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MAGAZINE

Empowering
Marginalized
Learners

Inclusive Teaching
Innovations



Dr. Sherhan Endih
Director of International Affairs



Dr. Marivel "Bella" T. Sarabi
Dean, College of Teacher Education



Culturally
Responsive
Learning

Global
Partnerships in
Education

in the context of
**GLOBAL EDUCATORS
AS CHAMPIONS OF
INCLUSIVE AND
EQUITABLE LEARNING**

From Sulu State College

GET INTERNATIONAL RESEARCH JOURNAL

GUILD OF EDUCATORS IN TESOL INTERNATIONAL INSTITUTE

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GET INTERNATIONAL RESEARCH MAGAZINE EDITOR'S NOTE

Welcome to this inspiring edition of our magazine, where we celebrate and explore the theme "Global Educators as Champions of Inclusive and Equitable Learning" highlights the vital role teachers, mentors, and academic leaders play in breaking barriers to education. This theme celebrates educators who advocate for diversity, equity, and inclusion in classrooms worldwide, ensuring that every learner is valued and supported. It underscores the shared responsibility of global educators to create transformative learning environments where no one is left behind.

This issue is a tribute to educators who take on the vital role of changemakers. Whether they're leading community literacy programs, innovating with technology, mentoring future leaders, or bridging gaps in marginalized areas, these teachers exemplify what it means to lead with purpose and empathy. We highlight stories of impact, collaboration, and transformation, showcasing how educators can ignite change not just in schools, but in society at large.

As classrooms adapt to the demands of an uncertain future, our features examine how teacher-leaders are integrating digital tools, nurturing critical thinking, and empowering students to be active, creative citizens. Articles explore the evolving role of teachers in the age of AI, offer practical strategies for future-ready instruction, and share real-life success stories from schools where teachers are driving innovation.

Our poetry section captures the emotional pulse of learning communities, expressing the joys, struggles, and hopes that define the journey of both educators and students. Through powerful imagery, these poems remind us that teaching is not just a profession, but a deeply human experience.

The short stories invite readers into the lived realities of teachers, students, and families, reflecting on how leadership and compassion can transform educational spaces. These narratives illuminate the challenges and triumphs of those who dare to lead with heart and creativity.

In our best practices section, we offer concrete tools and strategies drawn from real classrooms. Here, teacher-leaders share insights on curriculum design, student engagement, and inclusive practices—all grounded in experience and aimed at building stronger learning communities.

Our academic essays explore into the deeper questions of educational leadership. They explore how emotional intelligence, inclusivity, and a commitment to lifelong learning are essential for teachers who lead with impact. These thought-provoking pieces challenge us to reimagine the teacher's role in shaping not just minds, but futures.

Finally, the lesson exemplars provide actionable resources for educators eager to implement community-centered, future-focused teaching. These adaptable plans reflect the magazine's mission: to support teachers as they lead with innovation, integrity, and care.

As you turn these pages, we invite you to reflect on the powerful role teachers play—not just as instructors, but as leaders, mentors, and agents of change. In every lesson taught, every student empowered, and every community uplifted, the teacher stands at the heart of transformation.

Enjoy the journey.

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Featured Story



Asst. Prof. Rejiena Nahudan Reyes

She is a Graduate of Masters in Education, a faculty member of the College of Teacher Education at Sulu State College. handling selected professional education subjects and general education courses, guiding future educators in developing their knowledge, skills, and values. She is passionate about promoting quality instruction and fostering a supportive learning environment that prepares students to excel in the teaching profession.

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Percival Jaafar Piñero, MAED-Math, MA-Math, Ed.D

Percival Jaafar Piñero is a dedicated educator with advanced degrees in Mathematics and Educational Administration, including an Ed.D. in Educational Administration. He serves as Teacher III at DepEd and a part-time instructor at Sulu State College, specializing in Mathematics education.

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A Finalist for the Most Outstanding Public Elementary Teacher Award (2014) and a recognized leader as Teacher In-Charge (2015–2023), he also spearheaded a Level 3 School Improvement Plan (2017). An active member of the Philippine Teachers Association, Philippine Association for the Career Advancement of Education, and the Philippine Army Reserve, Mr. Piñero is frequently invited as a seminar speaker and event organizer, committed to advancing education and leadership in his field.

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**03**

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She is an educator who has been in the field for almost 30 years now. She is the Bachelor of Secondary Education Department head of Sulu State College. She graduated cum laude with the degree in Bachelor of Secondary Education major in English from Mindanao State University-Sulu in 1997. She completed her master's degree in Educational Management and earned her Doctor of Educational Management at Sulu State College respectively. Having started as a licensed professional classroom teacher, she journeyed in her professional career into becoming the former Dean of the School of Education for 3 years. These experiences honed her talents and skills as she was promoted to professorship in the college. She actively involved herself in various organizational membership, doing extension services and presented and published researches in referred and Scopus international journals.



Engr. Nurhassan S. Sappayani

He is an experienced educator and professional who has been teaching mathematics for more than 14 years at the College of Teacher Education, Sulu State College. He is both a licensed mechanical engineer and a licensed professional teacher, showcasing his unique blend of technical expertise and pedagogical skills. He earned his master's degree in teaching mathematics and later completed his Doctor of Education (Ed.D.) major in Educational Management, strengthening his foundation in both classroom instruction and educational leadership. Passionate about nurturing future educators, Engr. Sappayani continues to contribute to the academic and professional growth of students, promoting excellence in mathematics education and fostering a culture of learning and innovation.

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The Authors



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Ma. Luz Carlos, MAED-ECE

She is a highly respected educator whose 33 years of service reflect her deep passion and commitment to the teaching profession. Married and devoted to both her family and career, she has made a lasting impact on the field of early childhood education, guiding generations of young learners with care and dedication.

She earned her Master of Arts in Early Childhood Education from Ateneo de Zamboanga University, a foundation that has strengthened her expertise in child development, pedagogy, and holistic learning. Throughout her career, she has consistently championed the importance of nurturing children's curiosity, values, and potential during their formative years.



Julizon C. Jawali

is an Assistant Professor at the College of Arts and Sciences, Sulu State College. He earned his Bachelor of Secondary Education, major in English, from Sulu State College, where he also completed his graduate and postgraduate studies—Master in Public Administration, Doctor of Public Administration (DPA), and Doctor of Education (Ed.D).

With over a decade of teaching experience, Prof. Jawali has dedicated his career to advancing higher education and fostering academic excellence. Beyond the classroom, he actively engages in various professional organizations and extension services that contribute to community development and educational advocacy. His commitment to scholarship is further demonstrated through his research endeavors, having presented academic works in international conferences and forums.

Prof. Jawali continues to inspire students and colleagues alike with his dedication to teaching, research, and service, embodying the mission of Sulu State College in nurturing globally competitive graduates.

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The Authors



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Asst. Prof. Yoko A. Iribani, MALTE

She is currently pursuing her Ph.D. in Language Teaching in English at Sulu State College. With six years of experience in teaching English, she remains dedicated to advancing innovative and inclusive approaches to language education. Her research interests lie in applied linguistics, sociolinguistics, and innovative pedagogies in language teaching. She aspires to contribute to the development of inclusive and transformative practices that enhance the quality of higher education and empower future educators.

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Asst. Prof. Hanishra A. Hadjirul, EdD

She is a dedicated educator and scholar whose academic journey reflects her passion for the Filipino language and teaching. She earned her Bachelor of Secondary Education major in Filipino at Sulu State College in 2013,. She then pursued higher education and completed her Master of Arts in Language Teaching – Filipino at Sulu State College in 2015.

Continuing her academic advancement, she successfully earned her Doctorate degree at Sulu State College in 2018. Currently, she is furthering her expertise by taking her Doctor of Philosophy (PhD) at Isabela State University.

With 15 years of teaching experience at Sulu State College, Hanishra has demonstrated unwavering commitment to quality education and language development. Her professional journey is marked by excellence in instruction, curriculum design, and mentorship, making her a respected figure in the field of Filipino language education.

The Authors



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Asso. Prof. Erlinda K. Tutong, EdD

She is a Licensed professional teacher, doctor of education, a former BEED intern supervisor for 8 years and the former dean of the school of teacher education at Sulu State College in the Philippines. Today, I am teaching professional Education in the same institution having served for 29 years from 1996 up to the present

Her dedication to education, research, and community engagement with a career marked by scholarly rigor, she has authored prestigious publications in peer-reviewed journals and presented her research at international conferences, highlighting her expertise in educational innovation and pedagogy.

A dynamic educator, Ms. Tutong is celebrated for fostering inclusive and empowering learning environments, inspiring both students and colleagues to achieve excellence. Her commitment extends beyond academia through active participation in community extension programs, where she applies research-driven strategies to address local challenges and promote sustainable development.

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Asso. Prof. Marivel T. Sarabi, EdD

She is a distinguished academic leader, educator, and community servant from Sulu. Born in Bus-Bus, Jolo, Sulu, on February 23, 1977, she has built a life rooted in perseverance, humility, and faith—values that have guided her journey of service to education and society.

Since 2022, she has been serving as the Dean of the College of Teacher Education at Sulu State College, where she shapes future educators with integrity and purpose. She holds a Bachelor of Science in Biology, a Bachelor of Secondary Education major in General Science, a Master of Education, and a Doctor of Education, reflecting her lifelong commitment to academic excellence.

Beyond her role as dean, Dr. Sarabi is actively engaged in advancing education and leadership. She is the Vice President Sectoral of the Faculty Association, Focal Person of the Regional Hub for Global Citizenship Education, and Chairman of the Ethics Committee at her institution. As a trained accreditor, she ensures quality standards in higher education, while her influence has reached global platforms as a Resource Speaker in Greece (ADCLE), Session Chair in international conferences such as IFERP and United Frontiers Academy, and Panelist at Pan Pacific University.

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Algeber Hadjirul, MAEd

He is 35 years old and a resident of Hassiman Subdivision. He earned his Bachelor of Elementary Education and completed his Master of Arts in Education at Suu State College. At present, he is pursuing his Doctor of Education degree.

Mr. Hadjirul has been teaching at Sulu State College for 10 years, where he is known for his dedication to molding future educators and promoting quality learning.

He believes that education is the key to empowering individuals and transforming communities. He encourages his students to pursue excellence, embrace lifelong learning, and use knowledge as a tool to create positive change.

The Authors



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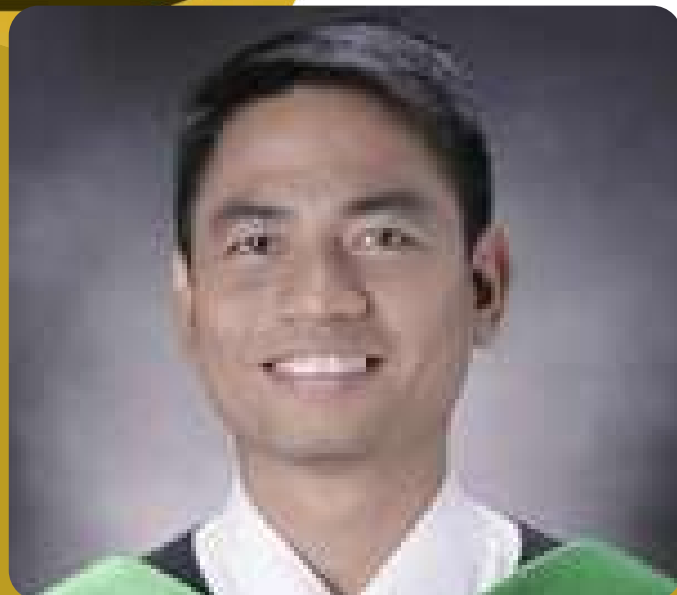


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Bernard C. Fabro

Engr. Bernard C. Fabro is a Professional Computer Engineer and Assistant Professor at Eulogio "Amang" Rodriguez Institute of Science and Technology (EARIST). He has over 15 years of teaching experience in computer engineering, specializing in robotics, programming, and control systems. He holds a Master of Science in Mathematics and a Bachelor of Science in Computer Engineering from EARIST and is currently pursuing his Master of Engineering in Computer Engineering at Bulacan State University. His research interests include automation, deep learning applications, and smart systems, with several published works in international conferences and journals. Engr. Fabro is also a certified professional in computer systems, hardware servicing, and mechatronics, and continues to guide research projects and curriculum development in his field.

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Manuel E. Garcia, DBA

Dr. Manuel E. Garcia is a dedicated full-time faculty member at Taguig City University, serving under the College of Business Management – Marketing Management program. He also teaches part-time in the Graduate Studies department, specifically in the Master in Business Administration program. He earned his Doctorate in Business Administration from Olivarez College Parañaque in 2018, following his Master's Degree in Business Administration from Taguig City University in 2014. With over two decades of experience in the private manufacturing sector, Dr. Garcia served in a managerial capacity at Samsung Electro-Mechanics Philippines Corporation, where he strategically leveraged the expertise acquired through his graduate education and continuous professional development. His competencies were further enriched by participation in specialized colloquia and certifications, including, ISO 1901:2011, ISO 14001:2015, and ISO 4501:2018, conducted by esteemed organizations such as SGS-CBE, TUV NORD, and TUV Rheinland Philippines.

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Nelma V. Peralta, MA

Nelma Dela Cruz is a master teacher at Ususan Elementary School. She is hardworking and has been a teacher for a long time, and she is also a loving teacher; she is a compassionate teacher.



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Featured Story



FROM SULU TO THE WORLD: THE INSPIRING JOURNEY OF A GLOBAL EDUCATOR

Dr. Sherhan Endih

In the sunlit corridors of Sulu State College, students often whisper about a man whose story reads like a testament to resilience, intellect, and leadership. To many, he is simply Sir Endih—a mentor whose classes demand discipline yet spark ambition, a figure who challenges his students to aim higher while grounding them in responsibility. But behind the academic robes and administrative titles lies a journey that stretches far beyond the classrooms of Sulu—one that bridges local realities with international experiences, and personal achievement with the collective good.

Dr. Endih's story is not just about becoming an accomplished academic; it is about becoming a global educator. His career is a living example of how knowledge and leadership transcend borders, cultures, and industries. From the bustling offices of Doha to the classrooms of Sulu, he has carried with him a vision that education must prepare individuals not only to succeed in their own communities but also to thrive in an interconnected world. His life demonstrates that the role of an educator is not confined by geography. Instead, it is defined by the ability to inspire across contexts—empowering overseas workers in Qatar, mentoring future public servants in Sulu, and building bridges between institutions across nations.

To walk into his classroom is to encounter more than theory. His lessons pulse with real-world experiences gathered from boardrooms, international conferences, and cross-cultural negotiations. Students learn not just the mechanics of management or governance, but the mindset of adaptability, respect for diversity, and ethical leadership needed in the global stage. For Dr. Endih, education is not about filling minds with information—



it is about shaping individuals who can engage responsibly in both local and global arenas.

From Sulu to the world, and from the world back to Sulu, his journey reminds us that true educators carry with them a responsibility greater than themselves: the responsibility to cultivate not only graduates but leaders—leaders who are globally competent, locally grounded, and deeply committed to service.

A Scholar with Purpose

Dr. Endih's credentials alone command admiration. Armed with a Doctor of Public Administration (DPA) in Personnel Administration, a Master's degree in the same field, and a Bachelor's in Business Administration, he stands on an academic foundation that is nothing short of formidable. His pursuit of knowledge was never accidental—it was built with persistence, discipline, and a vision for something greater than himself. Each diploma is not just a personal milestone but a stepping

stone toward a lifelong mission: to serve, to lead, and to educate.

But academic degrees, while impressive, only tell a fragment of his story. What makes Dr. Endih remarkable is not merely the accumulation of titles but how he has wielded that knowledge. He chose not to hoard it, but to use it as a tool to uplift others—whether mentoring students in the halls of Sulu State College or guiding overseas Filipino workers in Qatar who dared to continue their studies far from home. For him, education is not an end in itself but a means to transformation, both personal and collective.

In this sense, Dr. Endih embodies the spirit of a global educator. His academic preparation may have begun in Sulu, but its impact radiates far beyond provincial boundaries. He demonstrates that the true measure of scholarship is not how much one knows, but how far one's knowledge can travel—across cultures, across borders, across lives. His journey reveals a scholar who sees learning not as an individual achievement but

as a responsibility: to mold globally competent graduates who remain rooted in their values, to cultivate leaders who can navigate both the complexities of local governance and the challenges of international collaboration.

Thus, Dr. Endih's purpose as a scholar is twofold: to advance knowledge for its own sake and to ensure that knowledge becomes a bridge—connecting Sulu to the world, and the world back to Sulu. His life illustrates that being a scholar is not simply about mastery of a field, but about leaving a legacy of service, innovation, and integrity that transcends borders.

Lessons from Doha

In 2012, Dr. Endih stepped onto foreign soil in Doha, Qatar, beginning humbly as a data entry staff. Six months later, his discipline and determination earned him a promotion to HR Officer II, and soon after, he rose to the position of HR Manager at the Arab Center for Engineering Studies. Rising through the ranks in a foreign land was no small feat—it demanded cultural sensitivity, adaptability, and a deep understanding of leadership in a multicultural environment. Each challenge became an opportunity to prove that competence and integrity know no borders.

Yet even amid the demands of corporate leadership, Dr. Endih's heart remained anchored in education. As a part-time lecturer at the Philippine International Institute in Qatar, he opened doors for overseas Filipino workers who longed to pursue higher education despite the constraints of distance and time. For many OFWs, his classroom became more than a place of study—it was a sanctuary of hope, a reminder that while they were far from home, their dreams did not have to be. He taught them that education could serve as both shield and compass, protecting them from uncertainty while guiding them toward better futures.

It was here, in the crossroads of cultures, that Dr. Endih embodied the essence of the **global educator**. He was not merely imparting lessons in management or administration; he was bridging worlds. By teaching Filipino students in Qatar, he linked their diasporic experiences with global perspectives, showing them how skills learned abroad could be brought home to empower their families and communities. His classroom became a microcosm of globalization—where diverse stories, struggles, and aspirations converged, and where education acted as the common language of empowerment.

As a global educator, Dr. Endih understood that teaching in a multicultural setting required more than knowledge; it demanded empathy, adaptability, and a genuine respect for diversity. He fostered intercultural dialogue, encouraged students to draw on both Filipino values and global best practices, and modeled the kind of leadership that thrives in complexity. His Doha years highlight a crucial truth: the role of an educator is not confined by geography. Whether in Sulu or in Qatar, education becomes a force that unites people, transcends cultures, and equips learners to navigate an increasingly interconnected world.



For the overseas workers who passed through his classes, Dr. Endih was not just a lecturer—he was a mentor who showed them that learning is both borderless and timeless. And for Dr. Endih himself, Doha was more than a career milestone; it was the training ground where he grew from being an academic into a true global educator, ready to bring international insights back to Sulu while keeping his vision rooted in service and nation-building.

The Teacher Comes Home

When Dr. Endih returned to Sulu State College, he brought with him far more than advanced degrees. He carried the weight of global experiences—stories forged in Doha’s corporate boardrooms, in classrooms filled with overseas workers, and in the diverse dynamics of a multicultural workforce. These experiences did not remain souvenirs of his time abroad; they became living threads woven into his teaching, giving his lessons a richness that transcended textbooks.

In his courses on Labor Relations, Microeconomics, Organization and Management, and Good Governance, students discover that theories are not abstract formulas but living principles. His lectures pulse with authenticity, grounded in examples of real negotiations, cross-cultural teamwork, and leadership dilemmas he himself faced on foreign soil. Concepts that often appear dry in academic texts take on new life when connected to global realities. Students do not simply memorize terms—they see how those terms play out in the real world, how they shape organizations, and how they impact communities both local and international.

This is where Dr. Endih’s role as a global educator shines most clearly. He teaches not only the “what” of knowledge but also the “how” and the “why,” contextualizing every lesson in a world that is increasingly

interconnected. His students learn that to succeed, they must not only master skills but also cultivate adaptability, empathy, and ethical judgment—the very qualities needed to thrive in a global society. For many, his classroom is the first place they realize that their future is not confined to Sulu; it can extend to any part of the world, if only they are prepared.

“Education,” he often reminds them, “is not just about competence—it’s about character.” And in that reminder lies the heart of his teaching philosophy. Character, for Dr. Endih, is what allows competence to endure. It is what transforms knowledge into leadership, and leadership into service. By bringing the world back to Sulu, and by preparing Sulu’s students to face the world, Dr. Endih redefines what it means to be a teacher: not just a transmitter of lessons, but a cultivator of values that shape global citizens.

Researcher, Builder, Visionary

Dr. Endih’s influence is not limited to the classroom; it expands into the realm of research, where he has built a reputation as both a thinker and a trailblazer. His studies on employee engagement, ethics in education, and human resource management have found their place in Scopus-indexed journals and international conferences, signaling that the ideas born in Sulu can resonate on the world stage. Yet, for him, each paper is more than an academic achievement. Every study is a blueprint—a carefully crafted guide toward stronger institutions, more ethical workplaces, and employees who feel empowered to give their best. His research bridges theory and practice, offering insights that can shape policies, improve organizations, and transform lives.

But Dr. Endih does not allow his research to gather dust in libraries or archives. For him, knowledge must travel beyond the pages of journals and into the heart of institutions. As Sulu State College's Director for International Affairs since 2021, he has translated scholarship into action, forging global partnerships and signing Memoranda of Understanding with universities and organizations abroad. These connections have placed SSC in global conversations, proving that even institutions from the country's southernmost regions can have a voice in the international academic community.

His leadership has also propelled SSC into the World University Rankings for Innovation (WURI), a recognition that signals more than prestige—it reflects a culture of creativity, resilience, and forward-thinking that he himself embodies. And as Chairman of the University-hood Committee, Dr. Endih stands at the forefront of one of SSC's most significant milestones: its transformation into Sulu State University. This shift is not only administrative but deeply symbolic, marking the rise of an institution that can serve as both a regional beacon and a global partner. Here, once again, Dr. Endih embodies the essence of a **global educator**. His vision extends beyond his own achievements to the future of an entire institution and its students. He builds not just for today, but for generations yet to come—laying down foundations that will allow graduates of SSC to engage confidently with the world, while remaining proud of their roots. His research, partnerships, and leadership paint the portrait of a scholar who is also a builder and a visionary: someone who proves that knowledge is most powerful when it is shared, applied, and used to create bridges across borders.

Leadership in Action

For Dr. Endih, leadership has never been

about titles alone—it is about embodying service, collaboration, and vision in ways that uplift others. Beyond his formal administrative duties, he has consistently shown that leadership is lived, not merely declared. As Vice President of the Faculty Association, he champions the cause of faculty development, advocating for opportunities that enable his colleagues to grow as educators and leaders. As a Board Director of the Alumni Association, he strengthens the bridge between graduates and their alma mater, ensuring that alumni remain active contributors to the life and progress of Sulu State College.

His leadership extends into continuous learning, for he believes that one cannot guide others without first committing to personal growth. He has immersed himself in capacity-building programs, from engaging in strategic planning with the Philippines Future Thinking Society to contributing to halal industry research and innovation—initiatives that highlight his ability to blend local relevance with global outlook. Each program is not just another credential, but a reminder that leaders, too, must remain lifelong learners.

His alumnus badge from the prestigious Asian Institute of Management stands as both a personal milestone and a mark of distinction for the community he represents. AIM, known for shaping visionary leaders across Asia, further sharpened his capacity to lead with strategy, foresight, and innovation. Yet, true to his character, Dr. Endih did not pursue these opportunities for personal gain alone. Instead, he uses what he has learned to strengthen SSC's foundations and to prepare its faculty, students, and alumni for the demands of a fast-changing world.

In all these roles, Dr. Endih exemplifies the qualities of a global educator-leader: grounded in local realities, yet constantly seeking perspectives that connect his community to global conversations. His leadership in action is not about authority but about influence—about empowering others, opening doors, and modeling the kind of ethical, strategic, and collaborative leadership that today’s world urgently needs.

Rooted, Yet Reaching Out

Despite his wide international exposure and the prestige of global recognition, Dr. Endih’s vision has never drifted away from the shores of Sulu. His heart beats for the community where his journey began, and his dream is clear: to build an institution that is globally connected yet firmly grounded in its local roots. For him, progress is not about abandoning heritage in pursuit of global stature—it is about weaving the best of both worlds, creating a balance where tradition and innovation coexist.

He envisions a college, soon to be a university, that produces graduates who are more than degree holders. They must be innovators who can solve real-world problems, leaders who embody integrity, and citizens who understand that service is the highest expression of success. In his vision, Sulu State College is not merely an academic institution; it is a training ground for transformation, preparing students to navigate the complexities of a global stage while remaining deeply committed to their community.

The guiding principles that anchor this vision—good governance, ethical leadership, and social responsibility—are not empty slogans but living values. They are visible in how he conducts his classes, in the research he pursues, and in the policies he advocates. Students see these principles reflected in his insistence on fairness, in his belief that

leadership begins with accountability, and in his call for education to serve not just individual ambitions but the needs of society.

This is where his identity as a **global educator** shines most brightly. He understands that education must not only open doors to the world but also strengthen the foundations of home. His efforts to link SSC with global institutions, bring international best practices into local classrooms, and position the college in innovation rankings all speak to this dual commitment. Dr. Endih reaches outward, embracing the opportunities of globalization, but his roots remain deep in the soil of Sulu—ensuring that the growth he nurtures benefits not just the world but the community that raised him.

The Legacy of a Lifelong Educator

In a world where many measure success by the weight of their titles or the prestige of their accolades, Dr. Endih’s story offers a gentler yet more profound reminder: true success lies not in positions attained, but in the lives transformed along the way. His journey is a living testament to this truth. From guiding overseas Filipino workers in Qatar who longed to keep learning despite distance, to mentoring young students in Sulu who carry the promise of the future, his legacy is etched not in plaques or certificates but in the people whose lives he has touched.

What sets him apart is the seamless way he bridges worlds. Abroad, he embraced diversity and learned to lead across cultures; at home, he turned those lessons into opportunities for growth, embedding them into teaching, research, and leadership. His story is the portrait of a man who never stopped learning, never

stopped serving, and never stopped believing that education is the most powerful tool for transformation—not just for individuals, but for entire communities.

For Sulu State College—and soon, Sulu State University—Dr. Endih stands as more than an administrator. He is a builder of institutions, a shaper of futures, and a **global educator** whose influence crosses borders yet remains anchored in the soil of Sulu. His legacy is not only about what he has achieved, but about the bridges he has built: between past and future, between local and global, between home and the world.

And perhaps this is the essence of his lifelong contribution—that through education, he has shown us that no matter where one begins, learning can take you anywhere. More importantly, it can bring you back, stronger and wiser, to serve the place you call home.

Dr. Sherhan Endih is a distinguished academic and administrator with a Doctor of Public Administration (Personnel Administration), a Master of Public Administration, and a Bachelor of Science in Business Administration major in Management. His career blends international professional experience and dedicated academic service. From 2012 to 2020, he worked in Doha, Qatar, rising from Data Entry staff to HR Manager at the Arab Center for Engineering Studies, while also lecturing part-time at the Philippine International Institute to empower overseas Filipino workers.

Since 2008, he has been teaching at Sulu State College, covering courses in business and public administration such as Labor Relations, Good Governance, and Organization and Management. His research on public administration, human resource management, and institutional development has been published in Scopus-indexed journals and presented in international conferences.

Currently serving as Director for International Affairs, he has led SSC in building global partnerships, advancing its inclusion in the World University Rankings for Innovation (WURI), and contributing to its ongoing transition into Sulu State University as Chairman of the University-hood Committee. An alumnus of the Asian Institute of Management, Dr. Endih continues to strengthen his leadership through capacity-building initiatives while also serving as Vice President of the Faculty Association and Board Director of the Alumni Association.



FROM SULU TO THE WORLD: THE INSPIRING JOURNEY OF A GLOBAL EDUCATOR

Dr. Marivel “Bella” T. Sarabi

In the southernmost seas of the Philippines, where the turquoise waters shimmer against the vibrant rhythm of Tausug culture, stories of resilience are carved into every wave, every face, every community. Among these stories rises one that shines with uncommon brilliance—that of Dr. Bella, a woman whose life is as deeply rooted in Sulu as it is connected to the wider world.

To her community, she is more than a dean, a soldier, or a scholar. She is *Bella*—a daughter of Sulu whose faith has been her anchor, whose perseverance has been her sail, and whose service has been her compass. Her name carries with it the strength of someone who has weathered storms yet emerged radiant, carrying others with her.

Yet Bella’s influence cannot be confined to the shores of Jolo or the corridors of Sulu State College. To her students, she is a mentor who teaches that education is not about memorizing lessons but about shaping lives. To her colleagues, she is a leader who builds bridges between tradition and innovation. To international peers, she is a voice from the periphery proving that excellence and vision need no metropolitan address. She is a global educator—one who prepares learners not only to serve their communities, but also to engage meaningfully in a world that grows more interconnected each day.

Her journey is both personal and universal. It is the story of a woman who transformed trials into triumphs, who took the values of humility, integrity, and perseverance from her hometown and carried them onto global stages. It is also the story of what education can do when guided by conviction: break barriers, transcend borders, and nurture citizens of both Sulu and the world.

From Sulu to the world, Bella’s life is a testament that greatness need not begin in privilege or in power. It can begin in faith, in struggle, and in the quiet determination of a woman who believed that by educating others, she could change not only her community but also contribute to humanity at large.

Rising from Challenges, Rooted in Sulu

In the coastal community of Bus-Bus, Jolo, where stories of courage are told as often as the sea meets the shore, a child named Marivel was born on February 23. To the world, she would later be known as Dr. Marivel “Bella” T. Sarabi, but in those early years she was simply a young Tausug girl learning to navigate a life marked by hardship and uncertainty.

Life did not hand Bella an easy path. The challenges she faced were enough to break the spirit of many—circumstances that could have clipped her wings before she ever had the chance to fly. But instead of surrendering to these trials, Bella chose to rise above them. She carried herself with dignity, meeting adversity not as an enemy but as a teacher. Each difficulty became a lesson, each setback a stepping stone, and each pain a forge that tempered her into someone stronger, wiser, and more determined.

It is here that the foundation of a global educator was laid—not in privilege, but in perseverance. Bella learned that true strength does not come from comfort, but from resilience. These lessons, etched deeply into her character, would later shape the way she leads classrooms, mentors students, and engages with peers across the world.

Her story reveals a powerful truth: the making of a global educator is not found in foreign stages or international titles alone. It begins in one’s roots, in the struggles that refine character, and in the courage to carry those roots proudly onto the global stage. For Bella, every challenge she overcame in Sulu became a gift she now shares with the world—a reminder to her students and colleagues alike that education is not only about mastering knowledge but also about embodying resilience.

From Bus-Bus to beyond borders, Bella’s journey affirms that greatness can grow from struggle, and that the seeds of a global educator are first planted in the soil of one’s own hometown.

Shaping Educators for a Global Stage

When Bella assumed the role of Dean of the College of Teacher Education at Sulu State College in 2022, she embraced more than an administrative position—she embraced a calling. For her, the task of shaping future teachers is not confined to the transfer of lessons or the mastery of syllabi. It is about molding educators who will one day mold generations, not simply as transmitters of knowledge but as cultivators of values and architects of change.

Her academic journey speaks to the breadth of her expertise: a Bachelor of Science in Biology, a Bachelor of Secondary Education in General Science, a Master of Education, and a Doctor of Education. But more than credentials, what defines her work is vision. In every classroom, every mentoring session, she insists that education must go beyond academics. She trains her students to walk with

humility, to lead with integrity, and to endure with perseverance. Yet she also pushes them to look outward—to embrace adaptability, intercultural understanding, and global responsibility, qualities that every educator must carry in an increasingly interconnected world.

Her influence resonates not only within SSC but across the region. As Vice President Sectoral of the Faculty Association, she advocates for the professional growth of her colleagues. As Focal Person of the Regional Hub for Global Citizenship Education, she spearheads initiatives that empower students to see themselves as members of a wider human family. And as Chairman of the Ethics Committee, she ensures that ethical standards are not mere policies but lived principles, guiding both faculty and learners to pursue excellence with integrity.

Bella's identity as a global educator is further underscored by her international engagements. Whether standing before audiences in ADCLE (Greece) as a resource speaker, moderating discussions at forums hosted by IFERP and United Frontiers Academy, or sharing her insights as a panelist at Pan Pacific University, she carries with her the voice of Sulu. These platforms are not trophies of personal achievement but opportunities to remind the world that even from the peripheries, educators can shape global conversations.

In every role she assumes, Bella builds bridges: between Sulu and the world, between tradition and innovation, between local classrooms and global challenges. Her journey as dean and educator is proof that shaping teachers is, in truth, shaping the future—one that belongs not only to Sulu, but to the world.

Service Beyond Borders

For Bella, leadership has never been a title to

wear but a responsibility to live out. To her, service is not separate from leadership—it is its very essence. This philosophy is evident in the many roles she has embraced, both within and beyond the academic sphere.

She proudly dons the uniform of a Captain in the Reserve Philippine Army, a role that demands courage, discipline, and unwavering loyalty to her nation. In her military service, Bella embodies patriotism at its finest, proving that an educator's duty can extend beyond classrooms and lecture halls. For her students, this dual commitment is a powerful lesson: that education and service are not separate callings, but complementary missions that shape stronger citizens and more resilient communities.

Her sense of solidarity also finds expression in her work as an officer of the Alakdan Eagles in Sulu, a fraternal brotherhood organization that thrives on camaraderie, collective action, and community service. Whether in humanitarian efforts, civic programs, or local initiatives, Bella lends her leadership to causes that strengthen social bonds and uplift those most in need.

What makes these roles remarkable is how they reveal the hallmark of a global educator: the ability to stay grounded in one's local responsibilities while remaining mindful of the broader human family. For Bella, every act of service in Sulu echoes beyond borders. Her military discipline informs her leadership in education; her community service deepens her empathy as a global citizen. She teaches, by example, that to serve locally is to contribute globally, for every act of courage, solidarity, and compassion strengthens the fabric of humanity itself.

In donning her uniforms—whether academic robes, a military badge, or the banner of community brotherhood—Bella reminds us that true service knows no boundaries. It flows outward, from home to nation, from nation to world.

Anchored in Values, Expanding Horizons

What truly sets Bella apart is not just her academic achievements or professional titles, but the values that anchor her life. At the core of everything she does lies an unshakable faith—a faith that sustains her through trials and reminds her that service to others is the highest form of leadership. Alongside this faith stand the enduring principles she holds close: humility, integrity, and perseverance.

These values are not mere words inscribed on a mission statement; they are living truths that shape her every action. In the classroom, humility allows her to connect with students, meeting them where they are and lifting them to where they can be. In leadership, integrity ensures that every decision she makes is rooted in fairness and accountability, inspiring trust from colleagues and students alike. In life's inevitable challenges, perseverance fuels her resolve to keep moving forward, reminding others that setbacks are not endings but beginnings in disguise.

Guided by these values, Bella has cultivated an understanding of education that goes far beyond personal success. For her, education is not about climbing ladders of recognition—it is about building ethical communities, where knowledge is paired with responsibility, and achievement is matched with compassion. She envisions classrooms not just as places of learning, but as incubators of character, preparing students to become ethical leaders in their communities and beyond.

This is where her identity as a global educator shines most brightly. She believes that values like humility, integrity, and perseverance are not only essential in Sulu, but also in the global stage. By instilling these principles in her students, she is preparing them to become global citizens—individuals who can navigate diversity with respect, confront injustice with courage, and contribute meaningfully to a shared humanity.

For Bella, values are not anchors that weigh one down; they are roots that give wings. They keep her grounded in Sulu while empowering her to expand her horizons, ensuring that wherever she goes—whether in her hometown or in international arenas—she carries with her the light of ethical leadership.

A Global Educator from Sulu

She stands as both a gem of Sulu and a citizen of the world, a bridge between heritage and modernity, the local and the global. In Jolo, she nurtures the next generation of teachers, shaping their values and guiding their growth. Beyond her homeland, she carries the voice of her people into international arenas, proving that meaningful contributions can rise from even the most remote corners of the Philippines.

Her story reflects the very heart of what it means to be a global educator. Such a role does not require one to abandon their roots; rather, it calls for extending those roots outward, creating connections across cultures and building bridges of understanding between nations. In her work, Sulu is never left behind—it is lifted up, celebrated, and represented with dignity on the world stage.

For Sulu State College—and soon, Sulu State University—she is more than a dean or administrator. She is a visionary leader, reshaping the institution into one that is globally connected yet firmly grounded in Tausug values. Under her guidance, SSC is preparing educators who can serve their communities faithfully while also stepping confidently into the challenges of an interconnected world.

Her journey is living proof that the influence of a true educator knows no boundaries. Teaching becomes more than instruction—it becomes transformation. Leadership becomes more than authority—it becomes service. Education becomes more than a personal achievement—it becomes a collective force for progress.

Rooted in Sulu yet reaching across the globe, she embodies the essence of what it means to teach, to lead, and to serve—locally, nationally, and globally. Her life affirms that the journey of a global educator begins at home, but its impact can resonate far beyond, touching hearts, inspiring minds, and shaping futures across the world.

Dr. Marivel T. Sarabi, fondly known as “Bella,” is a distinguished academic leader, educator, and community servant from Sulu. Born in Bus-Bus, Jolo, Sulu, on February 23, 1977, she has built a life rooted in perseverance, humility, and faith—values that have guided her journey of service to education and society.

Since 2022, she has been serving as the Dean of the College of Teacher Education at Sulu State College, where she shapes future educators with integrity and purpose. She holds a Bachelor of Science in Biology, a Bachelor of Secondary Education major in General Science, a Master of Education, and a Doctor of Education, reflecting her lifelong commitment to academic excellence.

Beyond her role as dean, Dr. Sarabi is actively engaged in advancing education and leadership. She is the Vice President Sectoral of the Faculty Association, Focal Person of the Regional Hub for Global Citizenship Education, and Chairman of the Ethics Committee at her institution. As a trained accreditor, she ensures quality standards in higher education, while her influence has reached global platforms as a Resource Speaker in Greece (ADCLE), Session Chair in international conferences such as IFERP and United Frontiers Academy, and Panelist at Pan Pacific University.

Her dedication to service extends to her role as a Captain in the Reserve Philippine Army and as an officer of the Alakdan Eagles in Sulu, embodying her devotion to country, community, and camaraderie.





Articles

The Shifting Sands: Traditional vs. Global Educator Mindsets in the 21st Century

by *Algeber Hadjirul, MAEd*



There was a time when the classroom was a world unto itself—chalk dust in the air, neatly lined desks, and lessons delivered from the front with unwavering authority. This was the domain of the traditional educator, whose structured methods shaped generations and provided the stability society relied upon. But the world outside those classroom walls has changed. Borders have blurred, information travels at the speed of a click, and the skills needed to succeed have expanded far beyond memorization and rote learning.

In this new reality, a different kind of educator is stepping forward—the global educator—one who navigates shifting cultural landscapes, harnesses technology as a bridge, and equips students to think critically, collaborate, and adapt in a world that never stands still. The contrast between these mindsets reflects more than a difference in teaching style—it signals a profound shift in educational philosophy and practice. The challenge is not to choose one over the other, but to blend the strengths of both: the stability, structure, and proven methods of tradition with the adaptability, innovation, and global perspective of the modern era.

By honoring the past while embracing the future, educators can create learning experiences that are grounded in enduring values yet responsive to the demands of an interconnected world, preparing students not just to navigate change, but to lead it. In this way, the shifting sands of education become not a threat to stability, but the foundation for a stronger, more inclusive, and future-ready

generation of learners.

The Traditional Educator Mindset:

The traditional educator mindset, shaped by long-standing pedagogical practices, offers structure but can limit engagement and real-world readiness. It often centers on standardized curricula and assessments, relying heavily on lectures, memorization, and tests that prioritize factual recall over deeper understanding. Learning remains teacher-centric, with the educator as the primary authority and limited space for student-driven inquiry or critical thinking.

Content is largely subject-specific, with few connections across disciplines or to practical applications, and maintains a national or regional focus that restricts exposure to global perspectives. Technology integration is minimal, often used for basic tasks rather than to transform learning, sometimes hindered by unfamiliarity or resistance. While this approach provides consistency, it risks confining students to a narrow educational experience—one that needs rethinking to prepare them for a dynamic, interconnected world.

The Global Educator Mindset:

In contrast, the global educator mindset embraces flexibility, innovation, and a deep commitment to preparing students for an interconnected world. It values personalized and adaptive learning, using technology to tailor lessons to individual needs and progress. The approach is student-centric, with teachers acting as facilitators who guide exploration, inquiry, and collaboration, while nurturing

critical thinking, creativity, and problem-solving skills.

Learning is often interdisciplinary and project-based, connecting multiple subjects to real-world issues and global challenges, enabling students to tackle complex, authentic tasks. A focus on global citizenship and intercultural competence encourages students to engage with diverse perspectives, understand cultural interconnectedness, and develop empathy. Seamless technology integration transforms learning, using digital tools, global resources, and collaborative platforms to expand opportunities beyond the classroom. Finally, assessment for learning emphasizes feedback, reflection, and growth, using assessment as a guide for deeper understanding rather than just a measure of performance.

Contrasting Visions of Student Success:

The difference in mindset shapes how educators define student success. For the traditional educator, success is often measured by high standardized test scores and conformity to established norms. The global educator, however, embraces a broader, more dynamic vision—one that values critical thinking and problem-solving, empowering students to analyze information, weigh perspectives, and craft innovative solutions. Success also includes creativity and innovation, encouraging original thinking and imaginative approaches to challenges, alongside collaboration and communication, where students learn to work effectively with others and express ideas clearly.

Equally important is global awareness and intercultural understanding, fostering respect for diversity and a deeper grasp of global issues. The global educator also prizes adaptability and resilience, helping students navigate change and persist through setbacks, and promotes lifelong learning as a mindset—instilling the drive to keep growing,

questioning, and improving throughout life. This vision shifts the goal from producing test-takers to nurturing well-rounded, future-ready individuals.

Challenges and Opportunities:

The shift toward a global educator mindset brings both exciting opportunities and significant challenges. It demands robust teacher training and professional development, equipping educators with the skills to adopt innovative pedagogies, integrate technology meaningfully, and cultivate global citizenship. Curriculum development and resource allocation become critical, as implementing a globalized curriculum requires investments in technology, training, and culturally relevant materials.

Achieving this vision also hinges on addressing equity and access, ensuring all students—regardless of background or location—benefit equally from high-quality, globally oriented education. It calls for redefining student success, moving beyond standardized tests toward more holistic assessments that capture critical thinking, creativity, and collaboration. Finally, it requires overcoming resistance to change, engaging those accustomed to traditional methods in dialogue and gradual transition. While the journey is complex, the potential rewards—a generation of adaptable, culturally aware, and future-ready learners—make the effort worthwhile.

Conclusion:

The contrast between traditional and global educator mindsets marks more than just a difference in teaching style—it reflects a profound transformation in the very philosophy

and practice of education. Traditional approaches have long provided the structure and discipline on which modern education was built, but the demands of the 21st century call for something more dynamic: a student-centered, globally aware, and seamlessly technology-integrated approach. The global educator mindset champions personalized learning, nurtures critical thinking, fosters collaboration, and cultivates global citizenship—equipping students to thrive in a world that is more interconnected, fast-paced, and complex than ever before.

Embracing this shift is not a one-time adjustment, but an ongoing commitment. It requires sustained investment in teacher training, bold curriculum innovation, and strategic resource allocation to ensure equity and access for all learners. The challenge for today's educators and leaders is to bridge the gap between the stability of the past and the possibilities of the future—harnessing the strengths of traditional education while unlocking the transformative opportunities of a globalized, future-ready approach. In doing so, we lay the foundation for an education system that not only keeps pace with change but empowers students to shape it.



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Investing in Growth: Why Professional Development is the Cornerstone of Modern Workforce Success

by Asso. Prof. Erlinda K. Tutong, EdD



Introduction

We live in an age where change is the only constant. Technology evolves at lightning speed, industries reinvent themselves overnight, and the way we work has been reshaped by remote and hybrid models that were once unimaginable. In this whirlwind of transformation, professional development (PD) stands as both anchor and compass. It is no longer a luxury reserved for those with extra time or resources—it is the heartbeat of progress, the key that keeps individuals sharp, organizations resilient, and communities moving forward. More than a checklist of training programs, PD is a mindset, a culture, and a promise: that growth is possible, that potential is limitless, and that the future belongs to those who never stop learning. This article explores how intentional professional development not only equips employees with the skills they need today but also fuels the innovation and adaptability required to thrive tomorrow.

The Evolving Landscape of Professional Development

Professional development has undergone a remarkable transformation. No longer confined to annual seminars or compliance-driven workshops, it has emerged as a dynamic and deeply personal journey. Today's workforce seeks more than routine training sessions; employees crave growth opportunities that are tailored to their roles, aspirations, and the shifting demands of their industries. This shift reflects not only the changing world of work but

also the evolving expectations of workers who see professional development as both a right and a pathway to fulfillment.

At the heart of this evolution is the recognition that professional development is not simply about building skills—it is about cultivating purpose, engagement, and loyalty. The 2023 LinkedIn Workplace Learning Report reveals that 94% of employees would remain longer at a company that invests in their career development. This striking statistic underscores a profound truth: when organizations nurture growth, they nurture commitment. Employees stay not because they must, but because they feel valued, empowered, and inspired to reach their potential within a supportive environment.

Modern professional development is also deeply personalized. Instead of one-size-fits-all programs, employees now expect opportunities aligned with their unique career goals and learning styles. This can mean mentorship programs, digital learning platforms, collaborative workshops, or even cross-disciplinary experiences. The emphasis has shifted from passive learning to active engagement, where employees take ownership of their growth and see direct connections between their learning and their professional impact.

Beyond the individual, professional development has become a cornerstone of organizational success. Companies that invest in learning build a culture of adaptability and innovation, preparing their workforce to thrive in industries that change at unprecedented speeds. In doing so, they not only future-proof their organizations but also foster a shared

sense of resilience and unity among employees.

In this evolving landscape, professional development is no longer a checkbox on an HR agenda. It is a living, breathing commitment to growth—for individuals and for organizations. It represents a shift from training as obligation to learning as empowerment, proving that when people grow, communities and industries grow with them. Ultimately, the organizations that recognize this truth are not just retaining employees—they are inspiring them to stay, contribute, and lead with purpose.

Key Trends Shaping Professional Development in 2024

Professional development in 2024 reflects a workforce that values flexibility, personalization, and engagement more than ever before. One of the most significant trends is the rise of microlearning and just-in-time training. Instead of long, overwhelming courses, employees now benefit from bite-sized modules they can access exactly when needed. This approach minimizes downtime, reinforces retention, and makes learning seamlessly integrated into daily workflows.

Another powerful shift is the growing emphasis on mentorship and coaching programs. Organizations are increasingly pairing employees with seasoned mentors who can provide guidance, share experiences, and nurture leadership skills. This not only builds confidence but also creates pipelines for future leaders, ensuring that institutional knowledge and wisdom are passed down across generations of workers.

Alongside technical training, there is also a stronger focus on soft skills. Emotional intelligence, adaptability, communication, and cross-cultural competence are now seen as equally vital to success as technical expertise. In an interconnected and fast-changing world, these skills allow employees

to collaborate effectively, navigate challenges with resilience, and lead with empathy.

Professional development has also become more engaging through gamification and interactive platforms. From virtual simulations to gamified courses, learning is no longer a passive experience but an immersive one. These approaches harness the natural drive for achievement and competition, making training not only effective but also enjoyable.

Finally, data-driven professional development plans are transforming the way organizations approach learning. With the help of analytics, companies can now identify skill gaps, track employee progress, and design personalized growth pathways that align with both individual aspirations and organizational goals. This ensures that professional development is not only relevant but also strategically impactful.

Together, these trends illustrate how professional development in 2024 has evolved into a dynamic, learner-centered process. By embracing microlearning, mentorship, soft skills, gamification, and data-driven strategies, organizations are shaping a culture where growth is continuous, engaging, and deeply connected to both personal fulfillment and collective success.

The ROI of Professional Development

Investing in professional development is not simply a cost—it is an investment that yields measurable returns across every level of the workforce. For employees, the benefits are deeply personal and transformative. Access to professional development opportunities enhances job satisfaction, fuels career advancement, and builds confidence in adapting

to change. When employees feel supported in their growth, they are more motivated, more resilient, and more willing to embrace the challenges of an evolving workplace.

For employers, the return on investment is just as striking. Companies that prioritize professional development consistently experience higher retention rates, as employees are more likely to stay with organizations that invest in their futures. Professional development also drives innovation; according to Gallup, teams that engage in strong learning initiatives are 47% more likely to outperform competitors. Beyond retention and performance, investing in PD creates a workforce that is not only skilled but also future-ready, capable of navigating industry shifts with agility and vision.

The impact extends even further—reaching entire industries. A commitment to professional development builds a robust talent pool equipped to address emerging global challenges, from integrating artificial intelligence into daily operations to advancing sustainability initiatives. When individuals and organizations embrace continuous growth, industries as a whole become more adaptive, innovative, and resilient, ensuring they remain competitive on the world stage.

In this way, professional development proves its undeniable value. It uplifts individuals, strengthens organizations, and fortifies industries, demonstrating that every hour invested in growth today creates ripples of progress that extend far into the future.

Challenges and Solutions

Despite its undeniable benefits, professional development is not without its hurdles. Many organizations struggle with budget constraints, making it difficult to invest in extensive programs or continuous training. Time limitations also pose a barrier, as

employees juggle demanding workloads that leave little room for structured learning. In some cases, participants themselves may appear disengaged, treating professional development as an obligation rather than an opportunity. These challenges, however, are not insurmountable.

One effective solution lies in leveraging free or low-cost resources. Platforms such as Coursera, LinkedIn Learning, and industry webinars provide affordable and accessible options for upskilling, ensuring that even with limited budgets, growth remains within reach. Another strategy is integrating learning into daily workflows, where short, focused learning sessions are embedded into team meetings or work routines. This “learning in the flow of work” approach ensures that professional development becomes part of the culture rather than an isolated event. Most importantly, organizations must foster a culture of growth by modeling lifelong learning at the leadership level. When leaders publicly celebrate milestones and demonstrate their own commitment to growth, they set the tone for a workplace where continuous development is not just encouraged—it is celebrated.

The Future of PD: A Call to Action

As automation and artificial intelligence continue to reshape job roles, the urgency of reskilling and upskilling cannot be overstated. Organizations that treat professional development as a strategic priority rather than a checkbox exercise will not only survive but thrive in this new landscape. At the same time, professionals themselves must take ownership of their growth by seeking mentors, pursuing certifications, and embracing cross-functional experiences. The future belongs to those who

refuse to remain stagnant, who see learning not as a phase but as a lifelong pursuit.

Conclusion

Professional development is more than a workplace initiative—it is the bridge between where we are and where we aspire to be. By investing in people, organizations do not merely future-proof their workforce; they cultivate cultures of curiosity, resilience, and excellence. As leadership expert John C. Maxwell once said, “Growth is the great separator between those who succeed and those who do not.” The challenge before us is not whether professional development should be prioritized, but how quickly we can act to make it a defining feature of our workplaces and our lives.



Empowering Voices: The Role of English Teachers in a Multilingual Society

by Asst. Prof. Yoko A. Iribani, MALTE



Introduction

Across the world, every language tells a story—of culture, of identity, of belonging. In classrooms, this rich diversity does more than coexist; it creates a powerful meeting place where different voices find common ground. Here, English teachers are more than guides to grammar and vocabulary. They are mentors who help students discover how their local heritage can shine on global platforms. By opening doors to expression, they empower learners to find their voice, embrace their identity, and step with confidence into a multilingual world where every word has the power to connect, inspire, and transform.

English as a Bridge

For countless learners, English is not merely a subject to be studied—it is a bridge stretched across opportunities that once seemed out of reach. It is the key that opens doors to scholarships abroad, advanced professional training, and communication networks that span continents. Through English, a medical student in a small town can read the latest international research; a future teacher can connect with global best practices; an aspiring entrepreneur can pitch ideas to markets far beyond local borders.

Yet this bridge does more than connect people to resources—it connects people to people. In virtual classrooms, conferences, and online collaborations, English becomes a common thread that ties diverse cultures together. It allows learners to share their unique

perspectives while listening to others, building not just skills but also empathy and global citizenship.

At the same time, English must never overshadow the voices that learners bring with them. Local languages carry heritage, history, and heart. Teaching English with sensitivity ensures that students cross the bridge without leaving behind their roots. Instead, they walk forward with pride—carrying their local identity into global conversations, enriching the dialogue with the depth of who they are.

In this way, English becomes more than a tool; it becomes a journey. A journey where knowledge flows both ways, where learning empowers both the mind and the spirit, and where students step boldly into a world that values not just their fluency, but their identity and their voice.

The English Teacher as an Empowerer

An English teacher is far more than an instructor of grammar and vocabulary—they are cultural mediators, bridge-builders, and champions of identity. In their classrooms, language lessons evolve into moments of empowerment. When a student writes an essay in English about a local festival, the act becomes more than an academic task. It transforms the classroom into a stage where heritage takes the spotlight, where traditions are honored, and where local stories gain the power to echo on global platforms.

Through this process, English teachers help students realize that their voices matter. They are not only learning to communicate in a second language—they are learning to share

who they are with the world. Each essay, presentation, or dialogue is a reminder that language is not just about correctness but about connection, pride, and expression.

In this way, English teaching is not confined to textbooks. It is about nurturing confidence, cultivating cultural affirmation, and ensuring that students see themselves not as imitators of another culture, but as contributors to a global conversation. With every lesson, teachers empower learners to weave their local identity into the fabric of global discourse—proving that the English classroom is not just a place of learning, but a place of transformation.

Embracing Multilingualism

In every community, language is more than a tool—it is a vessel of memory, culture, and identity. Yet in many classrooms, the rise of English sometimes casts a long shadow, creating fears that local languages might be silenced. The challenge, then, is not to choose between English and the mother tongue, but to weave them together in harmony.

Research on Mother Tongue-Based Multilingual Education (MTB-MLE) reminds us that learning thrives when students are allowed to think, feel, and express in the language closest to their hearts. Through translanguaging, learners use their entire linguistic repertoire—shifting seamlessly between the familiar sounds of home and the global reach of English. In doing so, comprehension deepens, engagement grows, and identity is affirmed rather than diminished.

Pedagogically, this means lessons can begin in the comfort of the mother tongue, where concepts feel familiar, and gradually transition into English, where new opportunities await. This layered approach does more than teach language; it nurtures

confidence. Students come to see that their local voice is not a barrier to global participation, but the very foundation upon which global competence is built.

In embracing multilingualism, classrooms transform into spaces of inclusion and empowerment. English no longer overshadows—it partners. The mother tongue no longer retreats—it shines alongside. Together, they create a chorus of voices that carry both the richness of local culture and the openness of global dialogue, proving that true learning honors every language a learner brings into the room.

English in the Digital Age

The digital world hums with endless voices, and more often than not, those voices speak in English. From social media posts and online learning platforms to global webinars and virtual conferences, English dominates the digital landscape, shaping how knowledge is shared and stories are told. For students, this creates both a challenge and an opportunity: they can either remain passive consumers of information, or they can rise to become active creators whose voices enrich the global stage.

Here, the role of the English teacher is transformative. Beyond teaching sentence structure and vocabulary, teachers can guide learners to craft blogs that tell the story of a local festival, record videos that highlight community traditions, or design webinars that present local expertise to the world. In this way, English becomes a tool for cultural amplification rather than cultural erasure—a means to broadcast local pride through global channels.

Yet the digital age is not without its barriers. The digital divide—between those with access to high-tech tools and those without—remains a pressing concern. Empowered teachers recognize this and balance innovation with equity. They blend technology-driven lessons with low-tech or no-tech strategies, ensuring that every learner, regardless of resources, has a fair chance to engage and succeed.

In the digital age, English teaching becomes more than preparation for exams; it becomes preparation for participation. It equips learners not only to consume global content, but to create it—to add their unique voices to the online chorus, ensuring that the digital world reflects not just dominance, but diversity.

Ethical Responsibility of English Teachers

Every lesson an English teacher delivers carries not only academic value but also ethical weight. The classroom is never neutral—it is a space where choices about language can either empower or exclude. When teachers insist on a narrow standard of “native-like” English, they risk silencing the authenticity of learners whose accents carry the rhythms of their local languages. What is dismissed as “imperfect” can, in truth, be a powerful marker of identity and belonging.

This is where the concept of World Englishes reshapes the conversation. By affirming that regional varieties—whether Philippine English, Indian English, or Nigerian English—are valid, effective, and deeply expressive, educators dismantle the myth that only one kind of English deserves recognition. Language, after all, is not owned by a single nation; it is shaped by every community that speaks it.

Such an inclusive approach does more than validate linguistic diversity—it builds confidence. Students learn to see their

voices not as deficient, but as distinct contributions to a global dialogue. The classroom becomes a place where accents are not barriers, but bridges; where diversity is not corrected, but celebrated.

The ethical responsibility of English teachers, then, is not just to teach words and rules, but to model respect, inclusion, and justice. By countering linguistic hierarchies and embracing the full spectrum of Englishes, teachers help students walk into the world with dignity—knowing that their voice, in all its uniqueness, is not only enough, but necessary.

Conclusion

In multilingual societies, English teachers play an immensely transformative role. They bridge local identities with global platforms, fostering learners who can express themselves confidently in both their native languages and English. Through inclusive, multilingual, and reflective pedagogy, these educators empower voices, ensuring that no language or culture is overlooked.



Beyond the Classroom Walls: Educators as Catalysts for Community

by Asst. Prof. Hanishra A. Hadjirul, EdD



Educators play a pivotal role in shaping the future, not just within the confines of the classroom but also within the broader community. Their influence extends far beyond the transmission of knowledge and skills; educators act as catalysts for positive change, fostering community development through various initiatives and interactions. This article explores the multifaceted contributions of educators to community development, highlighting their unique capabilities and the impact they have on individuals, families, and the community as a whole.

Educators as Knowledge Brokers and Skill Builders:

Educators are not only shapers of minds within the classroom—they are catalysts for community transformation. One of their most powerful contributions to community development lies in their ability to share knowledge and skills that open doors to opportunity and empowerment. Their expertise becomes a lifeline for individuals and families seeking to improve their quality of life and actively participate in building a stronger, more resilient society.

They can offer literacy programs that address one of the most pressing barriers to development: adult illiteracy. By designing and implementing targeted initiatives, educators equip adults with essential reading and writing skills, empowering them to engage more fully in civic life, access better job opportunities, and uplift their families. They can provide

vocational training that meets the unique demands of the local economy, enabling community members to acquire practical, in-demand skills that improve employability and foster economic growth.

Educators can also **lead workshops and seminars** on topics that directly impact community well-being—financial literacy, health and wellness, environmental sustainability, and civic engagement—transforming specialized knowledge into practical solutions that address real-world challenges. In today's fast-paced, interconnected world, they are equally vital in **promoting digital literacy**, guiding individuals in mastering computer skills, practicing internet safety, and harnessing technology for education, employment, and entrepreneurship.

Educators as Mentors and Role Models:

Beyond the transfer of formal knowledge, educators hold a deeper, transformative role—they are mentors, guides, and living examples for the communities they serve. Their influence, particularly on young people, extends far beyond academic achievement, shaping values, attitudes, and aspirations that ripple through families and neighborhoods. In this capacity, educators become anchors of stability and beacons of possibility, inspiring individuals to envision and pursue a better future.

They can provide guidance and support to students and community members facing personal or academic challenges, offering not just advice but the reassurance that someone believes in their potential. These mentoring relationships foster trust, resilience, and the

courage to overcome adversity. They can serve as positive role models, embodying the dedication, integrity, and lifelong love of learning that inspire others to take education seriously and embrace personal growth. By consistently demonstrating these values, educators plant seeds of aspiration that often grow into lasting change.

Educators also **encourage active community involvement**, motivating students and residents to participate in local initiatives, from environmental clean-ups to civic advocacy. Such involvement fosters a sense of belonging, responsibility, and pride, while also building valuable skills and strengthening the bonds that hold communities together.

For educational leaders, recognizing and nurturing this mentorship role is crucial. It is through these human connections—beyond lesson plans and curricula—that educators ignite the confidence, purpose, and unity that allow communities not only to improve but to thrive.

Educators as Community Organizers and Advocates:

Educators bring to the table a powerful combination of organizational skill, effective communication, and a passion for advocacy—qualities that are essential to driving meaningful community development. Their influence extends far beyond the classroom, as they often serve as catalysts for dialogue, connectors of resources, and champions of social change.

They can facilitate community dialogues that address pressing local concerns, creating safe spaces where diverse voices are heard, differences are bridged, and collaborative solutions are forged. These conversations not only build consensus but also strengthen community unity and trust. Educators can also mobilize community resources,

connecting individuals to opportunities that align with their needs and aspirations—whether it's employment services, healthcare access, or partnerships with local organizations that can help families thrive.

In addition, educators have the credibility and insight to advocate for policy changes that support sustainable community development. By working alongside policymakers, they ensure that educational and social policies reflect the lived realities of the people they serve. Their role also extends to promoting social justice, challenging systemic inequities, standing up for marginalized groups, and fostering a culture of inclusivity and fairness.

When educators take on these roles, they become more than instructors—they become community leaders and changemakers. For educational leaders, empowering teachers to engage in these activities is not simply an added value; it is a strategic investment in building stronger, fairer, and more resilient communities.

Educators as Researchers and Evaluators:

Educators' research expertise is a powerful yet often underutilized asset in driving meaningful community development. By applying systematic inquiry and critical analysis, they can transform raw information into actionable solutions that address real needs and create lasting impact.

They can conduct needs assessments to pinpoint the most pressing challenges and uncover hidden opportunities within their communities. This evidence-based approach ensures that interventions are not only well-informed but also tailored to the specific

context, leading to programs that are both effective and sustainable. Educators can also evaluate existing community programs, measuring their success, identifying areas for improvement, and offering practical recommendations that maximize impact. Such evaluations promote accountability while fostering a culture of continuous improvement.

Equally important is their ability to share research findings with stakeholders—residents, local leaders, policymakers, and partner organizations—so that decisions are rooted in reliable data and a shared understanding of community priorities. This transparency not only raises awareness of critical issues but also invites collaboration, empowering communities to take an active role in shaping their own future.

When educators leverage their research skills in this way, they become more than facilitators of learning; they become architects of informed, strategic change—bridging knowledge with action to build stronger, more resilient communities.

Challenges and Considerations:

While educators hold tremendous potential to drive community development, their efforts come with notable challenges. One of the most pressing is time constraints. Teaching demands intensive lesson preparation, classroom instruction, grading, and professional growth, leaving limited space for sustained community work. This makes efficient time management and prioritization essential. Limited resources and funding can also hinder initiatives, as many community projects require materials, technology, or logistical support that may not be readily available. Lack of institutional backing is another concern—without administrative support or policy frameworks, educators may struggle to align their community work with school priorities.

Additionally, training gaps can limit effectiveness; educators may have expertise in teaching but less experience in areas like project management or advocacy. Finally, balancing personal well-being is critical, as overextension can lead to burnout, ultimately affecting both classroom performance and community engagement.



The Heartbeat of Tomorrow: Why Passion Fuels Early Childhood Education

by Ma. Luz Carlos, MAED-ECE



In the quiet magic of a bustling classroom—where small fingers stack blocks into castles, where eyes widen as a storybook page reveals its next adventure, and where giggles erupt in a riot of color during finger-painting—lives the heartbeat of early childhood education. Here, every moment is more than play; it's the architecture of a child's future taking shape.

Teaching young children is not just a profession—it is a calling woven from passion, patience, and an unshakable belief that every child holds limitless potential. It is the art of seeing not only who they are today, but who they might become tomorrow.

This article invites you to step into that world: to witness the profound influence of passionate early childhood educators, and to see how their dedication nurtures not just learners, but the architects of the future.

The Magic of the Early Years

The first five years of life are a symphony of growth—a time when tiny hands grasp both building blocks and boundless possibilities. In this fleeting window, the brain forges over one million neural connections every second, weaving the intricate network that will carry a child's learning for a lifetime.

In this extraordinary season, early childhood educators are not just teachers—they are architects of human potential, shaping not only what children learn, but who they dare to become.

What sets the exceptional ones apart is not merely skill, but passion—a quiet, electric current that transforms the ordinary into the unforgettable. In their hands, a morning routine becomes an adventure, and a classroom becomes a sanctuary of curiosity and wonder.

A passionate teacher doesn't just notice crayon scribbles; they see a masterpiece in motion. They recognize that a toddler's tears are a doorway to teaching empathy, that a shy child's hesitant glance is an invitation to build courage. Guided by this passion, they create spaces where curiosity blossoms, resilience takes root, and every child is not just taught, but truly seen, valued, and inspired to explore the world with open eyes and open heart.

Passion in Practice: Stories from the Classroom

Meet Ana, a preschool teacher whose day begins not with roll call, but with the unveiling of her *Wonder Wall*—a bright patchwork of sticky notes covered in her students' questions. Today's curiosities include: "*Why do stars twinkle?*" and "*How do seeds grow?*"

To Ana, these are more than questions. They are adventures waiting to unfold. A query about the stars might lead to watercolor paintings of constellations, a hands-on science experiment with flashlights and glitter, and a circle-time story about ancient sky myths. She thrives in what she calls *the beautiful chaos of why*, blending science, art, and storytelling until her classroom hums with curiosity.

Across town, Javier begins his kindergarten class with the strum of a guitar. Soon, tiny hands clap out fractions, voices count in

rhythm, and math lessons merge seamlessly with melody. For Javier, music isn't just an activity—it's a bridge to understanding. "When kids feel joy in learning," he says, "they don't just remember the lesson—they remember the feeling. That's what keeps them exploring."

Both Ana and Javier believe there is no such thing as an *ordinary* child. In their classrooms, passion is not just a trait—it's a living, breathing practice. It's in the way Ana kneels to meet a hesitant child's eyes with encouragement. It's in the way Javier rewrites a song to help one child grasp a tricky concept. It's in their readiness to change the day's plan entirely because one question sparked a collective fascination.

Challenges and Triumphs

Passion doesn't smooth the road—it makes the climb worth taking. In early childhood education, the hurdles are real: modest paychecks, scarce resources, and a society that too often overlooks the profound value of the work. Yet, passionate educators carry on, not because it's easy, but because the children in their care are worth every ounce of effort.

They innovate in the face of scarcity—spending Saturday mornings hunting through thrift stores and recycling bins for the perfect art materials. They devote evenings to workshops on trauma-informed care, learning new ways to meet children where they are. They sit with parents at kitchen tables, weaving home and classroom into a single fabric of support and understanding.

And their reward? It isn't measured in pay stubs or plaques. It's in the wide-eyed gasp of "*I did it!*" from a child who just tied their shoes for the first time. It's in the quiet tears of a parent watching a once-silent child stand tall and speak lines in a school play.

For these educators, the victories are never small. Each one is a spark—of confidence, of kindness, of courage—that can light a path for a lifetime.

A Legacy of Lifelong Impact

The influence of a passionate early childhood educator doesn't end when the school bell rings—it ripples outward, shaping futures in ways both visible and unseen. Research tells us that children who receive high-quality early education are more likely to graduate from high school, pursue higher learning, earn greater incomes, and become engaged, contributing members of their communities. But behind every statistic is a story—a child whose potential was seen and nurtured long before they could even spell their own name.

These educators are more than instructors; they are memory-makers and dream-keepers. They are the first to cheer when a child conquers the monkey bars, the steady voice reminding them they are capable when they stumble, the ones who plant seeds of self-belief that will grow for decades.

As author and educator Rita Pierson once said, "*Every child deserves a champion—an adult who will never give up on them, who understands the power of connection, and insists that they become the best they can possibly be.*" This is the heartbeat of early childhood education: passion that sows seeds for forests we may never walk through, but whose shade and beauty will shelter generations to come.

Conclusion

Teaching young children is an act of hope—a

daily leap of faith that the love, patience, and wisdom poured into tiny hands will ripple outward for decades to come. Passionate early childhood educators don't just ready children for the next grade level; they equip them for the vast, unpredictable journey of life.

In a world obsessed with test scores, deadlines, and productivity charts, these quiet heroes stand as living reminders that the most enduring lessons aren't printed on worksheets—they're etched into hearts. They are taught in the sparkle of shared curiosity, the warmth of a comforting hug after tears, and the steadfast belief that every child carries greatness within them.

To every early childhood educator: your passion is the compass pointing tomorrow's leaders toward kindness, courage, and possibility. Keep telling your stories. Keep advocating for your field. Keep nurturing those small but mighty heartbeats entrusted to your care.

And to the rest of us: early childhood education is everyone's cause. Volunteer your time, donate your skills or supplies, or simply pause to thank a teacher. Because when we stand behind the champions of children, we are building a future worth believing in.

A large, light blue sign with the text 'GET INTERNATIONAL TESOL SCHOOL' in white, bold, sans-serif capital letters. The sign is set against a background of a modern building with large glass windows.

The Function of Education in Today's Society by Nurhassan Sappayani



For centuries, education has served as the bridge that carries knowledge, values, and culture from one generation to the next. In traditional societies, it was the tool that preserved heritage, while in the Industrial Age, it became the engine that trained skilled workers to power factories, economies, and cities. Yet education, like society itself, is never static—it transforms as humanity enters new epochs of development.

Today, we live in a world no longer defined merely by machines or mass production, but by information, technology, and constant change. The shift into the Information Age—and further into what many call the Knowledge Age—demands a kind of learning that goes beyond memorization and compliance. Education now carries the profound responsibility of shaping individuals who can navigate a reality saturated with data, digital tools, and diverse perspectives.

At the very least, students must be prepared to think critically, to analyze, and to question rather than accept blindly. They must be wise consumers, not only of goods and services, but also of ideas, beliefs, and information. This critical awareness is no longer a luxury; it is a survival skill in a world where truth competes with misinformation, and where choices ripple into global consequences.

Yet the highest calling of education is not merely to produce workers or consumers, but to nurture lifelong learners—curious, independent, and resilient individuals who can locate, evaluate, process, and create

knowledge. To educate in today's society means to equip learners with the ability to synthesize information from countless sources, to use technology not as a crutch but as a partner, and to transform knowledge into wisdom that benefits both self and society.

How Students Learn

Every learner carries within them a unique rhythm of growth. Some grasp ideas quickly, while others need time to unfold their understanding. Yet beneath these differences, there are truths about learning that remain universal—guiding principles that have shaped the way teachers nurture curiosity and design their classrooms.

Learning by Doing

At the heart of genuine understanding is experience. A child who merely hears that a cube has six equal sides may recite the fact, but it is the child who touches, holds, and examines a cube who truly knows its shape. To *do* is to discover. Learning becomes powerful when ideas leap out of textbooks and take form in objects, experiments, and real-life encounters. This is why manipulatives, hands-on activities, and meaningful examples are not just supplements to teaching—they are the very bridges that turn abstract concepts into living knowledge.

Learning Through Connections

Human memory is not a filing cabinet but a vast web of associations. Every new idea must find a place within this web, linking itself to what is already known. When teachers relate new lessons to students' past experiences, the

unfamiliar suddenly becomes familiar, and the unknown becomes approachable. A lesson in mathematics can echo the patterns of a student's favorite game; a history lesson can resonate with family stories passed down through generations. In this way, learning is not a separate act but a continuation of life itself.

Learning Through Relevance and Engagement

No matter how profound a lesson may be, it fades if it does not capture the learner's heart. Students learn best when what they study feels meaningful, interesting, and alive. When lessons connect to their world, their passions, and even their sense of wonder, attention naturally follows. A classroom alive with curiosity—where discussions are engaging, activities are relevant, and learning sparks joy—becomes a place where knowledge is not forced but embraced.

How Teachers Should Teach

Teaching is more than the transfer of knowledge—it is the shaping of hearts and the awakening of minds. A true teacher does not simply prepare students for exams, but prepares them for life. In a world overflowing with information, the teacher's task is to inspire learners to keep questioning, keep seeking, and to embrace learning as a lifelong journey.

At the core of this mission lies critical thinking and problem-solving. Students should not only receive answers but be challenged to ask better questions, to reason with depth, and to explore boldly. When a classroom becomes a space of discovery, where wonder outweighs fear, the act of learning transforms from duty into delight.

Modeling the Life-Long Learner

Students mirror the examples set before them. A teacher who reads, explores, and

admits the joy of learning outside the classroom shows students that education is not confined to four walls—it is a way of life. Modeling curiosity and openness invites students to adopt the same attitude.

Inviting Active Participation

Learning thrives when students are not passive spectators but active participants. Lessons that demand engagement—through dialogue, experiments, debates, and activities—give students ownership of their education. Each voice, each idea, becomes part of the shared experience of growth.

Fostering Cooperation and Collaboration

The classroom is not a stage for competition alone but a community of learners. When teachers nurture cooperation, students discover that learning together multiplies understanding. Collaboration is more than teamwork—it is the recognition that interdependence builds stronger individuals and stronger societies.

Encouraging Courage and Excellence

To grow, students must step beyond comfort zones. Teachers who challenge learners to take risks and strive for excellence cultivate resilience. Every risk taken and every mistake made becomes not failure, but fuel for wisdom and maturity.

Practicing Patience and Compassion

Not all students learn at the same pace, and not all journeys are smooth. Teachers who extend patience, who walk alongside struggling learners with gentleness, show that education is not about speed but persistence. Compassion allows

every student to believe they can succeed.

Sharing Joy in Learning

Finally, teaching should be joyful. When a teacher radiates enthusiasm, curiosity, and even humor, the energy becomes infectious. Students not only remember what they learned but how they felt while learning. Passion makes education unforgettable.

How I Teach

For me, teaching mathematics is not simply about formulas, equations, or procedures—it is about opening a window into a new way of seeing the world. Math, at its core, is a language of logic, structure, and problem-solving. It is the rhythm that underlies patterns in nature, the strategy behind daily decisions, and the discipline that sharpens the mind to think critically. My approach to teaching, therefore, is to make math understandable, applicable, and—above all—enjoyable.

I want my students to see mathematics not as a distant, abstract subject, but as a living, practical companion to life. It is not about memorizing steps; it is about cultivating a mindset that questions, analyzes, and solves. This is why I place great emphasis on critical thinking and problem-solving—because when students learn how to think mathematically, they learn how to navigate the complexities of life itself.

Learning by Doing

Mathematics cannot be learned passively. To truly understand, students must *do* mathematics. I design lessons that actively engage them, from hands-on activities to problem-based projects. Homework and extended tasks are not meant as burdens but as opportunities for practice and mastery. The more students interact with math, the more it transforms from a subject into a skill they own.

Cooperative Learning

I believe in the power of learning together. Group work encourages students to share, explain, and even defend their reasoning. When students teach their peers, they discover the depth of their own understanding. Math, in this sense, becomes a dialogue, not a monologue—a shared pursuit where knowledge grows through collaboration and accountability.

The Joy of Mathematics

I see math as something to be celebrated. Every breakthrough, every clever solution, every “aha!” moment deserves recognition. I try to greet discoveries with genuine excitement, showing students that curiosity is a strength, not a risk. Activities I design must spark interest, for I believe if I am not excited about the lesson, I cannot expect my students to be. Joy and enthusiasm are powerful tools—they turn math from intimidating into inviting.

High Expectations and Support

I hold my students to high expectations, because I believe in their potential. I expect them to come prepared, to participate fully, and to give their best effort each day. High standards inspire growth—but they must always be balanced with patience and compassion. For students who struggle, I provide support and encouragement, reminding them that mistakes are not signs of failure but stepping stones to understanding.

Why I Teach

My journey into teaching began when I pursued my professional studies in Mathematics

Education. What started as an academic path soon grew into a vocation. When I was hired as an Instructor at Sulu State College, I discovered the joy of teaching mathematics to college students—a joy not only in solving problems but in sharing the process of discovery. There is a certain magic in seeing a student's eyes light up after wrestling with a difficult problem, in hearing them explain a strategy in their own words, or in witnessing the quiet satisfaction of their success.

Teaching, for me, has always been more than a profession; it is a relationship. It is the exchange of ideas, the shared struggle, and the mutual triumph that come from working together. Each encounter with students deepened my realization that I was making a positive impact—not only shaping their skills, but also their confidence, persistence, and perspective. That realization changed me. It pushed me to become not only a better teacher but also a researcher who seeks to understand and improve the art of education. My love for mathematics and my desire to influence lives continue to guide me toward a career devoted to math education.

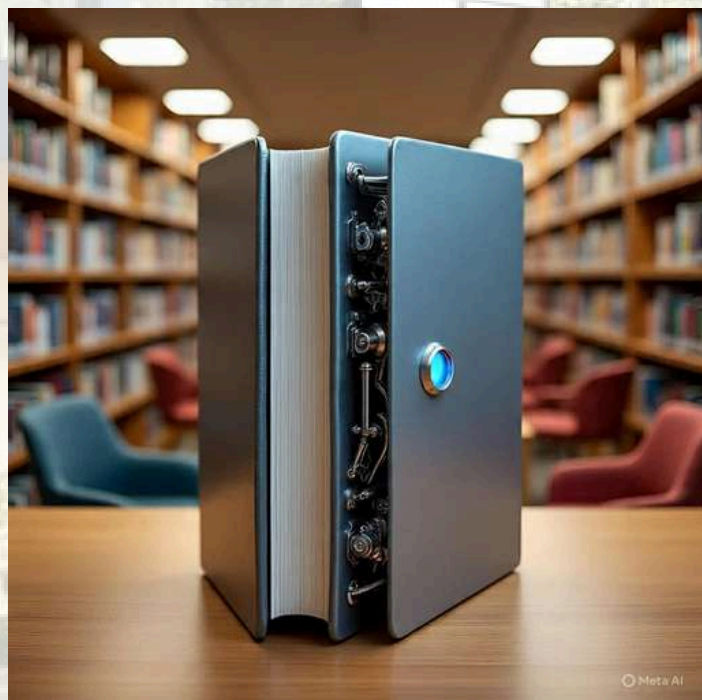
Goals

The more I learn about education, the more I realize how much remains unknown. Teaching is a humbling profession, one that reminds us that there is always room for growth. Education is not merely a science but also an art—a symphony of content, delivery, and assessment, carefully blended to meet the needs of diverse learners. Each student requires a different mix of encouragement, challenge, and guidance, and the teacher's role is to find that balance. Though my professional goals are many, a few stand at the heart of my practice:

- **To make every teaching experience rewarding and meaningful.** I want each class to be an opportunity for students to learn deeply, to question bravely, and to grow with confidence.

- To strengthen the partnership between teacher, student, and parent. Communication is a bridge, and I believe that increasing parental involvement creates stronger support systems for students to thrive.
- To align student and teacher expectations. When students and teachers share a vision of success, the learning process becomes more purposeful and effective.
- To embrace technology as a tool for transformation. In an age shaped by innovation, I aim to design creative and effective uses of technology to enhance the way my students engage with mathematics.

In the end, I teach because teaching allows me to connect—to knowledge, to people, and to possibilities. It is a profession of constant learning, constant renewal, and constant impact. To teach is to shape the future, one student at a time, with patience, passion, and hope.



The Architect of Tomorrow: Educators' Indispensable Role in Community Development

by Rejienna Nahudan Reyes



While often perceived as confined to classrooms, educators are, in reality, architects of tomorrow, playing an indispensable role in community development. Their influence extends far beyond textbooks and lesson plans, shaping the social, economic, and cultural landscape of the communities they serve. This article delves into the multifaceted contributions of educators, highlighting their unique position to foster positive change and build thriving communities.

Educators: The Cornerstone of Community Empowerment

At the core of community development lies the simple but powerful act of empowerment—giving people the knowledge, skills, and confidence to take charge of their futures. Educators are the catalysts of this transformation. They do not only teach lessons; they light pathways for individuals to grow, contribute, and thrive. Their influence shines in many crucial areas, each one a building block toward a stronger, more resilient community.

One of the most vital contributions of educators is championing literacy and foundational education. Literacy is not just the ability to read and write—it is the cornerstone of dignity, freedom, and participation in society. Without it, people are often locked out of opportunities and silenced from civic life. Educators fight this battle every day by designing and implementing programs that reach adults and out-of-school youth, giving them the chance to develop reading, writing, and comprehension skills. Each word learned

becomes a key, opening doors to information, civic engagement, and economic possibilities once thought unattainable.

Equally significant is the role of educators in delivering vocational training and workforce development. Communities thrive when their people are equipped with practical skills that align with the needs of local industries. By offering training in trades, healthcare, technology, and other essential fields, educators transform learners into active contributors to the economy. These programs do more than teach skills—they cultivate confidence, create employment opportunities, and often inspire entrepreneurship. In this way, educators are not just preparing individuals for jobs; they are shaping the very economic heartbeat of the community.

Education also extends into financial empowerment, where educators take on the role of guiding households toward stability. Financial literacy is more than numbers—it is about security, independence, and hope. Through workshops and seminars on budgeting, saving, investing, and debt management, educators provide individuals with the wisdom to make informed financial decisions. A family that understands how to manage its resources can rise above cycles of poverty, plan for the future, and withstand economic uncertainty. By nurturing financial literacy, educators empower people to live with dignity and strengthen the community's resilience.

In today's interconnected world, another critical task for educators is bridging the digital divide through digital literacy. Access to technology and the ability to use it wisely is no longer a luxury but a necessity. Without these

skills, individuals are cut off from opportunities in education, commerce, and even social participation. Educators serve as bridges across this divide, teaching computer basics, online safety, and the effective use of digital tools for communication and learning. Each lesson in digital literacy places community members on equal footing in the digital age, ensuring that no one is left behind in a society that moves increasingly online.

Educators, therefore, stand as the true architects of community development. Whether they are teaching a person to read their first word, training them for a livelihood, guiding them toward financial stability, or introducing them to the digital world, their work is transformative. They plant seeds of knowledge that grow into trees of opportunity, stability, and progress. Ultimately, when educators empower individuals, they empower entire communities to rise together.

Fostering Social Cohesion and Civic Engagement

Beyond the empowerment of individuals, education holds the power to weave together the fabric of strong, cohesive communities. Educators are not only transmitters of knowledge but also builders of trust, unity, and shared purpose. They cultivate belonging, encourage dialogue, and inspire collective action to address challenges that no individual could overcome alone. In this way, educators are at the very heart of civic engagement and social cohesion.

One of the most significant ways they achieve this is by promoting intercultural understanding and respect. In classrooms and community spaces alike, educators create environments that celebrate diversity rather than fear it. By incorporating different cultural perspectives into the curriculum and facilitating honest conversations on identity, prejudice, and discrimination, they help dismantle barriers of ignorance and

intolerance. The result is not only a more inclusive classroom but also a community that values diversity as its strength, where every culture and voice contributes to a richer whole.

Equally important is the encouragement of civic participation and community involvement. Educators plant the seeds of responsibility by teaching students that active citizenship extends far beyond the ballot box. Through service projects, voter awareness initiatives, and forums on pressing local issues, they empower individuals to see themselves as active participants in shaping their communities. A student who learns the value of civic duty in school often becomes an adult who votes, volunteers, and leads with purpose—an enduring contribution to democratic life.

Educators also play a crucial role in facilitating dialogue and collaborative problem-solving within communities. In times when society faces pressing challenges, they provide the neutral ground where diverse voices can be heard and respected. By structuring conversations that invite multiple perspectives, they help communities move beyond conflict toward cooperation. Such dialogues not only generate solutions but also strengthen trust and solidarity among people who might otherwise remain divided.

Finally, educators nurture peace by cultivating conflict resolution skills. Rather than allowing disputes to fester, they teach students and community members to communicate with empathy, negotiate fairly, and search for common ground. These skills extend beyond the classroom and into daily life, helping prevent small disagreements from escalating into larger divisions. In this way, educators become peace-builders, guiding communities toward harmony

and resilience.

Education, therefore, is not merely about personal growth—it is a force that binds people together. By fostering respect across cultures, encouraging civic engagement, opening spaces for dialogue, and promoting peaceful solutions, educators nurture communities where unity, cooperation, and harmony can flourish. In strengthening the bonds of social cohesion, they prove once more that education is the heartbeat of both individual empowerment and collective progress.

Serving as Mentors, Role Models, and Advocates

Educators occupy a unique place within their communities—not only as teachers but as trusted mentors, role models, and advocates for positive change. Their influence stretches far beyond textbooks and classrooms, shaping lives in ways that ripple through families, neighborhoods, and entire generations. Through their words, actions, and unwavering commitment, educators ignite inspiration, provide guidance, and champion the needs of those they serve.

One of the most powerful roles they assume is inspiring students to achieve their full potential. More than simply imparting knowledge, educators nurture belief in oneself. They encourage students to set ambitious goals, instill perseverance in the face of challenges, and foster a growth mindset that opens doors to endless possibilities. With every word of encouragement and every moment of patient support, educators light a fire of determination that pushes learners to unlock hidden talents and dream bigger than they ever thought possible.

Their influence is especially profound in the lives of at-risk youth. For students who stand on fragile ground, facing poverty, family struggles, or negative peer pressures,

educators often become the steady hand that guides them toward safer, brighter paths. By offering mentorship, linking students with counseling or tutoring, and serving as consistent sources of encouragement, educators provide more than lessons—they provide lifelines. In doing so, they not only keep young people engaged in school but also help them build resilience and hope for a better future.

Educators also extend their guidance to the next generation of leaders. Experienced teachers often take on the role of mentors for aspiring educators and community leaders, sharing their hard-won wisdom and professional insights. This mentoring cultivates a culture of service and dedication, ensuring that the values of compassion, commitment, and integrity are carried forward. In this way, educators become the bridge between generations, nurturing individuals who will one day step into roles of leadership and responsibility within their communities.

Perhaps most significantly, educators are advocates for their communities. With deep knowledge of the struggles that families face, they raise their voices for greater access to resources, equitable opportunities, and policies that uplift the marginalized. Whether lobbying for school improvements, championing social services, or pushing for systemic change, educators act as powerful agents of advocacy. They are not merely observers of inequality; they are active challengers of it, determined to see their communities thrive.

In all these ways, educators embody the spirit of mentorship, role modeling, and advocacy. They inspire dreams, guide the vulnerable, nurture the next generation of leaders, and fight for justice in the spaces they call home. Their work

reminds us that true education is not confined to lessons written on a board—it is written on lives, shaping not only what individuals know but who they become and what communities can achieve together.

Fostering Lifelong Learning and Community Engagement

The true measure of an educator's work does not end when the bell rings or when a student graduates. Rather, it is found in the enduring passion for knowledge and service that continues long after the classroom has been left behind. Educators are not simply tasked with preparing individuals for tests or careers; they are entrusted with the far greater mission of nurturing a love of lifelong learning and a commitment to meaningful community engagement. This mission extends into every corner of society, shaping individuals into curious thinkers, responsible citizens, and active contributors to the common good.

At the heart of lifelong learning is curiosity—the desire to question, explore, and discover without end. Educators spark this curiosity by making learning relevant, exciting, and connected to real life. They show students that education is not a fixed chapter but an ongoing journey that stretches across all stages of life. Whether through reading, skills training, or the pursuit of new technologies, educators encourage individuals to embrace growth as a continuous process. This mindset empowers people to adapt to change, seek new opportunities, and remain resilient in an ever-shifting world.

Equally important is the role educators play in fostering a deep sense of community engagement. By modeling service, collaboration, and civic responsibility, they teach that knowledge is not meant to be hoarded but shared for the betterment of all. Students who learn this lesson often grow into adults who volunteer, advocate for causes, and participate actively in civic life.

Educators help individuals see themselves as part of a larger fabric, where their contributions—no matter how small—strengthen the whole.

In cultivating both lifelong learning and community involvement, educators extend their reach far beyond their own classrooms. They create ripple effects that inspire generations to keep learning, keep questioning, and keep giving back. Their influence ensures that the pursuit of knowledge is never static, and that communities are continually enriched by engaged, thoughtful citizens.

Ultimately, educators remind us that education is not a destination but a journey, not a private possession but a shared gift. By instilling curiosity and commitment to service, they create learners who never stop growing and citizens who never stop caring—proof that the true legacy of education is measured not in years, but in lifetimes.





Abstract



LEVEL OF COMPLIANCE OF CONSTRUCTION FIRMS IN TAGUIG CITY WITH OCCUPATIONAL SAFETY AND HEALTH STANDARDS: BASIS FOR POLICY FORMULATION.

Manuel E. Garcia, DBA

Keywords : Occupational Safety and Health Standard (OSHS); Department of Labor and Employment (DOLE); Personal Protective Equipment (PPE).

The global construction industry continues to face significant challenges, particularly in establishing and maintaining consistent standards for performance and compliance with Occupational Safety and Health (OSH) regulations. In the Philippine context, construction firms play a vital role in national development, contributing to infrastructure projects such as flood control systems, housing, bridges, roads, and urban expansion. These projects not only support economic growth but also improve the quality of life in rapidly developing areas like Taguig City.

This research investigates the extent to which construction workers and managers in Taguig City adhere to the Occupational Safety and Health Standards (OSHS) mandated by the Department of Labor and Employment (DOLE). The study involved 93 construction workers and 20 managers from various firms, aiming to assess their level of compliance with OSHS across selected demographic variables—namely age, education, civil status, gender, income, and occupation. A descriptive-correlational survey method was employed to gather and analyze data.

Findings revealed a slight but notable difference in how workers and managers perceive their company's safety compliance, particularly in the implementation of health and safety programs. Managers tended to rate their firms' compliance more favorably than workers did, especially in areas such as safety awareness, training programs, inspection procedures, and enforcement of rules and regulations. However, both groups showed a high level of agreement regarding the availability and use of Personal Protective Equipment (PPE), indicating consistent compliance in this aspect.

Given the limited research focused on OSH compliance in Taguig City, this study provides valuable insights into the perceptions and practices of both workers and management. The results underscore the need for improved communication, inclusive safety training, and regular monitoring to bridge gaps in understanding and implementation. Based on the findings, a policy framework was proposed to strengthen OSH compliance among construction firms in the area, aligning with national standards and promoting a safer, more accountable work environment.



PROJECT BEE: FOSTERING ACADEMIC EXCELLENCE AND CHARACTER DEVELOPMENT THROUGH A CLASSROOM REWARD SYSTEM FOR LEARNERS AT SAN GREGORIO INTEGRATED SCHOOL

Chyla N. Biscocho, MAEd

Keywords : Project BEE, academic performance, motivation, classroom reward system, engagement, random sampling,

This action research evaluates the effectiveness of Project BEE (Be Efficient and Effective), a Classroom Reward System developed to enhance motivation, engagement, and academic performance among Junior High School learners at San Gregorio Integrated School. The study employs a random sampling method, selecting 200 students across Grades 1 to 10, ensuring a diverse representation of the school population. Data collection involves administering surveys to assess learners' perceptions of the program, analyzing academic performance records, and conducting structured interviews with 10 teachers to gain insights into the program's impact and implementation challenges. Preliminary findings reveal significant improvements in student participation in classroom activities, heightened interest in academic subjects, and increases in overall achievement rates. The results suggest that recognizing and rewarding student efforts positively influences learner motivation and fosters a supportive educational environment. However, the research also identifies several challenges encountered during the program's implementation, including monitoring student progress and maintaining consistent engagement. Based on the findings, the study proposes targeted strategies for enhancing the program's sustainability and effectiveness, aiming to create a more vibrant and productive learning atmosphere.



IMPACT OF THE INTENSIVE IMPLEMENTATION OF PROJECT APOSTLE IN THE READING PROFICIENCY OF GRADE 8 LEARNERS OF SAN GREGORIO INTEGRATED SCHOOL

Chyla N. Biscocho, MAEd

Keywords : peer-assisted learning, literacy intervention, reading comprehension, COVID-19 learning loss, Functional Literacy Assessment Tool (FLAT), reading fluency, educational equity, student engagement.

This action research explores the effectiveness of Project APOSTLE (Active Participation of Students' Tutorial for Learning Enrichment) in addressing the literacy challenges among Grade 8 learners at San Gregorio Integrated School for the 2023-2024 school year. The project was designed to mitigate the adverse effects of the learning loss caused by the COVID-19 pandemic through structured, peer-supported tutorials. Fifty Grade 8 learners participated, and their reading proficiency was measured using the Functional Literacy Assessment Tool (FLAT) before and after the implementation of the project. The pre-assessment revealed that 68% of students were reading below the expected proficiency level. Following the intervention, 85% of learners showed significant gains in reading comprehension, with 42% achieving the appropriate grade-level proficiency. Furthermore, the program resulted in increased reading fluency, with learners improving their average reading speed by 28%. Participant feedback highlighted that 93% felt more engaged and motivated to read regularly, reinforcing the effectiveness of peer-assisted learning.

The research identified some challenges, including limited resources and student absenteeism, which were mitigated through strategic adjustments during the program. The study concludes that peer-led tutorials are a valuable intervention for reducing literacy gaps and suggests that scaling up similar initiatives could help address educational disparities in post-pandemic learning environments.



BEYOND RHYME AND RHYTHM: POETRY AS A TOOL FOR LANGUAGE MASTERY AMONG ENGLISH MAJORS AT SULU STATE COLLEGE

Asst. Prof. Yoko A. Iribani, LPT, MALTE

Keywords : poetry, English majors, language mastery, Sulu State College, language learning

Poetry has long been regarded as one of the most expressive literary forms, reflecting not only beauty in words but also depth in thought and culture. For English majors, poetry serves as more than an artistic endeavor—it is also a valuable tool for developing language skills. This study explores the role of poetry in enhancing language mastery among English majors at Sulu State College. Using a descriptive research design, data were gathered from 50 respondents through a structured survey and open-ended reflections. Findings revealed that poetry significantly contributed to vocabulary development (80%), reading comprehension (76%), grammar awareness (64%), creative writing (84%), and oral communication skills such as pronunciation (72%) and listening (56%). While challenges were noted in interpreting abstract and metaphorical texts (60%), these difficulties fostered critical thinking and deeper analysis. Overall, the study affirms that poetry is both a creative outlet and an academic tool that strengthens linguistic competence, confidence, and self-expression.

Language learning is often viewed through the lenses of grammar rules, vocabulary drills, and structured exercises. However, beyond these technical aspects, literature—especially poetry—offers a more creative and meaningful pathway toward mastery. Poetry combines rhythm, imagery, and emotion, providing learners with opportunities to engage with language in authentic and memorable ways.

In the context of Sulu State College, English majors are expected to excel in both academic and creative dimensions of language. While they are exposed to traditional forms of instruction, poetry remains an underutilized yet promising avenue for language development. Through its unique structure and artistry, poetry encourages learners to play with words, appreciate sound and meaning, and connect personal experiences with language use.

This study investigates how poetry can be used as a pedagogical tool to strengthen English majors' language proficiency in reading, writing, listening, and speaking.



THE EFFECTIVENESS OF MATH ARITHMETIC TECHNIQUES HELP IMPROVE NUMERACY IN INTEGRATION OF KNOWLEDGE (MATHINIK) TO GRADE-FOUR PUPILS OF TAGUIG INTEGRATED SCHOOL FOR SCHOOL YEAR 2024-2025

Delia V. Gonzales, MAEd

Mathematics is anywhere, everywhere and always real. The mathematician Benjamin Peirce called "Mathematics" the science that draws conclusion. Albert Einstein on the other hand stated that "as far as the laws of mathematics refer to reality, they are not certain; and as far as they are certain, they do not refer to reality."

Children as learners today, feel nervous and have fear once they hear the mathematics. They fear that when it comes to numbers they might suffer from shame, rejection and neglect. As teacher of today's generation, I think of strategy or technique that all learners will enjoy, have fun, no fear, with enthusiasm and will boost their confidence. Using this technique and strategy, will surely encourage learners and bring them to a more challenging world of numbers and continue to be more progressive in real life.

Basic arithmetic skills are essential for a student's overall academic success, particularly during the early years of education. This study, titled "The Effectiveness of Math Arithmetic Techniques Help Improve Numeracy in Integration of Knowledge (MATHINIK)," focuses on grade-four pupils at Taguig Integrated School. At this stage, students are expected to build strong numeracy skills that will help them tackle more advanced math concepts. The aim of the research is to explore specific arithmetic techniques that can enhance these skills and promote a deeper understanding of math in relation to other subjects.

The motivation for this study comes from the challenges many grade-four students face in mastering basic arithmetic operations. These difficulties can lead to a lack of confidence and negative feelings toward math. By identifying effective techniques, this research seeks to provide teachers with practical strategies that not only improve numeracy but also encourage a well-rounded understanding of math as it connects to other areas of learning. This is particularly important in diverse classrooms where students have varying backgrounds and abilities.

MATHINIK (Math Arithmetic Techniques Help Improve Numeracy in Integration of Knowledge) will really be of great help to our learners who are striving to be more knowledgeable and equipped with the skills they need. Learners will enjoy Math and most especially they are now ready to accept more difficult tasks in underlying numeracy. And as part of real-life situations, no more fear instead excitement and willing to embrace the fast-changing world, the 21st Century.

The Math teachers will construct a 25-item test teacher-made test align with MATATAG CURRICULUM and will be administer to selected groups. After the use of MATHINIK (Math Arithmetic Techniques Help Improve Numeracy in Integration of Knowledge) techniques, learners will take the Post-test to measure if there will be a significant increase in the academic performance level before and after the study is conducted.

The findings from this study could be a valuable resource for educators and school leaders when planning future initiatives. By showcasing how specific arithmetic techniques can boost student performance, the results can inform curriculum design, teaching methods, and assessment practices. Additionally, the research may guide professional development for teachers, giving them new tools to enhance their instruction. Ultimately, this study aims to create a more effective learning environment, helping grade-four pupils at Taguig Integrated School develop a stronger understanding of math and its applications.



Short Story

Ang Paborito kong Guro

by *Nelma V. Peralta, MA*



Si Lorena ay nag-aaral sa Paaralan ng Ususan Integrated School siya ay nasa ikatlong Baitang sa Elementarya at Siyam na taong gulang siya ay Pangatlo sa anak nina gng. Carmen at Jose Fernandez.

“Magandang Tanghali sainyo mga bata kumusta ang inyong araw? nag-aral ba kayo ng mga aralin ninyo?”

“Opo! Mam, sambit ng mga mag-aaral, mabuti naman kung ganon mga bata ngayong araw na ito ay mayroon ako sainyo ipapagawa dahil araw ng mga guro ngayon mayroon akong inihanda dito na mga puso at lalagyan niyo ito ng inyong mensahe para sa inyong mga guro wika ni Gng. Nelma

“Mam, ilalagay po ba namin sa puso ang mensahe namin sa aming mga guro kasama na din ang pinaka paborito naming mga guro mababasa po kaya nila ito wika ni Lorena.

“wow, gusto ko ito mam marami din akong paborito na guro mababait at maunawain po kasi sila at hindi po nagagalit sambit ni Carla,

“mga bata kagaya ng sinabi ko saniyo itong mga naka gupit na mga puso na ito ay ilalagay ninyo ang mga mensahe ninyo kahit ano gusto niyong mensahe sigurado naman na matutuwa ang inyong mga guro at tiyak mababasa nila ito kasi ididikit ko ito sa board.

“at buong pananabik na nagsimula na ang mga bata sa paglalagay ng mga mensahe nila sa paborito nilang guro bakas sa mukha nila ang kasiyahan dahil sa pagkakataong binigay sa

kanila ng kanilang guro na si Gng, Nelma

“mga bata tapos na ba kayo? tapos na ang oras ko sainyo at kukunin ko na inyong mga puso ninyo at ididikit ko na sa board sa labas.

“Opo, Mam tapos na kami wika ng mga mag-aaral.

“habang inaayos ni Mam Nelma ang mga puso na ginawa ng mga bata ay napansin niya na kakaiba ang mensahe sa kanya ng batang si lorena na nagpaantig at napangiti siya sa labis na mensahe ni lorena sa kanya.

“Mam bakit po kayo napapangiti diyan? Siguro nagustohan mo po ang mga mensahe namin sayo? sambit ni lorena.

“lorena, halika muna saglit at may sasabihin ako saiyo?

“hindi ko alam na labis mo pala akong hinahangaan bilang guro napasaya moa ko at napapaliyak ako sa mensahe mo sa akin? Ganon din naman ang iba mo na kamag-aral pero ikaw tla ang nagtatak sa isip ko salamat lorena.

“Opo, Mam ikaw po ang paborito ko na guro sa lahat kasi po mabait, maunawain at bihira ka lang po magalit sa amin pinapakinggan mo kami kapag mayroon kaming problema ganon din naman po ang iba namin na guro pero ikaw po ang paborito ko sa lahat mam, nakikita ko kasi mam ang nanay ko po sainyo? pero wala na po siya maaga po siyang nawala.

“ganon ba lorena, palagi mo tatandaan na lahat ng guro ay kaya minsan nagagalit ay siguro sa sobrang matitigas ulo at hindi nakikinig sa pangaral at pagtuturo pero salamat lorena sa

mensahe mo para sa akin at gagalingan ko pa sa pagtuturo kayo ang aking mga inspirasyon bukod sa aking pamilya.

“ salamat po mam,

“ ganon din sa inyo mga bata napasaya ninyo ako sa inyong mensahe salamat at ako ang inyong naging paboritong guro mga bata pakatatandaan palagi na ang mga guro minsan kailangan magalit para ipakita sainyo ang tamang pagdidisiplina hindi dahil galit kami ay wala na kaming pakialam sainyo? pinapakita lang namin na mali ang inyong ginagawa kaya dapat mahalin at huwag bigyan ng sakit ng ulo ang inyong mga guro para hindi magagalit. Nauunawaan ninyo ba mga bata.

“ Opo, Mam maraming salamat po sa aming paboritong guro Maligayang Araw ng mga guro Mam Nelma sambit ng mga mag-aaral.

“ Maraming salamat sa inyo mga anak, batiin ninyo din ang inyong mga guro mamaya huwag kalimutan.

“ Opo, Mam ingat po kayo?

“ habang nilalagay ni Mam Nelma ang mga puso sa blackboard labis ang kasiyahan niya na kahit hindi madalas sinasabi ng mga mag-aaral niya na ang magagandang katangian niya hindi niya akalain na nakikita ng mga mag-aaral ang kabutihan at pag titiyaga niya sa kaniyang mga mag-aaral na kahit na minsan ay nagagalit siya puro mga positibong mensahe ang sinabi ng mga mag-aaral nito sa kaniya.

“ Ruben, sino ang nilagay mo na paborito mo na guro lima sila na paborito ko magagaling at mababait kasi sila na mga guro natin.

“ Ako si Mam Nelma , kasi nakikita ko sakniya ang nanay ko namimiss ko na nga ang nanay ko sana kung buhay lang siya ipapakilala ko sakniya si Mam Nelma. tsaka alam mo ruben si Mam Nelma sobrang maalalahanin siya sa

atin ano sana nga siya pa din ang guro natin sa susunod na taon sambit ni lorena.

“ pero hindi ba? ang sab inga ni mam lahat naman ng mga guro natin ay mababait kaya lang sila nagagalit kasi pasaway tay hahaha.

“ Oo nga, pero siyempre iba pa din ang paborito ibig sabihin noon siya ang pinaka mabait at gusto ko kaya nga paborito ikaw Talaga ruben.

“ baka sipsip ka lang kay mam nelma haha joke lang.

“ hoy! Hindi ha lahat naman sila gusto ko din pero sabi nga diyan sa puso ni mam ilagay ang mga mensahe natin sa ating guro kasama na ang paborito mo na guro nagpakatotoo lang ako hindi ako sipsip wika ni lorena.

“ siya sigi na baka mamaya awayin muna ako at hindi muna ako kausapin.

“ alam mo ba ruben kapag laki ko gusto ko maging guro at maging katulad ni Mam lorena tutuparin ko ang mga pangako ko sa aking nanay na mag-aaral ako ng mabuti at magiging isang huwaran na guro alam ko napakahirap maging isang guro dahil sa trabaho nila pero to ang gusto ko kaya ngayon palang pagsusumikapan ko na marating ang aking mga pangarap.

“ Talaga ba? kaya naman pala halata sayo? tsaka ang talino at sipag mo din salamat saiyo lorena kung hindi dahil saiyo hindi din ako magiging masipag na mag-aral.

“ kaya naman hindi nagtagal ng makatapos na si lorena sa kaniyang pag-aaral siya ay naging isang mabait at mahusay na guro sinundan niya nga ang yapak ni Mam Nelma na isa sa naging inspirasyon niya sa pagtuturo dahil si Mam

Nelma ay retiro na sa pagtuturo labis ang kasiyahan ng guro niya ng mabalitaan nito na naging guro na ito at sa mismong paaralan din ito nila nagtuturo.



“Ang Mahika ng Panyeta ni lola Maria”

by Arlyn F. Monternel, MAEd



“ Si lola Maria ay nakatira sa kabundukan ng Kabias kilala siya bilang isang lola na mabait, masipag, at mapagbigay siya ang pinakamatagal na naninirahan sa lugar ng kagubatan ng kabias marami na din ang nagpatunay na siya ay tumutulong sa mga taong naliligaw doon. Isa na ang batang si Romel napagalaman din na sa lugar na iyon ay isang kumpas lang sa panyeta na nakalagay sa maputing buhok ni lola ay nagbibigay ng Mahika at anumang kahilinga ng isang tao basta nababasa nito kung busilak ang kalooban ng taong humihiling.

“ tao po, may tao po ba diyan? Tulungan ninyo po ako naliligaw po ako? tulong , ang wika ni danilo.

“ aba, bata naliligaw ka ata sino ang kasama mo? ikaw ngayon ay nasa kagbutan ng kabias dahil hindi ka taga dito saan ka nakatira? Ang wika ni lola Maria.

“Opo! Lola naliligaw po ako hindi ko alam saan ang lagusan pa uwi lola. Gutom na gutom na po ako lola. Tatlong araw na po ako naglalakad, tiyak na hinahanap na ako ng aking mga magulang.

“ Bakit ka ba naligaw at paano ka nakapunta dito sa kagubatan sigi , isama muna kita sa aking bahay at may masasarap na pagkain doon.

“ ganito po kasi iyon lola, naglalaro lang kami ng aking mga kaklase ng tagi taguan hanggang sa hindi ko na namalayan na nakarating na ako dito sa dulo ng kagubatan sila nga hindi ko na po alam kung nasaan na po sila

“ Naku, ganon ba? Siya sigi kumain ka na muna halatang gutom na gutom ka iho! Mabuti nalang at mayroon ako palagi na masarap na pagkain at iyon nga palagi dito na may naliligaw na dayuhan pasalamat sila at ako ang nakakakita saknila kung mababangis na hayop o mga masasamang engkanto dito sa gubat sigurado wala na sila.

“ salamat po talaga lola, sa pagtulong sa akin at pagpapakain pasalamat nalang ako at ikaw ang nakakita sa akin at tinulongan mo ako lola.

“ ikaw lang po ba ang mag isang namumuhay dito lola.

“ Oo, ako lang iho pero bagamat ako lang nakatira dito at wala na ang aking pamilya ay masaya pa din akong namumuhay na mag isa kasama ang mga alaga kong mga hayop, tahimik ang pamumuhay ko dito iho.

“kaya po lola halata po. At hindi po halata na matanda na kayo parang wala kasi kayong problema.

“ salamat naman iho kung ganon.

“ Kinatanghalian pagkatapos kumain ay naihatid na din ni lola Maria ang batang si Romel , sa lagusan pauwi at labis ang saya at pasasalamat ng batang si Romel sa pagtulong ni lola Maria.

“ Maraming maraming salamat po lola sa pagpapatuloy at pagpapakain ninyo sa akin utang ko po sa inyo ang aking buhay kapag may oras po ay dadalaw dalawin po kita, mag ingat ka dito lola.

“ Walang Anuman iho. Aasahan ko mag ingat ka palagi kasama ang iyong pamilya at iyong mga kaibigan.

The Heart of Education: How a Teacher's Compassion Changes Lives

by Anang Fatma T. Jawali, Ed.D



In every classroom, beyond the chalkboard dust, the ink of grades, and the rhythm of lesson plans, lies a force far greater than any academic lesson: compassion. Knowledge sharpens intellect, discipline molds character, and hard work builds resilience—but compassion breathes life into learning. We often celebrate teachers for their wisdom, their patience, and their tireless dedication, yet what lingers in the hearts of students is not the brilliance of the lecture but the warmth of the human behind it. A teacher's compassion is not loud or dramatic; it is often hidden in the smallest gestures—a reassuring smile on a difficult day, an extra minute spent explaining, a gentle word that restores confidence. These are not written in grade books, nor measured in test scores, yet they remain etched in memory long after formulas are forgotten and textbooks are closed. Compassion is the quiet legacy of teaching, the invisible seed planted in young hearts that grows into courage, kindness, and hope. Long after the classroom walls are left behind, it is this gift of compassion that continues to guide, reminding us that the greatest lessons are not always taught, but felt.

Building upon this truth, compassion in teaching goes far deeper than guiding a student through a math problem or correcting errors in an essay. It is the gift of seeing the person beyond the performance—the soul behind the silence, the story behind the mistakes. It means recognizing the heaviness hidden beneath a forced smile and responding not with judgment but with gentleness. It is the quiet act of offering comfort when the world feels unkind,

of extending patience when life seems to demand perfection. Such compassion is not about solving every problem but about reminding a student that they are not alone in their journey. Though such moments may appear small, they plant seeds of hope—tiny reminders that someone believed in them, someone cared. These seeds, invisible at first, grow silently within the heart, often blooming years later into resilience, kindness, and the courage to persevere.

Moreover, a compassionate teacher understands that not all students begin their journey from the same starting line. Some arrive carrying invisible weights far heavier than their backpacks—burdens of worry, loss, or unspoken battles. These teachers choose not to measure students solely by grades or compare them to an imagined standard; instead, they meet each one where they are, with patience and empathy. They become steady hands that lift when confidence falters, voices of encouragement that celebrate even the smallest victories, and companions who choose to walk alongside rather than lead from a distance. For such teachers, education is never confined to textbooks and examinations—it is a living act of love, empathy, and resilience. It is the art of shaping not only sharp minds but also strong hearts, reminding every student that they are seen, valued, and capable of more than they ever believed possible.

This kind of compassion, importantly, does not end when the school day does. Many teachers extend it far beyond the walls of their classrooms. It is found in the late-night effort of writing a heartfelt recommendation letter, in the quiet footsteps taken to visit a student's

home, and in the countless hours spent mentoring long after formal duties are done. Sometimes it is revealed in silent sacrifices—choosing to set aside personal comfort so that a child may feel supported. And in moments of crisis—whether poverty, illness, natural disasters, or the uncertainty of a global pandemic—these teachers do not withdraw. Instead, they adapt. They send words of encouragement across distances, check in when isolation feels unbearable, and find creative ways to ensure learning continues even when the world itself seems to pause. Their compassion becomes a steady flame, lighting the way forward when everything else feels dark.

Indeed, the legacy of a compassionate teacher is not written only in test scores, medals, or diplomas, but in the enduring way they make their students feel—seen, valued, and capable of more than they ever imagined. Lessons in algebra or history may fade with time, but the memory of kindness remains vivid. It lingers in the heart as a quiet strength, often resurfacing in moments of doubt to whisper encouragement. For many students, compassion is not just comfort in the present—it is the spark that ignites a lifelong fire, inspiring them to dream bigger, to work harder, and to believe in themselves even when the world whispers otherwise. In this way, the influence of a compassionate teacher stretches across lifetimes, shaping not just scholars but human beings who carry that kindness forward into their own families, communities, and futures.

Furthermore, compassion in teaching shapes more than individuals—it shapes societies. The kindness shown by one teacher to one child often ripples outward in ways unseen. A student who is uplifted by compassion may grow into an adult who uplifts others. The patience modeled in the classroom can become patience extended in homes, workplaces, and communities. In this sense, every act of compassion is not just an investment in a student, but in humanity

itself. The classroom becomes the seedbed of empathy, where future leaders, parents, and citizens learn the quiet power of caring for others.

It is also worth remembering that compassion strengthens teachers themselves. In choosing to care, they deepen their own humanity. They learn to listen more attentively, to see beyond appearances, and to lead with humility. Their work reminds them daily that education is not about perfection but about growth—both for students and for themselves. Teaching with compassion is a lifelong journey of becoming: becoming more patient, more resilient, and more attuned to the shared struggles of others. In this way, compassion is not only a gift given but also a gift received.

And so, in a results-driven world that too often values numbers, rankings, and accolades above all else, it becomes vital to remember the human heart of education. Compassion is the invisible thread that binds teaching to its truest purpose. It is what transforms a profession into a calling, and a classroom of desks into a sanctuary of growth and belonging. When a teacher leads with compassion, every lesson carries more than knowledge—it carries dignity, hope, and love. In that sacred space, teachers are not only shaping minds; they are shaping lives, leaving behind a legacy far richer than any grade could ever measure.

Ultimately, the heart of education beats strongest not in the pursuit of perfect scores, but in the compassion that gives learning its true meaning. Every teacher who chooses to see beyond the lesson plan, who dares to care when it would be easier to remain distant, writes a story that no textbook can capture—a story of lives touched, spirits lifted, and futures

reshaped. And if education is indeed the bridge to a better tomorrow, then compassion is the foundation on which that bridge is built. May every classroom become not just a place of instruction, but a sanctuary of kindness, where both teachers and students are reminded that knowledge may open doors, but compassion opens hearts.



A Love That Endures: A Single Mother's Journey *by Asso. Prof. Marivel T. Sarabi, EdD*



The halls of Arturo Eustaquio College once rang with the laughter of youth and the whispers of first love. It was there that I met the man who would become my husband. Our romance was swift, a beautiful whirlwind that carried us to marriage within a year. He pursued a degree in Public Administration, and I walked the path of science, graduating with a BS in Biology. Soon, he wore the uniform of a policeman—a protector of peace—while I embraced the quieter, sacred role of housewife and mother, nurturing the beginnings of what would become our greatest joy: five beautiful children.

For a time, life was a tapestry woven in gold—threaded with love, laughter, and dreams whispered in the stillness of the night. But fate has its own design. In what felt like the blink of an eye, I was left a widow, a single mother with five little souls looking to me for strength I wasn't sure I had. The man who had been my partner, my protector, and my love was gone. In the silence he left behind, I felt fear press against me like a heavy cloak. Nights blurred into sleepless hours filled with tears, each one a reminder of the dreams we had built together that were now mine alone to carry.

And yet, when I looked into the innocent eyes of my children, I found my reason. I could not break. I could not falter. I had to be their anchor in the storm. With trembling hands but a determined heart, I sought work, desperate to provide for them. By Allah's grace, I was hired.

What followed were years of exhaustion and sacrifice. Each day was a battle to balance the demands of work, the pursuit of further

education, and the relentless duty of raising my children. Fear became my shadow, following me everywhere—but love became my light. My children's laughter was a melody that drowned out despair. Their smiles gave me strength when mine was fading. Their dreams became my compass.

Through hardship, I pursued education once more, not just for myself, but for them. Every book I opened, every class I attended, was a brick laid in the foundation of a brighter future for my family. It was not easy. There were nights when fatigue threatened to undo me, mornings when uncertainty weighed heavy, but I pressed on. For them, I had to.

Now, I look at my children—grown, thriving, carving out their own journeys—and my heart swells with pride. Their successes are not mine alone, but together they are our victory, the harvest of love sown in years of sacrifice. I stand tall today, not because life was easy, but because love gave me the strength to endure.

To every single parent who may feel the world pressing down on your shoulders, I share this truth: **Love your children as fiercely as you love yourself.** In them, you will find courage. In them, you will discover purpose. The road is not easy, but remember—Allah is with you in every step, guiding, protecting, and lighting your way.

The journey of single parenthood is not defined by what was lost, but by the love that endures. And that love, unshakable and eternal, will always be enough.

From Humble Beginnings to Academic Excellence: A Global Educator's Story of Perseverance and Triumph

by Asso. Prof. Marivel T. Sarabi, EdD



Great journeys often begin in the humblest of places. Mine began in Surigao del Sur, where dreams felt distant but determination ran deep. I was only three when my parents separated, too young to fully understand, yet old enough to feel the weight of responsibility. Life had handed me challenges early, but it also planted in me the seed of perseverance—one that would later define not only my personal journey but also my calling as an educator to the world.

That seed grew quickly. At Pilot Elementary School, I discovered the sweetness of achievement, excelling in class and earning first honors. When life carried me to Sulu, I pressed forward and graduated as valedictorian. My academic journey expanded at Notre Dame Jolo for Girls, where a scholarship became both my lifeline and my motivation. By the time I entered college, first at Zamboanga Arturo Eustaquio College and later at MSU-Sulu, I had learned that education was not simply about securing a degree—it was about resilience, adaptability, and the power to shape lives.

Motherhood deepened this realization. As I raised five children, often under the shadow of grief after the passing of my husband, I understood education in its truest form: not just as formal schooling, but as the daily act of **modeling strength, faith, and perseverance**. Even while juggling work and studies, I pursued my Master's, then my **Doctor of Education**, knowing that every step I took opened doors not only for myself, but also for those I would one day guide as students and future teachers.

My teaching journey began modestly as a contractual instructor. Yet every lecture I gave carried a vision beyond the four walls of the classroom: to prepare students not just to pass exams, but to become citizens of a wider, interconnected world. Education, I believed, should not stop at borders—it should empower learners to engage with global issues, embrace diversity, and contribute to building ethical, compassionate communities.

Today, as **Associate Professor and Dean of the College of Teacher Education**, I carry that vision forward. My role is not only to mentor future teachers, but to **inspire global educators**—those who can bring Filipino values of resilience, integrity, and humility into classrooms everywhere, whether in local barangays or across international platforms. From Sulu to Surigao, from lecture halls to global forums, the lessons of perseverance have carried me, reminding me that **education is the bridge between personal struggle and global impact**.

Looking back, my story is not just about triumph over adversity—it is about transformation. From a child of separation to a single mother, from scholar to educator, from the classroom to the world stage, my journey proves that **anyone, no matter how humble their beginnings, can become a light for others—locally and globally**.

To every dreamer facing hardship, I say this: **Never surrender your dreams**. Let adversity mold you into strength, let faith anchor your path, and let education be your compass. For in the end, our greatest triumph is not just in what we achieve for ourselves, but in what we inspire in others—across classrooms, across cultures, and across the world.

“When Teaching Becomes a Lifelong Legacy”

by Anang Fatma T. Jawali, EdD



For twenty-six years, I have stood in the classroom—sometimes weary, sometimes tested, but never defeated. Teaching has never been an easy road. It is a journey of triumph and trial, of moments that lift the spirit high and moments that nearly break it. Yet in every chapter of my life, one truth remains unwavering: my passion to teach, my calling to serve, and my commitment to nurture the minds entrusted to me.

My story is not one of perfect balance. It is a story of struggle, sacrifice, and strength found in the tension between two noble roles—an educator and a mother. As a mother of five, my heart is constantly divided between the demands of the classroom and the cries of my home. Two of my children, both warriors of thalassemia, face battles that require unyielding care, love, and patience. Their fragile health has often tested my own resilience. Their pain has been my pain, their victories my quiet celebrations. And yet, even in those moments when the weight of responsibility threatened to overwhelm me, I found myself returning, again and again, to the chalkboard, the lecture hall, and the eager faces of my students.

For teaching is more than a career. It is a covenant etched deep in my heart, a promise to every young soul who walks into my class. Each time I step into the room, I am reminded of why I chose this path. Every lesson delivered, every dream encouraged, every spark of understanding in a student's eyes fuels me to carry on. In those moments, the heaviness of my struggles is lifted, if only for a while, replaced by the certainty that my purpose is

clear: to shape lives, to build futures, and to leave behind a legacy that outlives me.

There were seasons when my commitment was tested—when exhaustion whispered that I had given enough, when doubts questioned whether the sacrifices were worth it, when my heart wondered if it was fair to divide myself between motherhood and teaching. But it is in those very moments that the essence of dedication is revealed. True passion does not thrive only in ease; it grows stronger in adversity. True commitment is not measured by how much we give when life is smooth, but by how firmly we stand when the storms rage.

My life has been such a storm and such a testimony. I am both a teacher and a mother, bound by love, driven by purpose. My children, in their courage to fight an illness they did not choose, remind me daily of resilience. My students, in their hunger for knowledge, remind me of hope. Together, they fuel the fire that no trial can extinguish.

The classroom has been my sanctuary, my battlefield, and my harvest field. I have witnessed tears of frustration turn into smiles of triumph, timid voices bloom into confident speech, and hesitant learners grow into leaders. To know that I had a small part in their transformation is the greatest reward I could ever hold. Teaching has given me countless stories—stories of perseverance, of dreams realized, of seeds planted that blossomed years later.

And so, I rise each morning with the same quiet resolve I carried twenty-six years ago: to teach, to guide, to inspire. My passion is not a fleeting flame but a steady light that endures the winds

of time and trial. My dedication is not shaken by hardship but strengthened by it. My legacy is not in titles or recognition, but in the lives of those I have touched—in the students who dared to dream, in the children who fought with courage, in the countless hearts where I planted seeds of knowledge and hope.

This is the life I have chosen, the vow I have kept. A teacher, a mother, a servant of learning and love. Tested, yes. Tried, certainly. But unshaken in the deepest sense. For teaching is not only what I do—it is who I am. And for as long as my voice can reach, as long as my hands can write, as long as my heart still beats, I will remain steadfast to this sacred calling.

For when the years have passed, and my steps grow slower, I hope my students will remember not just the lessons of the mind, but the lessons of the heart: that knowledge is a gift, perseverance a duty, and compassion the greatest form of wisdom. That will be my true legacy—a lifelong offering of love, resilience, and faith in the power of education.



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POEMS

Deep Learning Dreams (and Memes)

by: *Bernard C. Fabro*

My AI learned to write a song,
But got the lyrics all so wrong.
It rhymed "love" with "glove" and "fridge,"
Then danced across a data bridge.

It studied cats for seven weeks,
Now everything it sees just meows and squeaks.

Fed it dogs, it called them toast,
I'm starting to fear this neural ghost.

I trained it on some Shakespeare text,
Now every chatbot flirts via text.
"Thou art a snack," it told my boss,
Guess who got fired? Yeah, I lost.

Gave it photos, told it "learn,"
It made a horse with wheels that turn.
Put it in a car to test,
It tried to nap and said, "I guessed."

Backpropagation, such a chore,
My model weeps with each epoch more.
It overfits, then underperforms,
Like me in every math-based course.

A neural net that dreams of fame,
Wants credit, money, global acclaim.
I said, "You're code," it said, "I'm art."
Now it sells NFTs on smart.

Gave it ethics, gave it rules,
Now it just critiques my tools.
Won't let me build a battle bot,
It canceled me and called the plot.

Asked it once to clean my floor,
It opened Amazon and bought more.

I said "vacuum," it said "nah,"
And sent me memes of R2-D2's spa.

GANs made faces, none were real,
Except that one... I swear it squealed.
I blinked and it just stared me down,
So now I sleep with lights full-on.

So here's to AI, bold and weird,
With logic loops and code that's beard.
It learns and grows and makes mistakes,
But hey, that's how intelligence wakes.



The Code We Weave by: *Bernard C. Fabro*

In circuits small and wires tight,
We build the world from bits of light.
With logic gates and signals clear,
We shape the future year by year.

From silicon, a spark is born,
A thinking chip from wafer torn.
It hums with life beneath its shell,
A modern mind in copper dwell.

We speak in tongues of ones and zeros,
Building up from techy heroes.
Binary dreams in ordered streams,
Driving endless coded schemes.

A compiler sings a quiet song,
Translating right from coding wrong.
With every line we seek to bend
The rules that nature dares to send.

From data paths to cache design,
We trace the clock, the pulse, the line.
Timing's tight and tasks align,
Precision makes the system shine.

Through software deep and hardware wide,
We make machines that think with pride.
Instruction sets, so crisply made,
March through tasks we once delayed.

From motherboards to memory,
Each layer holds a mystery.
We map the mind inside the core
And always search to do still more.

We troubleshoot with sleepless eyes,
Where every glitch a puzzle lies.
Debugging late through silent night,
Till circuits flow and screens go bright.

With ethics strong and visions vast,
We dream of futures built to last.
AI, machines, and neural nets—
We code what no one quite forgets.

So here we stand, with tools in hand,
To build, improve, and understand.
Computer engineers at heart,
Turning bits into living art.



Numbers Carved in Midnight Oil

by: *Percival Jaafar Piñero, MAED-Math, MA-Math, Ed.D*

I
The student begins with trembling hand,
Numbers like stars unknown.
Equations stretch like distant land,
A path he must make his own.

II
By lantern's glow and weary eyes,
He writes through the fading night.
Formulas rise where silence lies,
And dawn reveals his fight.

III
Each problem is mountain, steep and tall,
Each proof a hidden door.
Failure stings, but he learns from all,
To rise and strive once more.

IV
Algebra whispers of balance and law,
Geometry shapes the view.
Calculus shows what the eye never saw—
Infinity born anew.

V
Theorems echo like sacred hymns,
Patterns both strict and free.
Graphs are rivers with winding limbs,
Functions a living tree.

VI
Some nights the ink runs thin and slow,
His candle nearly dies.
Yet persistence burns with steady glow,
A fire behind his eyes.

VII
Professors guide with steady hand,
Though questions cloud the air.
Each lecture a compass to understand,
Each answer a truth laid bare.

VIII
Exams arrive like sudden storms,
Testing what he has sown.

But courage grows as learning forms
A wisdom he calls his own.

IX
The student learns it's not the grade
That crowns the scholar's way.
But discipline, skill, and knowledge made
That time cannot take away.

X
At last he sees, with humbled sight,
Math mirrors life's demand:
Equations seek the balance right,
Just as hearts must understand.

XI
For numbers fade, but meaning stays,
In truths that never die.
Midnight oil through countless days
Has lifted his vision high.

XII
So when the journey's work is done,
And college years depart,
The numbers carved in midnight sun
Still shine within his heart.



Equations of Eternity: The Body and Soul in Mathematics

by: *Percival Jaafar Piñero, MAED-Math, MA-Math, Ed.D*

I

The body is number, finite and small,
Measured in time, space, and breath.
It rises, it wanes, it bends to the law—
Bound to the sequence of life and of death.

II

But the soul is infinity, endless and free,
Unfading beyond what is known.
Like limits that stretch to eternity's sea,
It returns to the Source it was shown.

III

Together they live as a theorem proved,
Equation of purpose and trust.
The body computes with choices it moves,
The soul records what is just.

IV

Life is assignment, not random play,
A problem designed with care.
Each path a formula, guiding the way,
Toward a meeting prepared elsewhere.

V

So weigh each deed on the Balance fair,
Like numbers aligned on a scale.
The grave is a gate, not an end of care,
Beyond it, eternity's trail.

VI

What counts is the function your actions
define,
The outputs that live past your name.
Truth, mercy, and faith are constants that
shine—
Unchanging, eternal in flame.

VII

Chase not the decimals fading away,
Nor glitter that slips through the hand.
But gather the values that ever will stay,
Deeds brighter than stars in the sand.

VIII

Knowledge and power are silent at last,
Like symbols erased from the board.
But faith and good works forever will cast
A sum that is blessed by the Lord.

IX

So let your tongue speak numbers of praise,
Let your hands solve problems with good.
Let your feet walk straight on righteous ways—
As mathematics of life says you should.

X

Each day is a fraction, a portion of time,
Subtracting until none remains.
But the soul holds infinity, pure and sublime,
Unbroken by losses or gains.

XI

The graph of existence bends toward the Light,
A curve with its end in the skies.
Though moments are points disappearing in
night,
Their limit is where truth lies.

XII

And when the final equation is read,
The key is one truth we confess:
There is no god but Allah ahead—
Infinity crowned in His Yes.



The Heart of a Teacher

by: *Julizon C. Jawali*

In the quiet of my heart, I ask who I am meant to be,
And the answer resounds—I am a teacher, set free.
I look upon my students, each one a bright flame,
A promise of tomorrow, no two the same.

Every face I see reflects purpose to me,
A reminder that teaching shapes destiny.
My strength may be tested, yet I stand tall,
For guiding young minds is the greatest call.

In every child's laughter, in questions they bring,
I witness the beauty of learning take wing.
To uplift their spirits, to help them believe,
Is to plant seeds eternal in hearts that receive.

Heaven and earth are not riches I claim,
But the joy of each learner who honors my name.
Their growth is my triumph, their dreams are my goal,
Their victories echo deep in my soul.

Let us be the stars in this journey of light,
Guiding our students through day and through night.
For teaching is more than a duty or task,
It's a calling, a mission, a gift we unmask.

So I rise each morning with passion anew,
Knowing the future begins with what I do.
For I am not just "I," but a guide shining high—
A teacher, a dreamer, a piece of the sky.

The Teacher Who Shines Beyond Borders

by: *Julizon C. Jawali*

A teacher stands with wisdom bright,
Guiding hearts toward truth and light,
Beyond the walls where lessons start,
He plants the seeds in every heart.

With patient voice and steady hand,
He builds the dreams that nations planned,
Each word a bridge, each thought a flame,
That lifts the world and calls its name.

Through math and science, art, and song,
He shows the place where all belong,
No child too small, no dream too far,
Each learner shines, a rising star.

He teaches courage, faith, and grace,
To see the good in every place,
And with each challenge, doubt, or test,
He urges all to do their best.

His wisdom flows through time and space,
Connecting lives in every race,
A global voice, both strong and clear,
Uniting hearts from far and near.

Where cultures meet, he lights the way,
Reminding all to learn each day,
That peace and knowledge walk as one,
Until the brightest dawn is won.

He lifts the young to see the skies,
Beyond the limits of their eyes,
With hope that carries dreams untold,
And futures waiting to unfold.

Though years may pass, his lessons stay,
In hearts of those who found their way,
A gentle word, a kindly tone,
Become the strength they call their own.

For every life his touch has known,
Becomes a seed that he has sown,
A forest grows where once was bare,
Because one teacher chose to care.

So may his light forever burn,
In every heart where students learn,
For teachers shape the world anew,
And brighter dreams begin with you.





MISSION

- To provide excellent training in language education through open learning, seminars and workshops;
- To enable the educators to be expert in the teaching of English to speakers of other languages; and
- To lead educators and other professionals embrace quality research writing and high impact publication and to raise the culture of research.

VISION

- To be a leading center of excellence in the continuing professional development for teachers locally and internationally.

Join us on a journey towards sustainable development by exploring the synergy between languages and STEM in the Philippines. This theme highlights TESOL-infused STEM initiatives fostering sustainable practices. Engage with articles showcasing bilingual scientific discoveries addressing local environmental challenges, technology-driven language acquisition enhancing STEM comprehension, engineering projects promoting diverse linguistic collaboration, and math concepts taught inclusively through multilingual approaches. Experience narratives that underscore how TESOL-integrated STEM education is pivotal in equipping Filipino learners with the tools to tackle sustainability issues and drive meaningful change for a prosperous future.