children a secure, friendly, and encouraging learning environment. We are in charge of instructing students in a range of disciplines, including arithmetic, social studies, reading, and writing. To attract the attention of learners and make learning enjoyable, we employ a variety of instructional techniques and materials, including games, songs, stories, and hands-on activities.

Additionally, teachers in grade one are extremely important in fostering the social and emotional growth of children. We offer a secure and supportive atmosphere for students to learn and develop social skills, such as sharing, taking turns, and problem-solving. The ability to communicate with parents and other adults is another important duty of first-grade instructors. We talk about ways to help their child's learning at home and give regular updates on their pupils' development.

A range of traits are possessed by excellent grade one teachers, enabling them to instruct and motivate their children. Since many students in grade one may find it difficult to adjust to formal schooling, teachers should be patient and understanding of these needs. Additionally, teachers in the first grade should be imaginative and adaptable since we need to change our teaching strategies and materials to meet the various needs of our pupils. Additionally, first-grade instructors should be cheerful and upbeat since

we have a significant impact on how their pupils view learning and school. In order to create a secure and organized classroom environment, grade one teachers need also to possess good classroom management abilities. The same goes for grade one teachers, who interact often with other educators, parents, and guardians as well.

References:

Nilsen, K., & Brindley, S. (2012). Early career teachers' experiences of learning to teach grade one: Implications for professional development. *Professional Development in Education*, 38(3), 379-394.