

TEACHERS AS ONGOING LEARNERS: EMBRACING CONTINUING PROFESSIONAL LEARNING TO IMPROVE TEACHING AND IMPROVE STUDENT ACHIEVEMENT

by:

Leslie Q. Cuevas

Teacher III, Alauli Elementary School

Learning is dynamic, and educators are leaders in learning to transform. As educators of the MATATAG Curriculum, the teachers themselves are continuously learning, enriching themselves with more knowledge and skills for the benefit of their students. Teachers adapt curricular changes by testing new pedagogies, integrating technology, and making it possible for classes to be articulated based on students' needs. The fact that they learn is reflective of flexibility and resilience, two patterns of behavior that can be emulated by students. Professional training, development, and group sessions also develop the teaching practice. They make sure the learners receive a top-notch education by getting professional training and development as proficient learning facilitators. Educators who stay current with new developments are able to respond to changing education needs, use evidence-based practice, and produce a more vibrant learning environment. Teachers that foster a lifelong learning spirit are themselves role models to students. Teachers encourage students to pursue the same methods with regard to their own learning by being curious, having perseverance, and being dedicated to continuous growth. Community development is facilitated and a positive classroom atmosphere is created through this learning and growth process.

Teachers are agents of change due to their fact that they are lifelong learners. They not only enhance their own sets of skills but also empower learners to tap into their potential through continuous professional development. Encouraging and valuing.

References:

1. Avalos, B. (2011). Teacher professional development in teaching and teacher education over ten years. *Teaching and Teacher Education*, 27(1), 10–20.
<https://doi.org/10.1016/j.tate.2010.08.007>
2. Fullan, M. (2007). *The new meaning of educational change*. Routledge.
3. Darling-Hammond, L. (2006). Constructing 21st-century teacher education. *Journal of Teacher Education*, 57(3), 300–314.
4. Gurr, D., Drysdale, L., & Mulford, B. (2015). School leadership models: What do we know? *Journal of Educational Administration*, 53(2), 170–188.