CREATIVE TEACHERS AS FACILITATORS OF LEARNING

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It is true that not all teachers are artistic. Certain teachers are gifted with artistic talents, but it is a misconception to think that we cannot be creative. All of us are endowed with creative potentials although we are not aware of this. Teachers need a lot of creativity in order to be able to teach well even without so much resources.

Oftentimes teachers mistake “being creative” for “being artistic” and because they perceive themselves to be ill-equipped with talent and ability to use particular medium, they may say that creativity is not their “cup of tea” and therefore they do not show any effort towards this direction.

When you are preparing visual aids and you think that you do not have a ruler or compass, instead of deferring your work you find for alternatives such as pencil or books to draw a straight line or a plate or coin to draw different sizes of circles. In this way you become creative.

Creativity therefore, refers to the ability to call out images and ideas from the head and come up with alternatives to help remedy deficiencies and work around limitations. It also involves rearranging and combining those images and ideas to arrive at new ways other than the conventional ways of doing things. As it is defined, creativity is an ability to live.

Some teachers take things as they are creative teachers living with “what is” but also explore “what could be”.

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The teaching method may be the same, but the way we approach each learner with its unique personality may alter how we relate and communicate. This way we become different; the teacher and students both grow in the process and therefore teaching never becomes dull. As teacher and facilitator of learning, the same creativity is expected of us.

In the classroom, we learn the interdisciplinary, interactive, and integrative modes, we enable the students to experience life- and capture it in a song, a drama, a skit, and even a dance. Through creativity, we guide the students towards a deep and lasting appreciation of many human lessons and values and help them articulate those through drama, a game or a drawing.

Conclusion:

A classroom teacher has one or more exciting challenges to unfold the knowledge and messages of the Basic Education Curriculum through willingness to experiment and make use of a variety of strategy that could help facilitate learning, we will be sharing and bequeathing the best legacies.

References:

https://www.brown.edu/academics/education-alliance/teaching-diverse-learners/teacher-facilitator