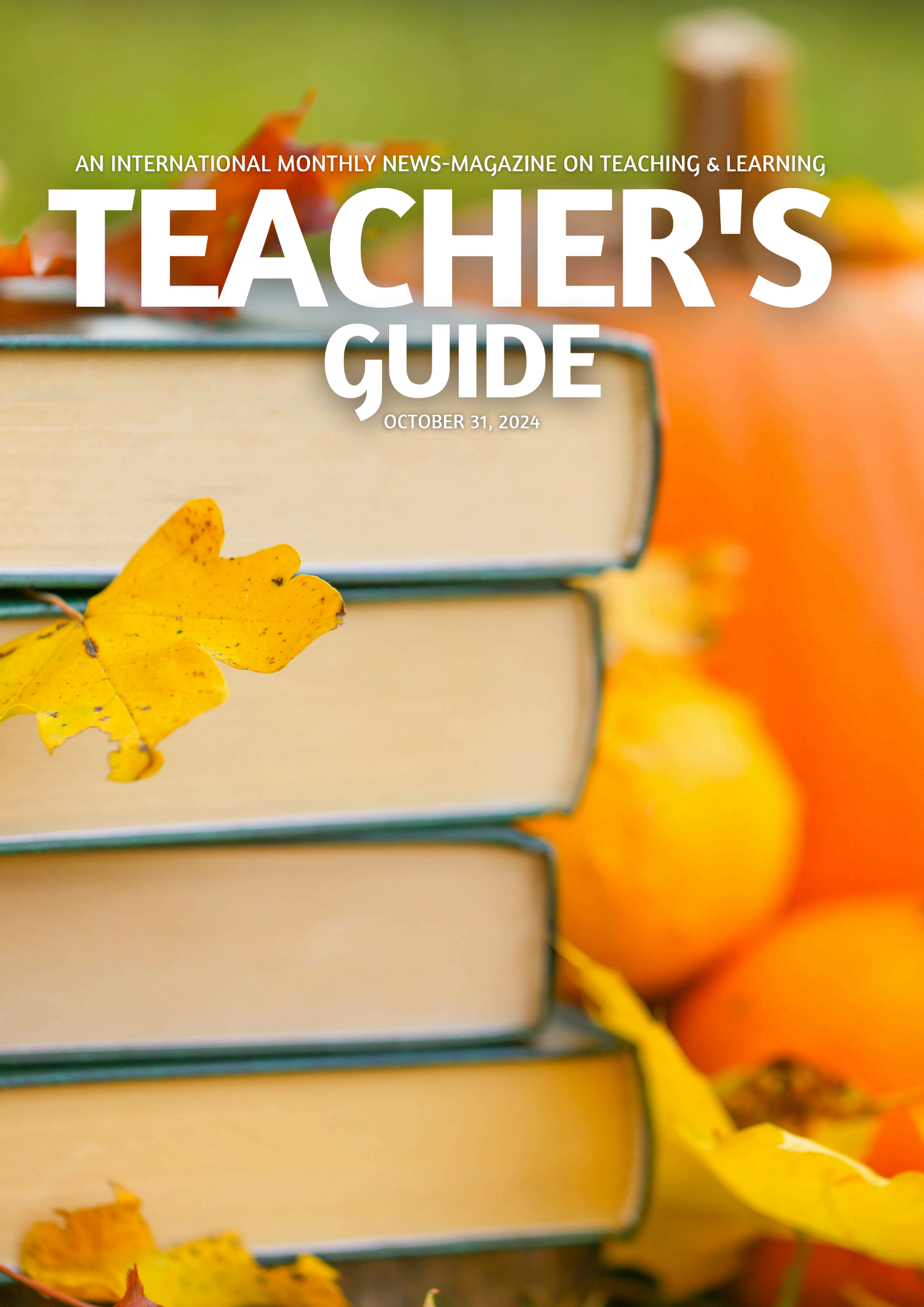


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TEACHER'S GUIDE

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Teacher's Guide

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Essay

Snippets of Trials, Triumphs and Camaraderie

by Nika A. Mendoza

One requirement for certification as a TVET trainer and assessor is the trainer's methodology. The TRAINERS METHODOLOGY LEVEL I consists of competencies a TVET trainer performing functions of trainer and assessor must achieve. A TVET trainer is a person who enables a learner or a group of learners to develop competencies for performing a particular trade or technical work.

In order to give our learners an even higher caliber of instruction, we as technical and vocational technology educators must acquire these credentials. A regional training program for SPTVE and SHS TVL teachers was then provided by the Department of Education Region III in partnership with NEAP III and PAFTI. The training lasted roughly 33 days and took place in the final week of May and the entire month of July.

The teachers who underwent the training came from each one of the participating school divisions of Region III. The training itself is incredibly difficult and complex, especially for the teachers who are struggling with the technology. Having said that, the training has expanded my understanding of the vastness of our field of specialization. As the training went by, we were able to form friendships. This camaraderie greatly assisted us in overcoming the challenges that came our way.

Some of the experiences we have gone through were when we got to the point of leaving the training hall by nearly 2:00 in the morning, while some of us would even stay until as late as 4:00 in the morning to complete the necessary output. We have endured numerous sleepless nights, consistently working through the night to assist each other. Sometimes, as we work on our tasks, we would say, "Susuka tayo pero hindi Susuko," and afterwards, we would laugh heartily. This has been one of our motivational quotes, reminding us to become resilient, much like our batch name, "Matatag."

The sense of relief and accomplishment of overcoming the trials and passing the National Assessment alongside my fellow trainees made it all worthwhile.

This brief experience of mine, the sadness, shortcomings, and anxiety of not being able to accomplish it, our story of camaraderie, and our triumph in overcoming those obstacles will be engraved in our hearts and our minds for life.

Nika A. Mendoza, a Technical Vocational Educator, has five years of experience teaching SPTVE majors in Cookery. She is committed to imparting skills and knowledge that aim to foster an inclusive environment for learners in the 21st century. She holds a Bachelor's Degree in Industrial Technology, with a major in Food Technology. With the aspiration to teach, she pursued her career by enrolling in the Certificate for Teaching Program, ultimately becoming a Licensed Professional Teacher. With a strong commitment to professional development, she actively participates in seminars and workshops on the latest educational trends, especially in her field of specialization, which is technical vocational education. Outside the classroom, she enjoys watching anime and K-dramas, as well as karaoke. She is also an advocate of animal welfare. She fosters stray cats and joins the Animal Rescue Group in her province as a volunteer in the stray feeding program in her community. She believes that a well-balanced life greatly contributes to effective teaching and may inspire students to follow their own pursuits in life.



News/Feature

Gomburza researchers snatch awards during the Division Science and Technology Fair 2024

by Romel S. Sablon

Gomburzaa Elementary School triumphed at the recently conducted Division Science and Technology Fair (DSTF) 2024, with the theme, "Siyensya, Teknolohiya, at Inobasyon: Kabalikat sa matatag, Maginhawa at Panatag na Kinabukasan, held on October 29, 2024, at Amparo Elementary School.

The opening ceremony of the event featured several esteemed guests, such as AES School Principal Dr. Gloria Gadin, who delivered a welcoming speech; Dr. Jenilyn Rose B. Corpuz CESO V, Schools Division Superintendent, who shared an encouraging message with the audience. Dr. Macarubbo, the Education Program Supervisor (EPS) for science, officially initiated the competition.

Different categories of contests were highlighted during the event, encompassing different branches of research, such as Physical Science and Life Science. Participants showcased their innovations and research projects in individual and group contests, addressing real-world challenges and demonstrating a commitment to finding practical solutions to pressing issues.

The event wrapped up with an awards ceremony that celebrated the highlights of each competition, recognizing winners from Gomburza ES and other schools.

The 2024 Division Science and Technology Fair highlighted the exceptional talent and creativity of Gomburza Elementary School students, who stood out as winners in numerous categories.

Teacher Category

1st Place & Best Presenter TUKLAS- Life Science Category- Romel Sablon

3rd place TUKLAS- Physical Science - Romel Sablon

Pupil Category

2nd Place – TUKLAS- Physical Team Category- Denz Joshua Cedillo, Mc Reyes and Sabina Balaoro

Trainer: Mr. Romel S. Sablon

3rd Place- TUKLAS- Physical Individual Category- Jandale Santos
Trainer: Mr. Romel S. Sablon

4th PlaceTUKLAS Life Science Team Category
Yael Gutierrez, Mark Daniel Caasi and Natasha Amber Mindog

Trainer: Mr. Romel S. Sablon

4th Place Siyensikula Grade 4 -Arabella Silang
Trainer: Mrs.Stella Sanchez

5th Place-Quiz bee Grade 6- Matt Kean Cruz
Trainer: Mr. Romel S. Sablon

The commitment and effort displayed by these students, combined with the support of their mentors, showcased the school's dedication to cultivating a culture of excellence in science and technology. Their accomplishments not only brought them recognition but also motivated their classmates and the wider community to participate in scientific investigation and discovery.

BASTA GOMBURZIAN, THE BEST YAN!

Romel S. Sablon is a Grade 6 chairman, District and School Science Coordinator, and Faculty President at Gomburza Elementary School.



Essay

The Daily Battle of Feeling Vertigo in Physical Education

by Sharon S. Baltazar

Living with vertigo is a struggle that affects not only my professional life but also my passions and daily routines. As a physical education teacher, athlete, and dancer, my life has always been defined by movement, balance, and coordination. But Vertigo has reshaped all of this into a daily test of endurance.

My mornings start with hope, but two hours after waking, I feel the familiar dizziness creep in, making every task—from preparing for classes to moving through the day—a challenge. Teaching physical education while feeling disoriented is especially difficult, yet I try to hide my condition from my students. On particularly difficult days, my colleagues, who know my struggle, step in to help, but I still feel guilty for not being able to fully meet my responsibilities. I've sought medical help, and while therapy provided temporary relief, the vertigo always returns.

Losing balance and coordination has meant giving up sports and dance—two activities that were once part of my identity. It's painful to watch these passions slip away, knowing my body no longer supports the things I love. Simple tasks, like reading messages on my phone, now require me to take screenshots just so I can enlarge the text. These small adjustments are a constant reminder of how deeply vertigo has altered my life.

In my teaching, I've learned to adapt, finding ways to support my students without always leading from the front. I've become more empathetic and flexible, breaking down activities and encouraging students to demonstrate. This experience has taught me patience, resilience, and the power of perseverance. Living with vertigo is a silent struggle, but each day I choose to keep going, adapting to the limits of my condition and finding strength in each step forward.

Sharon S. Baltazar is the Department Chair of the Physical Education Department of Pampanga State Agricultural University. She Graduated at the Lyceum Northwestern University in Pangasinan with the degree Doctor of Philosophy major in Educational Management.



Sanaysay

Pista sa Aming Bayan

by Cristina O. Mesana

Kahit saan ko ibaling ang aking paningin ay abala at masigla ang mga tao, si nanay ay abala sa pagluluto at paghahanda ng iba't ibang pagkain na nakakatakam sa amoy palang ay talagang ako ay nagutom! May adobo, pansit, bibingka, puto, suman, mayroon pang palitaw, kutsinta maja blanca mga pagkaing pinoy na masarap at gustung gusto ko talaga! Marami din tao na naglalakad at nakabihis ng magagandang damit at may ngiti sa kanilang mga labi. May grupo ng mga lalaki at kasama si kuya at ang kanyang mga kaibigan na nag-aayos ng mga ilaw at nakita ko rin si ate at ilang mga kabataang babae na tumutulong sa pag-aayos ng bulaklak sa mga sasakyan na gagamitin sa prosisyon at ang aming simhabahan ay punong-puno ng mga naggagandahan at iba' ibang bulaklak alay sa Patron ng Kapistahan. May mga kabataan din na masayang nagtutulong-tulong sa paggawa at paglalagay ng banderitas at dekorasyon sa plasa, entablado at kalsada. Si tatay naman ay nag-aayos ng aming bakuran at ilang mga halaman, ang mga batang tulad ko ay hindi rin pahuhuli. Kami ay katulong sa paglilinis ng bahay at pagwawalis ng aming bakuran.

Maraming tao sa plasa maraming nagtitinda ng pagkain, laruan, damit, at lobo na may iba't-ibang hugis, kulay at laki na talagang kay gaganda. May mga paligsahan sa sayaw, awit, may karera pa ng bangka kung ikaw ay magagawi sa aming tabing dagat! at iba't ibang uri ng laro na talagang kawiwilihan mo, at may musikong lumiligid sa buong bayan na may iba't ibang tunog na talagang di mapipigalang mapaindak. Walang pagod sa buong maghapon ganyan sa aming bayan tunay na kawiliwili tuwing may pista lahat ay masigla kahit kubo ay may handa. Sa aming bayan bata't matanda ay abala lahat ay masaya sa paghahanda sa pagsalubong ng pista.

Cristina O. Mesana is a Grade 1 Teacher at Wasig Elementary School, Mansalay District, Province of Oriental Mindoro. She took units in Master's of Education major in Educational Management.



Essay

My Philosophical and Psychological Perspective in Education

by Jessamy A. Ogbac

“A choice from no choice.” At first, becoming one of the noblest professionals was neither a dream nor a goal. My first public school assignment at a far-flung school made me feel like giving up and surrendering. However, it turned out to be a blessing as it only took a month to enroll and arrange for a substitute. Even though the school was far away, it was also regarded as one of the most visited schools in town, ensuring that you wouldn't have to go unprepared. It took more times to realize and embrace where I am now. Nine months of serving young people, who spoke a mix of Tagalog and Mangyan, gave me the courage to overcome challenges in this profession, made me realize that I inspire them, and made me reflect that I still have the guts and can give more.

What made me here? What is my goal and how could I achieve it?

I am a simple teacher, driven by a simple dream. While simplicity brought me contentment, there were times when others believed in me, so why shouldn't I? This experience taught me the importance of ASPIRE, PERSPIRE, and INSPIRE in life. It was written on one bottle of mineral water, and I accidentally read it. I was able to relate these three words to various topics, particularly those related to life. These three words will remain etched in my memory, as they continue to inspire me every moment.

ASPIRE. From simplicity, positivity and productivity emerge. As someone says, it is free to dream, so why not grab the chance to do so to the fullest? As teachers, we are dreaming for our students and ourselves.

Dreaming for our students. In the everyday scenario in a class, there are queries on my mind. How could I impart knowledge? How could I inspire my students? How could I become an effective teacher? How could I make them learn and excel? How could I make my students understand the importance of education? How could I assist them in realizing their dreams? This was a daily challenge for me, as it likely is for every teacher. Who among us, teachers, is not dreaming of foreseeing our students being successful someday? I believe that nobody can deny the desire to see their students succeed in the future, which is why we are actively seeking various strategies, techniques, and interventions, participating in trainings and seminars, and

pursuing postgraduate studies and beyond. When searching and implementing strategies, we take into account each student's performance level, skills, and abilities, as well as their individual personality, enabling us to select and implement appropriate strategies, effective techniques, and useful interventions. We are attending trainings and seminars despite our busy schedules and limited budget, with the aim of learning, imparting, and applying this knowledge for the betterment and success of our students. We are also striving to enroll as many postgraduate courses as we can afford, not only for our own personal growth and development but also for the benefit of our students and colleagues.

Dreaming for ourselves. As humans, we are also striving to pursue ourselves. Even a billionaire still needs something. As a wife and mother, I aspire to enhance my skills and achieve success in the correct manner. Seminars, training, and post-study can greatly assist us as teachers not only in educating our students, but also in advancing our careers. I'm not a hypocrite for not saying that I'm dreaming of a higher position to apply what I have studied; I'm dreaming of a higher salary to support my family and my children's education and give them a better future, and I'm dreaming of having a good heart and supporting my own scholars with my salary. Yes, I am dreaming of all these things and praying for them to come true in God's perfect will and timing. I'm praying not only for my own desires but for my desires for them. I'm praying without degrading anyone's dignity or trampling on their rights.

PERSPIRE. Dreaming without action is useless. I believed the fruit of hard work and dedication is success. In education, we require a significant amount of hard work and dedication that surpasses our limits. Any good deed will reap rewards from another good deed. As teachers, we are all aware of our duties and responsibilities, and we strive to fulfill them to the best of our abilities. However, I have taught that one of the most challenging duties and responsibilities, one that demands passion, dedication, and perseverance, is the completion of tasks related to teaching. No matter the nature of the task, we as teachers must perform it with utmost dedication and professionalism. Sometimes, we struggle to complete these tasks because we find the job itself

hallenging and perceive it as an additional responsibility. Because of that related task, sometimes we forget that we still have our family that needs us because we only focused on school matters, or we also have children that we need to attend to and need our assistance as teachers at home. No job is easy, especially being a teacher. All jobs demand hard work and performance to earn a sufficient salary. As teachers, we have many designations such as teacher, manager, guidance counselor, artist, director, storyteller, writer, illustrator, dancer, cook, nutritionist, nurse, technician, policeman, judge, janitor, designer, painter, etc. Doing those jobs requires a lot of hard work and dedication. As we aspire, we must perspire. It is free to aspire but not free to achieve what we are aspiring for, so we must perspire.

INSPIRE. After we aspire and perspire, the most grateful feeling is that we inspire. Not only should we seek inspiration ourselves, but also strive to inspire others. We find it difficult to articulate the emotions we experience when others appreciate or idolize us, particularly our students. This serves as a reminder that we should do good deeds for others, especially our students. Sometimes in class, we are shocked when our students imitate our actions, particularly our positive traits, but we become angry when they mimic our negative traits. This only served to highlight our role as teachers and the impact we have on our students. The eagerness of our students to attend our class every day indicates that we are inspiring them. Completing the assigned tasks will also be beneficial. Initially, I was uncertain about my ability to effectively manage such a class. I simply continued to observe other teachers and apply the lessons I had learned during my on-the-job training. When I received the item, I felt happy. During those times, my mind was filled with confusion, not only because my first assigned school was far away, but also because I was handling combination classes, which were unfamiliar to me. Not only was it a combination class, but my students also spoke a combination of Tagalog and Mangyan.

Thank you for the trainings I was able to attend. In summary, I gave it my all. I worked at that school for nine months, during which time I encouraged them to participate in and win a contest. From that point on, we actively participated in all school-wide and district-wide activities and contests. I also believe that some acts of charity transcend my responsibilities and boundaries. They inspired me, but I didn't notice that I also influenced them. My principal told me that my students behaved during my class, especially the naughty ones, as expected. She said, "Isang tingin mo pa lang timo na." Her words

inspired me and made me realize that I could manage multiple classes, and my students respected me as their manager.

When I have to transfer to a school closer to our home, my heart breaks to see my students cry as I leave. I was unable to turn away, as I didn't want to witness their tears. This time, they let me feel that I am a teacher. A teacher that inspires them. And I must continue inspiring. Being an inspiration is a rare occurrence, as it is extremely challenging to be one. We cannot say that only those with perfect scores and honors inspire us; sometimes it's the poor reader or the poor students in the class who inspire us. Someday they will come to you and tell you how we inspire them. We have the potential to inspire not only our students, but also our friends and colleagues, which would be beneficial. If that were to happen, we would be able to work comfortably and enjoyably while fulfilling our duties. Having a good relationship with others or co-workers is a blessing, but inspiring them is an added bonus. As a simple teacher with a simple dream, I have no deep-seated ambitions for this profession. I believe that God has a purpose and a better plan for why I am choosing this profession, bringing it into my life, striving to conquer its challenges, and achieving what I deserve in His perfect timing. Let us continue to ASPIRE, PERSPIRE, and INSPIRE.

Jessamy A. Ogbac, a Teacher III with over a decade of experience in elementary education, exemplifies dedication and passion in her role. She earned her Master of Arts in Education, majoring in Mathematics, from Mindoro State University's Bongabong Campus. Known for her commitment to nurturing students' potential, Jessamy has coordinated numerous extracurricular committees, fostering a supportive environment for growth. Guided by her belief, "If others can, why can't we?" she champions teamwork, valuing each individual's unique skills and talents to drive positive change in education.



Essay

Mother Tongue No More

by Marissa T. Aquino

On October 11, 2024, the Republic Act 12027, also known as the Act of Discontinuing the Use of Mother Tongue as Medium of Instruction from Kindergarten to Grade 3, entered into law (Inquirer.net, October 14, 2024). Consequently, the use of mother tongue as the language of instruction in primary level learners' classrooms will officially cease. Under RA 12027, "the medium of instruction shall revert to Filipino and, until otherwise provided by law, English," while the regional languages will serve as a supplementary medium of instruction for the students. Does this imply that students can still use their mother tongue for speaking or oral conversations during classroom activities, but not for textbooks and instructional materials?

The goal "Every Child-A-Reader and A-Writer by Grade 1" was created to reinforce Mother Tongue-Based Multilingual Education (MTB-MLE) through DO 16, s 2012. This goal was implemented in all public schools from kindergarten to grade 3 as part of the K-12 Basic Education Program, which began in the academic year 2012-2013. The creation of this program was a response to the declining academic performance of Filipino learners. Education experts gathered and brainstormed to come up with a remedy. The panel of experts must have taken into account the Program for International Student Assessment (PISA) results of students from Japan and Korea, who excelled in mathematics, science, and reading despite using only their mother tongue as the primary language of instruction in the classroom. They may have used this as a foundation to develop the MTB-MLE, concluding that teaching in the learners' mother tongue would enhance their understanding of the subject matter.

At the start of the program, the Department of Education (DepEd) struggled to manage its implementation and guidelines. The primary-level teachers were in the dark trying to navigate their classroom, having English textbooks and IMs only at their disposal. Specifically, the lack of instructional materials and guidebooks, transliteration, vocabulary, and inadequate teacher training posed significant challenges for language teachers in adapting effective classroom techniques and strategies. Despite the creation of modules and textbooks, it was observed that they were confusing due to dialect varieties and erroneous due to their lack of filtering and in-depth editing.

This new legal development could potentially lead to another period of shaky academic performance in the educational system, particularly in primary schools. K to 12 has barely even taken a space in the system; now another change has come. We are still anticipating the thrilling phase. As it is, Filipino students were among the weakest in math,

reading, and science in the world, according to the 2022 PISA. The Philippines ranked 77th out of 81 countries and performed worse than the global average in all categories. (Business World, July 24, 2024). The situation does not improve with each passing year. This very dismal result, despite the mother tongue as a medium of instruction, shows the sick state of the Philippines' education system.

Singapore, where the academic system adopts bilingualism, is renowned for its high-quality education system. In fact, PISA places the country first. Given this, it's unlikely that the English language, as a medium of instruction, is the root cause of the Philippines' poor educational performance. The leaders need to focus on other factors. Leave the language alone. The Cambridge Dictionary defines mother tongue as "the first language you learn when you are a baby rather than a language you learn at school or as an adult."

The change in the medium of instruction will once again put the Department of Education (DepEd) in a difficult situation. According to news reports, the agency is already grappling with numerous controversies, including the 12.3-billion disallowances (ABS-CBN News, September 4, 2024), the overpriced laptops for teachers (Philstar.com, August 25, 2023), and the undistributed learning materials "sleeping" in a warehouse in Laguna (News5, September 2, 2025). Now, this lapsed language is a Senate bill.

Would this issue roll heads again? As of this writing, a lot of noise is already echoing among teachers who are directly affected by this Senate bill, parents and guardians who are having a difficult time convincing their English-gabbing children to speak in their mother tongue, the learners themselves, and even the education experts, implementers, and lawmakers. The Philippine education system is in its "worst state" and requires significant work. Singapore's former president, Lee Kuan Yew, had this to say, "The most important person (in teaching) is the man who is in charge of the boy."

Marissa T. Aquino is a licensed professional teacher from Calbayog City, Samar. She started her teaching job at Northwest Samar State University in 2017 right after her almost five-year stint at Christ the King College as English instructor. Her fascination in reading inspired her to study a course that would entail a lot of reading; hence, she took up Bachelor of Arts in English at Far Eastern University. She then proceeded to take up Master of Arts in English from the University of Santo Tomas where she earned master's degree units while completing, at the same time, her 18-professional education units at Philippine Normal University. She completed her Master of Arts in Education major in English from Christ the King College in 2015. She is currently pursuing her dissertation writing in Doctor of Arts in Language and Literature at the University of Eastern Philippines in Catarman, Northern Samar.

Essay

Transforming Education: The Impact of ICT on Teaching and Learning

by Lanie P. Plecerda

Technology specifically ICT has revolutionized the conduct of teaching and learning activities, thereby enhancing education and teaching practices. This paper identifies ICT as having the ability to improve students' engagement and motivation. Paradigmatic educational tools such as media and educational games and simulations create a learning environment that appeals to the student's interest and promotes participation. Moreover, incorporating gamification into learning activities boosts students' engagement in lessons, resulting in effective learning that is enjoyable.

In addition, ICT allows for the delivery of content that is unique to a learner's needs and characteristics. Learners can adjust various systems based on their progress, allowing them to progress at their own pace. The availability of internet resources allows for a variety of learning styles, providing students with multiple methods to access information. They raise academic achievement, along with helping students develop crucial skills such as using technology and preparing the learners for present-day demands.

In this case, the students would easily be ready for their future endeavors since they mastered how to use and even navigate through these tools. ICT enhances the quality of education and does not only enhance the learning experience of the students but also promotes interaction between learners and instructors. Google Workspace and Microsoft Teams let students collaborate and leave comments on assignments without being the same location. To enhance the quality of their practice, educators can attend online classes intended to strengthen interdisciplinary cooperation among practitioners. In general, the use of ICT in the course also helps improve learning and increase the opportunities for all students to become successful in a world that constantly undergoes change.

Lanie P. Plecerda is an Associate Professor 3 at Biliran Province State University-Biliran Campus, Biliran, Biliran. She holds a master's degree in education major in educational management and a master's in computer science.



Essay

The Rise of Conscious Consumerism: A Shift Toward Ethical and Sustainable Choices

by Kim Angela L. Cruz

The rise of conscious consumerism has fundamentally transformed how people make purchasing decisions. Today, consumers are not only looking for products that meet their needs but are also seeking out companies that align with their ethical, environmental, and social values. The Philippines, as one of the world's most vulnerable nations to climate change, is witnessing a growing environmental consciousness among its citizens. Severe weather events, rising sea levels, and deforestation have made Filipinos more aware of the environmental impact of their consumption. Many consumers are now opting for sustainable alternatives, such as eco-friendly packaging, reusable products, and locally sourced goods. The push toward reducing plastic waste has gained significant momentum, with cities like Manila and Quezon City implementing bans on single-use plastics in efforts to combat pollution.

Additionally, Filipino consumers are increasingly supporting companies that prioritize corporate social responsibility (CSR). This is especially relevant in a country where social inequality is pronounced. Consumers want to support businesses that help uplift local communities, pay fair wages, and create jobs for disadvantaged groups. The success of brands like Human Nature, a local company that focuses on social enterprise and environmentally friendly products, highlights this growing trend. Human Nature has built a loyal following by promoting fair wages, using natural ingredients, and being transparent about its ethical practices. The ethical labor movement is also gaining traction in the Philippines. With a long history of overseas Filipino workers (OFWs) and the impact of fast fashion, there is increasing awareness of exploitative labor practices. Conscious consumers in the Philippines are now more interested in supporting brands that ensure fair working conditions, both domestically and internationally. This is especially important in industries like manufacturing and retail, where low wages and poor labor conditions are prevalent.

Despite the rising awareness, conscious consumerism in the Philippines faces challenges. Many sustainable or ethically produced goods are priced higher, making them less accessible to a large portion of the population. This price gap can be a barrier, especially for low-income

consumers, who may prioritize affordability over sustainability. However, as local brands adopt more sustainable practices and economies of scale come into play, these products are expected to become more affordable.

Filipinos are also becoming more vigilant in holding companies accountable for greenwashing. With access to social media, consumers can easily expose brands that make false claims about their environmental or ethical credentials. This increased demand for transparency is pushing more companies to genuinely incorporate sustainability into their business models rather than using it as a mere marketing strategy.

Looking ahead, the trend toward conscious consumerism is expected to grow, with younger generations continuing to prioritize ethics and sustainability. As more businesses in the Philippines embrace sustainable and ethical practices, we can expect this trend to grow, helping to address some of the country's most pressing environmental and social issues. The rise of conscious consumerism in the Philippines is not just a trend; it's a movement that reflects the country's growing desire for a more sustainable and equitable future.

Kim Angela L. Cruz is a dedicated professional with a strong academic background in business administration, having obtained her Master's degree in business administration from Unibersidad de Dagupan. She is a faculty member of the Business and Office Administration Department at Pangasinan State University San Carlos City Campus, teaching microeconomics, entrepreneurship, total quality management, and other business-related subjects. Additionally, she is designated as the Coordinator for Production and Auxiliary, Housing, and Food Services.



Essay

Assessing and Developing Teacher Performance: Lessons from Research and Practice

by Lira B. Biñas

High-quality education necessitates that teachers conduct their lessons efficiently and effectively. In addition to making students feel more at ease, a teacher's ability to instruct and impart knowledge enhances student performance. The impact of teachers' performance on students' academic achievement makes it a topic of immense importance. Teachers' instruction methods directly impact how well they perform (Chetty et al., 2011). In the past, we evaluated teachers' work based on their qualifications. By assessing their professional competencies, teachers' performance has improved due to the evolution of the modern educational environment. The new performance standards evaluate teachers based on their ability to engage students, foster critical thinking in the classroom, assist students in problem-solving, and aid in data analysis.

These methods support the growth of student autonomy, facilitate the creation of lesson analyses, and enhance students' academic achievement. The Department of Education evaluates teachers' performance yearly using the Results-Based Performance Management System (RPMS), which is in line with the Philippine Professional Standards for Teachers. Every school-based employee must conduct the year-end performance review and evaluation for school-based personnel after each academic year, according to the Department of Education's 2015 guidelines on the establishment and implementation of the RPMS. Teachers typically support it with their reports, documents, outputs, images, and other substantial materials. DEP strongly encourages cross-rating between the rater, direct supervisor, and, if feasible, the teachers' peers, subordinates, and students. The final output of the RPMS is the Individual Performance Commitment and Review Forms (IPCRF), which serve as the foundation for a teacher's annual performance and, eventually, the provision of support for their professional development needs (Malipot, 2022).

Teachers can readily adjust to a toxic work environment without hurting their performance. Teachers still meet performance standards and behave professionally even when dealing with significant personal or professional issues. This is also consistent with Martinez's (2022) study, which examined the effectiveness of teachers in digital education in Laguna's public and private

schools. They also discussed their performance in school during the pandemic. The study found a strong correlation between teachers' IPCRF scores and digital education in terms of both teaching modalities and teacher performance. This study sets a very high standard for the teachers' performance.

While the RPMS framework provides a foundation for evaluating teacher performance in the Philippines, research suggests room for improvement in implementation. Workload, leadership, and online learning challenges influence teachers' effectiveness. Addressing these issues through targeted interventions, fostering supportive work environments, and leveraging effective communication strategies can empower teachers and ultimately enhance student outcomes. Further research is crucial to refine the RPMS and identify effective strategies for optimizing teacher performance in diverse contexts.

Lira B. Biñas is a Teacher III at Libertad Integrated School, Schools District of Banate, Schools Division of Iloilo. He holds a master's degree in education.



Essay

Aligning Academic Research with Community Needs: A Collaborative Approach to Sustainable Development

by Vilma P. Gayrama

Academic institutions play a pivotal role in addressing societal challenges by aligning research initiatives with the pressing issues and concerns of communities. Engaging both faculty and students in collaborative research fosters sustainable development and empowers beneficiaries through participatory approaches.

Faculty members often spearhead research projects that tackle complex community issues, leveraging their expertise to foster sustainable development. Students, through immersive learning experiences, often identify research priorities that resonate with community concerns. In both faculty and student-led initiatives, aligning research with community issues and concerns is vital for fostering sustainable development and creating meaningful impact. Academic institutions can effectively address societal challenges and promote the well-being of communities through collaborative efforts.

Involving communities in the research process guarantees the grounding of studies in real-world needs and the direct application of outcomes. Collaborative research fosters trust, mutual learning, and empowerment among stakeholders. By involving community members, researchers can ensure that their work addresses genuine concerns and contributes to sustainable development.

Vilma P. Gayrama holds a doctorate degree in Education and is an Associate Professor V at Biliran Province State University-Biliran Campus



Essay

Strength, Resilience, and Excellence: A New Era with the MATATAG Curriculum

by Honey Mae M. Dela Peña

The introduction of the MATATAG Curriculum marks a significant turning point in the Philippine education system, as it seeks to build a more solid foundation for learning by focusing on key values such as strength, resilience, and excellence. This curriculum reform is part of the Department of Education's (DepEd) ongoing efforts to address long-standing educational challenges and ensure that Filipino students are better prepared for the demands of the 21st century.

Strength: Strengthening and Streamlining Learning Foundations The MATATAG Curriculum's emphasis on lowering cognitive overload and streamlining subject areas to encourage mastery is one of its main characteristics. Students in previous K–12 curriculum iterations had to deal with an excessive number of subjects, which made it challenging for them to concentrate on critical skills. The MATATAG Curriculum directly addresses this issue by simplifying the curriculum, particularly in the early grades (K–3) that value reading, numeracy, and socioemotional learning.

Resilience: Equipping Students for Real-World Difficulties, the MATATAG Curriculum also places a strong emphasis on building resilience in students, both in terms of life skills and academic readiness. The curriculum includes values education, life skills, and emotional intelligence as crucial learning components because it acknowledges that schooling goes beyond academics.

Furthermore, the curriculum's adaptability and flexibility enable schools to modify it in accordance with their own local settings. Variations in resources, geography, and socioeconomic status impact the learning environment in the Philippines, making this especially crucial. The MATATAG Curriculum guarantees that students from all backgrounds have access to high-quality education that is pertinent to their experiences and communities by permitting context-specific adjustments. The ultimate objective of the MATATAG Curriculum is to promote excellence in the educational system by generating graduates who are both academically proficient and globally competitive. All subject areas incorporate 21st-century abilities like creativity, problem-solving, critical thinking, and digital literacy to achieve this. These abilities are crucial for Filipino

students to thrive both domestically and globally as the world grows more knowledge-based and networked.

This innovative approach not only modifies the curriculum but also rethinks what education in the Philippines could be, aiming to create a future where students are not only capable and knowledgeable but also resilient, adaptable, and prepared to succeed in a world that is changing quickly.

Honey Mae M. Dela Peña is a Master Teacher I at San Toribio Elementary School in Agusan del Sur, dedicated to fostering excellence and growth in her students.



Essay

Collaboration Learning in Science: The Benefits of Group Work and Peer Teaching

by Lily U. Cañas

Collaboration learning in science is a potent teaching strategy that improves students' comprehension, involvement, and social skills. Because science is based on investigation and experimentation, it is a subject area that benefits greatly from group learning strategies. Students may investigate difficult topics, come up with innovative solutions to challenges, and practice critical thinking by combining a variety of viewpoints and ideas when they collaborate in groups. This group effort fosters a better comprehension of scientific concepts by encouraging students to debate, explain, and defend their ideas with their peers, an activity that is less rigorous than solitary study. Peer teaching helps students overcome the difficult theory and real-world applications they often encounter in scientific classes. Furthermore, collaborative learning fosters a safe atmosphere where students can openly exchange ideas, ask questions, and try out solutions. Additionally, it fosters a growth mindset, which is crucial for scientific inquiry by encouraging students to take chances and learn from one another's achievements and failures.

As a fundamental component of collaborative learning, group work also fosters the development of critical soft skills like leadership, communication, and conflict resolution. These abilities are essential in today's employment, as professionals, scientists, and researchers often collaborate in interdisciplinary teams. Effective communication and cooperation are essential for success, especially in science, where projects can take months or years to complete and include intricate experimentation.

Students gain the ability to actively listen, take into account other viewpoints, and compromise ideas in order to come to an agreement via group projects. This process strengthens their confidence and critical thinking abilities, enhancing their ability to articulate their understanding and substantiate their opinions. Additionally, since the debate and idea sharing make the learning process memorable, students who participate in collaborative learning often remember information better. Research indicates that when students instruct and clarify ideas with each other, it strengthens and solidifies their grasp of the subject. Peer education uses this idea, allowing students to alternately explain concepts or work through issues together.

Through group projects and peer instruction,

collaboration learning in science is a potent teaching strategy that improves students' comprehension, involvement, and social skills. Because science is based on investigation and experimentation, it is a topic that benefits greatly from group learning strategies. Students may investigate difficult topics, come up with innovative solutions to challenges, and practice critical thinking by combining a variety of viewpoints and ideas when they collaborate in groups. This group effort fosters a better comprehension of scientific concepts by pushing students to debate, explain, and defend their ideas with their peers, an activity that would be less rigorous in solitary study. Peer assistance helps students overcome the difficult theory and real-world applications they often encounter in scientific classes.

Indeed, collaborative learning fosters a safe atmosphere where students can openly exchange ideas, ask questions, and try out solutions. Additionally, it fosters a growth mindset—which is crucial for scientific inquiry—by encouraging students to take chances and learn from one another's achievements and failures.

Lily Unto-Cañas is a resident of Binabalian, Bolinao, and Pangasinan, and happily married with three sons. In 1994, she finished her bachelor of secondary education with a major in biological science and a minor in mathematics at Pangasinan State University, Bayambang Campus. She pursued her master's degree at Colegio de Dagupan, located in Dagupan City. He has been teaching science at Binabalian National High School in Binabalian, Bolinao, Pangasinan, since 1994. She firmly believes in Isaiah 60:22, which states, "When the time is right, I the Lord will make it happen."

Essay

Between Two Worlds: Teacher's Double Duty

by Sheila Mae D. Gudmalin

I let out a loud sigh as the door to the classroom closed behind me, feeling finally liberated from lesson plans and children begging for more sugar. My clothes smelt of chalk dust and old paper, a constant reminder of the desolate wasteland in which I spent eight hours daily. But the quiet was fleeting. An itchy, bitchy voice filled with a mix of excitement and prayerful exhaustion screamed from the hallway, "Mommy, I need help with my homework!"

My heart ached. I worked a busy day as a high school teacher, doing my best to mold young minds, yet all I ever wanted was to be there for the needs of my own children. The guilt was thick like a cloak, remaining constantly present to remind me of the homework left behind, standing in those school plays with an empty seat next to mine and missing all those moments that would have provided small pleasures but got sunk at the hands of my students. Those early walk-in classroom observations, the panic of last-minute lesson plan changes and parent meetings I still needed to attend, among other stress-proof pressure, made late nights at school much longer than they seemed. For me, life was an endless juggle between two worlds that demanded all of my energy and pulled at the strings holding my beating heart in place.

The unrelenting tide of exhaustion was pulling me under. I was exhausted from the long academic days and the responsibilities of parenthood. My two lovely, energetic, and inquisitive toddlers deserved so much more than my exhausted presence. I missed spending time with kids, reading bedtime tales, going to school plays, and just being there to give them a hug when they needed it. However, the harsh reality prevailed. Having this work allowed me to support my family and was my lifeline. Despite the unmet needs of my children, I was unable to abandon them. My heart ached at the idea of kids feeling abandoned and losing out on those priceless times.

The guilt followed me everywhere, like a persistent voice murmuring in my ear. I could see the disappointment in my children's eyes when I had to miss their school functions, and I could hear the frustration in their voices when I was too worn out to assist them with their homework. I knew they weren't receiving the love and attention they deserved, which made me feel like a failure in some ways. However, I was also

providing them with a future—the opportunity to mature and experience life in a safer environment, or even the possibility that some of their dreams could come true.

I carried a heavy burden of obligation. I was a role model, counselor, teacher, and guide. And I was a comforter, protector, and counselor—a mom. There was love in both positions, and they were both necessary and demanding. This meant I could only be in one place at once. And that fact weighed heavily on my shoulders.

In the midst of the chaos, I made an effort to maintain equilibrium and discover moments of connection. Even though it was late and I was tired, I tried to read bedtime stories whenever I could. I made every effort to attend school functions, even if it meant skipping sleep. When I was with my kids, I deliberately tried to be present, put my phone down, and pay attention to their stories.

Nevertheless, guilt was a constant presence that accompanied me wherever I was failing my kids. I felt guilty because I wasn't providing them with the love and care they needed. Even though I was giving both roles my all, it wasn't enough.

This is my story, and it is a story that many educators throughout the world have told. It's a tale of sacrifice, love, and the unwavering quest for equilibrium. It serves as a reminder that both jobs have incalculable benefits, even in the midst of upheaval. However, it also emphasizes the challenging reality of juggling two demanding tasks and the ongoing battle to find a way to provide my students and my kids with the love and care they need.

Being a mother and a teacher is a difficult path that can bring both happiness and sadness. It's a journey of self-discovery, whether it is about making decisions or finding the reserve currency in my passion for my work and with children. Despite the challenges and expenses, I wouldn't have it any other way. Because love is the reason we all come together, it fuels us and makes it worthwhile.

Research Abstract

Self-Vocabulary Enhancement and Development: A Strategic Intervention Material (SIM) in Teaching Vocabulary

by Marlo C. Espiritu

This study, Self-Vocabulary Enhancement and Development: A Strategic Intervention Material (SIM) in Teaching Vocabulary, was conducted to assess Grade Eleven learners in their vocabulary skills in context clue, synonym, antonym, structural analysis, and words with multiple meanings. The study developed and designed a vocabulary-building workbook that can enhance and improve vocabulary skills. The workbook is divided into four quarters, containing 71 interesting, engaging, and mind-boggling activities that one may enjoy while answering the activities.

The acceptability level of the Self-Vocabulary Enhancement and Development workbook in terms of content, presentation, and appropriateness was evaluated by the English teachers, English Department Head, and Schools Division English coordinator. Pretest and posttest were conducted to gauge students' proficiency level in vocabulary and to determine if there is a significant difference between the two. A three-month intervention period was employed with the use of the Self-Vocabulary Enhancement and Development workbook as strategic intervention material (SIM) in teaching vocabulary. The researcher used one group pretest-posttest design as research design and total enumeration technique as sampling technique. Respondents of the study were all the Grade Eleven Humanities and Social Sciences students of Sto. Niño National High School. Mean and t-test with dependent means were utilized as statistical treatments.

Results showed that the acceptability level of the workbook in terms of content, presentation, and appropriateness was exceptional. This only means that the workbook's content, presentation, and appropriateness were suited to the grade level intended, appropriate enough, and had a very interesting presentation of the ideas as to technicalities and mechanics. Furthermore, there is a significant difference between the pretest and the posttest. This suggests that the strategic intervention material (SIM) in teaching vocabulary is effective. Thus, it can be concluded that the workbook is very helpful in enhancing the vocabulary skills of the Grade Eleven students.

Therefore, it is recommended that the Self-Vocabulary Enhancement and Development as strategic intervention material (SIM) in teaching vocabulary should be reproduced for better vocabulary enhancement. The workbook can also be tested for other grade levels to see the effect.

Marlo C. Espiritu is a Master Teacher I and Research Coordinator in Special Curriculum classes of Sto. Niño National High School, Sto. Niño, South Cotabato. He is a graduate of the Bachelor of Arts in Education, majoring in English. He also holds a degree Master of Arts in Teaching English and presently, he is writing his dissertation for the degree Doctor of Philosophy in Institutional Development and Management at Sultan Kudarta State University, Tacurong City.



Poetry

Silver Lining in Midlife Crisis

by Liezel R. Francisco

In the quiet moments of midlife's storm,
Where dreams once vivid begin to transform,
The shadows of doubt creep into sight,
Yet, there lies a silver lining, glowing bright.

Years have etched wisdom into my soul,
Each wrinkle and scar is a story untold,
Life's tapestry woven with laughter and tears,
A mosaic of memories spanning the years.

Midlife's mirror may reflect a face,
Of time's gentle touch, of a slowing pace,
But beyond the glass, through the weary eyes,
There's a heart that still beats, a spirit that flies.

The roads I've traveled, the paths I've crossed,
Each twist and turn, every gain and loss,
Have led me here, to this place of grace,
Where I find strength in life's embrace.

For in this journey of finding self,
I've learned to treasure the wealth of health,
To seek the beauty in every day,
And let gratitude light the way.

In friendships old and love that's true,
I find a world that's ever-new,
With hands to hold and hearts to mend,
The midlife crisis begins to end.

Dreams may shift and plans may wane,
But new horizons break the chain,
Of past regrets and future fears,
As hope emerges, crystal clear.

So, in this crisis, this midlife bloom,
I'll cast aside the shadows of gloom,
Embrace the silver lining within,
And with renewed vigor, let life begin.



Created January 5, 2024

Liezel R. Francisco is an Associate Professor III in the Department of Psychology at the University of Rizal System's Pililla Campus. She holds multiple credentials, including Licensed Professional Teacher (LPT), Registered Guidance Counselor (RGC), and Registered Psychometrician (RPM), making her well-equipped to navigate the intersections of education, psychology, and mental wellness. She is a staunch advocate for mental health, dedicating considerable effort to raising awareness, reducing stigma, and providing support.

Poetry

Geek, Grit, and Grace

by Liezel R. Francisco

In shadows deep, a spark ignites,
A geek with dreams, unchained by night,
Through trials harsh and endless fight,
She crafts her world with wisdom bright.

With spectacles and a mind so keen,
She faced the world, though sights unseen,
In labyrinths of code and screen,
She wove her dreams, though paths were mean.

With grit, she climbed each daunting hill,
Through sleepless nights, and iron will,
Though doubts would rise and hope could spill,
She pressed on strong, her heart was still.

Each stumble taught her strength anew,
Each failure painted skies of blue,
For in the struggle, courage grew,
And faith in self began to brew.

In moments dark when hope seemed lost,
She stood her ground, despite the cost,
For in her soul, no dream was tossed,
A warrior's heart, in a storm, crossed.

Then grace arrived on the whispered breeze,
It soothed her wounds, it brought her ease,
Through thorns and storms, with gentle tease,
She found her peace beneath the trees.

With grace, her soul began to soar,
She saw the world with an open door,
From geek to grit to grace, her core,
Was forged in fire, now she'll explore.

So here she stands, in light's embrace,
A journey carved through time and space,
With a geek's bright mind, and grit's firm trace,
She lives her life in boundless grace.



Created July 25, 2023

Liezel R. Francisco is an Associate Professor III in the Department of Psychology at the University of Rizal System's Pililla Campus. She holds multiple credentials, including Licensed Professional Teacher (LPT), Registered Guidance Counselor (RGC), and Registered Psychometrician (RPm), making her well-equipped to navigate the intersections of education, psychology, and mental wellness. She is a staunch advocate for mental health, dedicating considerable effort to raising awareness, reducing stigma, and providing support.

Poetry

Whisper of a Life-Changing Goal

by Liezel R. Francisco

In the hallowed halls of knowledge, I stride,
A college educator is my passion and guide.
Yet amidst the tributes and scholarly acclaim,
Lingers a regret, a whisper of a different aim.

In research pursuits, I delved deep and wide,
Unraveling mysteries with intellect as my guide.
But in the solitude of late academic nights,
I missed the warmth of family, and love's inviting lights.

All the hard work and sleepless nights,
Bodily tension and worries ignored,
Expected gain was replaced by pain,
Much-awaited progress was put in vain.

Blessings from God, I sought in my quest,
For a happy home, where joy would manifest.
The papers published, the conferences attended,
Yet echoes of missed moments left me suspended.

Regrets like shadows, trailing behind,
A life well-lived, yet yearning to find
Balance is elusive, between work and embrace,
To gather God's blessings, in a familial grace.



So, as I navigate this journey with care,
Seeking harmony between knowledge and prayer,
May the chapters ahead unfold with serenity,
A life filled with love, and God's divine decree.

Created June 14, 2024

Liezel R. Francisco is an Associate Professor III in the Department of Psychology at the University of Rizal System's Pililla Campus. She holds multiple credentials, including Licensed Professional Teacher (LPT), Registered Guidance Counselor (RGC), and Registered Psychometrician (RPm), making her well-equipped to navigate the intersections of education, psychology, and mental wellness. She is a staunch advocate for mental health, dedicating considerable effort to raising awareness, reducing stigma, and providing support.

Poetry

Chameleon Chaser

by Liezel R. Francisco

In the mirror, she sees a face,
A map of time, a fleeting grace,
Chasing dreams that never stay,
In colors bright, then fade away.

She dons a smile, a practiced hue,
In a crowd, she blends right through,
Yet in her heart, a storm does brew,
Of what she's lost and what is true.

Her laughter rings in empty halls,
Echoes off the papered walls,
In shadows deep, her spirit stalls,
Confused by life's relentless calls.

She dances in the masquerade,
A chameleon, in roles she's played,
Seeking joy in fleeting shade,
Her true desires are long delayed.

She follows trends, a passing phase,
Lost in others' fervent praise,
Yet find no peace in their ways,
Her heart adrift in an endless maze.

In the quiet night, alone she weeps,
For dreams that haunt her troubled sleep,
A life that's hers, but never keeps,
The promises her young heart reaps.

Yet in the chaos, there's a spark,
A hidden path within the dark,
A whisper in the silent park,
Where she might leave her hopeful mark.

She sheds the skin of others' schemes,
Awakens to her own true dreams,
A chameleon no more, she gleams,
And sails upon her chosen streams.

Created December 13, 2023



Liezel R. Francisco is an Associate Professor III in the Department of Psychology at the University of Rizal System's Pililla Campus. She holds multiple credentials, including Licensed Professional Teacher (LPT), Registered Guidance Counselor (RGC), and Registered Psychometrician (RPM), making her well-equipped to navigate the intersections of education, psychology, and mental wellness. She is a staunch advocate for mental health, dedicating considerable effort to raising awareness, reducing stigma, and providing support.

Poetry

Purple Power

by Liezel R. Francisco

In a world where shadows often play,
An educator rises, lights the way,
With wisdom vast and heart so pure,
She stands for causes that endure.

For mental health, she takes a stand,
Offering hope with a gentle hand,
In every lesson, every shared word,
Her voice of compassion is always heard.

Empowering women, she lights the fire,
Inspiring dreams that reach higher,
Teaching strength in every girl's eyes,
Helping them soar and touch the skies.

Balancing work and family life,
She navigates both joy and strife,
Her children see a beacon bright,
In her presence, they find their light.

Yet sometimes faith begins to fade,
In battles long, her heart betrayed,
She questions the paths she's walked so far,
Wondering if she's lost her star.

Challenges arise, as they often do,
And doubt creeps in, shadows her view,
But even in her darkest hour,
She finds within a hidden power.

Purple is the hue of her inner might,
A color of courage, bold and bright,
It symbolizes a heart that's true,
Strength is reborn in every hue.

Though faith may waver, hope is near,
In every student's eyes so clear,
Purple Power, strong and grand,
Through her, the world learns to withstand.



Created June 14, 2024

Liezel R. Francisco is an Associate Professor III in the Department of Psychology at the University of Rizal System's Pililla Campus. She holds multiple credentials, including Licensed Professional Teacher (LPT), Registered Guidance Counselor (RGC), and Registered Psychometrician (RPM), making her well-equipped to navigate the intersections of education, psychology, and mental wellness. She is a staunch advocate for mental health, dedicating considerable effort to raising awareness, reducing stigma, and providing support.

Poetry

He Brings Happiness

by Charmaine P. Pintes

One day in January came a love child,
The long-time couple welcomed him with glee,
Family took him so gentle and mild,
He's cuddly and everyone will agree,
His sweet giggles are music to the ears,
Dimples on the face show from left to right,
He's grown taller and older through the years,
Atmosphere is always cheerful and bright,
In academics, he constantly shines,
Also has talents in technology,
Easy as it may seem, he sometimes whines,
Then it is best to use psychology,
Overjoyed he made such recognition,
Trusting he'll go far with his ambition.

Dr. Charmaine P. Pintes is an Associate Professor I at Pangasinan State University – San Carlos Campus. She holds a Master of Business Administration, a Master of Education, a Doctor of Philosophy and a Doctor in Business Administration. Her areas of expertise encompass finance and other business and social science-related subjects. Additionally, she holds a professional teaching license. Presently, she serves as the Internship, Career, and Skills Coordinator.



Essay

Cookery and the 21st Century Learners

by Nika A. Mendoza

Today's learners are undeniably exposed to the art of cooking. One cannot ignore the abundance of short video clips on social media that demonstrate how to prepare incredibly luscious food dishes. Thus, most of the learners in this generation are taking an interest in the world of cooking. The general population now uses cooking skills interventions as a popular tactic to improve diet quality. In addition, UK health policy has promoted the merits of cooking skills interventions to deliver wider public health policy solutions (Condrasky and Helger, 2010, Garcia et al., 2014).

The impact of cooking on 21st-century learners goes beyond the four corners of their home or even the classroom. Cookery equips our learners nowadays with not just cooking but also a lifelong skill that may be useful for the future. This will promote independence and self-sufficiency in their early adult years, especially considering that the future will likely be significantly busier than our current one. As our world becomes more developed and more open to accommodate diversity, skipping cooking as a subject will no longer be an option.

Teaching cooking to students not only enables them to plan their meals effectively, but also teaches them the art of business food operations, as part of the subject's curriculum. The subject itself also teaches the learner the traits of being responsible, accountable, and the art of leadership. This manifests in how they work with their teammates, especially on the decision-making process, which often involves a trial-and-error method. Students learn how to troubleshoot the recipe if their cooking doesn't go well. This can enhance their critical thinking abilities, as it encourages them to express their creativity through the food dishes they prepare.

In this digital age, learners can also now look up the recipes online without the need to buy a book or by going to a local library just to browse for recipes. The results show that low-skilled domestic cooks favorably perceive video technology because it aids in understanding the cooking method, provides reassurance to complete the cooking process, supports the acquisition of new cooking skills, and enhances the enjoyment of the cooking process (Dawn Surgenor, 2017). Therefore, it is crucial to promote digital literacy skills to learners in today's world. Cooking can also become a social activity for the younger generation, as children today have a deep love for food! Most kids and

young adults now use social media to share their special moments with the food they are cooking or eating. With this method, people, particularly today's learners who enjoy following specific trends, can communicate effectively. This method has become an integral part of their lives and has even gained indispensable status. Cookery isn't really just about food; rather, it is a way to impact the lives and experiences of our 21st century learners. Teaching this subject equips our learners with valuable lifelong skills that will contribute to their social and emotional well-being in our developing world.

Nika A. Mendoza, a Technical Vocational Educator, has five years of experience teaching SPTVE majors in Cookery. She is committed to imparting skills and knowledge that aim to foster an inclusive environment for learners in the 21st century. She holds a Bachelor's Degree in Industrial Technology, with a major in Food Technology. With the aspiration to teach, she pursued her career by enrolling in the Certificate for Teaching Program, ultimately becoming a Licensed Professional Teacher. With a strong commitment to professional development, she actively participates in seminars and workshops on the latest educational trends, especially in her field of specialization, which is technical vocational education. Outside the classroom, she enjoys watching anime and K-dramas, as well as karaoke. She is also an advocate of animal welfare. She fosters stray cats and joins the Animal Rescue Group in her province as a volunteer in the stray feeding program in her community. She believes that a well-balanced life greatly contributes to effective teaching and may inspire students to follow their own pursuits in life.



Feature

Pobcaran District Science and Technology Fair 2024

by Romel S. Sablon

According to Edward Teller, "The science of today is the technology of tomorrow." Science encompasses more than simply conducting experiments; it also involves applying those discoveries in practical contexts. To enhance the knowledge and capabilities of both students and educators in the realm of Science, a Science and Technology Fair theme "Siyensya, Teknolohiya, at Inobasyon: Kabalik sa matatag, Maginhawa at Panatag na Kinabukasan" was held on October 11, 2024, at Cecilio Apostol Elementary School Division of Caloocan City.

The contest was executed flawlessly and well-organized. A total of ten schools participated in various competitive categories. The event comprised several categories, including the Science Quiz Bee and Poster Making Contest, Siyensikula, Tuklas Physical and Life for both Individual and Group entries for Students, along with ESIM and Tuklas Applied and Tuklas for Individual entries for Science Teachers.

The event commenced with an opening ceremony that included the judges and the host school's principal, Dr. Rowena C. Pineda. Also in attendance were Dr. Leonora Dalluay, ABES Principal, Dr. Rebecca Moleta PSDS, Ms. Maricar M. Alamon PSDS, Dr. Generieve B. Corona PSDS, and Mr. Mark Nathaniel Revilla PSDS.

After the opening ceremony concluded, the actual competition commenced. Contestants moved to their designated rooms, where the contest activities were set up. Before the day closed, an award ceremony was conducted to acknowledge and reward the winners across various categories of the event. Per the stipulations in the Division memorandum's rules and regulations, students from schools that secured first and second places in the Quiz Bee, as well as first place in other categories, will advance to the Division Level competition.

Romel S. Sablon is a Grade 6 Chairman, Pobcaran District Science Coordinator, and Faculty Club President.

POBCARAN DISTRICT
LIST OF OFFICIAL PARTICIPANTS FOR 2024
DIVISION SCIENCE AND TECHNOLOGY FAIR
TUKLAS LIFE TEACHER CATEGORY- 1stPlace-
ROMEL S. SABLON
TUKLAS PHYSICAL TEACHER CATEGORY- 1st
Place- ROMEL S. SABLON
TUKLAS PHYSICAL TEAM- 1STPlace- MC
RHEYVVNIE REYES, DENZ JOSHUA CEDILLO,
SABINA BALAORO
TUKLAS PHYSICAL INDIVIDUAL CATEGORY-
1st Place- JANDALE SANTOS
TUKLAS LIFE INDIVIDUAL CATEGORY- 1ST
Place- ANNICAH LOUISE G. CORPUZ
TUKLAS LIFE TEAM- 1STPlace- HEZYKIAHK.
GUTIERREZ, DANIEL B. CAASI, NATASHA
MINDOG
SIYENSIKULA GRADE 4- 1STPlace- ARABELLA
SILANG
SIYENSIKULA GRADE 5- 1stPlace- CHRISTEA
AERAH A. SARZUELA
SIYENSIKULA GRADE 6- 1stPlace- AUDREY
JILLIAN S. RABINO
QUIZ BEE 1ST and 2ndPlace
GRADE 3-MHIL GABRIELLE H. SAMCHEZ,
CLARENZ JAMES M. LAURENTE
GRADE 4- FAYTH VIELLE N. DELMAR,
EUGENE JOMIEL II A. DABU
GRADE 5- FARHAN L. FASHA, FRENZEL KATE
A. GUMELA
GRADE 6- MATT KEAN L. CRUZ, ARCHIBALD
AERICK A. MALLARI
POSTER MAKING- 1stPlace - WAYNE JHOSMER
P. PAGUIGAN
ESIM GRADE 3- 1STPlace- JOANNE G.
NATURAL
ESIM GRADE 4- 1ST Place- SHIRLEY Q. ERISPE
ESIM GRADE 5- 1stPlace- RIO ANNE M. PENAS
ESIM GRADE 6- 1STPlace- MARIA REIDA
CRISOSTOMO
IMPROVISATION- 1STPlace
MADEL V. SEARES, MAUREEN P. DELA PENA,
MA. HERMIELYN B. CARDENAS

Feature

GOMBURZA emerges as Champion at the 2024 District Science and Technology Fair

by Romel S. Sablon

After a week-long preparation, GOMBURZA Elementary School emerged as overall champion at this year's District Science and Technology Fair (DSTF), held at Cecilio Apostol Elementary School, Caloocan City on October 11, 2024. The theme was "Siyensya, Teknolohiya at Inobasyon: Kabalik at sa Matatag, Maginhawa at Panatag na Kinabukasan." This marked the fifth consecutive year since 2018.

Conducted annually by the Department of Education (DepEd), DSTF provides learners with meaningful opportunities to showcase their skills and innovative projects on stage.

Joining GOMBURZA in the roster of overall winners were Caloocan Central ES (CCES) – 1st runner-up; Bagong Silang 4th ES – 2nd runner-up; San Jose ES – 3rd runner-up.

"We wish to express our sincere congratulations to every participant in the District Science and Technology Fair. Regardless of whether you leave with a gold, silver, or bronze medal, or even without an award, dear students, in our eyes, you are all winners," stated District Principal Consultant in Science Dr. Rowena C. Pineda.

Here are the winners and Division Qualifiers. Science Investigatory Project

Life Science -Team Category- 1st Place
Yael Gutierrez, Mark Daniel Caasi, & Natasha Amber Mindog
Trainer: Mr. Romel S. Sablon

Science Investigatory Physical -Team Category- 1st Place

Mc Kheyvenne Reyes, Denz Joshua Cedillo, & Sabina Balaoro
Trainer: Mr. Romel S. Sablon

Physical Science -Individual- 1st Place

Jan Dale Santos
Trainer: Mr. Romel S. Sablon

Quiz Bee - Grade 6-1st Place

Matt Kian Cruz
Trainer: Mr. Romel S. Sablon\

SIYENSIKULA- GRADE 4- 1st Place

Elisha Arabella Silang
Trainer: Mrs. Stella Sanchez

Life Science- Individual - 2nd Place

Mary Jade Morales
Trainer: Mr. Romel S. Sablon

Poster Making Contest -3rd Place

Sabrina Quilalan
Trainer: Mr. Romel S. Sablon

TEACHER CATEGORY

Science Investigatory Project Physical Science -1st Place

Mr. Romel S. Sablon

Life Science - 1st Place

Mr. Romel S. Sablon

Romel S. Sablon is a Grade 6 Chairman, Pobcaran District Science Coordinator, and Faculty Club President.



Feature

GOMBURZA 2024 Science Month Celebration

by Romel S. Sablon

Celebrating Science Month fosters student engagement through enriching science learning experiences and emphasizes the importance of science in everyday life, particularly for young learners. As September approaches, schools across the country participate in this celebration. The theme for 2024 is “Siyensya, Teknolohiya, at Inobasyon: Kabalikat sa Matatag, Maginhawa, at Panatag na Kinabukasan”. The crucial role of science in tackling present-day environmental issues. In line with this theme, the celebration aims to:

- promote science and technology consciousness among learners
- showcase the scientific skills of learners and teachers, and
- enhance learners and teachers scientific, technological, and environmental literacy

As part of Science Month, the Gomburza Elementary School science coordinator, Mr. Romel Sablon, participated in the division meeting for science coordinators. Shortly after, he called for a faculty meeting to discuss the upcoming activities for the 2024 Science Month celebration. The faculty members unanimously supported the proposed activities, showcasing their dedication to improving science education.

Mr. Sablon has gathered all the required paperwork, such as the technical working group and its terms of reference, program outlines, activity dates, criteria, and program details.

Descriptions and a comprehensive list of individuals participating in each activity. This report features a collection of photographs showcasing the diverse range of activities that took place at the school, accompanied by a comprehensive list of winners from each event and attendance records, underscoring the high level of student engagement and excitement.

Participating in such activities enables students to fully demonstrate their abilities and potential, immersing them in hands-on learning experiences that ignite curiosity and cultivate a passion for science.

Gomburza Elementary School takes great pride in commemorating the success of this event and eagerly anticipates the continuation of Science Month celebrations in the future, fostering the growth of future scientists and inventors.

Romel S. Sablon is a Grade 6 Chairman, Pobcaran District Science Coordinator, and Faculty Club President.



Essay

Effectiveness of Stakeholders and Parents Involvement in Numeracy

by Lea N. Quebrata and Marifel R. Manila

e-S.P.I.N. examines how parents and stakeholders promote elementary school learners' numeracy skills at Yapak Elementary School. It determines how parents, teachers, community members, and local education authorities work together to improve learners' basic math abilities, self-esteem, and attitudes toward numeracy. This use of both quantitative and qualitative data demonstrates how these collaborations strengthen math instruction in a variety of contexts by fostering an enriched learning environment.

Quantitative evidence from parent questionnaires, attendance records at school functions, and standardized math tests shows a positive correlation between stakeholders' involvement and improved numeracy performance. Yapak Elementary School has demonstrated that parents' participation in school-led numeracy events, math-centered workshops, and homework help directly impacts children's arithmetic comprehension and retention. Math abilities often encourage learners both at home and at school, leading to a seamless educational process. Children whose parents participate in these activities on a regular basis score higher in arithmetic and show more comfort and interest in mathematical ideas.

It also emphasizes how important community involvement is in bolstering learners' numeracy. Quantitative examination of learners' performance before and after participation in community events such as math fairs, tutoring sessions, and sponsored enrichment programs has shown an increase in their involvement and achievement. Yapak Elementary School gives learners the chance to practice numeracy in authentic settings. For example, by relating to real-world mathematical ideas and potential job applications, these experiences not only improve learners' practical grasp of arithmetic but also their enthusiasm.

Interviews with community members, parents, and educators gathered qualitative information that sheds further light on the goals, difficulties, and coping mechanisms of each group. Although parents say they want to help their kids with numeracy, they often mention obstacles like time limits or poor mathematical abilities that prevent regular participation. Teachers at Yapak Elementary School have seen that learners who receive proactive support from their families and the community exhibit increased self-assurance

and engagement in mathematics classes. This qualitative research highlights the value of tools that can enable families to effectively assist their children's learning, such as parent workshops. The study pinpoints a number of elements that support effective numeracy development at Yapak Elementary School. Yapak Elementary School implements structured parent-teacher communication, community outreach initiatives, and workshops to deepen parents' and community members' understanding of how to foster mathematics learning. Through coordinated efforts in the family, school, and even community, these tactics create a cooperative ecosystem where learners receive regular reinforcement of numeracy abilities.

The report suggests policies that maintain stakeholder engagement based on the findings, including financing for school-community collaborations, frequent parent seminars, and teacher professional development on engagement techniques. Yapak Elementary School can guarantee that its learners continue to receive the strong support required to develop a solid foundation in numeracy by institutionalizing these practices. According to this research, a comprehensive, inclusive approach to numeracy instruction helps learners build critical problem-solving skills that will benefit them throughout their lives. It also enhances learners' academic achievement and cultivates a positive attitude toward numeracy.

Lea N. Quebrata is a school head at Yapak Elementary School, Morong, Rizal. She holds a Doctor of Philosophy degree with a major in Educational Management and is a three-year holder of an Outstanding Performance Rating in the Office Performance Commitment and Review Form.

Marifel R. Manila is a Teacher III at Yapak Elementary School, Morong, Rizal. She holds a Doctor of Education degree with a major in Educational Management. She received the 2024 Governor's Outstanding Teacher, the 2024 Morong Sub-office Gawad Kampilan for Outstanding Elementary Teachers, the 2023 Gawad Teodora story writing in Grade 5 rank 1 and the 2024 Gawad Teodora story writing in Grade 5 rank 3.

Essay

The Effect of AI on the Teaching-Learning Process

By Bobby S. Albor

Artificial intelligence is rapidly changing the teaching-learning process, thereby opening completely new opportunities, efficiencies, and challenges in education. The increasing integration of AI-powered tools into classrooms transforms the methods of imparting, learning, and assessing knowledge for both educators and students. Although AI in education is still in its early stages of development, it has the potential to significantly enhance personalized learning, improve administration, and provide valuable insights into student performance. Simultaneously, AI in education also poses questions about reliance, ethics, and human interaction in the learning process.

One of the most impactful changes that AI has placed upon education is the ability to personalize the learning experiences for students. AI systems can analyze several data inputs to understand the learning styles, strengths, and weaknesses of individual students, thereby allowing for a more tailored approach to education. Adaptive learning platforms, for instance, can automatically adjust the difficulty level of exercises based on the performance of students by providing them with additional resources when necessary and move ahead only if the student is ready. Such personalization in learning allows students to learn at their own pace, which is more engaging and understandable.

AI also increases the automation of regular workloads for teachers, giving them more time to focus on interactive and creative elements in teaching. For instance, artificial intelligence-driven systems can assist in grading, potentially evaluating multiple-choice, short-answer, and even essay-based assignments. It saves much valuable time for the teachers, which they spend on this mundane work, and it allows them to concentrate more on lesson planning, interactive sessions, and individual support for weaker students.

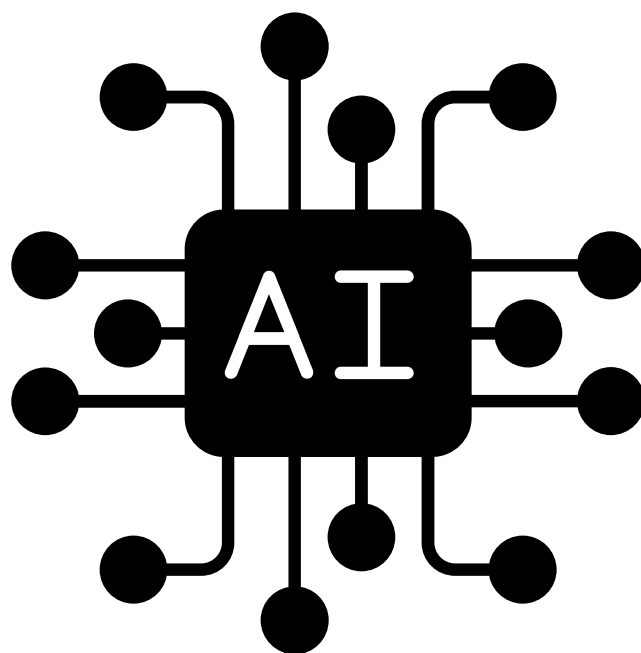
Another significant advantage of utilizing AI in education is its ability to analyze student performance data to comprehend learning patterns and outcomes. Teachers and school administrators use AI analytics to monitor students, identify potential dropouts, and make data-driven decisions to enhance student learning. For example, AI systems can easily

identify students who may be struggling in specific areas, enabling early intervention that should improve their educational outcomes.

However, challenges also arise in integrating AI into education. Over-reliance on AI might reduce some of the most crucial aspects of the teaching-learning process, like social interactions and emotional learning. Human teachers encourage, empathize, and understand areas where AI cannot completely replace. Furthermore, achieving equitable adoption of AI in schools requires addressing critical issues such as data privacy, bias in AI algorithms, and the digital divide.

To end this discussion, I believe that AI does not directly impact the process of teaching and learning. While AI offers significant advantages in terms of personalization, efficiency, and insight, it requires careful integration to strike a balance between technological efficiencies and the need for human touch in learning. AI adds to, rather than detracts from, those essential human elements in education that would inspire and foster the growth of students.

Bobby S. Albor is a Master Teacher I at Bulan North Central School A, serving in the Bulan I District under the Schools Division of Sorsogon Province. With a passion for education, Bobby believes in harnessing the power of educational technology to promote student growth and academic excellence.



Essay

E-learning: A Substitute for Classroom Learning

By Bobby S. Albor

E-learning has emerged as one of the strong alternatives to traditional classroom learning in the last couple of years, while offering unparalleled flexibility, accessibility, and a wealth of resources. While technology is getting advanced and more digital platforms get introduced, students can access several courses and educational contents from almost any place around the world. While e-learning has many advantages, there is a need to establish whether it can altogether replace an actual classroom in terms of interaction, active involvement, and practical learning outcomes.

One of the major advantages of e-learning is its flexibility. Learners can learn at their own pace, go over areas where they feel they need more instruction, and schedule times that may allow them to meet other demands on their time. This flexibility is greatly important for a large number of people with hectic lifestyles, working professionals, or students who need extra help that may not be provided during regular school hours. Another merit of online courses is that learners can reach experts, peers, and resources from anywhere around the world for growing insights that make education accessible.

Besides that, e-learning incorporates a lot of multimedia and interactive features in order to make learning more interactive. Videos, simulations, quizzes, and discussions provide greater motivation for students to digest and retain information effectively. Active platforms create involvement through the individualization of learning styles and features, introducing game-like features that keep learners' attention. The result of such tools is that e-learning will not only be instructive but also enjoyable, which improves the retention rates and learning outcomes accordingly.

Despite these advantages, however, e-learning does present certain major drawbacks as a fully viable alternative to classroom learning. Classrooms offer an atmosphere of learning that is dynamic and developed on spontaneity in interactions and real time discussions. Interacting face-to-face with teachers and peers helps students develop social and communication skills, creates collaboration, and encourages accountability. Students in traditional settings can benefit from immediate feedback, which is quite difficult to achieve in an online context.

The second aspect is that hands-on learning is quite impossible to conduct online—for example, those courses that involve labs, workshops, or fieldwork. Medicine, engineering, and artistic courses heavily depend on in-person experiences that cannot be replicated online for the necessary competencies. While e-learning is good for concept learning, it lacks effectiveness in practical skills development in these disciplines.

Admittedly, e-learning confers many advantages, but all these considerations notwithstanding, it cannot fully replace the social and interactive aspects of going through school in a traditional classroom or the hands-on experience which some disciplines call for. It does, however, represent an excellent flexible supplement to classroom learning in respect of theoretical and knowledge-based subjects. Given the still-evolving nature of the technology, a blended approach offers the best balance between e-learning and classroom experiences, offering flexibility and accessibility without sacrificing the depth and quality of more traditional learning methods.

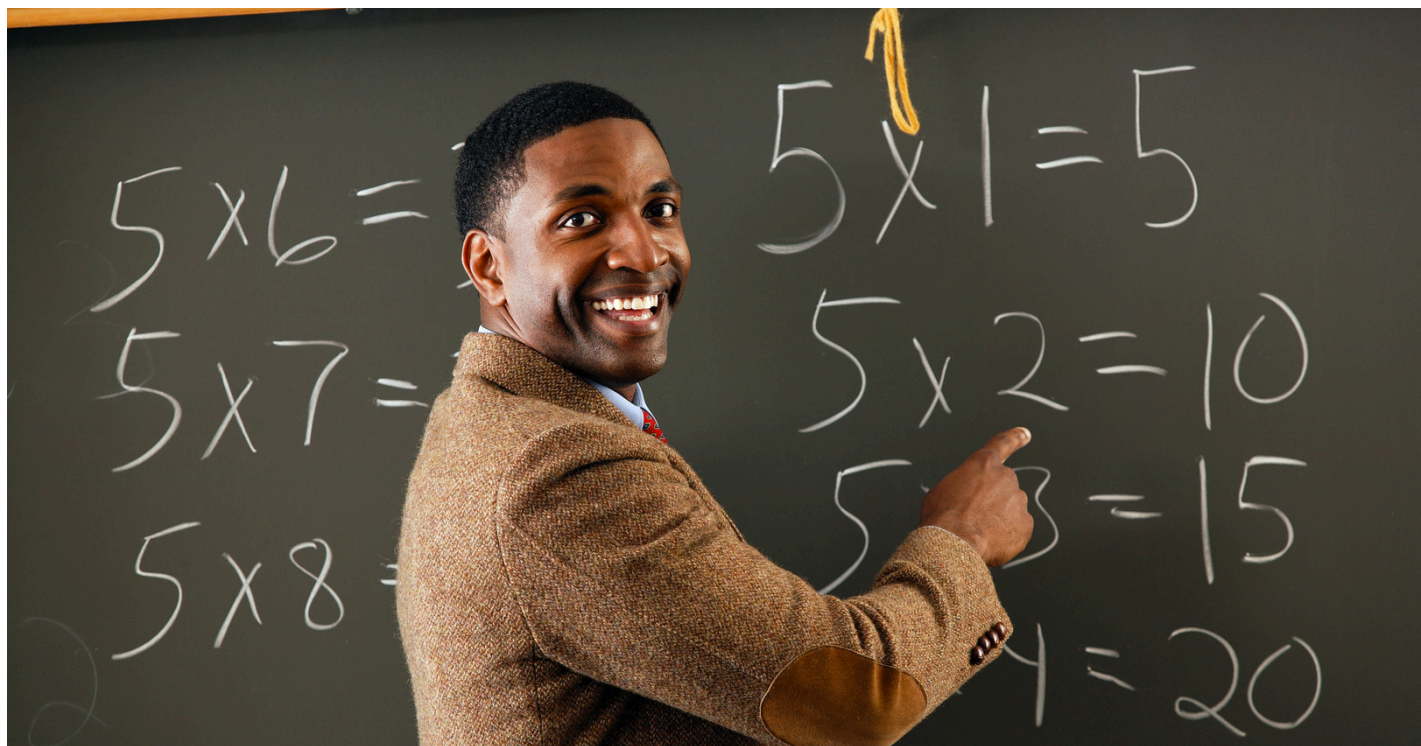
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Essay

Legacy of the Teacher

By Bobby S. Albor



History books and grand monuments do not print or etch a teacher's legacy. The quiet moments and unspoken impacts continue to shape a teacher's legacy long after the students have left the classroom. A teacher's legacy resides in the lives of those they teach, in the principles instilled, and in small, deep ways in which they prepare students for a world beyond textbooks and examinations.

Teaching for me has always been more than just a job; it is a vocation—one that calls for patience and understanding, and above all, for deep commitment to fostering not just minds but souls. The influence a teacher will have does not stop at the sound of the school bell but ripples into the lives of each and every student, carrying lessons far beyond the reach of any curriculum. As I reflect on my path as a teacher, I am reminded of how many of those moments—tiny exchanges, words of encouragement, even reprimands—helped mold not only my students but also who I would become.

What most astonishes me is the way teaching weaves relationships that we often experience but often overlook. In every lesson, in the story told, in the problem solved, and in the principle explained, there is an opportunity to leave a dent in a young mind. Sometimes these dents are even invisible. They never trumpet themselves. But on some days, at some point in the midst of struggle or strife, I hope that student remembers

something that I taught them—an insight, wisdom, or laugh we shared—and feels a little bit more strong and capable.

However, is there not something beautiful about the rare chance a teacher gets to see their work come true? We are, in so many ways, architects of futures we may never see. It's kind of a humble feeling, knowing that while our influence can last a lifetime, more often than not we are just one part of the entire journey of a student. The accomplishments my students achieve, the acts of kindness they carry out, and the demonstrations of resilience all carry fragments of the values and lessons we share in our classroom.

The legacy a teacher leaves behind is not one of stratospheric fame or Herculean proportions. It is silent, it endures, and it is born from a belief in the potential that lies within every young mind. To me, this is enough. The thought that I have in some way helped a student develop fills my life with great meaning. My legacy is mine, and I treasure it.

Bobby S. Albor is a Master Teacher I at Bulan North Central School A, serving in the Bulan I District under the Schools Division of Sorsogon Province. With a passion for education, Bobby believes in harnessing the power of educational technology to promote student growth and academic excellence.