NORMATIVE EXPECTATION OF TEACHER’S ROLE

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An effective classroom has examples and schedules set up that make communication and development inside that classroom simple to sort out and achieve. Such examples and schedules are built up through the development of classroom rules and strategies. Rules are the unequivocal proclamations of teacher's expectations for students' conduct in a classroom generally. Techniques are the examples for achieving classroom errands (Shores et al, 2015). Teachers impart their expectations to students through the development and sanctioning of both. Expectations are wanted practices or results. Inside a classroom, a teacher can make their expectations known to students, or the teacher can make students surmise at the expectations. It is a lot simpler for students to meet a teacher's expectations when they comprehend what these expectations are.

Teachers can make their expectations known to students by legitimately teaching the classroom rules and strategies, giving chances to the students to rehearse them, and reliably reacting to students' conduct. Students likewise have expectations for their own conduct. At the point when the conduct that the teacher and students expect and show turns out to be standard to such an extent that it is by all accounts in agreement, a classroom norm for that conduct has been set up. Norms can be characterized as acclimated methods for seeing, thinking, assessing, and acting in a situation (Johnson et al, 2016). As it were, norms are the well-known ways we have of cooperating with one another in a specific setting locally.

In the Philippines, a common norm for mentioning a go to talk during instruction is to lift one's hand and stand by to be recognized. This classroom norm creates when a
A teacher shows their students how to lift their hands when they need to talk, has students work on lifting their hands, and reliably reacts to students' conduct (emphatically when they lift their hands, and contrarily when they don't (Freiberg et al, 2015). A teacher’s reliable reactions can incorporate both positive outcomes to fortify an understudy's proper conduct and negative results to deflect an understudy's unseemly conduct.

When it is recognized that building effective schools is a difficult process, teachers are expected to be involving and perform at a high level in order to overcome these challenges and achieve the school's basic objectives at the desired level. Therefore, it may be recommended to policy makers and school leaders that teachers determine their performance, receive feedback and establish a performance evaluation system with improvements as a result of the performance evaluation process.

References:

