

Teachers' Professional Competencies

Alok Singh Yadav, Jay Kumar Parsad

Asst. Prof. Vivekananda Kendra

College of Techer Education, Bage Tenali, Arunachal Pradesh

Abstract: This piece focuses on explaining and clarifying the overall structure that defines competency development in teaching professionals. Nine distinct dimensions comprised the overall teacher competency framework according to the explanation. Teachers' competencies transform into their educational values as well as school behaviors and communication strategies they employ and instructional goals which guide their practices.

The acquisition of professional experience goes hand in hand with curricular studies as well as continuing professional development. Examples of teaching practice amid discussion hold supreme importance regarding teachers' competencies for enhancing school education.

Keywords: Teachers' competencies, curriculum, curriculum development, curriculum implementation.

INTRODUCTION

Teaching professionals must advance their educational competence to discover better ways for mastering teaching methods. Research on teacher competencies primarily concentrates on classroom teaching behavior of educators without considering competencies as a whole. While education reform has expanded teachers' capabilities regarding educational development approaches and research findings in education fields. teacher education, scientific results of educational science and other fields. According to Kress "Stability education was necessary for the past while classroom instability has shown that future education needs instability education" (133). The concepts in Kress' work demonstrate the need for transforming teachers' professional advancement to make it sustainable. The aims of education change very quickly The requirements of different eras determine the necessity to increase educational capability. Educational demands generate substantial changes to the entire system of education. Teachers control the operation of educational systems which requires them to have powerful effective professional abilities. Educators need their competencies evaluated in order to establish new competencies

which should align with human and educational development.

Professionals need "the set of knowledge skills and experience needed for future work that appears through real performance" (Katane et. al. 44). Gupta (4) explains that competencies include "the knowledge and skills together with attitudes, values, motivations along with beliefs that people require for occupational success." Teachers' competencies encompass three fundamental categories which include field competencies and pedagogical competencies and cultural competencies according to basic competency understanding. Teachers' Professional competence elements extend further than the three primary areas (Bulajeva 41 and Bridge; Hansen 169 and James et al. 113 and Stoffels 544 and Selvi, The English language 5).

A Research on teacher professional competencies was conducted by Elvi (The English language 4) focusing on English Language Teachers. The research applied Conventional Delphi Technique to develop the required competencies of new teachers through combined opinions from teachers and teacher educators. The Delphi process reached its completion point when experts shared their responses during the third round while the process continued until all participants reached consensus. The research study uncovered that teaching expert competencies organize into four key competencies clusters which are Curriculum Competencies with Lifelong Learning Competencies and Social-Cultural Competencies alongside Emotional Competencies. The analysis results indicated teachers' competencies need evaluation through alternative perspectives. The researchers studied literature about teachers' competencies after which they developed new areas that make up teachers' competencies for this study as shown below different professional competency dimensions will determine the necessary redefinition of teachers' competencies. A depiction of teachers' professional competencies appears in Figure 1 to explain their

main characteristics. The explanation of these competencies was brief while this paper devoted substantial focus to discussing curriculum competencies among all other competencies.

Field Competencies • Research Competencies • Curriculum Competencies • Lifelong Learning

Competencies • Social-Cultural Competencies • Emotional Competencies • Communication Competencies Information and Communication Technologies (ICT) Competencies • Environmental Competencies

Category	Description
Research Competencies	Skills for conducting and analyzing academic or professional research
Field Competencies	Practical, job-specific skills within a discipline
Curriculum Competencies	Ability to design, implement, and assess curriculum
Lifelong Learning Competencies (LLC)	Ongoing, self-directed learning skills
Communications & IT Competencies (CIT)	Proficiency in digital tools and online communication
Communication Competencies	Effective verbal, non-verbal, and written communication
Social-Cultural Competencies	Cultural awareness, inclusivity, and respectful interaction
Emotional Competencies	Emotional awareness, empathy, and self-regulation

Figure 1. Components of teachers’ professional competencies

The subject matter of school education relates to field competencies. The classroom materials which both teacher and students will examine form the basis of field competencies. Educators teaching math need field competency knowledge that serves as their main professional requirement. Academic studies about content constitute the fundamental competencies of teacher performance known as field competencies. Field competencies serve as essential capabilities that teachers need to undertake their professional tasks. These competencies refer to the subject matter knowledge both for teachers who instruct content and content which students need to understand. Field competencies were considered as the primary competency field until it was believed that teachers served solely as content conveyors. The notion of knowledgeable teachers as instructors also evolved together with their responsibility for student education throughout educational settings. The evolution of teaching methods diminished field competency relevance among teachers since teachers transitioned from content conduction to supporting student-content engagement.

The research competencies include methods and techniques for conducting studies as well as designs and implementation of education-related research. Staff members assist with colleague collaboration and interaction with specialists and people studying curriculum research as well as education fields. The competencies of conducting research help teachers to track advances within their educational fields and self-develop these skills according to these developments.

The advancement of their fields guides teachers in both professional growth and educational practice implementation. Educational research skills held by teachers provide essential value for students to develop scientific thinking abilities and skills in scientific processes. Research competencies both enhance all teachers' competencies and support novel research-based pedagogical methods which represent a current educational teaching approach in teacher education (Niemi, Sihvonen 36-37).

The competencies related to curriculum exist in two parts: curriculum development competencies together with curriculum implementation competencies. The competencies needed for developing a curriculum require knowledge in curriculum philosophies together with skills for creating curricula which include elements of development and various models and approaches to curriculum design alongside the process and content selection and organization.

The development of curriculum content begins before planning educational conditions for teaching alongside conducting research for educational improvement. The knowledge of curriculum plans which directs teaching and learning constitutes curriculum competencies. The competencies of teachers who focus on enhancing their teaching delivery efficiency are known as curriculum competencies. These

Theoretical and practical competencies make up the core elements of curriculum competencies. These competencies focus on learning-teaching aspects to

design the foundation for acquired teacher knowledge and abilities. It becomes very challenging to create effective educational services in schools which do not incorporate curriculum competencies. The discussion of curriculum competencies becomes more effective by studying them through two specific sub-competencies that demonstrate teacher necessity.

Lifelong education demands learners to fulfil their learning responsibilities actively. Teachers function to improve their personal learning as individual participants in lifelong learning. The lifelong learning process maintains its continuity between individuals and their world environment throughout an entire life (Selvi, Phenomenology 489). The competencies associated with lifelong learning consist of learning-to-learn aptitude and teachers' mandated commitment to enhance their professional growth. The ability to learn and the mastery of learning resources via tools enable lifelong enhancement of human learning capabilities. It is the teachers' duty to pursue self-learning as well as develop student lifelong learning abilities. Life learning requires mastery of two essential abilities according to this interpretation. Two main aspects compose lifelong learning competencies which include both teacher self-learning abilities alongside their duty to foster student lifelong abilities.

The components of Emotional Competencies include teachers' and students' psychological attributes which include their beliefs, attitudes, values, morals and motivation along with their emotions and anxiety levels and empathy. These factors directly affect the application of psychological consultation as well as the development of guidance curriculum in educational institutions. Teachers' emotional competencies serve as an effective tool for student learning while their ability to increase student motivation depends on teachers' competency to develop these emotional traits.

Proficient teachers possess the capabilities to develop the emotional learning aspects for their students. The acquisition of emotional competencies assists teachers in their effectiveness as teachers while they oversee student learning progress. Students need emotional backing to develop positive emotional responses towards their learning and teaching activities. As learning consultants and

mentors teachers guide their students through the process of understanding how to learn.

Social-cultural competencies encompass teacher and student understanding of social-cultural backgrounds along with local values and national and international democratic principles while also integrating teamwork practices and social studies material. The specified competencies deliver both educational autonomy for students and teachers alongside the promotion of learning development.

In social situations people develop their identity as social-cultural entities. Students' social-cultural background maintains a direct correlation with their learning ability. The teaching approaches studied social learning patterns together with educational competencies of teachers enhance student academic achievement. Through their social-cultural competencies teachers can use humanistic approach and social theories to implement them in their classroom practices.

Company communication consists of five elements that include communication models and how teachers and students interact as well as their relations with the social setting and learning content material. Teaching staff possesses the ability to use both oral communications along with body language while utilizing their field-specific professional terminology. Communication models and interactions among students and teachers in the social environment and learning subjects represent the competencies of communication.

Communication competencies include the usage of tone of voice and sign language and paralanguage and touch and eye contact together with written communication. The communication competencies consist of intrapersonal and interpersonal processing together with listening and observing abilities in addition to speaking skills and questioning and analysis and evaluation capabilities.

ICT competencies involve the utilization of technical equipment along with communication tools for knowledge reach and disturbance functions. ICT technologies include all tools which assist in information creation as well as its manipulation storage communication and distribution. The application of technology for information management falls under the domain of ICT competencies.

All systems that assist in both information communication and processing functions fall under ICT competencies. The competency related to ICT proves essential for creating better learning and teaching communication connexions.

The term Environmental Competencies refers to competencies which protect both environmental and ecological factors. Salite and Pipere (16) outlined that ecological/environmental theme functions as a sustainable development element for teachers. Under the category of ecological system and environmental competence teachers require knowledge alongside attitudes and skills toward maintaining cleanliness and environmental accessibility.

Management of natural ecological resources, ecosystem understanding, sustainable natural resource utilization and access to natural resources make up Environmental competencies. The schematic representation for teaching competence stands in Figure 1. Further research at various stages of human development will need to improve Figure 1 until it fulfils its requirements.

DISCUSSION

The discipline of education exists to discover scientific methods which fulfil human needs along with societal requirements. Additional research is necessary to generate development for all educational sub-systems in order to fulfil expectations and address needs. The sub-system which oversees educational system management through its primary leadership belongs to teacher training. The fundamental goal of teacher training establishes the deployment of particular competencies for teachers so they can execute effective planning, management, development and administration of educational systems. Educational discussions about teachers' competencies tend to limit themselves to specific framework components such as planning and implementation of curriculum and assessment practices alongside defined curriculum benchmarks. The responsibilities of teachers related to classroom instruction constitute these competencies. Multiple competencies from field competencies to environmental competencies need discussion among teachers in order to develop their abilities.

Different fields produce new developments which trigger systematic problems when defining and

obtaining teacher competencies. Environmental competencies would not have been probable fields of discussion for teacher competencies in the era of twenty-five to thirty years ago. The problems which people encountered have led to new developments in human life.

Modern environmental issues have generated rising interest among people about environmental concerns. Environmental issues received attention from people so they became linked to both teaching and educational processes. The environmental topic that remains under discussion today has established itself as a fresh competency subject for teachers. People develop all their daily life activities and based developments from human needs.

The needs which emerge from teaching field direct teaching practices and shape the necessary competencies for teachers.

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