THE BATTLE FOR A NEW LIGHT: CREATING A HAPPY CLASSROOM WHERE STUDENTS LEARN

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“As well as good academic records I look for people who've climbed mountains or been captain of the tiddlywinks team at university. People who other people will follow.”

John Banham (1940 - )

How can an aspirant teacher manage the classroom?

At this phase, the student-teachers (ST) tries all their effort in keeping-up with their Resource Teacher (RT). Mental strain, stress and worst, depression, may happen during the period. In all these experiences, there is one thing that an ST resorts in.

Based on the talks conducted among the STs, they (1) recreate the room’s ambiance with a positive vibes by decorating the room; (2) building a positive self-image among their RTs; (3) communication; (4) following every instructions of the RTs; and (5) transmitting good vibes with colleagues and other school stakeholders.

Mostly, the STs are considered as the “ate” and “kuya” of their cooperating classes. In dealing with a happy classroom, the STs may use this idea in “befriending” the students so to cooperate with them especially in the final teaching demonstration. Although some are synthetic, most relationships extend even after the STs’ final demonstration teaching. Most of the demo gained high grades and the cooperating class were also happy with the result.
This is how the teacher deals with his or her student in many aspect of rearing - be it individuals, groups, and class - just to progress intellectually, affective, and psychomotor under the roof of education.

The battle begins today. But most especially, the aspirant teacher must keep her smiles on his or her face in facing the challenges.

References:

