

MY TEACHING PHILOSOPHY

by:

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My dream of becoming a teacher started when my daughter, Sephia, was in kindergarten. One time, when Sephia's teacher had to attend a meeting, she asked me if I could watch over her class. I was so excited at that time. In my mind, I went, "Okay, so will I be the teacher? What should I do now?". Then, when the class started to become disorderly, I sat in the middle of the classroom and started reading a children's story from their bookshelf. Slowly, I was getting the attention of the young children. They started to get quiet, sit down, and eagerly listen to what the story was all about. Somehow, I couldn't explain the immense joy that I felt when I saw the attentiveness of the class. And just when I thought it would be the last sign, another instance transpired when I got to meet a few of Sephia's unfortunate classmates who came to school with no money. I felt miserable and asked myself what I could do to help these kids. It was me desiring more than monetary assistance for them: hence, I craved having the ability to impact and grant them what they are in need more of – skills... Thus, that was when I told myself that I wanted to be a teacher. Because helping and teaching these poor kids how to read will offer them real wealth that cannot be taken away. I will make them rich in it. I will be a teacher soon.

Here comes the reality. Being a teacher is not as easy as I thought it would be. Looking back, I've always admired teachers for how they have handled such a large class. I've always wondered, and asked internally, how they could do that. Now that I am a teacher, my admiration for teachers has become more prominent as I've experienced the sacrifices and unconditional love that are given in this profession. This time, it was more than desire. Now, I truly believe that this is my calling. Helping poor kids and teaching

them how to read is just the tip of the iceberg; it goes way beyond that. The reality is that most of the time we don't get to see the real problem until we get to be part of the actual situation.

Children don't just need to learn how to read: instead, they need to see the essence of learning how to read. They need to see it not as a requirement or obligation, but as the best gift they could have. These young people need to understand that learning how to read is essential for them to make a change and have a better understanding of the future, as this is only the beginning. This is just their first step toward achieving the dreams they will soon be yearning for.

I have handled a couple of non-readers and most of them don't even realize the importance and fun of learning and discovering new things. It's sad but true. We practiced drill every day from marungko, the fuller method, basic sight words, storytelling, and reading comprehension. It was not an easy thing to do, but we worked on it because I am all hands for it. How? I communicate with them. I talk to these kids like I am their mother. I don't babysit; I am a little strict. But I always make sure that they will feel that my heart is with them through every approach.

As a teacher, I aspire to encourage learners to become critical thinkers and develop life-long skills so they can become productive citizens. Getting to know my pupils through sharing during lectures, applying real-life situations in discussions, and listening to their ideas is vital to achieving my goals. I have perceived that reflections are one of the most essential methods in the teaching-learning process, as they play a big part in expressing what children have learned, their realizations, how they can apply the knowledge in their lives, and how it motivates them to achieve their goals. According to Provenzano (2023), making time for metacognitive reflection is essential. Through this reflection, students, and teachers (who can model reflecting on their own thinking) gain an extensive grip on their ideas and do a better job articulating their beliefs.

I want to become a good and effective teacher so that I can help more of my pupils. Like they always say, you cannot give what you don't have. My goal is to continue learning, to keep on acquiring knowledge, and to keep on making a difference in the lives of every pupil that I come across.

References:

<https://cei.umn.edu/teaching-resources/writing-your-teaching-philosophy#:~:text=Teaching%20philosophies%20express%20your%20values,convey%20a%20confident%2C%20professional%20tone.>

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