

ROLE OF TEACHING TECHNIQUES & COMPETENCIES FOR TEACHERS TO LEAD CHANGE IN SCHOOLS

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Abstract

This exploration benefits incredibly from the functionalist origination of instruction, which is based upon two accentuations: the use of the logical technique to the target social world, and the utilization of a similarity between the individual 'living being' and 'society'. To this end, it offers us an open door to characterize terms deliberately and to see issues as continually being interrelated with different segments of society. The experimental part includes portraying and translating what instructive destinations can be accomplished with the assistance of instructors, showing capabilities in close association with instructive arranging, educator preparing and advancement, and accomplishing them without squander.

1. TEACHERS AND THE TEACHING PROFESSION

It is an open question as to which occupations should be regarded as professions. Today there are a great number of occupational groups, most having university ties and licensing restrictions, which claim professional status. Several scholars have approached the problem of definition by compiling lists of professional 'traits'. Though not without interest, such lists have not solved the problem of definition for three main reasons:

- Without any clearly argued justification, each list appears to be based on its author's view of the most salient characteristics of high-status professions.

- When applied a list of thirteen commonly agreed upon traits to forty-three qualifying associations, they found a continuum of scores from 0 to 13 without any clear cut-off points and little evidence of some traits taking precedence over others.
- Several traits are culturally specific, with greater significance in some countries than others.

In addition, stressed the importance of professional preparation and higher education, stating that the occupations now claiming to be professions have employed several modes of training and preparation, often in combination. These include [1]:

- A period of pupilage or internship, during which students spend a

significant amount of time (up to five years) learning their 'craft' from an expert;

- Enrolment in a 'professional college' outside the higher-education system;
- A qualifying examination, normally set by a qualifying association for the occupation;
- A period of relevant study at a college, polytechnic or university leading to recognized academic qualification; and
- The collection of evidence of practical competence in the form of a logbook or portfolio.

Nonetheless, a few researchers have additionally contended that an understanding of the part which professional-ism plays in crafted by instructing can't be found in acquired typologies from outside the word related space and its genuine articulations of the experience of educators' work. This contention refutes the typical contentions about educator professionalism in light of likeness, confirmation, and restriction since they don't touch the core of instructing as human experience.

2. MODES OF TEACHING AND TEACHERS' JOB EFFECTIVENESS

Effective teaching connotes the ability on the part of the teacher to communicate which is reflected in a lucid presentation and the transmission of an enthusiasm that is infectious. Communication here does not merely imply the passing back and forth of

sounds, but the art of using the vehicle of sounds to sensitize internal reorganizations which issue in the rolling out of concepts and principles from the learners. This cannot happen if lucid and logical presentations backed by radiating and noticeable enthusiasm from the teacher are not in evidence. A teacher is therefore a person who can communicate with genuine enthusiasm [2].

1. **Didactic Mode:** This is the telling mode of teaching. It is a way of dispensing facts to the learner. A teacher who uses the didactic mode of teaching is good at narrating or reporting facts. Activities in this mode include lectures, assignments, recitations and examinations. The content of the mode is traditional subject matter. It is the teaching mode that conveys information which is aimed at imparting knowledge and building skills for the students to remember. Students practice and master skills introduced in their classes
2. **Heuristic Mode:** This mode of teaching involves inquiry and discovery methods. The teacher here is an arranger organizing inquiry/discovery activities to facilitate meaningful learning. The teacher is a resource person. Activities in this mode include organizing learners, giving criteria, holding conferences, and checking progress of students. The content of this mode is traditional subject matter discovered through discovery or inquiry techniques. It involves dynamic methods and processes of learning. It is the teaching

mode that serves to guide, discover, reveal and to solve problems.

3. **Philetic Mode:** This is the effective mode of teaching where students 'feelings or opinions are aroused. A philetic teacher is a friend, a counselor and a 'parent'. The teacher who operates in this mode holds conferences with students. He or she is a social arranger, creates the mode, and is a performer of things for the enjoyment of students. Every one of the teachers' activities is focused on the ego of the learner and is aimed at winning the confidence of the learner. It is a teaching mode that is concerned with students' development, both intellectually and as people.
4. **Guristic Mode:** TeGuristic mode is an approach of instruction where the teacher tries to explain his or her experience or feelings. There is no motive to teach per se or the desire to impart any of the above three modes. Nevertheless, from his or her given information about his or her own views of life, students pick out what their lines of interest are. A guristic teacher is a good interpreter of the future. He or she sees the future and imagines for the learner. Their activities involve reflective thinking. They are at the center stage, the focus of attention, which is aimed at expounding on knowledge.

3. MOTIVATIONAL COMPETENCIES

Motivation as a Strategy for Teaching and Learning

Schools have much to learn by analyzing the casual instructional method of consistently life; the standards of good educating are the same for school than for home and group. At the point when genuine educating is found in schools, it watches similar rule that great showing displays in casual settings. Moreover, a few specialists are of the conclusion that quality educating is found in the school, this is on the grounds that it is assumed that instructing and learning go on well in the school condition and they are being completed by qualified educators who can inspire students to learn under differing conditions. There-fore, inspiration is viewed as one of the characteristics of accomplishing great educating and learning in schools [3].

The expression "understudy's inspiration to learn" has, to some degree, diverse significance. Characterizes it as the importance, esteem, and advantages of scholarly errands to the student paying little respect to regardless of whether they are characteristically interesting. Carole Ames, then again, comments that inspiration to learn is described by long haul, quality contribution in learning and responsibility regarding the way toward learning. Understudy inspiration normally needs to do with students' want to take an interest in the learning procedure, yet it likewise concerns the reasons or objectives that underlie their inclusion or non-association in scholarly exercises. As it were, while students might be similarly propelled to play out an assignment the wellsprings of their inspiration may vary. Students who are

characteristically spurred embrace an action for its own particular purpose, for the satisfaction it gives, the learning it licenses, or the sentiments of accomplishment it inspires [4].

4. INSTRUCTIONAL PROCESS COMPETENCIES

Teaching is viewed sociologically as a social action because teachers in the classroom interact with their pupils in such a way as to attain specific pre-determined goals. The performance of this action by the teacher is affected by the quality of the teachers' role socialization. The role socialization of the teacher involves the training which the teacher received before engaging in the act of teaching. As a result teaching can be seen as a diverse and complex activity because the goal of any teaching task is achievement.

These requirements are necessary for the successful teaching of agriculture. He further argued that these characteristics or qualification would equip the teacher to be committed to the teaching profession and be able to do the following [5]:

- The teachers will believe in their programs and have the initiative to carry them out.
- They will be willing to dedicate themselves to their jobs and render services efficiently.
- They will become persons of perseverance since success cannot be attained overnight.
- They will have faith in their work

and possess the enthusiasm and courage to continue even though at times things do not appear the brightest.

To instructional competencies involve “*professional characteristics*” and “*professional competences*”.

Professional characteristics are what he considers to be the underlying qualities of the teacher that enables him or her to pull the individual instructional competences together and apply them in the professional context [6].

Professional characteristics of a successful teacher:

- Professional values
- Professional development
- Personal development
- Communication and relationships
- Synthesis and application

Recommended that this list be read along with other lists of specific competences which were divided into professional knowledge and understanding and professional skills as follows [7]:

1. Professional competences of the successful teacher:

- Knowledge and understanding:
- Knowledge of children and their learning
- Subject knowledge

- Knowledge of the curriculum
- Knowledge of the education system
- Knowledge of the teacher's role
- Class management
- Understanding the wider role

2. Skills:

- Subject application
- Classroom methodology

The two statements as inter locking. They could either be seen as a matrix with professional characteristics permeating the performance of professional competences or be represented graphically as in Figure 1.

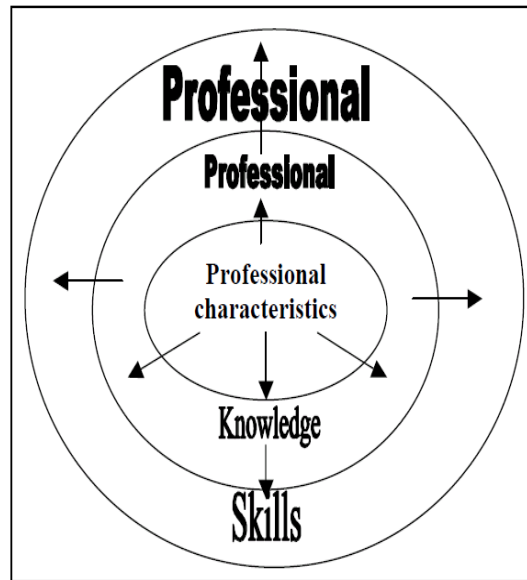


Fig: 1 Professional characteristics, knowledge and skills

Questioning, evaluation, feedback and corrective instruction: To ensure an effective instruction process in school that will create effective schooling, the following characteristics of teacher behavior are important [8]:

1. Management of the classroom in order to create a situation where learning can take place.
2. Expectations teachers (and schools) have of their possibilities to influence student outcomes probably also influences what teachers do.
3. Clear goal setting (learning Objectives) that include a restricted set of goals, emphasis on basic skills and emphasis on cognitive learning and transfer.
4. Structuring the content. This includes the organizing the content according to the hierarchically ordered goals. The use of advanced organizers can also structure the content for students.
5. Clarity of presentation, which implies the above-mentioned element, but also refers to the

transfer process itself (avoiding vagueness and incomplete sentences).

6. Questioning by means of low and higher order questions keeps students at work and can be used to check their understanding.
7. Immediate exercise after presentation. Like questioning: it provides a check for understanding and can be used to clarify problems.

5. TEACHER'S PROFESSIONAL ROLE AND RESPONSIBILITIES FOR STUDENT ASSESSMENT

There are some standards in making sure that students are evaluated properly. In recognizing the critical need to revitalize classroom assessment, a number of standards focus on classroom-based competencies while others focus on the assessment of the whole educational program. The scope of a teacher's professional role and responsibilities for student assessment may be described in terms of the following activities which require competence in student assessment and sufficient time and resources to complete in a professional manner [9].

Activities Occurring Prior to Instruction

- Understanding students' cultural backgrounds, interests, skills, and abilities as they apply across a range of learning domains and/or subject areas;
- Understanding students' motivations

and their interests in specific class content;

- Clarifying and articulating the performance outcomes expected of pupils; and
- Planning instruction for individuals or groups of students.

Activities Occurring During Instruction

- Monitoring pupil progress toward instructional goals;
- Identifying gains and difficulties pupils are experiencing in learning and performing;
- Adjusting instruction;
- Giving contingent, specific, and credible praise and feedback;
- Motivating students to learn; and
- Judging the extent of pupil attainment of instructional outcomes.

Activities occurring after the Appropriate Instructional Segment

- Describing the extent to which each pupil has attained both short- and long-term instructional goals;
- Communicating strengths and weaknesses based on assessment results to students, and parents or guardians;
- Recording and reporting assessment results for school-level analysis, evaluation, and decision-making;
- Analyzing assessment information gathered before and during instruction to understand each

student's progress to date and to inform future instructional planning;

- Evaluating the effectiveness of instruction; and
- Evaluating the effectiveness of the curriculum and materials in use.
- It is only when teachers understand the techniques of evaluation that they will be capable of maximizing the potential of their students.

6. STANDARDS FOR TEACHER COMPETENCE IN EDUCATIONAL ASSESSMENT OF STUDENTS

Every standard that follows is an expectation for assessment knowledge or skill that a teacher should acquire in order to perform well in his or her evaluation effort. As a set, the standards call on teachers to demonstrate skill at selecting, developing, applying, using, communicating, and evaluating student assessment information and student assessment practices. The standards are [10]:

1. Teachers should be skilled in choosing assessment methods appropriate for instructional decisions: Skills in choosing appropriate, useful, administratively convenient, technically adequate, and fair assessment methods are prerequisite to good use of information to support instructional decisions.
2. Teachers should be skilled in developing assessment methods appropriate for instructional decisions: While teachers often use

published or other external assessment tools, the bulk of the assessment information they use for decision-making comes from approaches they create and implement.

3. The teacher should be skilled in administering, scoring and interpreting the results of both externally-produced and teacher-produced assessment methods: It is not enough that teachers are able to select and develop good assessment methods; they must also be able to apply them properly.
4. Teachers should be skilled in using assessment results when making decisions about individual students, planning teaching, developing curriculum, and school improvement: Assessment results are used to make educational decisions at several levels: in the classroom about students, in the community about a school and a school district, and in society, generally, about the purposes and outcomes of the educational enterprise.
5. Teachers should be skilled in developing valid pupil grading procedures that use pupil assessments: Grading students is an important part of professional practice for teachers. Grading is defined as indicating both a student's level of performance and a teacher's valuing of that performance. The principles for using assessments to obtain valid grades are known and

teachers should employ them.

6. Teachers should be skilled in communicating assessment results to students, parents, other lay audiences, and other educators: Teachers must routinely report assessment results to students and to parents or guardians. In addition, they are frequently asked to report or to discuss assessment results with other educators and with diverse lay audiences.
7. Teachers should be skilled in recognizing unethical, illegal, and otherwise inappropriate assessment methods and uses of assessment information: Fairness, the rights of all concerned, and professional ethical behavior must undergird all student assessment activities, from the initial planning for and gathering of information to the interpretation, use, and communication of the results.

7. CONCLUSION

The motivation for this investigation originates from the way that I hold an extreme confidence in the estimation of the teaching calling and its functionalist significance to society and our kids getting their educational encounters right. This thesis isn't for the cowardly. It is an academic composition for teachers who share my conviction and for those whose everyday lives are driven by the objectives of making educational policies and planning in helping youngsters to learn effectively. This content is tended to as a matter of first

importance to teachers who look for observational proof and who need to be at the exceptionally best of their calling. It is likewise for principals, instruction organizers and approach creators in developing nations particularly those in Africa to deal with the truth on the ground.

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