**Teacher Competencies**

Dr. Anjali Dave

Assistant Professor

Waymade College of Education

The CVM University

**Abstract**: In an information-intensive economic system, it is more crucial than ever to be employable, able to handle global competition and equipped with the necessary tools and abilities for the professions of the future. It has been crucial to consider how education would work in managing and organizing knowledge while also adjusting to the new work order. This article's goal is to discuss and make clear the overall structure of teacher competencies in nine different dimensions—field competencies, research competencies, curriculum competencies, lifelong learning competencies, social-cultural competencies, emotional competencies, communication competencies, information and technological competencies, and environmental competencies. The values, actions, communication, goals, and practices of teachers in the classroom are influenced by their competences, which also promote their professional growth and academic studies.

**Keywords**: Learning, competencies, teacher competencies, curriculum

**Introduction**

To upgrade, refine, and explore their teaching methods, teachers must develop their knowledge and abilities. Studies on teachers' competences frequently place more emphasis on the role that teachers play in the classroom as teachers than on the competencies of teachers. Regarding education reform research, the advancement of teacher education, the scientific findings of educational science, and other sectors, teachers' skills have been expanding. The rationale of redefining teacher professional development for sustainability can be understood using Kress' theories. Depending on the demands of the time that call for more competence, educational objectives might change quite quickly. The educational system is directly impacted by these needs. Teachers must possess strong and effective professional abilities because they are in charge of running the educational system. It is necessary to examine teachers' competencies in order to redefine them in light of how education and human development as a whole are progressing.

**Competencies**

Competencies are defined as “the set of knowledge, skills, and experience necessary for future, which manifests in activities” (Katane et. al. 44). The three primary categories of field competences, pedagogical competencies, and cultural competencies make up the common notion of teachers' competencies. The professional competencies of English Language Teachers were the subject of a study conducted by Selvi (The English Language 4). In order to develop the skills of new teachers based on the opinions of teachers and teacher educators, the conventional Delphi Technique was used. After the third round of gathering expert responses, the Delphi process was finished, and subsequent rounds of the procedure were conducted until a group consensus was reached.

According to the study's findings, there are four primary subcategories that make up a teacher's professional competencies: curriculum competencies, lifelong learning competencies, social-cultural competencies, and emotional competencies. The findings indicated that a fresh perspective had to be taken when talking about instructors' competencies. In this context, the literature on teachers' competencies was examined, and new teacher competency areas were created as seen below, trying to reinterpret them in light of many characteristics of teachers' professional competencies. These competencies can be viewed: Field Competencies, Research Competencies , Curriculum Competencies, Lifelong Learning Competencies , Social-Cultural Competencies , Emotional Competencies, Communication Competencies, Information and Communication Technologies (ICT) Competencies, Environmental Competencies.

The primary areas of teacher competences that involve academic topic studies are called field competencies. The field competencies are those that instructors need to practice their vocation. Regarding the subjects that teachers will teach or that students will learn, they are the teacher competencies. The idea that teachers were the only ones responsible for delivering the content led to the notion that field competences were the most crucial competency area. The idea that the teacher is the one who is accountable for students' learning in the classroom has evolved over time. Due to the shift in the teacher's function from content transmitter to facilitator, allowing pupils to engage with the subject, the value placed on teachers' field competencies dropped within the framework of this change.

The ability to develop and conduct research in the disciplines of teachers is included in the category of research competencies. They encourage collaboration with coworkers, experts, and those with an interest in curriculum studies and education. Teachers who are proficient in research can track trends in their professions and shape their own professional development accordingly. Additionally, teachers' research skills are crucial for helping pupils develop their scientific method and thinking abilities. The research competencies assist research-based teacher education, a novel approach to teacher education, and they also aid in the improvement of all teachers' competencies.

Curriculum development competencies and curriculum implementation competencies are two sub competencies that fall under the umbrella of the curriculum competencies. The knowledge of curriculum philosophies, skills in curriculum design, elements of curriculum development, models of curriculum development, approaches to designing curriculum development, the curriculum development process, the selection and organization of content, the planning of the teaching as well as testing conditions and the preparation of research for curriculum development are all included in the curriculum competencies. Understanding the plans for the teaching and learning in the curriculum is related to curriculum skills. Teachers' curriculum competencies are skills geared toward helping them perform their teaching duties more successfully. Both theoretical and practical competencies are related to these competencies. The framework of the information and abilities that teachers will acquire is determined by these competences, which are referred to as learning-teaching associated competencies. It is quite difficult to develop an efficient education service in schools without curriculum capabilities. The curriculum skills can be broken down into two sub-competencies for easier discussion and an explanation of why teachers require them.

The lifelong learning process demands that students take ownership of their education. Teachers take personal responsibility for their own learning in the process of lifelong learning. Learning-to-learn skills and teachers' obligations to their own professional growth are examples of lifelong learning competences. The ability to learn and the ability to use the methods or instruments of learning to enhance learning throughout a person's life are related to lifelong learning competences. The term "lifelong learning competencies" refers to the obligations teachers have to continue their own education and help pupils develop their own lifelong learning capabilities. It implies that there are two key competencies in lifetime learning. The first one has to do with instructors' capacity for lifelong learning, while the second one has to do with their obligation to help pupils acquire such capacity.

Teachers' and students' values, morals, beliefs, attitudes, worries, motivation, empathy, and other characteristics make up their emotional competencies. They have to do with the implementation of the school's guidance curriculum and psychological counseling. If teachers know how to enhance the emotional component of students' learning, they can aid students in learning and increase students' motivation to study. While keeping an eye on the students' progress, emotional competencies also assist teachers in becoming effective instructors. Emotional supports that foster a positive learning environment are necessary for learning and teaching. Teachers take on the roles of learning mentors and consultants for their students.

The knowledge of local, national, and worldwide values, democracy and human rights issues, team and collaborative work with others, and social studies are all examples of social-cultural competences. Each of these promotes learning while giving teachers and students independence in the teaching-learning process.

In social existence, people develop social and cultural beings. As a result, there is a significant connection between students' social and cultural backgrounds and their learning. Some learning theories talked about how social and cultural context affects learning and how instructors' social and cultural competence might help students learn. Teachers' social-cultural abilities can be used to implement the humanistic approach and social theories in the classroom.

The social setting, learning themes, and interactions between teachers and students are all examples of communication competencies. Teachers are also proficient in their domains when it comes to using oral, body, and professional language. They involve listening, observing, speaking, asking questions, analyzing, and assessing communication skills in both intrapersonal and interpersonal processes.

Competencies in information and communication technologies (ICT) are based on the use of tools and technical equipment for acquiring, disseminating, and transferring knowledge. They comprise all information-related technologies, such as those used to create, manage, store, communicate, and/or disseminate information. All technologies for manipulating and communicating information are included in ICT competencies, which are concerned with the use of technology in managing and processing the information. This indicates that in order to enhance communication during the teaching and learning process, ICT competency is crucial.

Competencies for ecological and environmental safety are known as environmental competencies. The ecological/environmental aspect is a component of teachers' sustainable development, according to Salite and Pipere (16). Environmental competencies are knowledge, attitudes, and abilities about ecological systems and the environment, such as maintaining a clean and accessible environment, managing ecological resources, understanding ecosystems, practical applications for natural resources, and the availability of natural resources.

**Discussion**

The goal of the discipline of education is to present methodical and scientific findings that will help to meet the needs of both people and society. In order to meet all demands and expectations, research must be done to create all connected educational subsystems. The sub-system of teacher preparation is one of the educational system's sub-systems and is to a large extent in charge of controlling this system. By providing teachers with specific competencies, teacher training's primary goal is to ensure that the planning, management, development, and administration of the educational system are all done effectively. The idea of teachers' skills is frequently discussed in relation to very specific aspects such curriculum preparation, implementation, assessment, standards for the curriculum, or the school. These are associated with teachers' in-school teaching responsibilities. In order to develop teachers, it is important to talk about teachers' competencies from a variety of perspectives, including those related to the classroom, research, curriculum, lifelong learning, social and cultural competencies, emotional competencies, communication, information and communication technologies, and environmental competencies.

In addition to the changes taking place in other disciplines, the changes in human existence also provide certain challenges for identifying and acquiring teacher competences. For instance, it's unlikely that environmental abilities were mentioned as a teacher competency area 25 or 30 years ago. However, the issues that individuals have had with the environment have stoked interest in the subject. This attention has led to a connection between environmental challenges and teaching and learning. As a result, the still-debated subject of the environment has been suggested as a new area of expertise for teachers. To put it briefly, daily life and all advances arising from human needs have an impact on the teaching profession and, consequently, teacher competencies.

The curriculum competences should be redefined as part of the teacher's professional competencies. Since the curriculum competencies are fundamental skills for teachers to learn, Teachers struggle with the creation and implementation of curriculum in their professions because the abilities required for curriculum development are unclear, poorly defined, or simply ignored. The most undervalued components of teachers' curricular competences are their understanding of curriculum philosophy, curriculum theory, and curriculum development models, as well as learning and teaching methodologies and models. The creation, development, and implementation of curriculum at the micro and macro levels are tied to teachers' subject matter expertise. For collaborations between instructors and the curriculum development team during the curriculum studies, teachers' curricular competencies are essential. Teachers and the curriculum development team each play a specific role in the process (Shkedi).

In the near future, the strategy of teacher-regulated curriculum will be crucial. Thus, research and implementation by teachers should support school-based curricula. Additionally, this will motivate instructors to take a more active role in the procedures involved in developing curricula. Because of this, curriculum theorists and teachers should jointly develop curriculum studies. It is alleged that curricular studies have made instructors' jobs harder (Bulajeva 41). Thus, for teachers to effectively practice their job, teacher competences related to curriculum are quite important. Teachers' competencies cover both the theoretical and practical aspects of the programme.

The competences of teachers have also been impacted by developments in science and the educational system. The other sciences and the social systems are closely related, and they have an impact on the educational system and teacher competencies. The scientific findings in educational sciences, psychology, the economy, technology, sociology, and other fields can be used to inform educational policy. Unless teachers' competences are developed, any type of change and reform study in other systems or science damages teachers' professional competencies (Carlgren 49-50). To perform better on the job, educators must adhere to all of these changes. The evolution of teachers' competences is based on developments in other sciences and society, and it is linked to both professional and personal development.

We are discussing the internationalization of curriculum studies today. A type of reform study is the internationalization of curriculum concepts, and teachers ensure changes by adopting new concepts. Teachers now need to possess greater competencies than they had in the past in this regard. The teaching competences should be discussed and revised while taking into account global trends. In order to properly apply the existing curricula and prepare students for the future by creating these curricula, teachers' competences are crucial. Teachers who are in charge of educating future generations must have the necessary tools to carry out their duties. The development of teacher competences should involve ongoing study, analysis, and upgrading. Therefore, knowledge and use of teachers' skills should be a primary focus of both pre-service and in-service teacher education.

The majority of changes in instructors' skills are not gradual processes, but occasionally some changes can happen by accident. The effectiveness of the teachers should be continuously assessed in tandem with modifications and reform studies through scientific investigations. The primary responsibility of teachers is to effectively implement reforms into the educational system. In some ways, the future will be different from the past and the present (Avery 442). As a result, it is vital to redefine the competencies of instructors in order to provide them with the new skills they need to adapt to these changes.

**References**

Avery, Dennis Van. “Futuristic and education.” Educational leadership, February (1980):441-442. Bridges, David. “School-based teacher education.” Eds. David Bridges & Trevor Kerry. Developing teachers professionally. London: Routledge. 1993. 51-66.

Bulajeva, Tatjana. “Teacher professional development in the context of school reform.” Journal of Teacher Education and Training. 2. (2003): 39-45.

Carlgren, Ingrid. “Professionalism and teachers as designers.” J.Curriculum Studies. 31.1, 1999: 43-56. Gupta, Kavita. A practical guide for need assessment. San Francisco: John Wiley & Sons. Inc. 1999.

Hansen, Sevn-Erik. “Preparing student teachers for curriculum making.” J. Curriculum Studies. 30. 2, 1998: 165-179.

Katane, Irena et al. “Teacher competence and further education as priorities for sustainable development of rural school in Latvia.” Journal of Teacher Education and Training. 6. 2006:41-59.

Kress, Gunther. A curriculum fort he future, Cambridge Journal of Education. 30.1, 2000: 133-145. James, David et. al.“The professional teachers.” Creative professional: Learning to teach 14-19 years old. Ed. D. James. Florence: Taylor & Francis. 1998. 109-131.

Salite, Ilga & Anita Pipere. “Aspect of sustainable development from the perspective of teachers.” Journal of Teacher Education and Training. 6. 2006: 15-32.

Selvi, Kiymet. “Phenomenology of Lifelong Learning”, Analecta Husserliana: The Yearbook of Phenomenological Research. Ed. Anna-Teresa Tymieniecka. Dordrecht: Springer. 2006. Vol. XC, . 483-500.

Selvi, Kiymet. “The English language teachers’ competencies, presented paper.” The Fifth International JTET Conference. Hungary: The Conference conducted at the meeting the University of. Debrecen. 2007: 1-10.

Shkedi, Asher. “Can the curriculum guide both emancipate and educate teachers?” Curriculum Inquiry. 28. 2, 1998: 209-229.