

INSTITUTING SERVICE TRAINING PROGRAMS FOR NEWLY HIRED TEACHERS

by:

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Effective classroom teachers are considered a critical factor in student success. The impact of teachers has a greater influence in determining the learning gained by students. These acknowledgements emphasize the significance of providing assistance to newly hired teachers. Thus, newly hired teachers need to participate in upskilling programs to learn skills for improving student success. When student success is the goal, initiatives to enhance teaching-learning practices are rooted in the understanding that teachers are valued. School leaders may support the professional growth of teachers in the profession, which is seen as an essential method for leveraging student achievement.

Service Training Programs are relevant to program introductions that provide new teachers with the methods and resources they need to begin their journey in the field of teaching, as well as differentiated instruction to help them meet performance standards. This comprises mentoring, decision-making, organizing assistance, professional growth, and evaluation.

Induction and mentoring programs present a set of model programs and procedures that have been shown to be effective in assisting teachers in a variety of school settings. Induction programs for new teachers are initiated to welcome new professionals and assist them in developing their teaching skills by reflecting on the ongoing emphasis on improving teaching practices. Mentoring programs for new teachers have been recognized as effective ways to encourage discourse among teachers about educational practices, to allow teachers to communicate ideas with colleagues, and to gain knowledge from other teachers. Teachers who have direct connections to the professional practices

of veteran teachers appreciate and recognize significant improvements in their personal and professional performance.

A key component of getting the maximum impact out of the support available to teachers throughout their professional lives is a change in their cognition. This change entails shifting their perspective from their teaching to their students' learning. Teachers must learn to base their instructional decisions on the learning needs of students. Teachers are increasingly being challenged to demonstrate student-learning accountability by showing the importance of their instructional decisions on student performance assessments and results.

Changing learning standards, the diverse needs of students who require more knowledge and skills to function effectively in a complex society, and the nation's ultimate success in a global market all necessitate that all school leaders and the school community be concerned with calibrating teachers into their full potentials as knowledge and skill builders. The role of school leaders in teacher retention offers potential strategies for administrative assistance for schools as well as improving the retention levels of effective teachers. It emphasizes the importance of school leaders in providing instructional leadership and cultivating collaborative relationships that promote a positive learning environment in which teachers are treasured, loved, and supported in their work. Quality teacher preparation with profound and consistent teacher support can foster an environment conducive to improving student achievement while also lowering high teacher turnover rates, which impose significant costs on learners, schools, and the community.

References:

Maynes, Nancy and Hatt, Blaine E. (26 August 2013). Hiring and Supporting New Teachers Who Focus on Students' Learning. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1017211.pdf>