

ELEMENTARY TEACHING AND DISCIPLINE

by:

Omar Cabais

Teacher II, Pantalan Luma Elementary School

Teaching elementary pupils isn't just about helping pupils learn to read, write, and do math. It's also about guiding all of them to grow into a kind of person that would be respectful, responsible individuals and leaders in the future. When teachers, in any level, handle discipline in the classroom, they're doing more than just enforcing rules – they're helping shape pupils' character and social skills. However, there is a time when discipline has a different meaning than what discipline meant to this day. That form of discipline with punishment has already been extinct. Another paper is needed to understand its history and effect. On the other hand, because we have our own unique culture, teachers need to be aware of these when managing their classrooms (Department of Education, 2012).

The Department of Education (DepEd) oversees the education system here, emphasizing that pupils should develop in all areas of holistic development. Teachers create a positive learning environment in the classroom setting where virtues like respect, discipline, and love for learning thrive. Here the United Nations Pillars of Education would be needed. Discipline isn't just about punishment, and it is not about punishment because it was an old school and already obliterated by law; it is about helping pupils learn self-control, responsibility, and respect for others and all those virtues needed to sustain a progressive humanity. These virtues or ideas are deeply connected to Filipino values like pakikisama (getting along well with others) where UN Pillar of Education emphasized; or the virtue like paggalang (respect) which is a Filipino framework; and bayanihan (helping one another), which is characteristically Filipino. These values and good manners and right conduct, are part of everyday life and classroom interactions.

Not one part of which cannot be undone. Indeed, local teacher training programs also highlight how important it is to teach values alongside academic lessons (Brenda B. Corpuz & Gloria G. Salandanan, 2015).

Teachers face some pretty tough challenges and difficulties in disciplining their pupils. Many pupils come from different backgrounds – some from families struggling with poverty, instability, or negative influences and other problems in between. These challenges, difficulties and circumstances can affect how pupils behave in their class and towards their friends; and how eager they are to learn – not just in a day, in a week, but all through the year. Teachers need to be caring and understanding, knowing that discipline works better when it's based on empathy rather than harsh punishments (Lourdes Alampay, 2014).

To keep order, teachers often use positive reinforcement – praising good behavior, giving rewards, and encouraging pupils when they do well. This helps create a friendly classroom where good behavior is celebrated. Teachers also involve parents and community members because discipline is seen as a shared effort in Filipino culture. When everyone works together, with the interest of being able to work upon things together, it's easier to help pupils develop good habits and responsible behavior towards the school and the community. This community-focused approach matches global ideas about education being a collective effort to raise responsible citizens (UNESCO, 2015) and will be an excellent strategy.

References: