TEACHER’S TRAINING

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Formal training and development, knowledge management and informal training are all geared towards learning, albeit having different styles, techniques, sets of skills, knowledge, competencies and use when compared to one another. They have a peculiar relationship where they are different from one another but that fact does not make them contradict each other. Instead, this difference has a synergistic effect towards the learner or employee that helps him or her achieve holistic learning.

Formal training and development provide learning that is targeted toward learning or acquiring specific skill-sets behaviors and knowledge relevant to the job. For example, an aspiring teacher has to attend 4 years of training in teacher education programs where he or she will acquire pedagogical knowledge, from preparation of lesson plans and instructional materials, to classroom management skills and how to properly perform their duties as teachers. However, these skills, knowledge and behaviors are not the be all and end all of being a teacher, in fact more than what is learned during this time is demanded of a teacher.

Teachers do not only have responsibilities inside the classroom. Outside teaching teachers need to submit reports, hold or attend meetings, talk to various stakeholders, organize school programs as well as participate in them. Teachers are expected to fulfill these responsibilities to ensure the enhancement of the organization's performance and achievement of goals. Formal training does not include the skills necessary for these kinds of situations. Knowledge management however can be used to acquire the needed skills for these, a teacher may refer to the school’s guidelines, protocols, standard operating
procedures, and strategies to achieve tactical and strategic objectives. This way the teacher learns skills that he or she will need in the future.

Last is informal learning, this kind of learning occurs through learning by doing even without oversight. The extent, broadness and timing all depends on the individual. This can also happen through trial and error. A simple example would be if a teacher utilizes the skills, he acquired from his formal training but after some time realized that his methods are ineffective to some sections. Through trial and error, he learned that unorthodox methods are actually effective for these sections, after the fact he then started to vary his methods depending on which is more effective.

Formal training and development, knowledge management and informal learning are all essential towards learning and in turn towards achieving educational productivity. Knowledge acquired through either one of these three can be further enhanced by the other two to ensure productivity. After all a teacher who only has formal training will not only be unable to contribute much to achieving educational productivity but may hinder it as well, but a teacher who acquired different skills, knowledge, behaviors and competencies from all three will surely have great contributions towards productivity.

References: