A THIRST FOR LIFE-LONG LEARNING:
CHALLENGE SET FOR 21ST CENTURY EDUCATORS.

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Across the world in various educational systems and set-ups, there is an educational reform which calls for more scientifically literate students. Hence, education today is geared towards teaching students to become more scientifically literate which is essential to full participation in the competitive world.

It is a fact that in all schools, the performance of teachers is one of the handfuls of factors determining school effectiveness and learning outcomes. The maintenance of a high level of professional performance commands teachers to assume personal responsibility for their own performance, growth and development. Therefore, internal and external factors have an impact on teachers feeling of success and can either aid or hinder the development of their teaching performance.

Herein, teachers’ management and control strategies are critical components in achieving success in educational instruction. Also, teachers’ self-efficacy influences practice, beliefs about management manifested in the teaching strategies that teachers choose. These conditions are made even more demanding with the K to 12 curriculum implementation. The move to upgrade and update the curriculum also pose a big challenge among teachers to change track of their teaching habits and style and cope up with the requirements of K to 12. Hence, the challenge is bigger for teachers of core subjects since the K to 12 concepts calls for a spiral curriculum which is multidisciplinary by nature. Teacher, for an instance, are confronted by the lingering fact that the new curriculum commands them to study even more and concentrate to not just one discipline
but to several disciplines providing a meaningful teaching and learning experiences to students.

Hence, it is essential that there is an ensuring goal to support the continuous professional growth of teachers and for maintaining the high standard of work. Together with the K to 12 curriculum, the school-based management policy being implemented in the elementary and secondary schools encouraged the role of the teachers on a higher level by giving them a positive playing field in teaching. The school based management itself can foster teacher effectiveness if it addresses personal incentives among them. As such, the policy attracted teachers to be more accountable and empowered them to be more cognitively passionate in conducting classes and in performing related tasks. Hence, improved performance of teachers was associated with effective pedagogy and social support for achievement among students.

The teachers may always strive to become highly proficient in terms of their Philippine Professional Standards for Teachers in connection with the RPMS. This means that they should consistently exceeds expectations on job responsibilities as teacher by displaying at all time a consistently high level of performance related skills, abilities, attributes, initiatives and productivity in teaching. All assignments and responsibilities like instructional competence, school, home and community linkages and personal, social growth and professional characteristics are completed beyond the level of expectation.

As such, teachers are faced with tremendous tasks of becoming pivotal leaders along instructional competence, school, home and community linkages and personal, social growth and professional characteristics.

Teachers must create a physical and social environment in class that allows students to attain maximum learning and should organize a learning environment and facilitate students’ organization of a learning environment.
The school should encourage the teachers to pursue continuous professional education to further empower them and make them more competent in handling and teaching classes. This will also enrich their experience and knowledge of science content, knowledge of pedagogical content, knowledge of general pedagogy, and knowledge of the curriculum as they age in the practice of the teaching profession.

Come and join me to the journey and embrace the challenges set forth for us teachers because we as educators teach by heart. Challenge accepted!

References:

