TEACHER’S RESILIENCE AMIDST NEW NORMAL

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Life is a constant change. Together with the changes are the different problems and adversities. Battling with them is inevitable. These challenges test our abilities and capabilities to handle them resiliently. Being resilient is one of the strengths that we have to build in ourselves. It does not mean that we do not experience much distress but it means how we adapt, face adversity, and bounce back from the difficult times we encountered and about to encounter. It involves a lot of factors to become resilient.

These changing times, the resiliency of teachers is in the spotlight. With the changes that are happening in the society as well as in the educational system, teachers as front liners of education, need to cope up with these. The methodologies and techniques in the teaching and learning process must adhere to the needs of the learners. The goal is to produce 21st-century learners who in the future will be globally competitive and be an asset to the country. Amidst the changing world, teachers are expected to go along with the changes. Upskilling and reskilling is one of the many ways that teachers can do to capacitate themselves and be able to stand with the arising demands in the educational system.

Education systems have responded to the unprecedented closure of schools by designing remote learning plans that focus on multi-channel solutions that integrate multiple technologies (print, radio, TV, Internet and/or mobile) and implement synchronous and asynchronous learning. Given these modern ways of distribution, it is not shocking that this new reality is difficult for many teachers to manage. They are also burdened with trying to rapidly adjust the content of the lesson they expect to provide to an online or remote format in a physical environment. The ability to teach successfully...
relies on many aspects, such as possessing the necessary talents and ability to adjust to the new context, while managing to connect and interact with learners and caregivers effectively. It is important that remote learning plans understand the limitations of home-based learning in order to better help teachers as they deal with this crisis.

Moreover, teachers require far more planning, materials, and thinking than school programs will offer in a few days or weeks if they choose to use remote learning resources. It is important to look beyond ways to help teachers and understand how the crisis might be an incentive to develop the abilities of teachers before they return to the classroom, with these shortcomings in mind.

The COVID-19 pandemic is a stress test for school programs all around the world, but it also offers an incentive to learn from each other. Countries have responded in creative ways, whether by the rapid mobilization of existing digital capital or the creation from scratch of these resources.

References: