ON DISCUSSING TRAINING AND DEVELOPMENT NEEDS

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There is no doubt that training and even School Learning Action Cells (SLACs) are vital in every institution or organization. It is a prime opportunity to expand the knowledge and skills of the employees. Training and development provide both the individual employee and the organization as a whole with benefits. In the school setting, the employee who receives the necessary training is more able to do the job. Trainings, seminars and workshops give the employee a greater understanding of his responsibilities within his role, and in turn build their confidence. As everybody would agree, employees who are competent do certainly help the organization.

In line with this, it is definitely important to allot time to discuss and document training and development needs of each personnel (teaching and non-teaching). Under the School-Based Management, trainings attended including the development needs of the teachers and the school head are documented. Not just for the reason of proper recording, these can help to track down the strengths and needs of all employees concerned.

As mentioned by an education program supervisor in DepEd-Bataan, teachers who regularly attend trainings are expected to become better in their line of work considering that their needs are being addressed. By then, the school head has to discuss his or her employees training and development needs. Aside from having the pertinent papers related to this matter, he or she must countercheck if the knowledge gained in attending the seminars are put into action. Without application or practice, then attending trainings is useless. There should be a positive change or further progress.

Moreover, Solheim (2017) posted that teacher learning is a continuous process that promote teachers’ teaching abilities, master new knowledge, and develop new proficiency, which
in turn, help improve pupils’ learning. Over the years, studies have indicated that when teachers are effective and efficient classroom managers, their learners achieve at a higher level and show more interest in the class.

In the National Competency-Based Teaching Standards and Individual Plan for Professional Development, the development needs of a teacher can be determined as long as he or she honestly accomplishes the checklist. But for this school year, NCBTS is no longer implemented. The Department of Education (DepEd) underscored anew the importance of the Results-Based Performance Management System (RPMS) that is aligned with the Philippine Professional Standards for Teachers (PPST) in ensuring the delivery of quality, accessible, relevant, and liberating basic education in the country.

References: