The Professional Teaching

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Abstract

A professional teaching qualification does not make a teacher to be professional one, in the true sense of the word. Belonging to be a particular “professional teacher” does not automatically guarantee that the service which the teacher providing is a professional one. Hence, to be professional teacher is a hard thing to do because it encompasses many roles to be done well. So the professional teachers would have some concept for teaching students. Such as: Students to learning anything are enjoyment, Be confident in speaking, Make your lessons objective based, Teach students to organize information and content, Stop and check understanding, Maximize your teaching time, Have clear procedure for classroom behavior, Keep ahead of your game, Critical thinking, Creative thinking and Ethics of Teachers. Professional teachers development is a remarkably accurate barometer of a school’s educational health. It also has a profoundly positive effect upon the amorphous beast. It is hard to imagine a teaching staff which is passionate about its own learning but is disinterested in the learning of its students.

Keywords: The Professional, Teaching

บทคัดย่อ

การสอนแบบมืออาชีพที่แท้จริง มิได้ต้องขึ้นอยู่กับคำว่า “เป็นครูมืออาชีพ” แต่การเป็นครูมืออาชีพ มีองค์ประกอบหลายอย่างมากที่จะพัฒนา ผู้ที่เป็นครูมืออาชีพจำเป็นต้องมีแนวคิดในการสอนนักเรียน ได้แก่ การทำให้นักเรียนเข้าใจว่ามีความสุข ครูมีความเชื่อมั่นในการพูด วางแผนในการเรียนที่ใช้สอน สอนนักเรียนให้รู้จักใช้สารสนเทศเพื่อกิจการเรียนรู้ พัฒนาความเข้าใจในบทเรียนอย่างสม่ำเสมอ มีความใส่ใจกว้างๆ ครูมีความรู้ที่มีของตนเองที่ถูกต้อง เกิดการพัฒนาครูผู้สอนด้วยมืออาชีพเป็นตัวชี้วัดที่ทำให้ประสิทธิภาพของการจัดการศึกษาได้ดีขึ้นอย่างยิ่ง นอกจากนี้ยังมีผลที่ทำให้ภาพของครูผู้สอนดีขึ้น มีการเรียนรู้ที่พอพัฒนาตนเองให้ความสำคัญต่อผู้เรียน ส่งผลให้การเรียนการสอนมีคุณภาพ

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Introduction

Improving the quality of teaching and learning should remain at the core of education reform to ensure the children actually learn the skills and knowledge that they learn and actively participate in society, which should include both cognitive and non-cognitive skills. So the professional teachers would have some concept for teaching students. (Teaching Profession in ASEAN, Krurusapha. : 2014)

For some amateur teachers it’s bewildering as to what it takes to be an effective teacher. To teach so that students actually learn in your class you need to know the secret procedures and routines that will make you efficient in the classroom. I can almost guarantee that if you have them in place your lessons will run smoothly. So the level of teacher are amateur career profession and ideal.

It is no exaggeration to say teaching can be one of the most rewarding careers. If you save one kid, it feels as if you’ve saved the entire world. Every teacher has the capacity to make the world a better place and give someone the ambition to become somebody. Yet if you’re new to the profession, before you can do this you need to master the old fashioned craft of how to teach... with a modern twist.

Many passionate graduate teachers encounter a hard to crack merciless class and feel they have been eaten for breakfast. You can find these teachers slumped in the staffroom often in tears. This guide is for anyone, new or experienced teachers, who want to know the secrets of the classroom.

Characteristics of Successful Professional Development

A considerable knowledge base exists on successful professional development. One line of research has focused on skill development programs.

Lawrence (1974) examined 97 studies and evaluation reports, primarily on skill development programs. He concluded that the following were characteristics of effective programs:

1. Involvement of administrators and supervisors in planning and delivering the programs
2. Differential training experiences for different teachers
3. Placement of the teacher in an active role (generating materials, ideas, and behaviors)
4. Emphasis on demonstrations, supervised trials and feedback, teacher sharing, and mutual assistance
5. Linkage of activities to the general professional development program
6. Teacher choice of goals and activities

7. Teacher self-initiated and self-directed training activities

Berman and McLaughlin (1978) synthesized findings of a four-year Rand Corporation study on the effects of educational innovations funded by the federal government. They found that effective projects in school districts were characterized by mutual adaptation of project and staff. Elements that fostered mutual adaptation included the following:

1. Concrete, teacher-specific, and extended training
2. Classroom assistance from project of district staff
3. Teacher observation of similar projects in other classroom, school, of districts
4. Regular project meeting that focused on practical problems
5. Teacher participation in project decisions
6. Local materials developed
7. Principal participation in training (p. 9)

Joyce and Showers (1980, 1983, 1988) have shown that skill development programs that use presentation, demonstration, and practice as well as classroom feedback add coaching are more successful than programs that do not use feedback and coaching. In other words, teachers acquire and use new skill more readily when there is follow-up into their own classrooms. Stallings (1980) has shown that small-group problem-solving workshops in which six to seven teachers share and experiment show greater results than workshops with large groups.

Mohlman has compared three different skill development models (Mohlman, 1982; Mohlman-Sparks, 1986). The first contained presentation, demonstration, practice, and feedback; the second contained presentation, demonstration, practice, and feedback followed by peer observation; and the third contained presentation, demonstration, practice, and feedback, and trainer coaching. She found that participants acquired more classroom skill with the second model of peer observation. The trainer-coaching model ranked second in skill acquisition, and the model that did not have peer observation or expert coaching ranked last.

The Mohlman, Kierstead, and Gundlach model (1982), used with the California Department of Education, incorporates various elements of effective skill development. It includes:

1. Small-group workshops spaced three weeks apart
2. Peer observations
3. Post observation analysis and conferencing focused on skills introduced in workshops
4. Classroom experimentation and modification of implemented skills

Modern professional development has a variety of purposes beyond skill training, including of teachers’ self-efficacy, cognitive development, and career development, as well as teacher collegiality and the improvement of school culture. The broadening of professional development has been accompanied by an expanding body of literature on effective development programs, including original research and reviews of research and best practice (Loucks-Horsley, et al., 1987; Orlich, 1989; Wood and Thompson, 1993; Gusley, 1994; Corcoran, 1995; U.S. Department of Education, 1996; Hawley and Villi, 1996; Joyce, Calhoun, and Hopkins, 1999; Fullan, 2000; Gordon, 2000; Zech, Gause-Vega, Bray, Secludes, and Goldman, 2000; Bernauer, 2002; Harris, 2002). Although these reports do not agree on all factors, there are a number of common characteristic:
1. Involvement of participants in planning, implementing, and evaluating programs
2. Programs that are based on school goals
3. Long range planning and development
4. Programs that incorporate research and best practice on school improvement and instructional improvement
5. Administrative support, including provision of time and other resources as well as involvement in program planning and delivery
6. Adherence to the principles of adult learning (see Chapter 4)
7. Attention to the research on change, including the need to address individual concerns throughout the change process (see Chapter 21)
8. Follow-up and support for transfer of learning to the school or classroom
9. Ongoing assessment and feedback
10. Continuous professional development that becomes part of the school culture

As you review the characteristics listed above, think of a professional development program that you are familiar with.

There are three main domains of learning and all teachers should know about them and use them to construct lessons. These domains are cognitive (thinking base), affective (emotion/heart base), and psychomotor (physical/body base). Each domain on this page has a taxonomy associated with it. Taxonomy is simply a word for a classification. All of the taxonomies below are arranged so that they proceed from the simplest to more complex levels. The ones discussed here are usually attributed to their primary author, even though the actual development may have had many authors in its formal, complete citation.

Many teachers are unaware that the cognitive/thinking domain, again commonly known as Bloom’s Taxonomy. While I have included the original cognitive one, I have also attached it to the newly revised version so that users can see the differences. The newer version of Bloom’s Taxonomy of Learning has a number of added features that are very useful to educators in constructing optimal learning experiences. Additionally, when possible, teachers should attempt to construct more holistic lessons by using all 3 domains in learning tasks. This diversity helps to create more well-rounded learning experiences and meets a number of learning styles and learning modalities, plus it creates more neural networks and pathways aiding recall. So the professional teachers would to have some concept for teaching students. (Bloom, B.S. and Krathwohl, D. R. : 1956)

Students to learning anything are enjoyment. That is the way to learn the most, that when you are doing something with such enjoyment that you don’t notice that the time passes. Sadly if you have ever followed a student
around for the day in school you will realize for young people it’s incredibly dull and boring. At a time of life that you are quite literally full of life. Using a bit of teaching media and each other can transform your lessons. Enjoyment and learning can be hard to get right, but if you can do this your students will appreciate you.

The education management should be to make success of the school social system which consists of various factors such as educational policy, learning model, the media and teaching materials, teaching methods and actions of teacher (Rungchatchadaporn Vehachart. 2015 : 4).

Be confident in speaking
It sounds simple, but make sure your delivery of information is clear and you maintain a presence by moving around the classroom. Make eye contact and meaningful hand gestures. Your voice needs to be confident, loud and clear.

Some teachers are not aware that sometimes students don’t hear what they say or the sound of their voice is boring and monotone. You can show enthusiasm, passion and subject interest by the tone of your voice. Use appropriate language, not too hard or too easy. Don’t try to show off what big words you know in an attempt to build their language. They need to understand what you are saying and your language needs to vary according to age group.

Make your lessons objective based
All lessons should be focused around achievable objectives. Plan your lesson with an end in mind and be clear to yourself what the students will be learning. This way you will ensure more is accomplished. Set these clear measurable objectives and demonstrate that by the end of the period students have met them. Use SMART objectives: specific, measurable, achievable, realistic and time-based.

Teach students to organize information and content
Often students are put off reading lots of heavy text, so always use graphics. Venn diagrams are effective methods to grasp concepts and break down text for students. They also help students to compare and contrast information. Mind maps are useful ways of breaking down information, using visuals and linking ideas together. Use analogies to help students understand topics and relate them to other areas of their life.

Stop and check understanding
Every 10 minutes you need to stop and work out what the students know. This can be done in simple ways such as a show of hands. If a student doesn’t know the answer, ask someone else the question then go back to the same student and ask them the same question again until they give you the right answer. Proven research shows that this makes the whole class learn. Everyone listens, hears and learns with this method.

Maximize your teaching time
It so easy to waste time in lessons and not accomplish what you want. Use time limits, say things such as: “Ok, you have 10 minutes to do the activity”. This will push students into action. Put a timer in your classroom and let it ring when the time is over. Even better, have a student keep the time. Make it clear and include a timed agenda of how many minutes you are going to be spending on each part of the lesson. This ensures that your lesson moves swiftly and at a good pace. (Lieberman, A. 1995).
Have clear procedure for classroom behavior

In my experience, the number one problem teachers complain about is poor behavior in class. The easiest way to deal with classroom behavior is to have procedures: how you want your students to enter and exit the classroom, how to indicate they need help, want go to the toilet, where to sit and so on.

You need to give students expectations and clear procedures for classroom behavior. For example, when entering the classroom you can teach them to come in quietly, sit down and do the activity set on the board. This sounds old fashioned, but procedures are very effective. You need to rehearse these with the class. Your students will prefer knowing what to do in your lesson.

It works best if you start in the first week of school. That way students know what you expect of them and you can accomplish more in your lessons.

Keep ahead of your game

The biggest shift in education had been from teacher-centered education to student learning. In short, less of you lecturing on at the front of the class. Instead, the more students work out the answer themselves the more learning happens. It stands to reason you need to be always developing yourself professionally.

6 Q for Students

Teachers should awareness to make every student to be complete with 6 Q

IQ : Intelligence Quotient. IQ has been defined in many different ways such as in terms of one’s capacity for logic, abstract thought, understanding, self-awareness, communication, learning, emotional knowledge, memory, planning, creativity and problem solving. It can also be more generally described as the ability to perceive information and retain it as knowledge for applying to itself or other instances of knowledge or information, thereby creating referable understanding models of any size, density, or complexity, due to any conscious or subconscious imposed will or instruction to do so.

EQ : Emotional Quotient. EQ is the most well-known it is about being aware of your own feeling and those of others, regulating these feeling in yourself and others, using emotions that are appropriate to the situation, self-motivation and building relationships.

CQ : Creativity Quotient. CQ is the ability to transcend traditional ideas, rules, patterns, relationships, or the like, and to create meaningful new ideas, forms, methods, interpretations, etc.

MQ : Moral Quotient or Moral Intelligence. MQ directly follows EQ as it deals with your integrity, responsibility, sympathy and forgiveness. The way you treat yourself is the way other people will treat you. Keeping commitments, maintaining your integrity and being honest are crucial to moral intelligence.

PQ : Physical Quotient. PQ is like any other resource in a biological system; it can be developed (saved up) and it can be eroded (spent).

AQ : Adversity Quotient. AQ is the bedrock of human endeavor. Enhance AQ for real gains in productivity, capacity, performance, innovation, morale and more. (Thunyaluk Phinsanoak. 2015)

Life Skills

The life skills that students should have in the future, 5 strengths workers need for their job.

1. Knowledge in related fields , 2. Virtual

Critical thinking
is the active, persistent, and careful consideration of a belief or form of knowledge, the grounds that support it, and the conclusions that follow. It involves analyzing and evaluating one’s own thinking and that of others. In the context of college teaching and learning, critical thinking deliberately and actively engages students in:

1. Raising vital questions and problems and formulating these clearly and precisely;
2. Gathering and assessing relevant information, and using abstract ideas to interpret it effectively;
3. Reaching well-reasoned conclusions and solutions and testing them against relevant criteria and standards;
4. Openly considering alternative systems of thought; and
5. Effectively communicating to others the analysis of and proposed solutions to complex challenges.

Creative thinking
is the generation of new ideas within or across domains of knowledge, drawing upon or intentionally breaking with established symbolic rules and procedures. It usually involves the behaviors of preparation, incubation, insight, evaluation, elaboration, and communication. In the context of college teaching and learning, creative thinking deliberately and actively engages students in:

1. Bringing together existing ideas into new configurations;
2. Developing new properties or possibilities for something that already exists; and
3. Discovering or imagining something entirely new.

Positive thinking
In the classroom every student requires the understanding and positive attitude in living together. To achieve this goal, a lot of methods are required such as the positive thinking skills, the language skills and learning by doing skills.

School administrators use a supervisory monitoring system on a continuous basis in providing consultation to teachers, students and the community in the matters require. The confidence and trust of the teachers should be fully understand their roles.

Ethics of Teachers
As most people think about their favorite teachers, “ethics” probably does not enter their minds. Very few people would say, “I liked that teacher because she was ethical.” But ethics is a critical element in teaching and plays an important role in a teacher’s personal and professional life. A teacher’s ethical stance will govern how he or she instructs and assesses students. Ethics also will play a role in how a teacher interacts with students, with colleagues, with administrators and with the community at large.

Teaching and Learning International Survey (TALIS) is intended to increase opportunities and ways to recognize and compare the information about teachers, focusing on the working environment of teachers and the learning environment in schools, covering important issues about teacher professional development, beliefs, attitudes, professional skill practice and effective processes of teaching. This will contribute towards escalation of overall national education. (World Education and Teacher Situation. 2014:15)
Conclusion

Professional teachers development is a remarkably accurate barometer of a school’s educational health. It also has a profoundly positive effect upon the amorphous beast. It is hard to imagine a teaching staff which is passionate about its own learning but is disinterested in the learning of its students.

Instructional leadership to make a difference in the lives of students. Professional teacher begin their careers “with a sense that their work is socially meaningful and will yield great personal satisfactions.” This sense dissipates, however, as “the inevitable difficulties of teaching. (Michael G. Fullan.1993: 12) When professional teachers development is embedded in the daily collaborative interaction of colleagues, when there are continuous and meaningful conversations about learning and teaching; and when the responsibility and leadership for adult learning come from the individuals most concerned - the teachers themselves.

References


