MY TAKEAWAYS: LDM COURSE REFLECTIVE JOURNAL  

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Educating is teamwork -- collaborative efforts of all the concerns. When one neglects to do a fair share of responsibilities, the whole team fails.

The LDM Course has significantly changed my perspectives on teaching in this challenging time. The abrupt changes we have been experiencing have also made us come face to face with the startling challenges in the field of teaching. Adjustments to these overwhelming challenges could not take much time, for as what Sec. Briones posited that education could not wait.

Understanding how we can immediately and effectively resolve these challenges is a crucial step in planning, developing, and implementing the necessary actions in bridging the gaps of delivering learning in the new normal.

The LDM Course has given me many takeaways to learn from and live by as I do my noble task: teaching. The first takeaway is relearning the essence of passion and compassion. Great desire to deliver quality education to our learners whom we cannot meet in person takes time. Not just time but too much time. A time for planning your lessons, a time in developing appropriate and effective learning tasks, a time for making valid assessments, a time for producing copies of worksheets, a time for preparing your video lessons, a time to monitor all your learners' progress, and a time to reach out to your struggling learners.

Feedbacking may take time, but the time we took for it helps us know what to improve, where to begin, how to start. It takes time to listen. However, when you listen, you learn how to understand what is left unspoken.
Next is fully realizing the significance of what educating not only the mind but also the heart implicates. Now that the world is facing innumerable global crises and conflicts, we call for promising future leaders who will give passionate and compassionate service to humanity. And this is what we all expect and dream of in delivering quality learning.

As for how W.B. Yeats worded it, education is not the filling of a pail but the lighting of a fire resonances the youth's needs for the empowerment of good character and not just of sharpening their minds.

A dynamic type of mentoring is imperative in paving prolific opportunities for teacher-mentees in making fecund learning settings despite the many challenging circumstances in education today. Teachers are in dire need of support - professionally, mentally, physically, socially, and spiritually. They may give all that it takes to do their noble jobs, but they need positive-driven and more equipped people to inspire them to effectively and efficiently do their purposes well.

Weak leadership weakens the team's foundation of reaching their maximum potentials. It leads the teachers to many frustrations of failing to motivate their learners to shoulder their fair share in their learning though they tried to do what they thought was the best. It could have been better, effective, and efficient only if teachers had not felt that they were not working alone, that they were not just working on many loads by themselves, that they were not robots designed to run for errands without complaints.

To educate is divine; to err is human. What we may have done may have fallen short in some aspects, but the great purpose we educators adhere to will always be our compass to get there.

References: