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TEACHER PROFESSIONALISM: COMPETENCIES IN 21st CENTURY TEACHER

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Abstract

Whenever we talk about quality education teacher is the focal point of learning process. A professional teacher is characterized by systematized body of knowledge that is unique to the profession. Professionalism focuses on the question of what qualifications and acquired capacities, what competence is required for the successful exercise of an occupation (Englund,1996). The present study focuses on competencies that are inevitable to be a professional teacher. The study categorised the competencies into three main domains named: cognitive, affective and psychomotor domain. Competencies of cognitive domain focuses on planning and implementation of teaching and learning process, competencies of affective domain focuses on professional client relationship, and competencies of psychomotor domain characterized by a body of skills that a teacher should have to make learning interesting and attractive.

Keywords: Teacher professionalism, teacher competencies, cognitive, affective and psychomotor domain.

Introduction

“Teachers are born, teachers can’t be made” this line was very famous in ancient times, because at that time it believed that only a person can be a teacher who has the gift of becoming a teacher by birth and he/she should use the knowledge in social interest with unselfish devotion. In medieval times teaching become a business and teachers started giving knowledge for money. In present, it is treated as profession (for which training is needed). NCTE and UGC also given it’s consent to accept teaching as a profession.

Clinton stated in 1996 in his call for action for American Education in the 21st century that: “Every community should have talented and dedicated teacher in every classroom. We have enormous opportunity for ensuring teacher quality well into the 21st century if we recruit promising people into teaching and give them the highest quality preparation and training.”

A need of qualitative improvement gives start to teacher education program in education. Teacher Education Programme ensures to make a teacher competent in teaching by which a learner can achieve it's maximum. **Act 32 of 2013 article 1** state that: "competence is a set of attitudes, knowledge and skills that must be possessed, internalized and mastered by students after learning a learning content, completing a program or completing a particular educational unit". To master the student with learning content teacher need to prepare our students and himself/herself. The NPST (National Profession Standards for teachers) has designed by NCTE which indicates that in 21st century teacher professionalism came with new objective, that is to reform the state of education and identified improving teacher quality as a main factor of it. For improving teacher quality NPST recommend to develop competencies like learning plans, lesson delivery, classroom components and dynamics, effective classroom communication, assessment of, for and as learning etc. It shows the importance of competencies to be a professional teacher. This paper categorised the competencies in three domains are as follows-

Teacher competencies related to Cognitive domain

- Planning of teaching and Learning phase
- Implementation of teaching and learning phase
- Acquire mastery over the language of instruction
- Manage classroom activities
- Evaluate learning

Teacher competencies related to Affective domain

- supports students' love of learning
- consider individual differences in classroom
- maintain cohesiveness with guardian and education partners in the community
- Active Involvement as school team member
- Follow code of ethics

Teacher competencies related to Psychomotor domain

- Mobilize digital technologies
- Conduct Co-curricular activities
- Construction of teaching learning material

Cognitive Domain

1. Planning of teaching and learning phase

- Determine the educational objectives (for example specific aims and general aims).
- Selection of content or topics.
- Do the time management according to the selected topic.
- Preparation of lesson planning.
- planning on how to deliver the content or how to teach: like,
 - ❖ selection of teaching methods
 - ❖ selection of teaching strategies and tactics
 - ❖ selection of teaching learning material
 - ❖ which part of the content/unit /topic should be more emphasised

❖ Whether the topic is elaborating or cursorily

- Identify the maturity level of the students.
- Identify the individual differences among students like attitude, attitude, physical difference etc.
- Aware with the need and interest of students.
- Know the previous knowledge of the students related to particular topic.

2. Implementation of teaching and learning phase

- Assessment of class size: Number of students present in the class.
- Voice level should be according to the class.
- Execution of lesson planning: Like distribution of introductory questions whether in Group or individually etc.
- Develop the interpersonal relation with students.
- Use of teaching aids.
- Execution of teaching methods tactics strategies and techniques.
- Presentation of illustrations.
- Give reinforcement to students on their correct answer.

3. Acquire mastery over the language of instructions

- Deliver the content in a clear, concise and constructive way so that students can understand it easily-
 - ❖ Language of instructions should be according to aims and objectives.
 - ❖ if the instructions are delivered orally the pronunciation and voice level should be clear.
 - ❖ if instructions are in written form then writing should be compact, clear and in proportion, font size or letter size should be appropriate.
 - ❖ Instructions should be given in their mother tongue to foster critical understanding and values.
 - ❖ Instructions should have concreteness: no scope of misinterpretation to the audience about message.
- Teachers should have mastery over the rules of spoken and written language.
- Language of instruction have two important aspect : verbal and non-verbal aspect, while giving instructions teacher's verbal message should match with the non-verbal expressions like tone, pitch, pause, facial expression, eye contact etc.

4. Manage classroom activities

- Have a positive attitude towards learner instead of finding mistakes.
- Maximum time of the class should be used for instructions.
- Pace of teaching should be steady.
- Handling classroom events like-
 - ❖ Organization of relevant, meaningful and joyful curricular and Co-curricular activities in class.
 - ❖ Provide students a motivated classroom environment show that they give their opinion confidently.
 - ❖ Develop students' social skills: give assignments and project work.
 - ❖ To complete project work make the group of students of different abilities and potentials.
 - ❖ Give direction to students for completing the work.
- Establish a reporting and communication channel.

5. Evaluate learning

- Determination of aims and objectives of evaluation: whether these are to diagnose, improvement, or to evaluate mastery level.
- Selection of examination mode whether it is written or oral.
- Construction or selection of evaluation tool or methods that can assess student learning.
- Administration or execution of evaluation tool.
- Assessment of student learning or achievement.
- Gather all the information about students to know overall picture for example portfolios, rubrics, anecdotal records, cumulative records etc.
- Provide remedial teaching, diagnostic teaching etc. according to outcomes.

Affective domain

1. Supports students' love of learning

- Involve students' point of views in class.
- Foster curiosity, creativity, participation, cohesiveness among students.
- Maintain a cordial and positive relationship with the students to understand their problems.
- Supports students by appreciating their efforts and progress.
- Try to make learning creative, Experimental and enthusiastic so that learning become fun for them.

2. Consider individual differences

- Understand the need of students and provide the learning content accordingly.
- Use different strategies methods, tools, techniques according to their individual difference like physical ability, mental ability etc.
- Student diversity dealt with inclusion of different types of students basically categorised in average, below average, and above average students: Teacher should have the competency to recognise them and diagnose.
- Teachers should have pedagogical flexibility in behaviour and should have pedagogical knowledge, pedagogical content knowledge and general pedagogical knowledge.

3. Maintain cohesiveness with guardian and with education partners in the community

➤ For guardian

- To understand and diagnose the problems of students basically at primary level teacher should have competencies:
 - ❖ Take parents into confidence or tie in a cordial relationship.
 - ❖ Aware parents about education problems.
 - ❖ Assure the importance of their role in a student's outcomes achievements learning an extracurricular activities.
 - ❖ Organise the meetings of parents' teacher committee at regular interval.
 - ❖ Eradicate the problem of wastage and stagnation.
- **For education partners**
- Teacher should take advantage of chances to collaborate with many governmental and non-governmental community organizations that will invest to improve student learning and education and teaching learning situations also.
- Ensures to meet the educational goals, activities, educational project, and needs of students, teachers and schools set by the partners.

- Resource creation, social education and service, collective behaviour etc. are many other dimensions.

4. **Active involvement as school team member**

- Monitor and organised various educational (like team teaching, tutorial etc.) and co-curricular programmes (like field trips, social service programmes, educational trips, labour donation etc.) With school team members.
- Observing group mentality, group dynamics, and be familiar with personal tendencies, attitudes, interest and ambitions also.
- Collaborates with the school team to define and uphold educational standards and orientations to provide safe, fair and inclusive environment for learning to students.
- Take responsibilities of your work while doing collective work.
- Whenever necessary, discuss and plan pedagogical strategies (like pedagogical creativity, pedagogical ability and skill, pedagogical innovation) and learning situations with members of school team to foster positive attitudes and behaviours in students.
- Co-operate to guide, develop and implement the rules and regulations.
- Having tendency for the maximum production by available resources.

5. **Follow code of ethics**

- Proud to be a teacher instead of accepting it as compulsion.
- Showing passion about career development and consider yourself as a nation builder.
- Showing respect and gratitude to the institutes and colleagues.
- Have feeling of equality towards each student.
- Handle the information related to instruments and institute with greatest discretion.
- Follow value oriented behaviour and occupational norms.
- Continuous striving for excellence performance and skills.

Psychomotor domain

1. **Mobilise digital technologies**

- Use Digital technology to develop better understanding in classroom.
- Be competent and compatible in using educational softwares.
- Use digital technology to communicate effectively.
- Use digital technology to solve diverse problems and to foster inclusion.
- Encourage and aware students in using digital technology.
- Make the classroom innovative, creative, and collaborative with digital technology.
- Use educational software and digital resources for pedagogical purposes in classroom.
- Teacher must be aware about the safe and secure use of technology also about repercussion of using technology.
- Develop variety of content via digital technology.

2. Conduct Co-curricular activities

- Conduct Co-curricular activities merged with academics to ensure effective learning like science lab experiments, computer lab practical, and application based projects.
- Conduct co-curricular activities for development of personality, self-confidence, communication skills.
- Conduct Co-curricular activities for social, moral and cultural development like organization of national events and traditional events.
- Conduction of co-curricular activities for physical and mental health of students like yoga, sports, meditation etc.
- Engage students in co-curricular activities to develop group dynamics, team integrity, leadership, co-ordination and co-operation.

3. Construction of teaching learning material

- Construction of teaching learning materials should be according to students' chronological age, sex, IQ level, culture and SES (Socio economic status) and family background etc.
- Connect teaching learning material with daily life and experiences of students.
- Teaching learning material should fulfil the diverse need of the students.
- Use real objects as teaching learning material, if possible.
- Teaching learning material should encourage interaction between students and teacher, develop reciprocity, cooperation and encourage active learning, prompt feedback, emphasize time on task, develop higher order thinking skills.
- Teacher should ensure that teaching learning materials is used consciously that it has positive and progressive impact on learning outcomes.

Conclusion

Ideally, the teacher professionalism involves the varied nature of teacher according to the need of the society. The professional teacher is characterized by a body of competencies like: plan and implement effective teaching learning activities, select and use different methods to evaluate, effective classroom management, maximize learning, having inclusive teaching approach and constructive relationships, use digital technologies, organise activities and many more. The paper described how teacher professionalism such that competent teacher deployed better teaching practices.

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