

UNIT 1: The Teacher We Remember



Unit Objectives

At the end of the unit, the students must have:

1. Cited the personal qualities of an effective teacher
2. Stated the professional competencies expected of a teacher



Topics

1. The Teacher we Remember

- a. PPST and Career Stages of Teachers
- b. Southeast Asia Teacher Competency Framework
- c. Qualities of a Great Teacher



Please go to these websites:

- <http://guroako.com/2021/01/29/rpms-materials-tools-and-cot-forms-for-free-download-sy-2020-2021/>

- https://www.kdp.org/resources/pdf/careercenter/Skills_and_Capabilities.pdf

1. Review the qualities of a good teachers as contained in documents such as PPSTs and the Southeast Asia Teachers Competency Framework and the Code of Ethics for Professional Teachers.

2. View on You tube @ TEDx talks on "What makes a good teacher great" and "The Power of a Teacher".

3. Review the "Career Stages of Teachers" Source: DepEd Order no.42, s. 2017' DO 42 s. 2017-National Adoption and Implementation of the Philippine Professional Standards for Teachers.



As you participate and assist your RT in her daily tasks, take note of what you are expected to give more attention to as asked in the next step, NOTICE.

NOTICE:

1. Take note of the following:

- ✓ Your RT comments, facial expression, gestures and actions in class
- ✓ Student's comments, facial expression, gestures and behaviour in class
- ✓ How your RT relates to you
- ✓ The classroom proceedings
- ✓ The classroom atmosphere-relaxed or threatening



1. Review the PPST, the Southeast Asia Teacher Competency Standards and the TEDx videos, what competencies does a great teacher possess?

To be a great teacher, one must integrate the technical rigor of the PPST, the regional adaptability of the SEA-TCF, and the human-centric passion found in TEDx insights. A great teacher is a master of content, a champion for the child, a bridge to the community, and a lifelong learner.

2. Are these competencies limited only to professional competencies?

No, these competencies are not limited to professional skills. While "professionalism" often brings to mind degrees and lesson plans, both the PPST and SEA-TCF emphasize that a teacher's personal qualities and social character are just as critical to student success. A great teacher must possess a blend of professional, personal, and social competencies.

3. For a teacher to be great, is it enough to possess the professional competencies to plan a lesson, execute a lesson plan, manage a class, assess learning, compute an report grades? Explain your answer.

No. While those technical skills (planning, executing, managing, and grading) are essential for a teacher to be functional or proficient, they are not enough to make

a teacher great. Possessing only those skills makes one a "technician" of education, but greatness in teaching requires being a "transformational" force.

4. Which is more important--- personal qualities or professional qualities?

A professional teacher can hold a job, but only a teacher with strong personal qualities can leave a legacy. To be "great," you must be a master of both.

5. Who are teachers that we remember?

When we look back on our education, we rarely remember a specific lesson plan or a grade we received. Instead, as Dr. Julie Hasson and Azul Terronez explain in their research and TEDx talks, the teachers who "stick" are those who transcended their job descriptions.



1.Which personal traits do I possess? Not possess? Where do I need improvement?

Personal traits that I possess is that I'm very Empath on the learners and Im not taking it personal when the learners are disruptive. I think need to improve myself when Im drained because of the stressful day in the classroom.

2. Which professional competencies am I strongly capable of demonstrating?

I am strongly capable in integrating ICT seamlessly and apply literacy and numeracy strategies.

3. In which competencies do I need to develop more?

I think I need to develop more when it comes to Mastering Differentiation.
Because sometimes I got a fight always with a learner that have a spectrum. I
don't know how to handle him.

4. Who are the teachers that we remember most?

We remember teachers not for the data they delivered, but for the humanity
they displayed. According to research cited in TEDx talks by educators like Azul
Terronez and Dr. Julie Hasson, the teachers who stick in our memories for
decades usually fall into four specific "profiles" that transcend the professional
standards of the PPST.



1. Observe. In assisting my Resource Teacher, I observed that personal traits such as empathy and patience and professional competencies like differentiated instruction and active learner engagement were least/ not displayed and as a result, learners were/ class was

Disengaged and hesitant to participate. Because the instruction followed a "one-size-fits-all" approach, learners who struggled with the pace felt left behind, while advanced learners became bored. The lack of personal connection meant learners did not feel safe enough to ask questions or risk making mistakes, leading to a silent and rigid classroom atmosphere.

2. Reflect. The lack of these personal traits and professional competencies (mentioned in #1) may be caused by a heavy focus on administrative compliance and curriculum coverage rather than on the human connection required for learning. Often, teachers feel pressured by time constraints to finish the syllabus, causing them to prioritize "executing a lesson" over "nurturing the learner." Also, a lack of continuous professional development in modern pedagogical strategies—such as the PPST's focus on learner diversity—can lead to a reliance on traditional, teacher-centered methods. From a personal standpoint, teacher burnout can also diminish the emotional resilience needed to maintain patience and empathy consistently.

3. Plan. I would like to address this problem (mentioned in #2) by conducting an action research on Upod Kita: A Peer-Based Approach Using SRA Materials to Strengthen Reading Comprehension among Grade 1 Learners

4. Act.

a) The main objective of my action research is to explore how the Upod Kita peer-based approach using SRA reading materials can strengthen the reading comprehension of Grade 1 learners. The action research process follows four phases: planning, implementation, observation, and reflection. This design allows the researchers to introduce an intervention, closely observe learner responses, and reflect on its effectiveness with ineffectiveness within an authentic classroom setting.

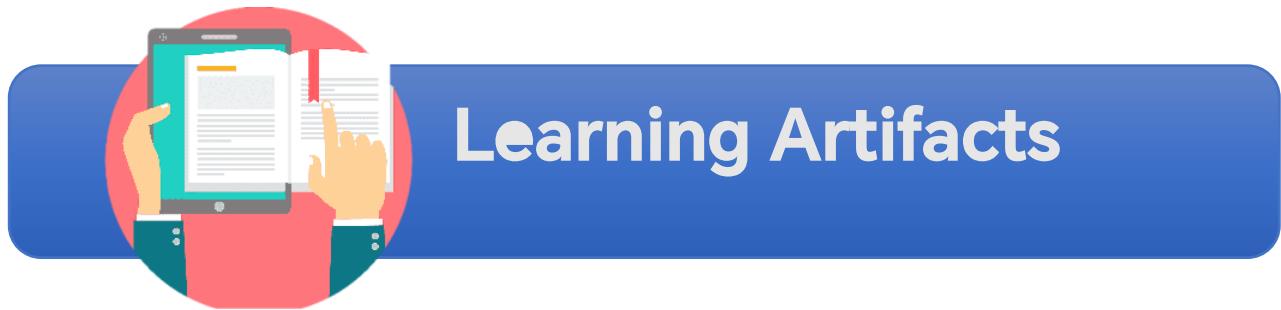
b) My specific research questions are:

1. What anticipated difficulties were observed in implementing peer-based reading activities using SRA materials?
2. What actual challenges and improvements were encountered during and after the implementation of the Upod Kita peer-based approach in developing reading comprehension among Grade 1 learners?

c) To answer my specific questions, I

1. Examine the extent to which the use of SRA materials through the Upod Kita peer-based approach enhances the English reading comprehension of Grade 1 learners.

2. Evaluate the effectiveness of the Upod Kita peer-based approach in improving learners reading fluency, vocabulary acquisition, and overall comprehension of texts.
3. Analyze the learners attitudes, motivation, and level of engagement toward the implementation of the Upod Kita peer-based approach.
4. Identify the challenges and opportunities encountered during the implementation of the Upod Kita peer-based approach in strengthening English reading comprehension among Grade 1 learners.



These must be included in the portfolio:

Observations

Activities

Reflections

WARP (Write Action Research Prompts)