A COOPERATING TEACHER’S FIRST HAND EXPERIENCE

by:
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A cooperating teacher plays an important role in honing the skills of student teachers and preparing new talent for the field. He/She becomes the mentor of making a teacher-to-be more open in experiencing and unleashing the hidden talents and abilities within.

Having a student teacher around last school year is quite new for a teacher who has been teaching for almost 13 years. Generally, most feel nervous on how to handle student teachers because of the challenges and complexities inherent in such responsibility. As a cooperating teacher, I felt the challenge on how to develop creativity, problem-solving skills and teaching commitment to my very first student teacher.

He seemed to be prepared but shy on his first week of observation in our Grade VI class. He listened very well as the students introduced themselves, took down notes during class discussions and asked questions to some queries. The first few days were spent in observations in teaching different subjects. Different strategies and visual aids were presented in teaching. After every lesson, an open forum was held so as to discuss the techniques and strategies used.

As a starter, he was asked to teach MSEP subject, basketball in particular. The first try was not bad. He possessed a well-modulated voice and he was able to catch the students’ attention because of the vast interesting information that he was able to share among the students. The next days were spent in teaching MAKABAYAN subjects from which he was able to use different techniques that he has learned. It has been a habit that after every demo teaching, feedbacks and suggestions will be given with regards to his
lesson plan and execution of the lesson. It was not long enough for him to memorize the
students’ names and little by little, he was able to gain our students’ trust and respect.

After training him on the MAKABAYAN subjects, we tried focusing on the major
subjects—English, Science and Mathematics. These subjects proved to be difficult since the
subjects have to be taught using English as vernacular with less or minimal taglish. He
felt awkward on his first try and confused perhaps because of the many feedbacks with
regards to grammar at the end of every lesson. But instead of seeing him down, I have
seen a more determined student teacher. He tried to be more attentive as to how I deliver
these difficult subjects. He took down notes, studied the reference books during breaks
and even asked the way on how to say things correctly in English. It was not long enough
for him to gain confidence in teaching these three subjects especially English.

Personally, I saw this young educator as a quiet person who often reflects and
thinks by his own. He has his own way of doing things according to his principles in life.
He has his own version of things and ideas. He would have to try his own idea first
before accepting the suggestions of other people. I could still remember the long journey
we had for his final demonstration. He tried experimenting on his own strategies before
he accepted mine. We both have learned from the experience. On my part, I have realized
that I cannot just tell other people to do what I wanted them to do. He had realized that
in the field of teaching, we have to decide what is best for our students and what strategies
fit their capabilities.

In the end, I saw a butterfly drawn out from his cocoon. I now see an educator now
ready to face the challenges in the real world of teaching. Though there are things yet to
improve, we have to accept the fact that we teachers get better after years of experiences.
References:


https://www.early-childhood-education-degrees.com/what-is-student-teaching/