INDIGENOUS TEACHERS AS MENTORS, TEACHER EDUCATORS AND PRODUCERS OF PEDAGOGICAL KNOWLEDGE

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Learning is associated to man's senses as well as with the kinesthetic sense, awareness of your own body, and its relation to other animate and inanimate objects. This implies that learning should be holistic and appropriate with the place you are being placed.

These are also the primary sense that the teachers use in teaching the learners. It is inevitable that these aids are helpful in teaching-learning process. Consequently, if this is applied to teaching IPs there are higher chances that they can participate.

One of the most common problem is lack of interest among IP learners. This is because they cannot relate with what the book is trying to impose. There are illustrative examples that are irrelevant or even alien to them. Pedagogy in a sense is the backbone of teaching. An appropriate pedagogy will resolve lax in learning.

There are several strategies that an IP teacher can do in order to improve pedagogical impartation to IP learners. One is the use of the Ancestral Domain. Most IP schools are within the Ancestral Domain and this is a good opportunity for teachers to use this as an instructional avenue for learning. Not only that, it is a way of immersion to them as teachers in that area.

Teachers indeed play an important role to every student. However, if they can still nurture their selves it is more appealing for our educational system. Their perseverance is the learners’ way on developing a dream and possible way of igniting themselves. It is
not only a matter of appropriateness in terms of selecting pedagogy but it is also a matter of dealing to yourself.

References:
