BE BETTER, MY CHILD: HOW A TEACHER-PARENT VIEW EXCELLENCE

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As a teacher, excellence is among the barometers of our efficiency. Excellence is an advanced step in quality, continuous development and creativity in the teaching profession (Jarrar and Shawareb, 2013). We study and prepare our lessons before going to class. Most often, homes are extensions of school. Thus, teachers are seen having weightlifters of bags full of learning materials to and from the school. Such is the passion for teaching that it is not only a profession but a vocation.

But, how does a teacher-parent view excellence unto his child?

There is a difference on the role and pursuit of excellence in the classroom and in the home. In the classroom, teachers create an environment of equity where learners are given with equal opportunities to succeed according to their own abilities. The four corners of the classroom were even decorated with quotations and colorful educational materials. The condition of school environment reflects the physical and psychological aspects which may precondition the betterment of the teaching-learning intercourse (Cardenas & Cerado, 2016). A teacher may do everything in order for a child to have the basic knowledge expected of a learner on a certain grade level. The achievement of learners is an achievement of the teacher as well. When all of the students are promoted to the next grade level, the teacher handling them was deemed an efficient and excellent teacher.
The home of a teacher is never different. Decorations of educational materials are evident in some walls of the house. Though this is typical in a Filipino house, its presence and utilization seems to be a must in a teacher’s home. Teaching for a teacher-parent never ends in school. It continues in the home and their children are the students. In our society, teachers are bound with our cultural perception that a person can never teach well to someone without teaching his family good first. Thus, a teacher must teach his children excellently before teaching his pupils the same. The legitimacy of teachers’ excellence is bounded by his ability to make well his children.

Henceforth, to be a son or daughter of a teacher is a privilege and a burden. Compared to their classmates, they are guided academically regularly and a focused supervision from their teacher-parents. Likewise, it is a burden that posits some expectations which are not usual from their contemporaries. Children of teachers are expected to know and perform better in school. Also, they must be an example of a “good student” in terms of behavior. Children of teachers are mirrors of the nature of a teacher as a teacher and as a parent. A good pupil reflects the goodness of a teacher and a good child reflects the goodness of a parent.

References: