POSITIVE TEACHING

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Positive teaching begets positive learning. As educational programs geared toward academic success, schools and teachers are also mandated with the extraordinary task of building learners' character.

By definition, a positive classroom may have different connotations – from a place that caters to learners' academic, social, and emotional needs to a place where learners are valued, cared for, and educated to the fullest. In such instances, teachers are challenged to promote positive behavior and foster a positive learning environment where learners can actively participate.

To build a positive classroom, Allred (2008) proposed seven strategies, such as making learning relevant, creating a classroom code of conduct, teaching positive actions, instilling intrinsic motivation, reinforcing positive behaviors, engaging positive role models, and always being positive.

A key to a positive learning environment is the good relationship between teachers and students. When they have a profound understanding of one another, trust comes naturally. When trust has been built, it is easy to communicate and voice out concerns. Such open communication then leads to better intervention that can be introduced to respond to the varying needs.

More so, teachers practicing positive teaching encourage positive behaviors in class and provide structured courses that learners can easily follow, assuring competitive advantages in the learning process. Hence, teachers must ensure that learners are
engaged in the activities, utilize effective classroom management strategies, and establish a good relationship with them.

In the end, positive teaching should be effectively applied by teachers to promote desirable behaviors and learning outcomes beneficial for the holistic development of the learners and provision of practices preparing them for a brighter future.

References: