TEACHING COMPETENCIES OF ELEMENTARY SCHOOL TEACHERS

by:
Alexis V. Dela Cruz
Teacher III, Antonio G. Llamas Elementary School

Due to the mounting complexities of life, the job of the teachers has expanded. The big task of educating the children is placed on their shoulders. Teachers are the most powerful influence on the student success (Sanders & Rivers, 1996 as cited by Pueblo, 2012).

The teacher must be able to face up to the challenges of the times and therefore should continue to update her conceptual competence. To be effective, a teacher must possess human skills to meet the demands of a rapidly transforming world.

The mission of elementary education of producing quality graduates could be achieved if the teachers could become competent in all aspects of their teaching profession. It has been observed that some teachers have that eager desire to become more competent than others. Some teachers are competent to some dimensions of teaching such as classroom management skills, classroom instruction skills, pupil’s evaluation skills, guidance services skills and human relation skills.

It is believed that quality education lies primarily in the teachers and supplemented by the administration, the dutiful cooperation of parents and dedication of the students.

Teachers face high demands from their profession. They must be knowledgeable in their subject matter and must be skilled in using a variety of teaching methodologies to deliver instruction in the most appropriate way. Educators ensure the conduciveness to learning of the physical environment from maintaining discipline and order to a
smooth flow of learning activities. They also keep track of students’ progress and report them to parents quarterly.

Being able to perform these duties efficiently and effectively is a significant walk of a competent teacher. In the study of Cochran-Smith & Fries (2005) as cited by Bauer (2011), the quality of a teacher denotes all variation of teacher-related features which could yield positive educational endings such as pupil performance on standardized tests or supervisor ratings D’Agostino & Powers, (2016). These can be seen in the performance of the learners. They are the products of what and how their teacher teach.

While other aspects might have caused these, we could not undermine the impact of the teacher factor. Taken as such, it is high time to assess the teaching competencies as these could adversely affect the learners’ performance.

References:


