PROFESSIONAL PRACTICES OF TEACHERS IN THE DISTANCE LEARNING AS A NEW NORMAL SETTING OF EDUCATION

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The new normal set-up of education has emerged globally in the onset of the epidemiological crises. This demands the Department of Education to provide continuous learning opportunities for all students through its Basic Education Learning Continuity Plan which were adopted by every school using the Distance Learning Modality.

In transitioning from a traditional teaching method to a modular distance learning, the school leaders have planned and prepared their teachers for the various tasks and pedagogies that they needed in the conduct of remote distance learning.

Pedagogical Preparedness. The demand for change of teaching environment of teachers due to the school closure brought by the Covid-19 enable our teachers to prepare and conceive various teaching strategies adoptive in the implementation of the new teaching environment through distance learning. Barabanova (2021) cited that, teachers are quite aware of the possibilities and forms of implementing distance learning and are aware of the advantages and prospects of its development. The integration of traditional and distance learning will be very useful for teachers and students. It is necessary to search for effective technologies of pedagogical interaction with students to achieve results, and development of professional qualities should be of priority areas in improving the activities in digital educational environment.

Innovative Instructions. Teachers employ various teaching in support to the Modular Distance Learning. Teaching is done by creating an engaging learning using a
visualization approach and various strategy such as the use of ICT, video lessons, audio lessons and the utilization of instant messaging. Natarajan, (2005) stressed innovative teaching in distance learning as a paradigm shift that is the result of a new awakening in the teaching and learning process. Innovative teaching can take many forms that educators must learn to change with the times and the methods offered for instructing students.

Situational Planning and Feedbacking. Limited resources and the consideration of the different situations of the learners have always been the bases in planning and feedbacking of the teachers in the discharge of the teaching and learning functions during pandemic. According to Mullikin, (2020), educators manage the complexities of instruction in remote learning, learning as a systematic approach should yield feedback that is timely, authentic, and consistent in different forms like giving comments, redirection, encouragement, and critical information to make impact in helping students to meet learning goals.

Flexible Use of Execution of Task in Assessing Understudies. the evidence-based evaluation of written and versatile application of performance task using the rubrics gauge learning assessment and performance of the learners. This allows learners influence over their self-learning and performance with the use of available materials they already have at home makes students engage and involve in the learning process while retaining the rigor and necessary structure of the of the lesson.

Positive appreciation of school leaders should be apparent to pay gratitude and love to teachers who have relentlessly exerted patience in the discharge of their professional practice during the difficult times of COVID – 19 Pandemic.
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