ON TEACHING KNOWLEDGE AND THE PROPER AMBIANCE

by:

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The classroom is sacred to a teacher.

Sometimes, it is paradise, sometimes the opposite. Yet, inside the four square wall, students grew beyond expectation. Students are like diamonds, as a common illustration goes, that need to be polished. Once polished, they shine flawlessly. Also, like gold, they need to be melted in the fire to be refined. Once refined, they are uncontaminated than ever. As days gone by inside the classroom, the teacher becomes the polisher and the refiner. Students either becomes a gold or a diamond.

It is not a secret what a teacher teaches, but there is no record of how a teacher teaches. The secret of teaching how students learned despite of the past record of disinterest. How students are connected to the teacher. How students realized their value with themselves, the school, the community is still a mystery except for those who recorded them in their hearts.

What is the role of a teacher in classroom management? How teachers teach the lesson dynamically – in a point where, in spite of differences, everyone get along and no one is left behind? What is the truth behind the wall?

The first thing a teacher works on is the teaching of knowledge. Science, mathematics, languages, social and historical, aesthetics arts, and practical arts were all part of the teachers work with the students. All these subjects are part of the matrix of teaching-learning process. Knowledge are useful and meaningful information that a student may use in their life. It is meaningful because the subject becomes a part of his life. Students who loved science and mathematics become scientists and doctors. Their
science teachers instructed them rudimentary and foundational knowledge they may use in the future.

Students who loved languages become writers and poets. Students who loved social and historical feats become historian, social and political scientists, lawyer, and theologian. Students who loved aesthetics arts becomes artists, pianists, and painters. Students who loved practical arts becomes great cooks and managers.

Thanks to the teachers who were guided by the curriculum given to them, and for creatively allotted time and effort in performing the task of teaching and properly guided the students to perform tasks. These curriculum are not just means of getting within the box but as standards. The teachers may go beyond the curriculum guide given that the students were all at that height, and are expected to go beyond curriculum. Thus, through the teaching of knowledge in a proper environment or ambiance is conducive in the teaching-learning process.

Thus, promoting the second matter of learning in the immediate surrounding is the environment. Teachers create, recreate, and co-create classroom environment. The “environment” defined here is not just composed of the tree or the flowers and the bees, but as such, the landscape where students may dwell in. A decorated room, fixed with standard bulletins and posters, creatively colored and designed, where students are welcomed is inviting enough for the students who thrive in peace and delight.

The effort of teachers to polish and refine the students is not limited in the academic and intellectual part alone. Moreover, the capacity of the teacher to transmit the beauty of good manners and right conduct into application is a thing of laud. In the world where genius and practicality matters, a teacher who brought upon polished and refined students holistically is something to be adored.

A warm and a happy environment are more likely to stay in by happy and warm-hearted students as well. The classroom is the responsibility of the teachers. More so, the
environment is controlled by the teacher as well. When the teacher stands there, looking for diamonds and golds to mine, it is time to polish and refine the rough and impure edges of the resources.

A happy class is a reflection of a happy teacher.

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