THE ROLES OF A TEACHER BEYOND THE THREE LEARNING DOMAINS

by:
Elizabeth S. Hernandez
Teacher III

Over the years, education has flourished the world with amazing opportunities and willpower to create a positive change. There have been advocacies that were fought for – such as equality among the rich and the poor, the black and the white, and the strong and the weak. It is a wonderful sight to see children and adults with smiles on their faces because they learn a lot and become the best versions of themselves.

We, teachers, are powerful enough to influence anyone not only because of the knowledge and wisdom we have acquired from the long years of studying, but also because of the hearts and passions we have to care for our students, to love them, and above all, to protect them. Our perceptions have enabled us to carry the core values of being an educator and as we see the light towards the path of success, we are never jealous of the achievements of other people because we honed them and we contributed to what they have become. Being a teacher is a life, a mission; it is more than just a job. Some of us may have chosen teaching for practicality, but once we are there in the line, we begin to measure our strength and we begin to realize that there is more than what meets the eye.

What are our roles as educators? How do we transcend these roles beyond the learning domains? Is it easy or challenging? Holistic learning is when an individual fills the gaps of cognitive, affective, and psychomotor domains. Before we teach, we typically prepare a lesson plan with different objectives to attain at the end of the discussion. Our objectives are essential in the assessment and evaluation of our learners’ performance and how well they learned and understood the topics. These objectives
then allow us to see our efficiency and effectiveness to educate. Hence, objectives itemize the learning domains.

According to Davenport University (2021), educational psychologist Dr. Benjamin Bloom crafted a system that classifies lesson objectives into a series of learning domains that provide encouragement to teachers to respond to holistic education. This system is known as the Bloom’s Taxonomy and has been widely applied in educational curricula around the world. Dr. Bloom envisioned this taxonomy with the highlights of three domains, each plays a crucial role in the teaching and learning process. The first one is Cognitive Domain that enables a learner to develop mental skills such as creative and critical thinking. Some activities that fall under this domain are problem-solving, research writing, and project planning. The next one is Affective Domain that pushes a learner to acquire a balanced emotional quotient through understanding the feelings and emotions of himself/herself and other people. Most activities relevant to this are literary analysis, debate, inspirational speech, and open forum. Lastly, the Psychomotor Domain establishes a learner’s physical skills by applying the concept of “learning to do.” The activities that are relevant in this domain are physical fitness exercise, sports, cooking, gardening, and team building.

As we look in the foundation of holistic education, these learning domains replicate an individual’s status, progress, and enhancement of such knowledge and skills. Meanwhile, as we go on the daily teaching mission, we reflect on additional roles we have provided and will still be provided for the sake of our learners. When we pledged to become educators, we only knew that planning, teaching, assessing, and evaluating were our only duties. In the present time, we have changed; we have stepped up; we have moved in the frontline; we have scoured learning resources that are of assistance; we have faced the unknown; and we have done the impossible things in a productive and positive way.
In my point of view, here are some of the roles I think such teachers fulfill beyond the three learning domains:

1. First, teachers must see to it that the learners have equal opportunities in enhancing their talents and capabilities as well as addressing their weaknesses and turning these into strengths.
2. Teachers should show compassion and empathy because our students will always remember the way we let them feel.
3. Teachers should become effective listeners. There are learners who want to express themselves as part of their growth and development. However, guidance on self-expression must be done accordingly.
4. We are regarded as the second parents of our students and so, they believe most of what we tell them. Teachers must be accountable and responsible about whatever knowledge and information is taught to the learners.
5. There are times that will drastically challenge us with our job. As educators, we sometimes feel discouraged and tired, but we still continue. Hence, we must seek courage and help. Our students can also help us with our “classroom problems” since the goal of education is to mold us into cooperation, collaboration, and nation building.
6. We may not notice, but our children imitate our actions. We leave them a big impact. We indirectly lead them to their attitude, behavior, and dream fulfilment. We should never let our students down. We must be careful on our words. These may make or break them.
7. Learning is mostly cognitive. Let us teach our students that will allow their bodies to move, to experience enjoyment, and to feel that they belong.
8. Lastly, we must give chances to the learners to form their own classroom organization where every one of them is capable to lead and to perform their designated functions. That is an act of care and trust that is usually neglected at home.
If we are the foundation of our students, then, their foundation is our tender love and care. We cannot escape from the fact that there are delinquent or hopeless ones in their time, but they will grow and mature, and we are there at their back, pushing them to go through, because that is our role as teachers.

References:

Davenportlibraryguides.com