ACHIEVING COMPETENCE THROUGH DATA-BASED INSET

by:

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World Bank (2014) enumerated a list of common issues that hinder the development of teachers in attaining professional growth and competence: (a) professional development opportunities currently offered to teachers frequently fail to meet even minimum levels of quality and fall short of what teachers want and need (b) systems at the school level to support teachers and identify their professional development needs are not working well (c) utilization of budget allocated for human resource training and development is often low, amounting to only 57 percent of the budget in 2014.

In line with this, one of the key movements of the Department of Education in ensuring the competence of its teachers is the Results-based Performance Management System (RPMS). One of its components is the SAT – RPMS.

The Self-Assessment Tool (SAT-RPMS) is one of the tools that were crafted, under the Results-based Performance Management System stipulated in the DepEd Order No. 2, s. 2015 — “Guidelines on the Establishment and Implementation of the Results-based Performance Management System (RPMS) in the Department of Education”, and implemented along with the finalization of the Philippine Professional Standard for Teachers (PPST).

It is meant to support teacher performance and professional development by unveiling the self-assessment of teachers regarding their capabilities and weaknesses in performing the objectives in the PPST, as well as their inclination with the core behavioral competencies. The SAT results provides an enumeration of the development needs of
teachers, which is one of the crucial bases in formulating the teacher’s Development Plans - such data are good springboard for the professional advancements of teachers.

Moreover, it is stipulated in the RPMS Manual that the data based on the Self-Assessment Tool, used in Development Plans of the teachers, must be discussed with the school head to be finalized. The consolidated development plans of the teachers would be the basis of educational leaders in finalizing In-Service Trainings and other endeavors for the professional development of the teachers.

Given that the Self-Assessment Tool (SAT RPMS) is one of the methods of the Department of Education in assessing the needs of the teachers, there are findings which inferred that the utilization of such data tends to be ineffectively utilized.

Lee (2019) added that there are cases when such data revealing needs of members are submitted as mere mandatory reports, and gets neglected in terms of being a basis for actual professional development.

In addition to that, Lacayanga (2019) found out that in spite the nationwide implementation of the RPMS, there are still areas deemed very difficult for teachers. Lacayanga further pointed out the recommendation of strengthening LAC Session and various seminars and workshops that would be authentically made for teachers. Such trainings are avenue for teachers to develop holistically and gain new ideas concerning the teaching-learning process.

The RPMS and its Self-Assessment Tool are data-producers that help educational leaders in finalizing the In-Service Training of teachers. A reliable and factual basis will provide the always-needed solid training for teachers. Trained teachers are competent teachers. Competent teachers are key factors in ensuring quality education.

In-Service Trainings may be short in duration, but its impact, when properly planned and implemented, will boost the proficiency of teachers. When InSeT is based on
data and has solid basis, it will surely give the help that teachers need – and that is its annual target.

References:


