

STRENGTHENING TEACHER COMPETENCE THROUGH EFFECTIVE SUPERVISION AND PROFESSIONAL DEVELOPMENT

by:

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The K–12 Curriculum is being implemented using the Philippine Professional Standards for Teachers (PPST), which the Department of Education has embraced as a quality assurance method. The PPST's full competency ensures the application of optimal teaching methods worldwide. Order No. 019, s. DepEd. All Department of Education agencies and schools use 2022 as a reference when choosing, employing, appointing, and promoting people to teaching, school administration, associated teaching, and nonteaching roles. To ensure the provision of high-quality, easily accessible, relevant, and empowering primary education nationwide, the Department of Education (DepEd) emphasizes the importance of the Results-Based Performance Management System (RPMS) in alignment with the Philippine Performance Standards and Targets (PPST).

Teachers are expected to manage a learning environment, address learning diversity, utilize their mastery of material knowledge and its application across various learning domains, and encourage learning through the use of suitable and creative teaching tactics and effective classroom management techniques.

As stated by Sofyaningrum, E., & Noor, I. H. (2020). Stress the ongoing connection between education and the world of the future. The quality of a formal or informal educational institution can be used to gauge and illustrate the state and nation's future. Education must advance in the field, with its educational objectives being met, to ensure the survival of a powerful and magnificent nation and state.

Each person's quality will be developed and enhanced through education, which will subsequently be utilized as a means to achieve the country's established goals. There is an ongoing relationship between the type or level of education and its execution. A teacher's competency is defined as their capacity to fulfill a variety of responsibilities while maintaining complete accountability for their work (Nurhayati et al., 2022).

In the field of education, supervision is a crucial component that helps establish goals and objectives, which are then gradually developed and implemented. Numerous sources of inspiration have emerged as a result of effective and efficient educational supervision, enabling individuals to complete multiple tasks simultaneously. Academic supervision serves as a tool to enhance teacher professionalism, according to Wardani et al. (2021). Principals can help teachers become more competent by providing them with constructive criticism and guidance through effective monitoring and evaluation. However, the primary goal of supervision—teacher professional development—is not always met, as it is frequently not executed as well as it might be, with an emphasis on assessment over development. Conversely, teacher competence encompasses a range of elements, such as educational and professional expertise. Teachers with high competency generally perform better because they are more effective at managing classes and presenting the content. The relationship between teacher performance and professional competence remains highly significant, indicating that more competent teachers can provide better instruction.

A study conducted by Rahabav (2016) found a close association between a teacher's professional competence and performance, indicating that more competent teachers offer better education. The purpose of this study is to determine whether academic monitoring and teacher competency impact instruction. This study aims to determine the extent to which academic supervision influences teacher performance and the impact of teacher competency on the

supervision process. Understanding the relationship between these two factors is believed to provide a deeper insight into win-win strategies and enhance teacher performance, ultimately leading to improved education quality (Nurhayati et al., 2022). Such understanding will lead to better ways to uplift teacher performance in the classroom. This is particularly relevant considering the numerous issues in education, including low teacher motivation and inadequate administrative support. Evidence is expected to provide school administrators and education managers with solid recommendations on implementing academic monitoring and enhancing teacher competence, which will, in turn, improve learning environments and overall educational outcomes.

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