

BUILDING DESIRED TEACHER'S PERSPECTIVES ON PROFESSIONALISM

By:

Gemma S. Corpuz

Teacher III, Justice Emilio Angeles Gancayco Memorial High School

While teachers may be seen differently than other professionals, their significant contribution to societal transformation cannot be overstated. In reality, the classroom teacher is seen as the most influential person in guiding learners to their great achievements. Although authors such as Stronge and Tucker (2000) believe that the teacher is the most significant school-based factor in student progress, the definition of "effective" or "professional" teaching remains a matter of debate. Perhaps we can enhance teaching by recognizing and articulating a shared meaning of "professional" and "effective." As a result, more learners will benefit from great educational experiences.

Professionalism among teachers necessitates having a positive attitude towards job responsibilities, colleagues, and learners. At the most basic level, teachers must not allow their personal lives to impede their professional attitudes. Even if a teacher is having a rough day, he or she must keep a positive attitude and not pass on his or her tough situation to the learners. A professional teacher must ignore external concerns or disruptions in order to concentrate on the task at hand.

Teachers should not allow bad emotions to affect their students. One of the most important things a teacher can do for his or her students is to love them. It is critical for children to understand that their teachers are concerned about them. A professional teacher sees his or her job as more than just a job; it's a vocation that revolves around caring for children. A teacher's capacity to form personal connections with students is a distinguishing characteristic.

Another important aspect of professionalism is having a confident attitude. Insecurity can lead to social blunders and inappropriate behavior (Hurst and Reding 2000). Teachers must be aware of and confident in their own talents. The ability to take initiative is also essential. Teachers must also set developmental goals for themselves and their students. They know what they want to accomplish. Taking initiative rather than waiting for instruction on what to do is one of the signs that teachers are becoming more competent professionals.

Effective teachers must also devote themselves to continuing their education throughout their lives. Professionals, according to Wong and Wong (1998, 294), are people who, even without directed regulatory supervision, are responsible people, have a professional growth plan to enhance competence, and aspire constantly to raise the level of each new group of students.

Teachers must draw up an effective plan and have the necessary materials and resources on hand to deliver the content of their lesson. This makes teachers prepared every time they enter the classroom. Many teachers underestimate how much time adequate planning and preparation takes, but success is always at hand with appropriate planning for the set goals. The sooner teachers grasp this concept, the better. According to Hurst and Reding (2000), punctuality is another key characteristic related to professionalism. In a school atmosphere, tardiness is frowned upon. Learners must never be left behind with this important lesson.

Professionals live in glass homes, metaphorically; they are constantly scrutinized and held to the highest moral and ethical standards. Teachers, who are expected to be role models for their students, must consider how their behavior affects others both within and beyond the classroom. The actions and influence of a teacher as a role model can either benefit or hurt others. Even the smallest indication of impropriety can undermine a teacher's reputation while also leaving students disillusioned and perplexed.

People are typically judged by their appearance, whether they like it or not. A presentable appearance is expected to be exhibited by professionals. "You will be treated as you are dressed," warn Wong and Wong (1998, 51). While formality has dropped in many occupations, several styles of clothing are still considered unacceptable in professional situations. Provocative, informal, or sloppy clothing is not appropriate. Body piercings, tattoos, and other daring styles are frequently frowned upon. Teachers are urged to dress in a more formal manner rather than in informal or contemporary attire. A teacher should look like the instructor, not one of the students. Professional behavior requires the potential to detect the types of topics that are relevant for discourse. School is not the place to make big fashion statements or dress in provocative ways. Teachers should avoid replying to improper or personal queries. They should also refrain from interrupting people in conversation and ponder before speaking.

Knowing the limits of what teachers are permitted to learn and share in the classroom is critical for professional conduct. Hurst and Reding (2000, 36) advised: "It is crucial for instructors to acknowledge their role in this chain of command." The capacity to be a follower as well as a leader is a vital part of being a professional. " This is true for all teachers who engage themselves in nurturing learners. Educators, on the other hand, must be willing to speak up for what is right. Teachers are encouraged to assist in bringing about the required changes by engaging in study, reflection, and sharing with others.

References:

<https://files.eric.ed.gov/fulltext/EJ728484.pdf>

<https://files.eric.ed.gov/fulltext/EJ787753.pdf>