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PROFESSIONAL CONSIDERATIONS FOR TEACHERS INSTRUCTIONAL MANAGEMENT ROLES

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ABSTRACT

The teacher is the pivot and a major functionary in the implementation of education and therefore the performance of the teacher in instructional management role is a major concern to all stakeholders in education. This paper highlights the professional considerations for achieving quality teacher education through effective instructional management roles. These include, content expertise, preparation and organization of instructional designs, selection, development and utilization of instructional materials, instructional delivery skills and characteristics, ergonomics of the learning environment, adoption to learners' characteristics, evaluation skills, and keeping of records. Recommendations were made based on the discursion.

INTRODUCTION

The teacher is the pivot and the major functionary in the implementation of education and therefore the performances of the teacher in instructional management role is a major concern to all stakeholders in education. This is more so in sciences and vocational education, which deals with practical skills acquisition. The teacher assumes responsibility for effective facilitation management of classroom and laboratory/ workshop activities. The effectiveness of the teacher is manifested in his/ her ability to assist the learner to achieve the objectives of the instruction and the needs of the society. The role of teacher is evidently a complex one that requires high and professional skills in instructional management process. This paper emphasizes the professional measures that could be adopted by teachers, for improvement of teaching skills and instructional management roles, to achieve quality assurance in vocational and science education. This would hopefully create awareness to teachers in all disciplines, which could improve their teaching performances.

CONCEPTUAL VIEWS

In his work on "craft of teaching" Eble (1997) remarks that there are some common myths concerning effectiveness in teaching which includes,

"If you know the subject, then you can teach it".

"Effective teachers are born not made".

“Effective teaching cannot be defined”.

He further noted that educational research indicates the assumptions are not valid. Added to the teacher's knowledge of the subject matter, Fall (2002) indicates that he/she must be able to present the subject in such a way that students are encouraged to learn. He must be able to design the instructional events and learning experiences in such a way that there are some assurances that learning has occurred. Teaching is defined by Fall (2002) as instruction in regularly scheduled classes, one-to-one instruction within the library, orientation tours, workshop or guest appearances in other cases. Makeachie (1994) sees teaching as a highly individualized activity and adds that the student-teacher interaction is an intense human relationship that encompasses a broad range of personalities and behaviors. While Fall, (2000) sees teaching as one to one interaction, Makeachie (1994) views teaching as an intense relationship involving the students and teacher interaction during which time learning occurs. Learning is defined by Arreola, (2000) as persistent, measurable, specified change in behavior of the students. Like growth, learning occurs as a natural course mostly by imitation but for purposes of acquiring, knowledge, skills and attitudes. It is a process of making useful gains in experiences. In the writer's opinion, teaching is said to be effective when the teacher employs appropriate professional skills in instructional management to achieve specific maximum behavioral change. It is a situation where relevant and maximum gains (changes in behavior) are obtained through skillful organization and presentation of learning experiences.

PROFESSIONAL CONSIDERATIONS IN TEACHER INSTRUCTIONAL MANAGEMENT ROLES.

The role of the teacher is that of helping the students to learn in educational and work environment. In teaching, the teacher should transmit culture relate and needed skills to help learners become useful members of the society. Makeachie [2000] remarked that, there is no “Best” or more effective teaching style, which will work for all teachers. He noted that the most successful teaching styles are those that develop as naturally as possible from a teacher's personal characteristics teaching, while considering his/her professional roles instructional management. quality assurance inteaching and learning is directly related to the following professional considerations.

X Content Expertise is indicated in the teacher's possession of a broad knowledge and information in the subject matter or the area of specialization. The teacher must have ability relate theory and practices from other disciplines to the subject matter. He should be effectively adapted to the course content and make appropriate modification. The teacher should be able incorporate new ideas from research findings into instructions.

PREPARATION AND ORGANIZATION OF INSTRUCTIONAL DESIGNS.

Being prepared to teach involves knowing what to teach and how to teach. The teacher's knowledge of subject matter could be jeopardized by inadequate and poor organization of the content. The teachers' preparedness is indicated in the ability to

organize lesson materials correctly. He should be able to effectively and clearly define the objectives of the instruction in his/ her discipline. He/ she should be able to design instructional materials and to incorporate interesting teaching strategies.

Selection Development and Utilization of Instructional Materials.

The development and use of instructional materials reduces the frequent use of imaginative teaching techniques in classrooms. The teacher should explore ways to convey the curriculum content effectively and meaningfully to the students by selecting, developing and utilizing appropriate teaching materials. He/she should be able to improvise from local resources where materials are scarce or not available (Mac & Etuk, 2003). He should be able to design and redesign instructional materials to suit lesson objectives. Text books, bulletin models, Relia, simulation devices, slides etc. should be utilized at appropriate times and situations.

INSTRUCTIONAL DELIVERY SKILLS AND CHARACTERISTICS

An effective teacher generally should be proficient in a variety of instructional methods. Since some teaching strategies is more appropriate than others for attaining specific educational goal. Each day's teaching method should be based on consideration of the lesson's content and objectives. Demonstration, project methods, problem solving approach, field trips etc are relevant instructional strategies for sciences and vocational education. The teacher should captivate the learners with diverse instructional strategies.

Ergonomics of the Learning Environment

There is a general agreement among educators that a non threatening environment or atmosphere enhances individual creativity, therefore reasonably physical comfort should be in continuous consideration in the conduct of an instructional situation. Details such as students' seats arrangement, visual display, aeration, provision of toilets, control of noise, reduction of fatigue by scheduling slight breaks etc. may be necessary. The most effective environmental factor at your at your control is the respect for students and their needs (Mackeachie,1994).

EVALUATION SKILLS

The evaluation of students' performances ranks among the most important responsibility of the teacher. This will have long time effect on the memory and recalling ability of the learners. There is also the need for teacher to undergo self-evaluation, to determine the level of achievement in performances. The use of appropriate questioning skills is encouraged when necessary.

KEEPING OF RECORDS:

The teacher should be a able to keep relevant records of the students activities and performances. Keeping good records of the student education is essential. Many parents rely only on records kept by the school. Schools are required to keep assessments, evaluations and other reports. Most of the needed records are generated and submitted by the teacher to the school administration. Teachers should be careful with students' records. The reality is that sometimes the documents get misplaced, lost or even destroyed by accidents. With so much paper

work, there is always the chance the records to get lost. It is important to direct legislation in education towards the emerging technologies in information management and records keeping systems, especially with regards to electronic generated records.

ADOPTION TO LEARNER'S CHARACTERISTICS.

The teacher should be able to adapt to the students' characteristics in terms of age, sex, and socio-cultural background. These characteristics directly or indirectly influence and determine the choice of materials and methods of teaching. The learners' characteristics also influence the preparation and organization of instructional designs.

CONCLUSION

This discourse uncovers the need to train and retrain teachers to acquire the needed professional competences for implementation of the curriculum. The author sees the need for teachers to adapt the highlighted professional measures to improve their performances in instructional management roles. This would also go a long way in solving students' problem of poor performances. It would also enhance the achievement of instructional objectives and facilitate the achievement of quality assurance in education.

RECOMMENDATIONS

This paper calls on the state governments and the federal government, Parents and all stakeholders in education to provide the necessary funds for procurement of relevant educational material for effective teaching and instructional management. Teachers should be evaluated based on the afore-mentioned professional considerations to achieve goals of education.

Seminars, workshops and other short training programmes should be provided regularly for teachers to enhance improved professional practices in education.

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