TEACHERS’ SKILLS DURING THE TIME OF PANDEMIC

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Teachers are known for their resiliency and versatility (Tatar, 2014). They have a strong sense of work flexibility wherein they can immediately adapt to their new work environment and work set to attend to their pupils' needs. Their high level of creativity enables them to think outside the box to efficiently maximize the available resources to adapt to the new normal of education. Thus, if there is one thing that COVID-19 has positively impacted, it is the teachers’ skills leading them to bring out the best of them (Espino-Díaz, Fernandez-Caminero, Hernandez-Lloret, Gonzalez-Gonzalez, & Alvarez-Castillo, 2020). These are communication, pedagogical, relational and instructional leadership skill.

Good Communication Skill. Months before the opening of class, teachers are directed to conduct a remote enrollment. Because that was the peak of COVID-19 in the country, teachers resulted in manual communication. They patiently call up their pupils' parents and guardians to confirm their enrolment. In some cases, they urged them to let the pupils be enrolled, providing a good explanation of the different learning modalities. In this situation, teachers' communication skills are showcased (Arvig, 2020). With the high enrolment turn out, teachers' good communication was highly commendable.

High-Level Pedagogical Skill. During the class opening preparation, many teachers participated in developing Self Learning Modules (SLM) in various schools division. This selfless act action of teachers who served as writers, illustrators, and content evaluators showcase their excellent pedagogical skills by putting their lessons
into written and illustrated lessons in the modules. They are guided with different approaches in education like constructivism, integrative, reflective and inquiry-based instruction. Discussions, activities, and assessments enabled pupils to learn new knowledge and skills related to their different subject areas (Maryani, Martaningsih, & Bhakti, 2017).

Improved Relational Skill. The opening of the school year was confronted with different issues and problems. Most of these problems concern the primary and intermediate at the elementary level. It led teachers to tap their effective classroom collaborators, parents. Their excellent relational skill could influence parents to engage themselves in this new normal setting (Patterson, 2020). Teachers also empower them in assisting their children as they indulge in their lessons. However, teachers did not stop there; they also conducted random home visitation to all of their pupils to monitor and reinforce competencies that they failed to master. Thus, the effort fortifies the relationship between teachers and parents as collaborators in the pupils' learning process.

Adequate Instructional Leadership Skill. Five (5) months have passed, and now the second quarter of the school year is coming to an end. By implementing the new normal in education with a variety of learning modalities, teachers have shown their instructional leadership skill (Guerriero, 2020). Their skill manifests optimism with actions that inspire parents and guardians to assist their children in the new normal of education continually. Before the pandemic, this skill is only attributed to school heads who manage curriculums, scheduling, and budgeting instructions for the pupils' success. However, as these functions became the teachers' primary concern, responsibility became more a teacher-based skill. Therefore, teachers are not just implementers of instruction; they also became the leaders of instruction.

It is premature to conclude that the now normal education will end as successful as the previous school years. However, it cannot be denied that teachers and school
heads are doing their best to provide quality education for their learners. As directly involved in the learning process, teachers are assisting parents and helping pupils imbibe the competencies set by the curriculum. Their communication, pedagogical, relational and instructional leadership skills provided them with the necessary competence to overcome the problems and difficulties of the COVID-19 pandemic.

References:


