

A photograph of children sitting around a wooden table, engaged in a craft activity. They are making Halloween-themed decorations, including pumpkins and a witch, using orange and green felt, googly eyes, and glue. The scene is brightly lit and festive.

AN INTERNATIONAL MONTHLY NEWS-MAGAZINE ON TEACHING & LEARNING

TEACHER'S GUIDE

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Teacher's Guide

*An international monthly news-magazine on
teaching and learning*

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Essay

Technology in Education: From the printing press to the internet, explore how technological advancements have historically shaped and continue to reshape educational access and delivery

by Annie R. Aradanas



Technology is one of the dominant tools that can assist and transform education in every corner of the globe. Doing instructional materials at school and enabling new ways for people to learn and work together becomes smoother. Many opportunities arise for everyone as the internet grows around the world. It is not only for social and entertainment purposes, but it also offers meaningful and authentic learning. Instructional designers of different schools, with the help of educational technologies, can help students achieve efficient learning.

Digital tools can help teachers to attain their teaching objectives by maximizing available time and lessening their workload. According to the Pew Research Center, 92% of teachers said the Internet significantly impacts their ability to access content, resources, and materials. Technology motivates active participation in the classroom and turns traditional methods into interactive and fun activities. During technology-based tasks, more advanced learners can help their inexperienced classmates. Looking for creative ways to engage with technology can make life easier and increase learners' excitement about the subjects.

Teachers can give choices to the learners to express themselves by making videos, blogs, flyers, or digital art during their Performance Tasks. Doing digital content about the lessons is an excellent way for pupils to show their creative talents and showcase what they have learned from school. Including photos, videos, visual effects, and music can bring class presentations to life for learners. While teaching using technology, developing slideshows or playing music to draw engagement is also good. In today's fast-paced world, through Zoom, teachers and students can have virtual meetings and share ideas and documents irrespective of their location.

The school can also create a shared online calendar through Classroom Calendar or a similar program for posting essential updates about the community. Reminders like homework due dates and school events should be attached in an easily accessible location, not only for the educators but also for the students. It can also be shared with the parents and guardians to be connected and aligned with their child's progress. Allow students to analyze reliable sources as we find almost anything online. In looking for the best ideas to support our thoughts, it needs a careful evaluation.

Technology is essential to enhance the learning outcomes of every student. Educational technologies help to develop collaboration, such as communicating with one another if there are tasks to be done. Learners can use apps like Google Docs to create papers and build spreadsheets. Nowadays, learners can access educational resources anytime for their class activities. Institutions also offer online classes for flexibility, time management, and career advancement opportunities. Schools set learning management systems (LMS) for pupils to learn at their own speed. From the LMS, learners can quickly review their course materials and browse the lessons used in class. Technology can also develop teachers' efficiency as it guides teaching methods.

Annie R. Aradanas obtained her bachelor's degree in AB Mass Communication from the University of the Cordilleras. She taught in Thailand and Qatar before becoming an English Teacher at Maranatha Christian Academy of Mandaluyong. Presently, she is the Journalism and SRA Head of MCA. She is a graduate student of Master of Arts in Education at Union Christian College.

Essay

Leaves for Living

by Edes Gay R. Acebes

Kalunay, also known as Kalutis in Tagalog or Spleen amaranth (*amaranthus dubius*) in English, is a weed plant. There's no need to plant it every year as the plant self-sows. Thus, it sprouts everywhere.

Kalunay is a popular dish among Ilocanos especially when it mixed with other vegetables such as sweet potato tops, okra, beans, eggplant and bitter melon— the all-time favorite 'dinengdeng'. It also pairs perfectly with mongo beans, sautéed sardines, and other lush green leafy vegetables.

Furthermore, the best and simplest way to eat Kalunay is to boil it and add sliced tomatoes with bagoong. "Mapaparami na naman ako ng kain nito!", as they always say when it was served during meals. Perfect match! A delicious dish to put on the table while eating with your hands.

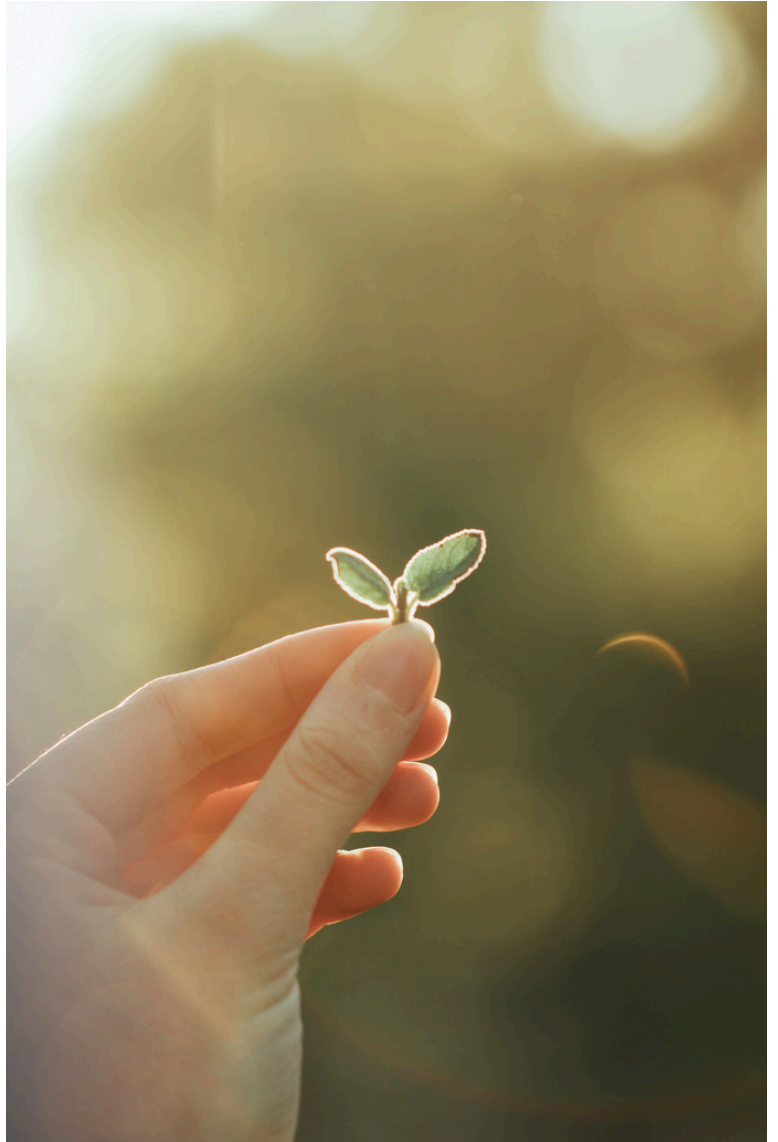
Moreover, in study conducted by Queddeng, a university professor at Vigan City in 2009, discovered that Kalunay has anti-inflammatory properties in its roots and leaves that can be used as herbal remedy for kidney and other health problems. It contains vitamins B, folate, C, and K which helps in digestion and lowering cholesterol.

Kalunay is available in packs of 20 or 25 pesos. Some are thornless, whereas others aren't. When you try to buy it, ask if the thorns have already been removed so that cooking it would be easier.

In school, while waiting for their children during lunch break, several mothers may visit a nearby farm to get kalunay. They will sell it to other parents or even teachers to earn money to buy meals for their children. They will also set aside some kalunay to carry home so that they can have something on the table for dinner.

Perhaps it is only a leaf to others, yet it is a source of income and livelihood for some that helps in sending their children to school.

Edes Gay R. Acebes is a Teacher III at Callao Elementary School, Lasam East District, Division of Cagayan. She holds a Master's Degree in Education major in Educational Management.



Essay

A Kindergarten Teacher's Role in Nurturing Behavior and Learning

by Ricky Y. Palo

"Every child is an artist. The problem is how to remain an artist once we grow up," said Pablo Picasso. Now, imagine stepping into a kindergarten classroom, a world full of energy, creativity, and emotions. Every child is an artist, not only in their drawings or crafts but in the way they express their feelings, moods, and behaviors. However, in this colorful environment, managing challenging behaviors is one of the most important parts of a teacher's job. Tantrums, short attention spans, and disagreements between children can sometimes cause chaos. So, how can teachers navigate all these emotions while keeping the classroom a fun and productive place to learn?

Let's start with a typical scenario. It's Tuesday morning, and everything seems to be going smoothly until one child cries loudly. The reason? He didn't get to hold the class mascot, a cuddly stuffed toy. The other kids watch, some upset by the noise, others giggling. This outburst, though common in kindergarten, could easily throw off the day's schedule. But the teacher calmly steps in, kneeling at the child's level. "I can see you're upset," she says softly. "Let's take a deep breath together." With the teacher's gentle voice and patience, the child begins to calm down, and the class is back on track.

Handling tantrums like this is all about soothing big emotions. Instead of feeling frustrated, teachers seek to understand the child's feelings and provide them ways to calm down, like taking deep breaths or sitting in a quiet spot. This helps teach kids an important skill, how to manage their emotions.

But tantrums aren't the only challenge. What about keeping their attention? Young children are naturally curious, but their focus can fade fast. Imagine the teacher is reading a story to the class, and soon enough, some kids start giggling or whispering to each other. Instead of scolding them, the teacher asks, "What do you think happens next?" Suddenly, hands are raised eagerly, and the class is re-engaged. Through asking questions and making the lesson interactive, the teacher grabs their attention again. Adding short activities or letting kids move around also helps keep them engaged and excited about learning.



Then there are the disagreements between kids, a normal part of growing up. For instance, during playtime, two children might argue over who gets to use a toy truck. What starts as a disagreement turns into both kids pulling at the truck, neither wanting to let go.

This is a chance for the teacher to step in and teach a valuable lesson. "Let's use our words," she suggests, guiding each child to explain how they feel. "I feel sad when you take the truck without asking." By encouraging children to talk about their feelings, the teacher helps them learn to understand each other and share.

The overall mood of the classroom is important, too. Kindergarten isn't just a place for learning the alphabet or numbers. It is also where kids learn how to be kind, patient, and cooperative. Setting clear rules like "Be kind" and "Take turns" creates a positive atmosphere. When kids follow these rules, the teacher praises them or uses reward systems like sticker charts. When a child patiently waits for their turn or helps a friend, the teacher acknowledges it, encouraging them to keep up the good behavior.

One of the most important parts of managing behavior is building strong relationships. When children feel safe, respected,

and close to their teacher, they're more likely to listen and behave well. Teachers who take time to get to know each child can often prevent problems before they start. If a child struggles with switching between activities, like when the teacher gives them a heads-up or shows a picture of what's coming next to help them get ready.

Managing challenging behaviors is more than just stopping tantrums or settling arguments. It's about understanding what each child needs and helping them develop good habits. Teachers aren't just there to teach reading or math, they're also role models, showing kids how to interact with others and manage their feelings. When this is done with empathy, patience, and structure, the classroom becomes a place where kids not only learn but also grow emotionally.

In the end, the goal isn't just to stop tantrums or inattentiveness. The real goal is to help children understand their emotions and build healthy relationships, skills that will benefit them throughout life. Just like Picasso wondered how to keep the artist alive in each child, teachers strive to keep the curiosity and joy alive in their students while gently guiding their behavior with kindness and care.

Ricky Y. Palo is a kindergarten teacher at Alegria Elementary School in Zumarraga, Samar, and is pursuing a Master of Arts in Educational Management at Leyte Normal University.

Research Abstract

Assessing Learner's Understanding Of Text Genres And Text Structures: Input To A Mediated Reading Intervention

by Nora C. Oditá



This basic research is an assessment of learners' understanding of text genres and text structures as an input to a mediated reading intervention. It determined respondents': (1) profile in terms of age, sex, course, year level and their overall grade point average (GPA) in English course; (2) level of understanding in the text genre and subgenre tests; (3) performance in text structures test for determining the main idea, text structure patterns; and accomplishing graphic organizers; and (4) certain pedagogical implications to enhance of learners' reading comprehension skills.

The study has involved six (6) schools with 489 total samples of secondary students from Grade 10 to Grade 11. It employed two sets of instruments: 1.) the Genre Worksheet 8 for students' ability to identify text genres and subgenres; and 2.) Text Structure Worksheet 10 on how information is organized based on common core standards for knowledge and skills within the K-12 Education Curriculum.

Results revealed that 74% belong to 15-16 years old, 37% were male and 63% were female. The study considered three grade 10 and another three grade 11 schools. For course profile, school D has 47% ABM students, and 23% Industrial Arts (I.A.); for school E, majority were from Accountancy, Business and Management (ABM). For school F, 80% were from the General Academics (GA). Moreover, 65% of respondents had GPA within 81-90% rating.

The overall level performance in the genre and subgenre tests indicated that: for school A, 64% were of average level; for school B, 55% were of low average; For school C, 52% were of low average; while school D, 46% were low average; whereas school E, 82% did poorly, while school F, 53% got an average level. Majority of respondents performed better in determining the text genre over its subgenre.

Moreover, for performance in text structures test, results showed that majority did poorly in: a.) getting the main idea (54%). b.) identifying text structures patterns (59%), and 3.) accomplishing graphic organizers (84%). Consequently, respondents also indicated poor performance particularly in identifying text structure patterns and in accomplishing graphic organizers over their ability in getting the main idea.

Such results suggest that students' use of graphic organizers and exposure in the learning of various text genres with their characteristics and text structures patterns could enhance their comprehension and achievement across courses in the secondary levels such as Grade 10 to 11. Moreover, reading and writing skills have to be enhanced for deeper understanding and control of various text types. Finally, a reading intervention program may resolve the poor to low average level of students' understanding of text genres and text structures.

Nora C. Odit, MAEd, Principal II, Homonhon National High School- Sulangan Annex, Guiuan, Eastern Samar

Maikling Kwento

Paaralan, Paborito kong Lugar

by Amres Joy M. Panganiban



“Hailey, gising na, may pasok ngayon” ang palagi kong maririnig tuwing umaga na buwang bibig ni Inay. “Kumain kana at maligo” dagdag pa niya. Pupungas-pungas akong babangon at magliligpit ng higaan upang maghanda sa pagpasok. Minsan, ayokong sumunod, masarap pa kayang matulog sa malambot kong higaan at mamaluktot sa ilalim ng kumot habang may banayad na lamig na nagmumula sa munting erkon ng aking silid. Habang nagsisimula akong mag-ayos ng sarili upang pumasok, napapatanong ako, bakit ba kelangan kong pumunta sa paaralan? Pwede naman na mamasyal lang ako maghapon at manood ng paborito kong palabas. Napaisip ako bigla, ah alam ko na! dahil sa pagpasok ko sa paaralan, nagkakaroon ako ng maraming kaibigan. Natututo akong bumasa at sumulat. Tinuturuan din ako na gumalang sa kapwa.

Nakikita ko rin ang pagpapagal ng aking guro upang maturuan kami ng buong husay at malasakit. Kaya naman gagawin ko ang aking parte bilang mag-aaral upang lubos na maging kapakipakinabang sa aking bayan. Paglaki ko, gusto ko din maging guro dahil gusto ko din magturo sa mga batang kagaya ko.

Pagpasok ko sa paaralan, masaya akong binabati ng aking mga kamag-aral at mag-aaral kami ng maraming bagay. Makakatuklas ng mga bagong kaalaman na kailanman di ko matutunan sa ibang lugar. Maglalaro at magtatawanan kasama ng aking mga kamag-aral at kaibigan. Tunay ngang ang paborito kong lugar ay ang paaralan.

Amres Joy is currently a kindergarten teacher at Wasig Elementary School, Mansalay, Oriental Mindoro. Took units in Master's Degree in Education.

Essay

Building a Resilient Future: The MATATAG Curriculum and Its Impact on Philippine Education

by Jayson F. Robea

The Department of Education, Philippines, introduced the MATATAG Curriculum as an initiative to enhance the quality of basic education across the country. Mainly, it aims to address challenges linked to learning gaps, declining student performance, and lack of preparedness among graduates. "MATATAG" comes from the Filipino word, which translates to resilient or strong. It holds hope for constructing a solid educational foundation for the Filipino learner. Therefore, this curriculum prioritizes inclusive, relevant, and efficient education to better meet the needs of students and prepare them for the future.

One of the core elements of the MATATAG curriculum is the K-10 curriculum reform, which streamlines subject content toward fewer, more essential topics. In this way, it provides students with ample time to master skills related to literacy, numeracy, and critical thinking, which serve as foundational skills for building their proper foundation. The redesign is also aimed to reduce crowding in the subject matter presented in the existing curriculum wherein, students will better know the core concepts rather than taking too many subjects in a rush. This mastery focus improves student performance and helps them stay caught up as they move through their education.

Another important feature of the MATATAG curriculum is the reinforcement of foundational skills. The core curriculum places a strong focus on reading, writing, mathematics, and critical thinking. These areas represent the foundational instructional track; they provide students with the skills necessary to make sense of higher-level ideas as they progress in school. The MATATAG Curriculum also fosters the development of stronger skills, equipping students to tackle challenges in both higher education and the workforce.

The curriculum also prioritizes the integration of 21st-century skills, emphasizing their essential requirements in this rapidly evolving world. The learning experience integrates problem solving, collaboration, communication, and digital literacy. MATATAG Curriculum puts these competencies together as it prepares students for the heavy demands of the global workforce and society. The world has become increasingly technology-driven,

requiring the need for students to possess skills such as those mentioned above for professional and interpersonal interactions.

In addition to the learning content, the MATATAG Curriculum places heavy emphasis on the holistic development of students. It consists of programs that take care of one's mental health, socio-emotional development, and practices pertaining to physical fitness, as education is not just intellectual orientation but also encompasses the whole growth of a well-rounded individual. The curriculum still ensures a safe, supportive, and motivating learning environment, assisting learners in building resilience while developing confidence to succeed outside the walls of the classroom.

All in all, the MATATAG Curriculum stands as one step forward in the long process of reforming the challenge-ridden Philippine education system. This will produce a generation of children who are not only academically sound but are also ready to face the contingencies of the modern world. It promises to support the educational landscape of the Philippines holistically, paving the way for a more promising future for its students.

Jayson F. Robea holds the degree Master of Arts in Education major in Educational Management. He is Teacher III at Pag-asa Elementary School in Bansud, Oriental Mindoro.



Sanaysay

Isang Bukas na Liham para sa Mag-aaral Mula sa Kanyang Dating Guro

by Maria Rowena P. Belina

Mahal Kong Ikaw,

Kumusta ka na? Naaalaala kong lagi ng ating pinagsamahan. Bagamat isang taon lamang iyon, labis kong kinagiliwan ang mga oras na kasama ka. Naaalala mo pa ba ang mga umaga na lagi kang nauunang bumati ng "Good morning, ma'am"? Para itong musika sa aking pandinig, at sa mga pagkakataong mainit ang aking ulo, isang ngiti mula sa iyo ang nagdadala ng saya at kapayapaan sa akin.

Hindi ko malilimutan ang mga araw na ikaw ang unang sumasalubong sa akin sa paaralan at tumutulong sa pagdadala ng aking gamit. Mahalaga sa akin ang iyong mga simpleng pagkilos, na tila nagpapakita ng iyong pag-aalaga. Sa mga gawain, ang iyong pagsisikap na mapataas ang marka ay labis kong pinahahalagahan. Ang mga katagang "Sabi ni ma'am dapat ganito" ay nagbibigay sa akin ng kasiyahan, na tila ang aking tinig ay naging gabay mo.

Alam kong takot ka kapag ako'y nagagalit. Salamat dahil kahit napagalitan kita, hindi ka nagtatanim ng sama ng loob. Alam kong alam mo na ang tanging layunin ko ay ituwid ang iyong mga pagkakamali dahil mahal kita.

Natatandaan mo pa ba nang maghati tayo sa tinapay? Iyan ang mga simpleng sandali na puno ng pagmamahal. Tuwa akong ipadama sa iyo na kahit sa maliit na bagay ay may pagmamahal na handog.

Ngunit, ano na ang nangyari sa atin ngayon? Minsan, nasalubong kita, ni tingin ay di mo man lang ako tinapunan. Nadurog ang puso ko sa pagkakataong iyon, marahil nagmamadali ka lamang kaya hindi mo ako napansin.

Noong isang araw, nakasakay kita sa sasakyan. Natuwa ako sa iyong magandang bihis, ngunit nang kumustahin kita, isang matipid na "OK lang po" ang iyong sagot. Sabay tungo at pindot sa iyong cellphone. Medyo kumurot sa puso ko yo, naisip ko nalang na may mahalaga kang text na dapat i reply.

Minsan, nakasabay kita sa isang restaurant, at sa hindi inaasahang pagkakataon, nadulas ako. Ikaw at ang iyong mga kaibigan ay abala sa kwentuhan, kaya marahil hindi mo ako natulungan. Namiss ko ang iyong mga tulong noon.

Isang araw, kinausap mo ako at nagtanong, "Kumusta, ma'am?" Natuwa sana ako, ngunit naisip ko kung bakit para ako ay tropa lang sa iyo. Napaisip ko kung may pagkukulang ba ako. Hindi ko ba naituro ang salitang respeto?

Sa kabila ng lahat, nais kong malaman mong ang isang taon nating pinagsamahan sa isang silid aralan ay ginintuang mga butil sa aking alaala. Sa aking puso ay may pitak ka at kahit lumipas pa ang mahabang panahon, mahal na mahal parin kita.

Maraming salamat at ikaw ang naging eskuwela ko, Mag-ingat ka palagi, at nawa'y patuloy kang gabayan ng Poong Maykapal.

P.S. Pasensya na kung ako ay mararamdamin na, medyo tumatanda na kasi ako.

Lubos na nagmamahal,

Guro

Maria Rowena P. Belina is Teacher III at Santol - Manggahan Elementary School in Santol, Mataasnakahoy, Batangas. She holds a Master's Degree in Education major in Educational Management.

Research Abstract

Empowering Digital Proficiency: The Impact of Peer-Assisted Learning on ICT Performance Among Junior High School Students

by Cheno S. Pollan

In today's technology-driven world, digital proficiency was recognized as a critical skill for academic and professional success. This study, titled "Empowering Digital Proficiency: The Impact of Peer-Assisted Learning on ICT Performance Among Junior High School Students," aimed to explore how peer-assisted learning (PAL) influenced the Information and Communication Technology (ICT) skills of junior high school learners. The research was conducted at Pavia National High School during the School Year 2023-2024 and utilized a quasi-experimental design, involving two groups of Grade 8 students: a control group receiving traditional instruction and an experimental group engaged in peer-assisted learning sessions focused on ICT tasks.

The experimental group participated in PAL sessions over six weeks, where higher-performing students, trained as peer tutors, assisted their classmates in mastering key ICT skills, including digital literacy, word processing, spreadsheet management, multimedia creation, and basic programming. Peer tutors facilitated collaborative activities that promoted hands-on practice, problem-solving, and mutual support, allowing learners to engage in a more interactive and personalized learning experience.

Pre-test and post-test assessments were administered to both groups to evaluate changes in their ICT performance. The tests measured proficiency in using software applications, navigating online resources, and completing tasks such as creating documents, presentations, and managing data. Results indicated a significant improvement in ICT performance among students in the experimental group compared to the control group. Notably, students in the peer-assisted learning group demonstrated enhanced digital literacy, faster task completion, and increased confidence in applying ICT skills across academic subjects.

Further analysis revealed that the collaborative nature of PAL fostered a supportive learning environment where students felt more comfortable asking questions, sharing knowledge, and troubleshooting problems. The peer-tutoring framework also encouraged the development of soft skills such as communication, teamwork, and leadership among the peer tutors themselves, enhancing their overall educational experience.

This study concluded that peer-assisted learning was an effective approach for improving ICT performance in junior high school learners. It provided opportunities for differentiated instruction, increased engagement, and a supportive learning community. The findings suggested that integrating PAL into the ICT curriculum could bridge skill gaps, empower learners, and cultivate a culture of collaboration in the classroom. Recommendations included the broader implementation of peer tutoring models in ICT education to foster digital proficiency and academic growth among learners.

Cheno S. Pollan teaches at Pavia National High School in the Schools Division of Iloilo.

Tula

Dakila ka Aking Guro

ni Wilmar P. Balasta



Sa bawat umagang pagbangon
Pagtitiis ay kalakip ng pagahon
Ng Isang dakilang gurong inilaan ang pahanon
Sa mga batang sa bansa'y magaahon.

Tagapagbigay kaalaman Kong Sila ay kilalanin
Pangalawang magulang Kung ituring
Mahabang pasensiya ay dapat nilang taglayin
At walang kapagurang serbisyo nila sa atin

Sa aralin na kanilang ituturo't binabahagi
Pagbasa't pagsulat inuuna nila lagi
Para sa paglinang nang kaalaman kabataan ay wagi
At magkamit ng tagumpay at sa mundo't maibahagi

Guro, dakilang kang tunay
Sa iyong pagtuturo na walang humpay
Magandang asal at Gawain iyong naituro't naibigay
Sa kabataan na mamulat sa nais nilang tagumpay.

Kaya Naman kami'y magbibigay pugay
Araw ng mga dakilang gurong nailaan at naibigay
Pagpapahalaga't pagmamahal sa kanila'y ialay
Sapagka't Sila ay dakilang tunay.

Wilmar P. Balasta is Teacher I at Rizal Elementary School.



Essay

World Teachers' Day - Beyond Appreciation: Addressing the Real Concerns of Filipino Teachers

by Floramie Emanel Gudmalin- Ramos

"Teaching is a beautiful job, as it allows you to see the growth day by day of people entrusted to your care. It bears a resemblance to parenting, at least in a spiritual sense. Pope Francis said on World Teachers' Day, March 16, 2015, "It is a great responsibility." Pope's message to teachers is timeless! Even though it wTeachers worldwide, including those in the Philippines, undoubtedly resonate deeply with Pope's message almost a decade ago, urging them to foster a more fraternal world and advocate for the vulnerable. as a powerful reminder of the profound impact teachers have on shaping the future of our society.

However, while the Pope's message inspires, it's crucial to acknowledge the realities faced by Filipino teachers, who often grapple with a complex set of challenges that impact their ability to fulfill their noble mission.

The image of Filipino teachers beaming with joy over gifts from their students, as seen on Facebook, paints a heartwarming picture. However, beneath the surface of these cheerful posts, a deeper question emerges: how truly happy are these teachers with the gifts they receive? While tokens of appreciation are undoubtedly welcome, they often mask a more complex reality. The focus on material gifts might overshadow the deeper needs and concerns of educators that impact their ability to effectively educate and inspire their students.

Among the most pressing concerns include the inadequate salaries and resources. The demanding nature of their profession is not adequately reflected in the low salaries that many Filipino teachers endure. Limited resources, including outdated textbooks, inadequate classroom facilities, and insufficient technology, further hinder their ability to provide quality education.

People often perceive the current salary structure for teachers as inadequate, failing to reflect the demanding nature of their profession. Teachers are calling for substantial salary increases to ensure a living wage and attract and retain qualified individuals.

The promise of a potential PHP 50,000 basic pay for Filipino teachers, along with the ongoing push for salary increases, has instilled a sense of hope and anticipation among educators nationwide. This ambitious goal, if realized, would represent a significant step toward acknowledging the value and dedication of teachers and addressing the long-standing issue of inadequate compensation.

The prospect of a substantial salary increase holds the potential to attract and retain qualified individuals in the teaching profession, ensuring a more robust and skilled workforce. It could also contribute to improving the overall morale and well-being of teachers, allowing them to focus more effectively on their core mission of educating the next generation. While the path to achieving this goal may be complex and require careful consideration of various factors, the commitment to improving the financial well-being of teachers is a positive development that deserves continued attention and support. There is no desire for material wealth or personal gain driving the call for adequate salary increases for Filipino teachers. It stems from a deep-seated need to ensure a dignified and sustainable livelihood, allowing educators to meet their basic needs, support their families, and contribute meaningfully to their communities.

Filipino teachers are known for their strong family values and sense of responsibility, often extending their care and support beyond their immediate families to include extended relatives. This inherent commitment to family underscores the importance of a living wage that enables them to provide for their loved ones and contribute to the well-being of their communities.

A salary increase is not simply about financial security; it's about recognizing the vital role teachers play in shaping the future of our nation. It's about acknowledging the dedication, passion, and sacrifices they make every day to nurture the minds and hearts of our children. Ensuring that financial anxieties do not burden teachers allows them to concentrate on their core mission of educating and inspiring the next generation.

The call for a fair and just salary is a plea for recognition, respect, and the opportunity to live a life free from financial hardship, enabling teachers to fully dedicate themselves to their profession and contribute to the betterment of society. It's a call for a system that values and supports the educators who are shaping the future of our nation, ensuring that they can continue to provide quality education and inspire generations to come.

Another aspect to consider is the erosion of discipline and respect. The decline of discipline in classrooms, coupled with instances of disrespect and insults from students and parents, creates a challenging and sometimes hostile work environment for teachers. This undermines their authority and makes it difficult to maintain order and create a conducive learning environment.

The alarming decline in student behavior and attitudes is a pressing concern for Filipino teachers, who are witnessing a disturbing trend of disrespectful and disruptive conduct in classrooms. This includes a rise in the use of profanity, including the frequent and unhesitant use of offensive language, as well as escalating incidents of bullying, physical harm, and a lack of basic courtesy towards teachers, such as failing to greet or offer assistance.

The decline in student behavior may reflect a broader societal shift in values, where respect for authority, empathy, and responsible conduct are not consistently emphasized. This requires a renewed focus on fostering these values in homes, schools, and communities. Sadly, some teachers often face disrespect and insults from students and parents, undermining their authority and creating a hostile work environment.

The recent tragic death of a Davao teacher, likely due to overwhelming stress, serves as a stark reminder of the immense pressure Filipino educators endure. A parent's complaint to the principal about an accident involving their child reportedly triggered the incident, highlighting the complex and often unseen burdens teachers bear.

This case underscores the need for a more empathetic and supportive system that recognizes the emotional toll of the teaching profession. Teachers, like any other professionals, are susceptible to stress and burnout, especially when faced with challenging situations and a lack of adequate support. It's crucial to create a culture of understanding and collaboration, where parents, administrators, and the community work together to alleviate the pressures on teachers and ensure their well-being. This tragedy serves as a reminder to prioritize the mental health and emotional support of our educators, understanding that their well-being is crucial for the success of our children's education.

- **Lack of professional development Opportunities:** Opportunities for professional growth and advancement are often limited, leading to stagnation and a lack of motivation among teachers. This hinders their ability to stay current with educational trends and best practices.
- **Unlocking Career Progression:** Limited opportunities for career advancement and professional development can lead to stagnation and a lack of motivation among teachers. Expanding pathways for growth, including mentorship programs, leadership opportunities, and specialized training, is essential for fostering a thriving teaching profession. Senator Angara's announcement of an expanded career progression system for public school teachers has instilled a sense of hope and optimism among Filipino educators. For years, many dedicated teachers have reached retirement age without ever having the opportunity to advance to higher positions, their potential for growth stifled by a stagnant system.

This long-awaited initiative represents a significant step in recognizing and rewarding the contributions of teachers, empowering them to pursue professional development and leadership roles. The expanded career progression system offers a much-needed pathway for advancement, providing teachers with a clear roadmap for growth and encouraging them to continue their commitment to education. This positive development signals a shift in perspective, acknowledging the vital role teachers play in shaping our nation's future and investing in their professional journey.

- **Overwhelming Workload and Stress:** Teachers often face an overwhelming workload, including excessive paperwork, administrative tasks, and extracurricular activities, leading to burnout and stress. This can negatively impact their mental and physical well-being, affecting their ability to effectively teach.
- **The alarming number of non-readers** Teachers, who often unfairly bear the blame for this complex issue, are concerned about the alarming number of non-readers in elementary schools. While educators play a vital role, research consistently points to a multitude of factors contributing to reading difficulties, including parental involvement, socioeconomic conditions, and access to resources. It's crucial to recognize that addressing this challenge requires a collaborative effort, involving not only teachers but also parents, communities, and policymakers. They rightly point to the crucial role parents play in fostering a love of reading in their children. Teachers dedicate themselves to nurturing literacy skills in the classroom, but it's crucial to acknowledge that early literacy development is a shared responsibility, necessitating a collaborative effort between educators and families. Teachers cannot be solely responsible for the complex issue of the alarming rise in non-readers in schools. While educators play a vital role in fostering literacy, it's crucial to acknowledge that a multitude of factors contribute to this challenge, requiring a collaborative effort from various stakeholders to address it effectively.

While teachers earnestly plead for their concerns, their unwavering dedication is evident in their heartfelt prayers for their students' future success. Teachers understand that their role extends beyond the classroom, and they hold onto the hope that their guidance will pave the way for their students' bright futures. While it's undeniably joyful to see students thrive in their chosen fields and become good, upstanding citizens, it's important to remember that success is not solely defined by professional achievements. As our PSDS wisely pointed out, teachers shouldn't boast about their students' professional success, as we may not fully know their paths. It's a poignant reminder that true success lies in nurturing individuals with integrity, regardless of their chosen career paths. The impact of a teacher extends far beyond professional achievements, and the true measure of their success lies in the character they instill in their students."

Despite the persistent challenges and unaddressed concerns facing Filipino teachers, the profession continues to hold a special allure, a deep-rooted sense of purpose that stems from the intrinsic rewards it offers. While the struggles are real, the beauty of teaching shines through, fueled by the inherent joy and fulfillment it brings. Many teachers find solace in the tangible benefits their profession provides. Access to loans from various financial institutions, a testament to the perceived stability and security of the teaching profession, eases financial burdens. The enduring respect and admiration from most students, a constant reminder of the positive impact they make, fosters a sense of accomplishment. The heartwarming gestures of appreciation from pupils, often expressed through thoughtful gifts, serve as a tangible reminder of the love and gratitude they receive. And perhaps most importantly, the daily encounters with children who bring joy and laughter into their lives, reminding them of the innocence and potential that lies within each student, fuel their passion and dedication. These benefits, though often overlooked amidst the challenges, serve as a powerful reminder of the profound impact teachers have on others' lives, reaffirming their commitment to this noble profession.

Addressing the main concerns of Filipino teachers would make their celebration of World Teachers' Day truly memorable. Recognizing their dedication and hard work with tangible support would make the occasion truly meaningful. Addressing this challenge requires a collective effort to create a more supportive and nurturing environment for children. This includes fostering a culture of respect, promoting responsible media consumption, strengthening parent-teacher partnerships, and providing adequate support systems for students. By working together, educators, parents, and communities can empower children to develop into responsible and respectful citizens who contribute positively to society. By addressing the concerns of Filipino teachers, we can equip them to fulfill their noble mission and inspire the next generation to become agents of positive change.

Floramie Emanel Gudmalin- Ramos is Teacher III at F.S.Catanico Elementary School in Cagayan de Oro City. According to her, "Teachers, learners and parents share a vital responsibility in shaping young minds and fostering a learning for life."

Essay

Parental Involvement: A Key towards Quality Education

by Cristina C. Abu-Abu

“A positive parental involvement is vital to a successful education in the 21st century.” Adeola Arofin

As an educator at the intermediate level, I am concerned about the number of pupils who have serious difficulty learning. Indeed, it is simple for us to react or pass judgment on students who misbehave in the classroom. These learners consistently receive low scores on various quizzes and tests and find it challenging to communicate and collaborate with their classmates during group activities that are part of their performance tasks. Regardless of the subject area and instruction medium, some of them struggle to express themselves during discussions. They sometimes find it difficult to engage in play or enjoy their time in school. These learners can easily satisfy their needs by simply sitting in the corner. I ruminated about some factors that can affect the behaviors of those pupils who I called individually “my C.H.I.L.D.” or CHildren with Lack of Individual Development. They possess characteristics that they might get from their environment and the people they live with, together with how their parents guide them throughout their development from when they are babies and toddlers until they have reached the age of teens—the age where they cannot hide the lapses of something that only they can tell.

Teachers are considered the pupil’s second parents. However, how can educators nurture students in need of assistance when their own parents are unable to apply the necessary parenting skills? As a classroom teacher, it is easy to distinguish between students who have parents who truly support them in every step of their learning process and those who do not. It is easy to judge, yet there are other factors or reasons why those parents need to be considered, such as poverty, wherein they prioritize finding ways to live and earn money that can satisfy their children’s basic needs. But our main concern here is how the education system fixes this problem. A problem that ruins the quality of learning that the clientele can acquire when they truly enjoy going to school and acquiring new learnings. All learners should have equal access to the opportunities that fortunate children receive from their well-equipped and prepared parents. This is a problem that is undoubtedly encountered and anticipated each school year. If we, as teachers, are unable to prevent this type of situation, what strategies can we suggest for assisting those students who are deserving of the opportunity to learn, even if it means leaving us to advance to the next stage of their academic journey? How can we ensure that a year of having them inside of the four corners of the classroom is a memorable experience for them where they can feel these first basic things: safety, acceptance, and love? Find ways. Involve the parents in their children’s journey of learning.

Cristina C. Abu-Abu is a Teacher III of San Jose Del Monte Central School. She is currently taking up her master’s degree in education.



Essay

Empowering Educators: The Crucial Role of Professional Development for Teachers in the Philippines

by Yvonne N. Arago

There is no doubt that professional development for Filipino teachers is crucial. It not only improves their careers but also helps raise the quality of their instruction for their learners. Professional development helps teachers acquire fresh abilities, improves their teaching approaches, and finally benefits the whole educational process.

Professional growth first and foremost helps teachers meet the changing needs of education. The Philippine educational system is always changing in line with the Fourth Industrial Revolution and worldwide trends in the twenty-first century. The K-12 program and continuous curricular revisions highlight the requirement of teachers who can manage complex subject matter and use creative approaches. Professional development courses, seminars, and training enable teachers to remain current with new technology, instructional tactics, and curricular changes, therefore enabling them to modify their approaches to raise student involvement and learning results.

Moreover, teachers in the Philippines have to constantly grow professionally if they want to raise their instructional quality. Regularly attending seminars, conferences, and continuing education classes expose teachers to fresh approaches, classroom management practices, and inclusive education ideas. Especially in a country like the Philippines, where students come from many cultural, social, and financial backgrounds, these abilities are vital for creating a good learning environment. By effectively addressing the diverse learning requirements of students, teachers trained in various teaching approaches contribute to the promotion of diversity and equitable opportunities within the classroom.

Professional growth significantly influences both work happiness and teacher motivation. Being a teacher is a difficult job; without chances for development and education, instructors could become bored or underappreciated. Professional development gives educators a stage on which to grow, learn, gives educators a stage on which to grow, learn, and feel appreciated in their employment. Particularly, chances for professional growth may be a motivator, as they help to keep teachers involved and dedicated to their field of work.

Programs providing certificates, graduate degrees, and specialized training can let educators reach personal objectives, therefore enhancing morale and lowering burnout.

Students' successes also show the knock-on impact of teacher growth. Those who go through ongoing professional development are more suited to motivate their pupils, meet their demands, and encourage critical thinking and problem-solving ability. Studies have shown that pupils do better academically when their mentors are actively pursuing continuous professional development. By showing their pupils the value of commitment and endurance, teachers who actively seek professional development also provide an example of lifetime learning. Moreover, professional growth encourages cooperation among teachers, giving a sense of community. Teachers may exchange ideas, experiences, and answers to shared problems by means of seminars, training courses, and professional groups. In the Philippine setting, where instructors in underfunded or distant locations could normally lack access to varied instructional styles and tools, this professional network is especially important. By means of cooperative professional development, teachers encourage and learn from one another, therefore strengthening and uniting the educational system. Both the quality of the instruction that teachers teachers better teaching strategies, helps them to stay up with changing educational criteria, and enhances their professionalism. The Philippines guarantees that its teachers are not only ready to face the demands of today but also motivated to raise the following generation of students by supporting their professional development.

Yvonne N. Arago is a Teacher III at Puerto Galera National High School, where she brings her expertise in mathematics and educational leadership to the forefront of academic development. With a Master of Education degree specializing in Mathematics, she is currently pursuing a Doctor of Philosophy in Educational Management at Divine Word College of Calapan. Yvonne actively contributes to enhancing the quality of education through innovative school management practices and academic initiatives. Her unwavering dedication to professional growth and student success positions her as a valuable asset in her school community.

Abstract

Attitudes and Competencies Towards Research of Junior High School Teachers of Puerto Galera: Basis for Capacity Building Program

by Aika A. Ilustre

The study aimed to investigate Puerto Galera District Public Secondary School Teachers' attitudes towards research and their research competencies to assess their knowledge and skills, which would serve as a basis for articulating a sustainable research capacity-building program. A descriptive-correlation method design was utilized. The study involved eighty (80) Junior High School teachers in Puerto Galera District, selected through stratified random sampling. The main data gathering instrument used was a three-part questionnaire. The mean and correlation were computed in the statistical treatment of the data. Results revealed that teachers recognized the usefulness of research in their profession; however, they also experienced research anxiety. While teachers had a positive attitude toward research, they found it difficult. Additionally, teachers perceived research to have limited relevance to their personal lives, which may have further affected their motivation to engage in it. Teachers showed a moderate level of proficiency in research technical skills, but they lacked competence in the research process itself. This indicated that while teachers had some proficiency in utilizing technology for research purposes, they faced challenges in writing results, discussing them, and formulating a research process that produced meaningful findings. Researchers found a significant relationship between teachers' research competency and research anxiety, as well as between their research competency and research difficulty. This implied that as teachers' research competency increased, their research anxiety and difficulty decreased. However, we found no significant relationship between teachers' research competency and the usefulness of research in their profession or its relevance to life. This implied that teachers' level of research competency might not necessarily impact their perception of the usefulness of research in their profession or its relevance to their personal lives. Teachers had a moderate level of research competency and a positive attitude towards research. Researchers found that the biggest obstacle to conducting research was a lack of time, while the lack of research specialists in the school or division was the least significant hindrance. The analysis of the results led to the proposal of a capacity-building program on research writing, which aims to equip teachers with the necessary tools and skills to conduct research effectively and productively.

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Essay

Foundational Reading Strategies for Grade 1 Students in the Philippines

by Aimee Ellen E. Arao

Teaching reading in Grade 1 is a cornerstone of early education, laying the groundwork for literacy that affects a child's lifelong learning journey. In the Philippines, where language diversity and accessibility challenges can impact early education, developing effective, inclusive reading strategies is essential for Grade 1 teachers.

One of the most effective methods for teaching reading at this level is phonics instruction, where students learn the sounds of letters and how to blend them to form words. In the Philippine setting, phonics serves as a valuable tool, especially when integrated with Mother Tongue-Based Multilingual Education (MTB-MLE). By beginning with phonics in the students' first language, typically their mother tongue, teachers enable students to connect sounds to letters more naturally, fostering stronger foundational skills. This approach simplifies the transition to Filipino and English later in the curriculum, allowing children to build confidence in their reading ability in their native language first. Sight words are another essential element of early reading strategies. These are high-frequency words that young readers often encounter and should recognize quickly to develop reading fluency. In Grade 1, introducing Filipino and English sight words within context, such as through short, familiar sentences or stories, helps students expand their vocabulary while building comprehension skills. Flashcards, reading games, and daily practice of these words encourage repetition and retention, making reading more fluid and enjoyable for young learners.

Storytelling is a culturally significant and highly engaging method of building reading skills. In the Philippines, storytelling sessions can incorporate folktales and local stories, connecting children to their heritage while introducing reading in a fun, interactive way. During storytelling, teachers can emphasize the sounds of words, track sentences with their finger, and ask students to point out known sight words. This engagement enhances vocabulary and comprehension skills while sparking curiosity and a love for reading.

Finally, incorporating interactive tools like picture books and multimedia resources adds depth to the learning experience. Visual aids like pictures and videos make abstract words and concepts concrete, helping Grade 1 students grasp their meaning quickly. In areas where technology

is available, audio-visual aids can make learning even more immersive.

By integrating phonics, sight words, storytelling, and interactive media, teachers can create a well-rounded, effective reading curriculum for Grade 1 students in the Philippines. These methods provide foundational skills, build confidence, and foster a genuine love for reading, setting young learners on a path toward literacy and lifelong learning.

Aimee Ellen E. Arao is a dedicated elementary teacher. Her philosophy is: "Let us continue doing the best we can, innovate something that contributes to the well being of a learner. Build a strong foundation for education."



Essay

Developing Basic Math Skills in Grade 1 through Play-Based Learning

by Aimee Ellen E. Arao

Building foundational math skills in Grade 1 is critical to a child's academic journey, as these skills set the stage for understanding more complex concepts in the future. In the Philippines, where classrooms are often vibrant and full of energy, using play-based learning to teach math is particularly effective. Play-based learning fosters curiosity and makes math relatable, engaging, and enjoyable for young students.

One of the primary areas of focus in Grade 1 math is number recognition and counting. Through activities such as counting games, students can practice these skills in a playful setting. For instance, teachers might use simple objects like blocks, marbles, or bottle caps to make counting fun and hands-on. These counting activities not only reinforce numerical understanding but also allow students to grasp the concept of quantities, which is foundational to addition and subtraction.

Addition and subtraction, two crucial skills introduced in Grade 1, can be effectively taught through play-based approaches such as role-playing and storytelling. In a pretend marketplace scenario, students can act as shopkeepers and buyers, "buying" and "selling" items with play money. This activity helps students understand the concepts of addition (putting together) and subtraction (taking away) in a familiar, real-world context. By engaging in these activities, they begin to see math as something they can use in everyday situations, which builds practical understanding and interest.

Math puzzles and games like matching and sorting also play a significant role in developing

logical thinking. Teachers can introduce card games or board games that require students to match numbers or recognize patterns. For instance, a simple game where students match numbers to objects or colors can help reinforce numerical understanding while developing their ability to recognize relationships and sequences. Shape recognition and spatial awareness are also essential skills in Grade 1 math. In the Philippines, using everyday objects to explore shapes can make learning more meaningful. Teachers can ask students to find shapes in their classroom or even outside, connecting math to their environment. Building blocks and puzzles, for example, provide children with hands-on ways to explore geometry and spatial relationships, promoting cognitive development.

Play-based learning makes math more approachable and relevant to young learners. It aligns well with the natural curiosity and enthusiasm that Grade 1 students bring to the classroom, creating a supportive environment where children can learn foundational math concepts through exploration and enjoyment. By using hands-on activities, real-world scenarios, and engaging games, teachers can ensure that students not only understand basic math skills but also develop a positive attitude toward learning that will benefit them throughout their education.

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Mother Tongue-Based Multilingual Education (MTB-MLE) in Grade 1: Benefits and Implementation

In the Philippines, where linguistic diversity is vast, Mother Tongue-Based Multilingual Education (MTB-MLE) plays a crucial role in building foundational literacy skills among Grade 1 students. By using students' native languages as the primary medium of instruction, MTB-MLE enhances comprehension, fosters confidence, and bridges students' learning into Filipino and English as they progress through their education. One of the core benefits of MTB-MLE is that it makes learning more accessible and relatable. When students are taught in a language they already speak at home, they can better understand and engage with the material. This approach significantly reduces confusion and allows students to focus on learning new concepts rather than struggling with language barriers. For Grade 1 students, many of whom are entering school for the first time, learning in their mother tongue makes the transition to formal education smoother and less intimidating.

This early literacy development in their first language also builds a stronger foundation for learning additional languages later. Research suggests that when children become literate in their mother tongue, they are better equipped to learn second and third languages. In the Philippines, MTB-MLE serves as a stepping stone toward bilingual or trilingual fluency. By first becoming proficient readers and writers in their native language, Grade 1 students develop the cognitive skills needed to succeed in Filipino and English as they progress through the education system.

Implementing MTB-MLE effectively in Grade 1 requires teachers to adapt materials and methods that align with students' linguistic backgrounds. In the Philippines, this often means developing learning materials—such as storybooks, flashcards, and reading exercises—in various regional languages. Teachers also integrate culturally relevant content, helping students feel a sense of connection and pride in their heritage while learning foundational skills. This relevance not only enhances comprehension but also makes learning more engaging and meaningful for young learners.

Furthermore, interactive storytelling and group discussions in the students' mother tongue encourage active participation. These activities help students build vocabulary, improve sentence

Play-based learning makes math more structure, and strengthen oral language skills naturally. Teachers can gradually introduce Filipino and English by using simple bilingual labels or short sentences, allowing a seamless and gradual transition to additional languages as students grow more comfortable.

The MTB-MLE approach in Grade 1 ultimately empowers students by acknowledging and valuing their linguistic identity. By grounding early education in the mother tongue, this system lays the foundation for both academic success and lifelong learning, making it a powerful strategy for primary education in the Philippines.

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Essay

Creating a Positive Classroom Environment for First-Time Learners

by Aimee Ellen E. Arao



Creating a warm, supportive classroom environment is essential for first-time learners, especially in Grade 1, where students are beginning their journey in formal education. A positive environment encourages young children to feel safe, valued, and motivated to learn. For teachers in the Philippines, fostering such an atmosphere involves nurturing trust, promoting inclusivity, and incorporating practices that make students feel connected and engaged in their learning process.

One of the fundamental aspects of a positive classroom environment is establishing routines that help students feel secure. Grade 1 students thrive on structure, as it provides a sense of predictability. Simple routines, such as greeting each other in the morning, organizing materials, or sharing stories during circle time, help students adjust to the school environment. In the Philippines, where the value of community is strongly emphasized, group activities also foster a sense of belonging and encourage teamwork from the beginning.

Incorporating positive reinforcement is another key strategy for encouraging students' confidence and enthusiasm. Recognizing a student's efforts, whether through verbal praise, stickers, or small tokens, reinforces the idea that they are valued. For instance, a "star of the week" system or "classroom hero" board can spotlight students' achievements and good behavior, motivating others to participate and feel proud of their contributions. These small rewards are particularly effective in early education as they reinforce the joy of learning.

classroom, where students may come from different linguistic or cultural backgrounds. Teachers can use greetings and phrases from

In Grade 1, it's also important to create a physically inviting space. Bright, colorful visuals, student artwork, and interactive bulletin boards make the classroom a welcoming place that children look forward to entering. Posters with simple instructions or daily schedules can serve as visual cues, making it easier for first-time learners to follow routines independently. In addition, having a designated quiet corner or reading nook gives children a place to relax and feel calm, which is especially helpful when they're overwhelmed or adjusting to the school setting.

Promoting inclusivity is essential in a diverse students' native languages or share cultural stories, helping each child feel recognized and respected. In the Philippines, where regional languages and customs vary widely, integrating these elements fosters unity and respect among classmates, teaching young learners the value of diversity.

Creating a positive environment for Grade 1 students involves more than just academic instruction. Through thoughtful routines, positive reinforcement, and inclusive practices, teachers in the Philippines can shape classrooms that support children's emotional and social development. This approach builds a foundation for lifelong learning, helping students see school as a place of growth, joy, and friendship.

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Essay

Integrating Filipino Culture and Values in Grade 1 Lessons

by Aimee Ellen E. Arao

Incorporating Filipino culture and values into Grade 1 lessons is an enriching way to foster national pride and build a strong sense of identity in young learners. By learning about their heritage from an early age, students gain a deeper appreciation of their cultural roots and develop essential values that guide them as they grow. For teachers in the Philippines, weaving cultural elements into the curriculum not only enhances student engagement but also strengthens the connection between school and community. One way to integrate Filipino culture in the classroom is through storytelling, which has deep roots in Philippine tradition. Folktales, legends, and stories featuring local heroes provide students with relatable role models and convey moral lessons in a way that captivates young minds. By sharing stories like *Alamat ng Pinya* (The Legend of the Pineapple) or *Alamat ni Maria Makiling*, teachers impart lessons on values like respect, kindness, and responsibility while introducing students to the country's folklore. Using local characters and settings helps Grade 1 students see themselves in the stories, making learning more meaningful and relatable.

Celebrating national holidays and cultural events within the classroom is another effective way to teach Filipino culture. Involving students in activities around Independence Day, *Buwan ng Wika* (Language Month), or even simple events like celebrating traditional Filipino games fosters an understanding of national history and customs. Teachers can organize classroom parades, sing patriotic songs, or teach traditional dances, encouraging students to take pride in their heritage and building a sense of community. Incorporating Filipino values, such as *bayanihan* (community cooperation), *utang na loob* (sense of gratitude), and *pakikisama* (sense of camaraderie), into daily lessons also helps students internalize these principles. Teachers can organize group activities or simple community projects where students work together and practice cooperation, reinforcing the value of helping one another. For instance, a classroom activity where students collectively create a "classroom garden" or clean up together teaches cooperation in a fun, hands-on way.

Additionally, using local resources and examples from Filipino life makes learning more relevant. When teaching counting, teachers might use native fruits like mangoes or saging (bananas)

as examples. When introducing basic geography, they can show students a map of the Philippines and talk about different regions. Simple adjustments like these reinforce a sense of cultural relevance and help students relate to the lesson content.

Integrating Filipino culture and values into Grade 1 lessons does more than just teach academics; it builds character and pride in young learners. Through stories, traditions, community values, and culturally relevant examples, teachers can help shape students' identities while fostering respect, unity, and love for their country. This holistic approach to education lays a strong foundation for the development of responsible, culturally aware citizens.

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