

STRENGTHENING SECONDARY TEACHERS' TECHNOLOGICAL AND LIVELIHOOD EDUCATION SKILLS

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A teacher's competency in the teaching profession includes social, professional, and personal components. This involves controlling learning processes, adjusting to one's surroundings, and teaching as an authority on the subject and theories pertaining to teaching and learning (Klassen & Chiu, 2010). Around the world, teacher education institutes investigate how to use competencies to support teachers' professional development without compromising the caliber of instruction. The pre-service education programs that teachers often complete do not ensure that they will be competent enough to meet the needs of professional growth. Thus, in order to improve teachers' effectiveness and competency, schools must thus be reviewing and strengthening their initial and continuing training.

Teachers are crucial in educating and equipping the next generation of citizens to compete in the twenty-first century. They are regarded as the most crucial assets in a system of education. They give an organization its own character, make it function, and give it life. The caliber and proficiency of an educational institution's teachers have a significant impact on its overall quality. Therefore, it is important to guarantee teacher competency, particularly in fields like technology and livelihood education that directly affect society.

The Department of Education's (DepEd) Enhanced Basic Education Curriculum includes Technology and Livelihood Education as one of its disciplines. Students who take this subject matter learn skills that are highly applicable to daily life. In the Secondary Education, the DepEd established a Technical Vocational section to emphasize its value

in the K-12 Basic Education Program. According to them, this unit has to be strengthened because it is one of the three main strands that will equip high school graduates with employable skills.

In the K-12 Basic Education Program, the primary objective of teaching technical and vocational education is to equip students with the theoretical and practical skills they will need in the workplace. It is anticipated that the students will possess the knowledge required for their trades to meet the demands of the job market.

Considering the aforementioned, one of the main goals of the K-12 curriculum is to prepare students for the workforce. Junior high school, or JHS, technological livelihood education, or TLE, courses adhere to the regulations set forth by the Technical Education and Skills Development Authority, or TESDA. By doing this, students will be able to obtain the national certification (NC) that the sector requires, which they can subsequently obtain when they start senior high school.

The Official Website of DepED Division of Bataan

References:

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