



It was fantastic to receive all your feedback regarding our first issue. We were happy to know that we seem to be on the right track in delivering a magazine that's inspiring, entertaining, and relevant to teachers. You especially liked Teacher's Tips, Ines Bautista's article on pre- and post-reading activities, the inspiring piece on teacher Edna Duhaylungsod, and of course, the popular makeover feature. A number of readers said that they liked ALL the articles, which of course tickled us pink. *Salamat po!*

At the same time, readers brought up great suggestions and points for improvement, especially at the Focus Group Discussion we held with some teachers a few months ago. You'll be happy to know that we went through great lengths to address your concerns in this issue of *Star Teacher*. So please continue writing, texting, and emailing to let us know if we're doing it right or wrong.

We've updated our look to make it more mature, while retaining the energy and brightness that you liked about the first issue. You'll notice that our cover now features a real "star teacher" instead of just a star, which we hope will make it more relevant to readers. We introduced ourselves to Dr. Josette Biyo, an Iloilo teacher and international awardee, who gamely and graciously agreed to an interview and even to pose for the cover!

Our makeover has gotten even more interesting. Makeup artist Barbie Chan, the owner of Salon Paradiso, offered her salon services for free and allowed us to do a photo shoot at her super-comfortable parlor. And Avon Cosmetics donated all the makeup, while at the same time sponsoring an additional 3,000 copies for distribution.



Here I am with some of the participants and facilitators of the Focus Group Discussion. Thanks so much for all the input, teachers. Keep them coming!

STANDING, FROM LEFT TO RIGHT: Virginia Andres, Juliana Kasimamilunea, Eloisa Opeña, Reynaldo Pineda, me, Marge Barro of SAS, Bennete Evangelista, Gina Lomotan of SAS, Merline Villegas, Rosalina Espiritu Santo SEATED, FROM LEFT TO RIGHT: Salvacion Beltran, Cecilia Payumo, Rhodora Medina

Finally, we added four more pages of information as well as a very important insert: a primer on the elections, which we hope will help you as you prepare for this very important event in May.

We wanted our summer issue to be a source of inspiration and ideas for the coming schoolyear, as well as a way for you to relax and be entertained during the break. So read on, and have a happy summer. You've earned it!

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Do you have your own stories to tell? Tips to share? Concerns to air? Or perhaps you'd like to be the next featured makeover! Whatever your reason, we'd love to hear from you! Please write to us at:

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TEACHER'S TIPS

Share your classroom problems with us! We ask teachers from all over to tell us how they deal.

How do I deal with different types of learners in one class?

BY INES C. BAUTISTA

QUICK QUERY:

I have such a mix of students! Some understand the lesson very quickly and finish their exercises right away, while others still look confused at the end of class. I'm always torn between picking up the pace to keep my fast learners from getting bored, and slowing down for those who are having trouble. Either way, someone loses. Help!



SOUND SOLUTIONS:

during discussion, try to give easy questions to those who are slow and questions that require higher order thinking to faster students. Do the same in activities and groupings. You'll see that your students will participate more in your class and enjoy themselves.

—Juliet R. Sumugat

try to explain the lesson in a variety of ways—this will not only help the students that are slower to grasp concepts, but will reinforce the main ideas of the lesson for the other kids. I try to use models, give real-life explanations, and involve the students in the demonstrations. Also, I think that teachers naturally help the students who do not understand the concepts first, so the real challenge is to help the students who need to be challenged! You can give all your students the same assignment, but challenge the faster ones to

go further. You could also give them a different worksheet from the rest of the class. Or you could say, "I see you got the right answer here. Can you figure it out again in a different way?" This will challenge the students to "think outside the box." —Jackie Swierzbinski

give your pupils varied activities. The fast learners should get more difficult exercises or assignments to challenge them, and provide simpler activities for slower learners so that they'll feel self-contentment at being able to do the work.

—Rudita Tanjay

give the fast ones further reading and ask for written reactions, while the slower ones stick to the regular syllabus. Or sometimes I ask the faster students to facilitate an activity or do oral reports before the slower ones do their reports. [This will give the slower ones an idea of how the report should be

done and they can learn from the mistakes of the faster ones.] —Cori Perez

carry on with the discussion and hold extra sessions for the slow learners. I also give them free coaching or tutoring outside class.

—Mau Nivales

you need to maximize learning from two different angles. First, do mentoring—assign an advanced student to a struggling student. Pretend that it's random but actually plan it so that your students' self-esteem will stay intact. Let them work together on exercises and experiments. Second, assign special projects to advanced students to keep them busy and interested. They can then give reports to the rest of the class. —Rica Santos

DO YOU HAVE A SOUND SOLUTION TO THIS QUICK QUERY?

How can I get parents more involved in their child's studies, and also in school activities?

Send your reply to:

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