A PROFESSIONAL TEACHER: HOW AND WHEN?

by:
Norma N. Mariano
Principal, Morong National High School

In the Philippines, the Implementation of RA 10533, which is also known as Enhanced Basic Education Curriculum of 2013 became a controversial issue. It is somewhat expensive on some peoples’ view but an investment for the country’s economic growth for the advocates. But even the issue had earned negative feedbacks which had been manifested in the media, still, a law is a law that must be implemented.

The senior high school, which is now in Grade 12 still is under the pilot process. Like any other programs, close monitoring and constant feedbacking are being done in order to address gaps in the actual execution. Hence, the reason why the public now had accepted the program and believe to the objectives of the K to 12 Program to wit: (1) ready to pursue higher education, (2) ready to land a job, and (3) ready to engage in business ventures. These objectives are being supplemented by the results of National Certificate II that students in the whole country have handed after the thorough assessment of skills by the TESDA assessor.

However, the question of teaching competency of teachers is still there. DepEd Order No. 3, s. 2016 which is also known as Hiring Guidelines for Senior High School Teachers qualifies professionals having no units in education, not even a Licensure Examination for Teachers passers, both in Academic and in Technical/Vocational Tracks and Strands. Problems on poor teaching competencies are encountered. This scenario is expected that why, Regional Trainings of teachers were conducted, Teachers’ Induction Programs were pursued and some other trainings were given to the senior high school teachers so that their teaching competencies may be enhanced.
The need for a competent teacher inside the classroom is the most important aspect in the learning process. Since, contextualization of the curriculum whether localized or indigenized are highly recommended by the higher DepEd officials. Only competent teachers, who have mastered their specializations and can deliver the content using appropriate strategies can only say that the curriculum is successfully implemented.

Teaching competencies in content, teaching strategy and instructional skills, classroom management, assessment and evaluation must be considered by a competent teacher. And having this competencies, in teachers, they are called professionals. Dohrmann et.al (2012) pointed out that successful teaching depends on professional knowledge. This professional knowledge according to Ball et.al (as cited by Gonzales, 2014) consists of subject matter knowledge and pedagogical knowledge. According to Guerriero (2015) pedagogical knowledge refers to the specialized knowledge of teachers for creating effective teaching and learning environment for all students. Therefore, senior high school teachers must possess the above-mentioned competencies so that students can acquire learning the easiest possible way.

The country expects for better graduates, soon to be productive graduates. And the key to reach this expectation is to develop teachers’ competence, right attitude, and commitment to their chosen vocation...being a teacher, a competent teacher, a committed teacher, thereby, a professional teacher. That is not tomorrow, not even next school year but...NOW!
References:

