

Foreword

Should I be a Teacher? Learning to Teach, Teaching to Learn

The world believes that quality education is a potent solution to poverty and an increased access to quality education may combat the underlying structures of poverty (Giovetti, 2022). Research has even documented the positive effects of improved and acquired skills on marginalized incomes that increases the rate of return on the economy (Mendez, 2020). Hence, the world envisions quality education through the three decades of adoption of UNESCO's Sustainable Development Goals (SDGs). The current Agenda 2030 defines the third decade since the governments of the world promised '*Education for All*' in 1990 (Sustainable Development Goal 4, n.d.). This theme was reaffirmed by the governments of the world in 2000 and then shifted to commitment to *quality education and lifelong learning for all* by 2015 (Sustainable Development Goal 4, n.d.). The 2015 adoption of the SDGs emphasized the framework of action for effective governance for each SDGs. Such also marks the transition for SDG 4 to emphasize *inclusive and equitable quality education and lifelong learning opportunities for all* by 2030 (*Timeline of the Global Education Movement*, n.d.). Specifically, one major target of SDG 4 is to ensure teacher quality through increased supply of qualified teachers (*4 Quality Education*, n.d.).

Literature reveals that teacher quality positively affects student achievement leading to quality education (Ali, Tela, & Saleh, 2020; Goldhaber, 2016; Seebruck, 2015). This relationship indicates that teacher preparation

is a vital process in realizing the goals of SDGs. Relatively, teacher preparation underscoring teacher education involves policies, guidelines and procedures established to equip citizens who plan to be teachers with knowledge, skills and attitudes to perform their tasks as teachers. Such processes embody several stages. First, the initial teacher training stage or known as pre-service education before one is authorized to teach in a classroom as a fully responsible teacher. The second stage refers to the induction process that transitions the teacher, through training and support systems, during the first few years of teaching or during the first year in a particular school. The last stage refers to teacher development known as continuing professional education that serves as an in-service training for practicing teachers (*Pre-Service Teacher Training*, n.d.).

The current issue [June 2022] of *The Normal Lights*, Journal on Education and Teacher Education presents four of its 10 articles within the context of teacher preparation. Two articles provide techniques to prepare teachers to carry out their responsibilities inside the classroom. Banuag (2022) found that the types and levels of classroom questioning of pre-service elementary English teachers in a teacher education institution in Mindanao were retrieval style and yes or no questions which belong to low cognitive levels. The participants claimed to have developed practices that mitigated the challenges of questioning as a classroom assessment. However, Banuag (2022) underscored the need to fully emphasize this aspect of teacher education in the pre-service curriculum. To further complete the pre-service teacher education experience of aspiring teachers, Gonzales (2022) proposed a transformative online mentoring model for student teaching experiences. The model features the following constructs: Sight, System, Strategize, Solve, and Support as a total package to a full grasp of online mentoring.

Learning to teach, also covers in-service education of teachers. After the teachers are inducted [trained for their first stints of teaching in the field], these teachers continue their learning to teach journey through a process labeled as continuing professional development program. Two articles discussed teacher episodes in inservice education. Labayo (2022) used Kirkpatrick's four levels of evaluation to assess a teacher training extension program at a university in the Bicol region and found that the teacher training was successfully implemented at the reaction level. However, the same program failed to assess changes in learning and behavior after the training was conducted. Findings in the results level (done through qualitative impact assessment protocol) somehow documented the lessons learned in conducting teacher training. However, Labayo (2022) emphasized the need for a robust evaluation framework for sustainability of the formal teacher training programs. While a formal in-service training further hones teachers skills and competencies, teacher models may also provide authentic experiences from where others would learn from. Garrucha (2022) retold the stories of heroism of two Special Education (SPED) teachers of a community-based early intervention program who were instrumental in the successes of identified five individuals with developmental delays. Garrucha (2022) showcased the experiences and challenges of the two SPED teachers, through a documentary film, that feature their stories as heroism which are worth emulating by other teachers.

While pre-service teacher education and inservice teacher training provide a good foundation for learning to teach; teaching to learn, on the other hand, harnesses the skills in the field. Reflective practice is 'learning through and from experience towards gaining new insights of self and practice' (Mathew, Mathew, & Peechattu, 2017; Sankar, 2017). Within the scope of reflective practice, the

next set of articles in this issue feature the professional practices of teachers as being reflective practitioners. The first two articles focus on describing the landscape of teaching and learning. Daza, Esma, Ingel, Suan, and Bosque (2022) described the teacher-learning process of ethnoastronomy in basic education. Based on surveys and interviews conducted to science teachers, consultations with experts, and analysis of documents; teaching and learning ethnoastronomy is not emphasized in basic education. Daza (2022) also found that the aforementioned topic has very limited resources with limited knowledge of teachers for ethnoastronomy to be considered as a means to “*maka-Filipino*” learning experiences of students. Ebro (2022) explored and described the 21st century learners of history and found that their interest and happiness in history are in the exploration and investigation of narratives. However, their current experiences are within the spectrum of a typical approach to learning history, that disinterest them in the course. Ebro (2022) recommends a thematic and integrative approach to reinforce meaningful learning of history.

The next set of articles find their way to exploring the domains of education [pedagogy and classroom management through parental involvement]. The phenomenological research of Pocaan (2022) explored and found that the challenges encountered by the six identified special education teachers in the Legazpi City Division are reading and discussion methods, monopolizing decisions, and additional cost in modifying instructional materials. Pocaan (2022) underscored that the major teaching strategies included individualized instructions, strong motivation and classroom policies, content, and modifying instructional materials. Consequently, the learnings gained from this study led to the development of a holistic context-based special education teaching strategies program that

highlights the faculty management program, the students support program, and the administrative support program. Reflecting reflective practice, Verangel and Prudente (2022) used classroom-based action research to determine the effect of combining guided-inquiry approach and the process of drawing of particles on the understanding and confidence of students when balancing a chemical equation. Within the context of reflective teaching, the last article emphasizes insights on parents' experiences in teaching their children at home. Ramirez, Naparan and Naparan (2022) found that regardless of the parents' educational attainment and current jobs, they encountered a lot of challenges in teaching their kids. In fact, they had to employ varied strategies and motivation to manage the learning process of their children using self-learning modules. Insights derived by the authors of this study suggest substantial and intensive capability building of parents to help them smoothly facilitate the learning process of their children.

With all these stages of teacher education, the lifelong learning paradigm is very visible within the spectrum. The articles in this issue present the optics of teacher education from all over the archipelago. While this visualization of Philippine teacher education may be perceived as good for the improvement of global metrics such as SDG 4, sustainability may also be highlighted in the process. Hence, the final article focused on scoping on turnover intentions of teachers. Although Oberes and Tan (2022) worked with teachers from a private school, findings and insights gained from the investigation may be considered as inputs for policies on sustainability of the Philippine education system. The authors also found that affective and normative commitments have significant and negative relationships with turnover intention. Their results suggest that institutions may strengthen activities that may build teacher-institution relationships to increase

the emotional attachment and to emphasize the novel obligations of teachers to stay for their students.

The 10 articles in this issue trace the journey of a teacher that features a lifelong learning cruise to engrave quality in educating the citizens of the country. Efforts and programs to sustain quality in each presented phase may strengthen teacher preparation and training to achieve the goals of SDG 4 for the country.

Happy reading!

The Editor

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