TEACHER, A CATALYST OF CHANGE

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Teaching as a vocation is more than a profession or job and teachers as change agents in the society of learners are life-long career maneuvers and influential in stimulating students to become goal-oriented individuals. Sometime ago, teaching is considered to be a vocation or calling mandated to teach and hone the youth of tomorrow. It’s been quite long years before teaching became a profession just like nursing, engineering, law, medicine and the like.

However, the errands of teaching profession are incomparable to any of the aforementioned since all people undergo education as part of their growth and development. Also, teaching as its core is a moral profession, mark a good teacher and you will find the purpose why he/she exists in the arena of molding young people. Teachers are not only public figure but also a public property that is why the establishment of moral foundation in teaching is warranted and the total commitment in the vocation is the major recipe for moral martyrdom. To have any chance of making teaching noble and effective, teachers must combine the mantle of moral purpose with the skills of change agentry.

Outside the classroom, teachers are expected to bring positive changes in the lives of young people. They are seen as natural leaders who can give advise on various affairs in
the community. Teachers are usually seen as the vehicles through which this transmission and engagement in learning for global social change takes place.

As accorded by Bourn D. (2013) ‘teachers are agents for change within the classroom. They can also be agents for change within the school. But within society as a whole, any discussion on teachers as agents for change has tended to focus too much on aspects of political activism that are seen as distinct from classroom practice.’

If what happens in the classroom, in the school, and within wider society is seen as part of the change process for both teacher and learner, teachers can be a real agent not only for individual change, but also for society as a whole.

References: