DO SMARTER TEACHERS MAKE SMARTER STUDENTS?

by:

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There is a proverb that goes: “Talent is universal, but opportunity isn’t.”

This is true for over 1,000,000 Filipino students who haven't any access to digital content which will help bridge the divide between those in urban and rural communities. More Filipino learners benefit from digital learnings.

Everybody knows that teacher quality matters hugely in education, indeed could also be the only most potent variable during a classroom, school or system. Yet it’s also an exceptionally elusive and inherently contentious quality. Is a “quality” teacher simply an equivalent thing as an “effective” teacher, with the latter typically gauged by watching measurable student outcomes of 1 kind of another, preferably via a sophisticated “value added” calculation? It’s both helpful and unhelpful to gauge teacher quality on the idea of student learning, even setting aside the interminable arguments over the bounds of test scores, the problem of making reliable “growth” calculations, and therefore the methodological and logistical challenges of associating such growth with the work of a given teacher.

The quality we most value during a teacher is that the production of successful student learning. Student achievement varies widely across developed countries, but the source of those differences isn't well understood. One obvious candidate, and a major focus of research and policy discussions both in the Philippines and abroad, is teacher quality.
Research and customary sense tell us good teachers can have an incredible impact on their students’ learning. But what, exactly, makes some teachers simpler than others? Some analysts have pointed to teachers’ own scholastic performance as a key predictor, citing as examples teacher-recruitment practices in countries where students do unusually well on international tests.

While many factors influence student success, the foremost convincing research has focused on differences in learning gains made by students assigned to different teachers. Studies of teachers’ contributions to student reading and math achievement consistently find variations in “value-added” that far exceed the impact of the other school-based factor.

Teachers need to learn the new era of teaching, which is digital, technology-based and employs virtual space for other aspects of development. Many new aspects of learning and teaching pedagogy can be learned through the internet, especially from YouTube, if teachers find it challenging to perform creative methods such as singing, dancing and drama. It is the unlearning process. Teachers need to remind themselves of their role to develop holistic individuals. This is not something new if we pass the National Education Philosophy, which focuses on the holistic growth of every child under the education system.

Teachers got to play a more holistic role in facilitating students to develop their Intelligence Quotient (IQ), emotional quotient (EQ), spiritual quotient (SQ) and creative/confidence/communications quotient (CQ), which contradicts with what that they had done earlier, that is, mostly teaching and preparing students to attain in examinations. By the time students enter university or start working, they might have high IQ, but little or no interpersonal or intrapersonal skills (EQ, SQ and CQ) to face issues.
Teachers need to relearn their roles. There is nobody size that matches all and educating students requires much creativity on the teachers’ part. We talk such a lot about imparting higher order thinking skills in students, but such skills must come from teachers. To be effective 21st century educators, teachers got to relearn the psychology of children, their interests and keenness. Most importantly, teachers got to wipe out their assumptions and biases about education and keep up with happenings round the globe.

That way, they’re going to develop students who aren’t only knowledgeable locally but also stand tall with citizens of other nations. Only when teachers learn, unlearn and relearn can changes in policy or content be effective.

Teachers need support, and checks and balances from the Education Ministry. They need experiential learning programs and training.

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