MANAGEMENT OF TIME

by:

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Time is one of the scarce resources that a teacher manages. It is gold and so should be spent wisely as our national hero, Dr. Jose Rizal stated “Time lost is irretrievably lost.”

There are two hundred five (205) days for the school year. If the average teaching-learning hour is six (6) hours per day then there are one thousand two hundred thirty (1230) hours for the entire school year. There are also number of hours and days allotted for four periodic exams, therefore these number of hours will be more than enough to master basic competencies, but due to some “uncontrollable” instances, not all these hours are used for instruction. Many hours for instructions are robbed of every student for several reasons. One big reason is disruption of instruction due to disciplinary problem, interruptions due to announcements, administrative tasks such as checking of attendance, problem with OHP (overhead projector) with busted bulb and power interruptions or brownout when there is a need for film-viewing, so on and so forth. It is very important to minimize this time spent on discipline problems in order to maximize the academic time for instruction and make students spend time on their academic tasks.

Here are some research-based effective techniques to maximize instructional time:

- Orchestrate smooth classroom transitions
- A teacher needs to be resourceful and be able to use time effectively during the entire class period.
• Used fillers, in case you finished the lesson ahead of time example: reciting a favorite stanza then letting others explain the meaning or conducting a short contest about the lesson. Puzzles can be given for fast students to work on while the rest of the class continue their academic task.

• Use planning material such as a copy of the scope and sequence of the subject or a calendar for long-term, weekly, and daily planning.

• Use a common place to keep materials and other school supplies for you may not have to look for them when you need them.

• Follow a consistent schedule and maintain the procedures and routines established at the beginning of the year.

• Handle administrative tasks quickly and efficiently.

• Prepare materials in advance.

The class interaction is not only dependant on the teacher’s questioning skills, it also depends on the teacher’s reacting techniques. It is important that a teacher gives feedback as to the correctness or incorrectness of a response; gives appropriate praise to excellent responses; gives follow-up questions to a student’s good response; explains well the question or answer to avoid confusion; showing non-verbal encouragement; and getting students’ questions in order to satisfy curiosity or to be able to explain better certain questions that are quite unclear. In that way, the teacher can be able to go to a new lesson and just do minor make-ups with the previous lesson if necessary. Before a teacher enters the classroom it is important that she is prepared, then prepare the students, present the lesson and lastly do follow-up.
The material and the non-material resources in the teaching-learning process must be appropriately managed in order to achieve successful outcome. A time well-spent is indeed a meaningful time.

References:

Principles of Teaching 1 by Dr. Brenda B. Corpuz and Dr. Gloria G. Salandanan

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