

RESPECTING TEACHERS AS AGENTS OF POSITIVE CHANGE

by:
Leslie Q. Cuevas
Teacher III, Alauli Elementary School

All school reforms revolve around the teachers. They enliven the curriculum and translate written policy into practice in the form of effective teaching activities. Apart from being considered educators, teachers are also considered mentors, role models, and agents of change of the MATATAG Curriculum. By building engaging classes that convey knowledge and value, teachers encourage their students. Teachers push students to become diligent, dedicated, and hardworking. In spite of setbacks, their encouragement gives students self-confidence.

In addition, educators also play an important role in value development. They incorporate Good Manners and Right Conduct (GMRC) into the curriculum, being respectful and responsible in the classroom. Besides reading books, they instill life skills to students that will make them successful individuals in the future. Teachers are the agents of social growth. They not only support students in their classrooms but also render them productive, moral citizens. Success for all students is a proof of patience, effort, and commitment of teachers working day by day. Empowering teachers to act as change agents serves as a reminder that quality education cannot be made possible without them. Their endeavors touch not only the students but also the future of the nation. Inspired and respected teachers will likely continue to inspire students and communities with success and hope.

Most of the English, Life Orientation and History teachers viewed their function as agents of social change by educating learners on how to live and act within the world -both through what they taught and how they taught. Most of the teachers explained how

they thought education in general, and their teaching in particular, should influence students' personal behavior so that they could know 'right and wrong', treat others with respect, and promote racial reconciliation.

References:

1. Department of Basic Education (DBE). 2011. Curriculum and assessment policy statement Grades 10-12: History. Retrieved from: <http://www.education.gov.za/Portals/0/CD/NationalCurriculumStatementsandVocational/CAPS FET HISTORY GR 10-12 WeB.pdf?ver=2015-01-27-154219-397> (accessed 15 June 2016).

2. Department of Education (DoE). 2001. Manifesto on values, education, and democracy. Retrieved from: <http://www.gov.za/sites/www.gov.za/files/Act84of1996.pdf> (accessed 26 June 2016).

3. Hattie, J. (2009). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. Routledge.

4. Horner, L., L. Kadiwal, Y. Sayed, A. Barrett, N. Durrani and M. Novelli. 2015. Literature review: The role of teachers in peacebuilding. University of Sussex: UNICEF.

Darling-Hammond, L. (2006). Constructing 21st-century teacher education. *Journal of Teacher Education*, 57(3), 300-314.