TRAJECTORY OF TEACHER DEVELOPMENT

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As educators, we have individualized paths that we want to take. Many have a preference to be a Teacher I until their last day in service, many would rather have administrative position. It is perfectly okay to have diverse perspective as to what we feel like our teaching career should be.

The professional development of educators adapts certain discernable examples described by recognizable phases. This advancement is fueled not just by the character and past experience of the educator, yet additionally by other logical factors, for example, the school and its organization, outside factors like responsibility principles, and individual life happenings.

Professional advancement to allude not exclusively to educators' proceeded with development in the knowledge and abilities that empower them to work adequately in the classroom, yet of more significance generally, development in characteristics such as efficacy or confidence, identity as educators, self-comprehension, strength despite steadily varying demands, feeling of association, and upright commitment to toil devotedly with learners, colleague, and guardians. In this meaning of professional development, underscores the function of context. As such, one's present being affected by encounters previously and desires for the future' viability of their schools (Kelchtermans, 2017).

Educators who display the accompanying characteristics are most appropriate to serve their pupils, their school and network, and their calling: They are refined homeroom experts, exceptionally learned in educational program substance and instructional method and profoundly dedicated to the development and government assistance of
their students; they realize schools and the bigger settings in which schools work; they group successfully with teacher associates, various professionals, and guardians; they are intelligent about their work and focused on their own proceeding with proficient development; and they are self-governing, fearless experts whose work contributes generously to the betterment of their community.

For these reasons, to plan and execute appropriate professional development measures for early and mid-career educators, school administrators and educators themselves should better comprehend the nature and attributes of such progression.

References: