TEACHING WITH A DIFFERENCE: UNFOLDING THE DRAMA OF POWER STRUGGLE INSIDE THE CLASSROOM

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“There is difference, and there is power. And who holds the power shall decide the meaning of difference.”
June Jordan

Try to get along one’s perspective and see how different it was: then everyone tends to a common field that, at least, they must share one’s innovation and creativity in a lower or higher degree of good expectation. When one learns to recreate something used or old, there is a sense of pride on what that person has done, may it be little or big. A variety of returns – positivity, creativity, and benefits among others. Better innovate than nothing. In our field, teachers got variety: a difference among strategies, differentiation; and a difference in the way of motivating, stratification. Jude Jordan, A US journalist, writer and activist believes that a person may hold two things – of power and difference. How will discipline a teacher discipline the class, make the class follow, and clean the room?

When the teacher teaches twenty or forty students, has it make any difference? Essentially said so, differences is actual and real: every differences is someone else’s burden. In teaching, however, an effort must be applied from twenty to forty learners. More voices, more bodies, more movements, more noises: a teacher seems to deal with some sort of a heck inside the class. But mastering power, whether in twenty or forty, the difference is quick to stand – it is always a rod, stable and firm. See how a teacher managed her class – there is what we called struggling of power.
Look how a teacher stands affirmed with the vest of his or her dignity, and look how the students stand too affirmed by the protection of the law and their rights, who would win?

For, in my views, the hammer of law is not only considerate of the child’s precious rights. Thus, to protect the teachers also from unjust situations against delinquency, the law provides a shield. The classroom instructions will be lessened, and the teachers are protected from abuses. It sounds good, it sounds innovative, and less work. Student may no longer have that ‘motherly touch’ of a teacher who guided them along the way. A In view of these and the complex ideas behind the question of who-and-what must protect who-and-what, teachers must be certain with their actions – show the learners a little power, the teacher becomes powerless; show them great power, the K-12 ideology is not applied; but show them the difference, these learners will understand.

References:

