

PHILOSOPHICAL ATTRIBUTES OF TEACHERS IN THE TEACHING-LEARNING PROCESS

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Teachers are crucial in helping kids develop their minds and futures. Beyond the subject matter they teach, educators also bring their philosophical attributes to the teaching-learning process. These attributes encompass their beliefs, values, and attitudes towards education, learning, and the development of their students.

One of the foundational philosophical attributes of effective teachers is their unwavering belief in the potential of each student. They view their role as facilitators who can inspire and empower their students to achieve greatness. This belief creates a positive and supportive learning environment, encouraging students to take risks, explore their interests, and strive for personal growth.

Teachers with a philosophical bent recognize that learning is a continuous process. They show their kids that education is not limited to the classroom by modeling a desire for lifelong learning. By embracing new ideas, seeking professional development, and engaging in self-reflection, teachers inspire their students to become lifelong learners themselves.

Students' overall growth is given top priority by effective teachers. They understand that education includes the development of one's emotions, social skills, and ethical character in addition to one's academic knowledge. These philosophical attributes guide teachers in nurturing well-rounded individuals who are not only knowledgeable but also compassionate, empathetic, and socially responsible.

Philosophically oriented teachers encourage critical thinking in their classrooms. They value questions, discussions, and intellectual curiosity, rather than just providing answers. By promoting critical thinking skills, teachers foster independent thought and equip their students with the tools to analyze and evaluate information critically.

Inclusive and diverse classrooms are the hallmark of philosophically driven teachers. They celebrate the unique strengths and backgrounds of each student, creating a safe and inclusive learning space. These teachers promote cultural understanding, empathy, and respect for diversity, enabling students to value differences and learn from one another.

Philosophical educators understand the significance of teaching their pupils moral and ethical principles. They integrate discussions on ethics, empathy, and integrity into their lessons, helping students develop a strong moral compass. By nurturing ethical awareness, teachers foster a sense of responsibility and empathy, contributing to the overall character development of their students.

Every student is different, with different learning needs and styles, and effective teachers are aware of this. They embody adaptability and flexibility, tailoring their teaching methods to accommodate diverse learning preferences. These attributes ensure that every student receives the support and guidance they require to succeed.

The philosophical attributes of teachers profoundly influence the teaching-learning process and the overall development of their students. By embracing beliefs such as the potential of each student, a commitment to lifelong learning, and a focus on holistic development, teachers create an enriching and empowering educational experience. The encouragement of critical thinking, respect for diversity and inclusion, and the development of moral and ethical values are all instrumental in preparing students to become informed, compassionate, and socially responsible individuals.

As educators continue to embrace their philosophical attributes, they contribute to building a brighter and more equitable future for the next generation. By inspiring their students to embrace learning, think critically, and embrace diversity, teachers shape the minds and hearts of future leaders, innovators, and changemakers. The philosophical attributes of teachers are at the heart of transformative education, nurturing a passion for learning, and equipping students with the skills and values to thrive in an ever-evolving world.

References:

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