WAYS TO MOLD PUPILS TO BECOME GOOD LEADERS

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Teachers have a very delicate work of all the professions. Their task is not limited to the four corners of the classroom with the aid of chalk and board, but crossing to the boundaries human existence as they influence the course the life of every pupil they meet and mingle. This explicitly saying that on their simple hands depend the future of the nation. Like a potter, they mold the minds of the youth as they give directions for a better future (Agosto, 2018). Thus, a good leader is borne in the humble hands of a teacher. A good leader is once a pupil with a teacher at their side.

There are many ways to help the pupils to instill good leadership with the pupils. However, a meaningful and profound experience can make the task simple and easy (Bergmark & Kostenius, 2018). Thus, an explicit experience of leadership can help them realize their potentials as leaders. There are five (5) ways that teachers can inculcate good leadership in their pupils. These are: becoming a role model to the pupils, integration of leadership in lessons, encouraging pupils to join in school clubs, assign pupils to be leaders themselves and giving pupils the time to grow as a leader. With these, their minds can be fashioned to be good and better leaders of society.

Be a Role Model for your Pupils. “Putting money on your mouth” and “walk the talk” are the two clichés that best describe this way. Teachers are the second parent of the pupils. Their mandated responsibility is both a challenge and encouragement to become the role model to the pupils (Lauermann, 2013). Vices, immoralities, and other untoward actions demean the dignity of a teacher. Thus, for the pupils to become leaders, teachers need to be their role model. They need to see good leadership. Corruption, exploitation,
and dishonesty discourage the pupils to become leaders. Much worst, they will imitate those unbecoming actions. Teachers must set a good example for their pupils. They have to become good leaders first.

**Integrate Leadership in your Lessons.** Each lesson that teachers deliver in the classroom is a milestone for all pupils. They learn how things work and how things become. For the pupils to have a clear idea of what is good leadership, teachers have to integrate it in the lessons he or she delivers. The spiral progression approach and contextualization of every lesson allow the teachers to make lessons in the schema of the pupils (Wyatt, 2014). They can utilize examples of good leadership through examples and other related activities to instill the need for good leadership in society. They can begin with examples of good leaders who have changed the course of life in human history. Further, they can read stories of good leaders and their contributions to humanity. Of course, these are just incorporated in the lesson. Pupils can still meet the competencies required by the institution while imbibing good leadership.

**Encourage Them to Join in School Organizations.** In school, many school organizations hone leadership among pupils. Student council and scouting are the best ground to fashion good leaders. In the school student council, pupils take part in school activities. They are also included in the decision making of the school programs. They also take part as a leading proponent in the programs that the school is implementing. Therefore, the opportunity of taking part in this organization helps them to become good leaders in the future. In the same manner, scouting can help pupils to develop leadership. Moreover, they are trained to become good followers. Through scouting activities like regular scout meeting and encampment, they can earn experience to become leaders. Likewise, they can have a profound knowledge of how to become a good leader.

**Assign Them to Become Leaders.** Collaborative learning encourages collaboration to accomplish a certain task. Thus, pupils are divided to form a group as they exchange ideas and information to finish their work. This strategy also in lesson
delivery allows the pupils to become leaders and to share leadership among them. It is because as a group is created, one needs to take charge of the group. The leader organizes and empowers every member as a contributor to the success of the group. The leader also shares leadership by taking all opinions and ideas into consideration. On this ground, pupils assigned as leaders as well as members of the group earn concrete experience of leadership. Their feedback, comments, and suggestions about their leadership experience can be utilized to further hone and develop leaders in the class.

Give Pupils Time to Grow as Leaders. Reality dictates that teachers can mold overnight good leaders from the class. It is a continuous process of giving leadership opportunities for the pupils to imbibe the values of a good leader. Teachers need to allow the pupils to grow and they realize that they need to become good leaders. Likewise, they need to recognize by themselves what has to be done to become good leaders. They are facilitators of learning. The task of the teacher is to guide the pupils as they grasp and imbibe the characteristic of a good leader. Time will surely come that they will make a difference in society as good leaders of the future.

Teaching and learning are not just “thinking outside the box”. Meaning to say, it is not just aiming for the pupils to finish their education to have work in the future. It is actually “thinking within the box”. This is aiming for a more sublime outcome of education that would change the course of life not just on the learners’ life but to the society at large (Darn, 2006). This is the reason why education is perceived as life-continuous and life-wide. Therefore, teachers are duty-bound to provide opportunities to enhance the pupils’ life especially their spirit of leadership.
References: