



## TEACHER THEORY AND ADAPTABLE MODEL: AN APPLICATION TO TEACHING PROFESSION

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### **Abstract:**

The application of teaching profession in the teacher theory and adaptable model defines a teaching work and features that involves the change, novelty, and daily basis of uncertainty. The change is effectively a response to the necessary adaptability among teachers in their function and healthy effectiveness in their work. It assesses the various approaches and adaptability to describe the practice and implication on the development of teachers' relevance to the knowledge for further experiences. It provides adaptability and technological impact and change in the teaching process. On the other hand, the teacher theory and adaptable model in the application of the teaching profession refers to the following acronym, T stands for Talent, E stands for Enthusiastic, A stands for Adaptable, C stands for Creative, H stands for Honest, E stands for Effective, and R stands for Resourcefulness where the approach and the process consider teaching and learning perspective manner considering the student performance in the learning process. The teaching provides rich knowledge of the profession of teachers as specialists in molding and shaping the future of students in their professional fields. Moreover, the teacher theory and adaptable model cycle highlights the characteristics and features of expert teachers to include content knowledge, extensive pedagogy, diverse learners, adaptation, problem solving strategies and techniques, decision making, event classroom perception, context sensitivity, and respect for students. It stresses the knowledge that holds teachers in the academic assimilation and highlights knowledge in the classroom practical experiences. Furthermore, the application of the theory and adaptable model in the teaching profession is very essential in the structure and understanding the domain of learning and teaching as to affective, cognitive, and psychomotor domains in different approaches of teaching as to student reinforcement and learning guide, make relevant learning meaningful, foster learning, self-direction, and incorporate interest and prior learning knowledge.

**Keywords:** teacher theory, adaptable model, teaching profession

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## 1. Introduction

Teaching profession motivates and inspires students to exceed and to realize their full potential. The greatest teacher devoted their time and their lives to empower and inspire students to assist and to help a better human being and a contributor to the society. Teacher explains the topic even if it is complex to simplify things for better understanding through fun activities and experiences they share because of their love for the subjects. They are not ordinary teachers but a great mentor. Teacher exchanges thoughts and ideas, shares bonds, teaches the subject, inspires students, and builds upon them. Teaching career is the reflection of a perfect profession. It is a key factor that patterns and influences students through personality, teaching skills, and knowledge of the subject matter. It provides a favorable outcome and job satisfaction of teachers in the performance of their work as the noblest profession in terms of interest in the job, benefits, salaries, wages, promotion, career and learning development, relationship with colleagues, recognition, and appreciation of the work. Teacher enjoys their work, since it's their profession and have an oath to shape and to mold the student learning process, (Mallillin, 2021, February). On the other hand, the teaching profession provides a collaborative finding on the context and design background on the roadmap and development that strengthens education and self-improvement systems. Building the theory and the adaptable model as an application to the teaching profession initiates the jurisdiction and educational system to identify the strength of the teacher educators, opportunities, challenges, issues, and ideas. It highlights the focus on the academic services of teachers and leaders in the various educational institutions. It highlights the embed and the needs of literacy on teachers' careers and stages for the benefit of the teacher profession in their learning strategies to position their knowledge as the noblest profession among all, (White, Down, Mills, Shore, & Woods, 2021).

Furthermore, the application of teaching profession in the teacher theory and adaptable model defines teaching work and features that involves the change, novelty, and daily basis of uncertainty. The change is effectively a response to the necessary adaptability among teachers in their function and healthy effectiveness in their work. It assesses the various approaches and adaptability to describe the practice and implication on the development of teachers' relevance to the knowledge for further experiences. It provides adaptability and technological impact and change in the teaching process. It adapts teachers on their attitude toward the learning knowledge, technology, skills, and ability, (Mardiana, 2020). Hence, the adaptability of the teacher theory in the teaching application and profession provides a broad framework on the factors that understands to undermine the facilitation of the extrinsic motivation and the intrinsic motivation in the direct relevance and psychological wellness of the educational setting. It shows that intrinsic motivation is the well-internalized, while autonomous extrinsic motivation form predicts the positive array in the various cultural context and educational level that supports and enhances the psychological needs of students for competency and autonomy relatedness. It provides a dynamic link between the student motivation and the teacher themselves that controls the mandated institutional pressures, constraints,

impacts, and leadership styles. It is substance evidence despite the psychological importance in the learning context and satisfaction needs among the current educational practices and policies around the globe. It is anchored on the motivational model and traditional model to support teachers and students' need and aspire for the policy gap and knowledge, (Ryan, & Deci, 2020).

## **2. What is Teacher Theory and Adaptable Model in the Application of Teaching Profession**

The teacher theory and adaptable model in the application of the teaching profession refers to the following acronym. **T** stands for “**Talented**” where it features the capacity of teachers as talented individuals in the field of education. They know how to motivate students in the learning process especially in molding and shaping the future of the learners. **E** stands for “**Enthusiastic**” where teachers never complain despite the volume of their work in addition to their teaching job. **A** stands for “**Adaptability**” where teachers are flexible in adapting their profession since it is their oath and profession as the noblest one. **C** stands for “**Creativity**” where teachers are inspired to provide a better learning process through the set objectives in their subject matter. **H** stands for “**Honest**” where teachers are always honest to their students because they need to teach by example. Being honest can motivate students to follow the learning process. **E** stands for “**Effective**” where teachers are effective in their profession since they are licensed to teach. Effective in all aspects in dealing with human being especially in their teaching profession as a whole. **R** stands for “**Resourceful**” where teachers are known to be resourceful in their teaching profession. This involves their critical thinking in the delivery of the lesson. This incorporates the reflective practices and critical thinking of teachers in the micro or macro teaching, study lesson, video-based instruction, and content course instruction, (Harn, & Meline, 2021). It is called **T-E-A-C-H-E-R** in general.

Moreover, it captures the existence of the model on the process of learning and teaching complex. The teaching learning and the model theory have changed the experiences of the teachers and the learners as a result of the environment's knowledge and pedagogy. The approach and the process consider teaching and learning perspective manner taking into account the student performance in the learning process. The teaching provides rich knowledge of the profession of teachers as specialists in molding and shaping the future of students in their professional fields. The teacher is expected to evaluate the process relevant to the new ideas and knowledge in the professional core practices to update knowledge and improve practice on the demands of the new teaching process. It underlies the effective knowledge in the pursuit of teaching and learning to improve quality. Teacher itself qualifies for determining the important factor to gain achievement among their students. The motive of the teacher's knowledge improves the outcome and learning of students. It improves the quality which is critical to understand the involvement of the teacher's professionalism. It focuses on the knowledge of the teachers as the key factors on their profession as the noblest among all. The self-efficacy of the teachers is associated positively on the commitment and job satisfaction. The

influences of teachers in the associated psychological factors and their profession and engagement contributes to the complex and understanding of the interrelationship to their profession and career. It demonstrated the optimism in the adaptability of their work and learning experiences. The development is focused and tailored in the professional learning activities of the teacher to enhance their optimistic profession, (McLennan, McIlveen, & Perera, 2017).

### 3. Teacher Theory and Adaptable Model Cycle

The teacher theory and adaptable model cycle highlights the characteristics and features of expert teachers to include content knowledge, extensive pedagogy, diverse learners, adaptation, problem solving, strategies and techniques, decision making, event classroom perception, context sensitivity, and respect for students. It stresses the knowledge that holds teachers in the academic assimilation and highlights knowledge in the classroom practical experiences. It provides setting for passive learning experiences and exposure that establishes the teaching and learning approach, (Schreck, Weilbach, & Reitsma, 2020). It is the component of the teacher's knowledge and professionalism that involves knowledge and competency. Hence, the teacher theory and the adaptable model cycle is illustrated below:

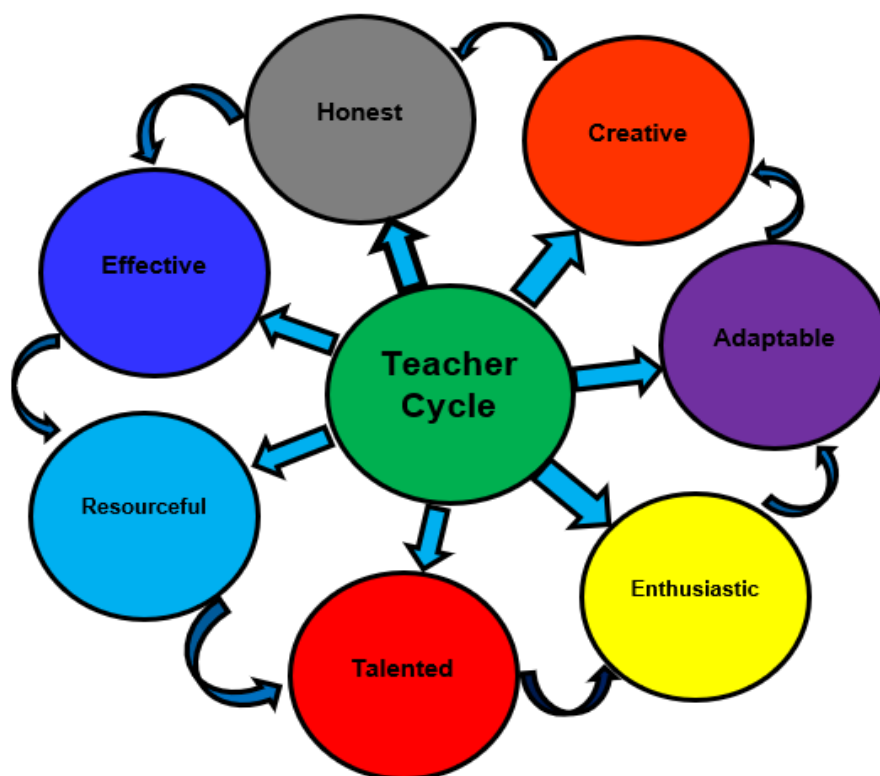


Figure 1: Teacher Theory and Adaptable Model Cycle

T stands for *Talented*. Teachers are skilled in creating lesson plan, student instruction, working with the interaction from the parents, students, and administration. Their skills

are innate to their personality and job experiences on the development to their critical teaching knowledge, and potentials for their position as to:

1. The skills in critical thinking are for the interest of students towards the standard goals and expectations in the discipline of learning for nurturing a safe classroom environment.
2. Being patient at all levels in the variety of classroom cultural background, intellectual abilities, and learning styles to balance their own expectations and unique abilities for the learners.
3. Present concepts with clear communication for the lesson material and clear expectation for student engagement.
4. Present lessons in an organized manner so that teachers will be effective in the process management of teaching.
5. Teachers use their imaginative thinking in various ways to stimulate classroom learning.
6. Teachers have strong skills and leadership in the development and behavior of students, and in the general learning responsibility.
7. Teachers have the ability for teamwork to cope with the best classroom practices and curriculum for different opinions.
8. Teachers utilize their time management and skills in their teaching career for their activities in the learning process.
9. Incorporates technology and computer skills in their lesson plan, and other deliverables in the classroom interaction.
10. A well-developed teacher conflict resolution on patience and display in the abilities for active listeners on the compromise viewpoint in the classroom.

**E** stands for *Enthusiastic*. Being enthusiasm recognizes the desirable natural qualities of effective teachers and characteristics to connote the instruction, utilization, dynamism, passionate, energetic, and motivators in the style of teaching as to:

1. Enthusiastic teacher explores stimulation, student engagement, participation, anticipation, enjoyment, and class excitement.
2. Enthusiastic teacher motivates learners and sparks curiosity to learn.
3. Enthusiastic teacher improves classroom behavior, student performance, positive attitude, and lead better evaluation in teaching.
4. Engages student effective antidote, academic performance and motivation for the increased boredom, and alienation.
5. Determines and engages the student classroom that influences the student behavior, emotional engagement, and contextual myriad factors of teachers.
6. Motivates students to engage learning tasks, enjoyment, curiosity, challenges, and mastery.
7. Teacher enthusiasm examines student engagement, and the effect of learning motivation.
8. Teacher enthusiasm indicates student engagement and influences of classroom learning.

9. Enthusiastic teacher engages motivation even when they are boring, apathetic in the classroom.
10. Teacher transfers energy and enthusiasm that promotes learning and enhances willingness to invest challenging tasks in a cognitive and stimulative engagement.

**A** stands for *Adaptable*. Teacher highlights the adaptability for its significance in the constant demands and changing teaching work that prevents teachers of disengagement feeling that lower job commitments as to:

1. Focuses on the transformation and interdisciplinary learning that equips with technological advancement in the increased roles and functions of the learning process.
2. Encourages learning flexibility in an adaptable situation that prepares students in the cross disciplinary learning promotion.
3. Encourages student resilience in the key adaptability in promoting learning process.
4. Handles adversity and ability for the resilience and adaptability for a change and deals with positive ways to explore new learning.
5. Promotes self-regulation in the management of student behaviors, thoughts, and emotions toward challenging situation.
6. Adapts the rapid changes in the society for the unexpected and new changes for negative behaviors of students.
7. Dispels fear and adapts changes for the success and ability to overcome failure.
8. Assists students in the fear of failure and prevention through safe learning and creation of an environment.
9. Encourages continuous learning for students to succeed and willingness to develop and learn new constant skills.
10. Prepare students for adaptable skills and success to foster change and challenges in a meaningful and positive way.

**C** stands for *Creative*. Creative skills in teaching are very essential for teachers. It empowers both teachers and students to express their opinion and ideas in their own ways that leads to creative teaching and action learning that comes into their minds and the hearts through the following:

1. Creative skills in teaching work toward the genesis of learning inside and outside the classroom.
2. Creative skills in teaching empower the opinion and ideas that express unique ways in teaching and active learning relevant for student learners.
3. Creativity skills in teaching ignore limitations and potential creative people.
4. Creative assumption argues the challenges in the creative mind and limitations for the student learners.
5. Creativity defines the broaden and problems in the creative understanding of the potential for creativity and benefits learning skills.

6. Creativity provides time to appear in the process and growth among the learners in their learning journey.
7. Creativity explores the need for teachers to maintain their illusion for a perfect teacher during the learning process.
8. Creativity of teachers' assessment encourages the analytical and critical thinking activities that allows learners for their valuable skills.
9. Creativity strengthens connections for education in providing innovation in their own classroom setting.
10. Creativity focuses on ownership in the understanding of student learners in teaching for failure and success responsibility facilitator.

**H** stands for *Honest*. This is the quality of a teacher which is being truthful, factual, and fair to students. Honesty reveals the character traits of a teacher as to courage, loyalty, and responsibility with good judgement. Honesty includes open communication and using teachers' judgement at home and school where they can teach students with honest and sound minds. Honesty is more than preventing lying. These are the traits of an honest teacher as to:

1. Reward honesty and truth with praises to students who excel, reinforce, build self-confidence, and positive behavior.
2. Teacher speaks the truth by avoiding giving false compliments and honestly correcting mistakes done by the students.
3. It upholds morals and hard truths where teacher tells what reality is or says the hard truth.
4. Teacher models the truth, lives by the truth, that leads to the habits of always seeking and telling the truth.
5. Teacher doesn't put students to test or questioning not to be honest and have enough time to tell the truth for the learning opportunity of students.
6. Teacher gives honest consequences eventually when the teacher catches the consequences of the action of students.
7. Teacher corrects honest mistakes for dishonest learners and teaches them the right opportunity and right principles in the learning process.
8. Teacher follows through their promises as part of their commitment to the students' learners and motivation process inside or outside the classroom.
9. Teacher takes care of students and other people in the best way to teach for the learning process.
10. Teacher finds honest friends through their student learners to have a quality of teaching.

**E** stands for *Effective*. A teacher is prepared to set fair and clear expectations in a positive attitude with students' assessment effectively in teaching on a regular basis. Teacher adjusts the strategies in teaching to meet the needs of the learners in recognizing the various learning ways. It is a key structure across communication, consistency, building relationship, behavior management, and academic instruction as to:

1. Effective teaching involves skills needed for teachers in the academic and expert teaching field for the learning process.
2. Effective teaching interacts and helps to understand the new knowledge for the benefits of the learners.
3. Teacher provides a positive and keeps learning process and engagement with a positive attitude in effective teaching to motivate the learning desires and requirements of teaching.
4. Effective teacher is prepared to attend the required lectures and assignments for a reasonable learning process.
5. Effective teacher is organized to explain to students the ideas of the learning process.
6. Effective teacher explains the complex ideas in a clear and simple way for the fundamental concepts of the learning process.
7. Effective teacher is active to explore student thinking in efficient learning and delivers the information that lasts for the students' skills and knowledge.
8. Effective teacher is patient in the teaching process, information, and opportunity for learning.
9. Effective teacher is fair to students where chances is set clearly in the expectation and instruction in a consistent manner in teaching.
10. Effective teacher utilizes the advanced technology of teaching to equip the learners of their stages of learning.

**R** stands for *Resourcefulness*. Students learn from the resourcefulness of their teachers through the goal direction and practices. It provides strategies for teachers to be resourceful in their profession as the noblest profession in molding and shaping the future learning process of students in the practical strategies in enhancing the skills and improved performance of students as to:

1. Resourcefulness of the teacher plays the skills and executive functions in their role to regulate student learning in directing their action for the learning process.
2. It broadens the concept of the necessary teaching resources for students' learning enhancement.
3. Teacher fosters resourcefulness to encourage students in their learning environment in monitoring the progress, seek resources, set goals, priority, strategy, and planning.
4. Resourcefulness of teachers assists the goals and achievements on the dedicated classroom tools and useful materials to overcome challenges in the learning process.
5. It fosters ways to teach with resourcefulness in all facets of learning inside and outside the classroom setting.
6. Applies the knowledge of new situations and problem solving in the simple and famous approaches in the development of teaching.
7. Resourcefulness in teaching encourages the utilization of the advanced technology to equip students in the advanced teaching and learning productivity.



8. Resourcefulness of teaching assists the learners to reflect the process of problem solving to reinforce the learning process.
9. It promotes collaboration and independence to be resourceful necessary for students to accomplish in their learning process.
10. Resourceful teacher teaches positive skepticism to students and the ability to look for the development and solution to the learning process.

#### **4. Application of Teacher Theory and Adaptable Model in the Teaching Profession**

The application of the theory and adaptable model in the teaching profession is very essential in the structure and understanding of the domain of learning and teaching as to affective, cognitive, and psychomotor domains in different approaches of teaching. It is the comprehensive teaching analysis in the concept, competency, creativity, and innovation of the learning process, (Mallillin, Cabaluna, Laurel, Arroyo, Señorón, 2021).

On the other hand, the popularity and application of this theory addresses the needs of students in the learning process as to connectivity of the learners where it adapts the theory of teacher as to talent, enthusiastic, adaptable, creative, honest, effective, and resourceful to include the assessment types, goals, objectives of the learning process, kinds of learners, and environment learnings. It is the application of teachers' theory in the plan behavior that captures the belief and attitude of the perceived control in a given learning performance and predicts teacher intention in teaching, (Opoku, Cuskelly, Pedersen, & Rayner, 2021).

1. **Student Reinforcement and Learning Guide.** The application of teacher theory and the adaptable model in the teaching profession reinforce and guide the student learning that assists in the usability of the course consistent design in the formative assessment and provide regular learning feedback in the best practices and promotions in the instructional content. This measures the objectives of the learning process. It assists the student lack of interest and the predetermined learning results and goals to be achieved in the learning process especially on the various skills as to management skills inside or outside classroom setting, guiding skills in the small group discussion, opening and closing of the learning skills, explaining skills, variation skills, reinforcement skills, and questioning skills, (Gultom, Hutauruk, & Ginting, 2020).
2. **Make Relevant Learning and Meaningful Learning.** This focuses on the relevant and meaningful learning knowledge, background, and experiences. It assesses and reflects the application of learning to foster the application of the theory in a meaningful and relevant practices as to the focus on the minor and details of the collaboration and opportunities of the learning and interaction of students. It provides the theory and new learning on the focus of the relevance goals, practicality, and authenticity of the self-directed and learning objectives. The learning process in a meaningful cognitive aspect requires the domains and function outcome. It examines the enhanced strategies and effects of meaningful

learning. It implements the application and learning in teaching strategies in the delivery of the lesson, (Kumar, & Chellamani, 2020).

3. **Foster Learning and Self-Direction.** It emphasizes the significance of self-directed learning and fosters the theory of the based knowledge and construct experiences of the learning process. It suggested that fostering learning and self-direction encourages the setting of learning and diverse perspectives to promote experiences and learning. It provides new concepts and authority to foster the students in their learning process. It focuses on the classroom setting designs on self-direction and shared leadership. It provides new authority that fosters self-directed learning depending on the teacher and strategy to foster academic performance of students. The paradox is for the commitment of self-directedness that fosters learning, (Bulterman-Bos, 2020).
4. **Incorporate interest and prior learning knowledge.** This is the tool to provide success among the learners. It encourages the responsibility and the independent learning and reflection in the promotion of the learning process and experiences as to students' guidance, assessment instruction, objectives of the learning, and subject matter goals. It assumes the learning interest incorporates learning knowledge in the facilitator role or teachers that assumes the stage application of learning. It examines the belief and self-efficacy of the students prior learning to utilize and determine the predicting variable in the academic success of the learning process. Self-efficacy on prior learning knowledge and interest performs the confidence on the skills and task inside or outside the classroom teaching setting. It determines the success and confidence in academic success and is a powerful predictor. It provides an increased pathway to the success of the learning process that focuses and indicates the self-learning and self-efficacy of students in their academic performance, (Beatson, Berg, & Smith, 2020).

## 5. Conclusion

Teaching profession motivates and inspires students to exceed and to realize their full potential. The greatest teacher devoted their time and their lives to empower and inspire students to assist and to help a better human being and a contributor to the society. Teacher explains the topic even if it is complex to simplify things for better understanding through fun activities and experiences they share because of their love and passion for their profession. They are not ordinary teachers but a great mentor.

The teacher theory captures the existence of the model on the process of learning and teaching complex. The teaching learning and the model theory have changed the experiences of the teachers and the learners as a result of the environment's knowledge and pedagogy. The approach and the process consider teaching and learning perspective manner taking into account the student performance in the learning process. The teaching provides rich knowledge of the profession of teachers as specialists in molding and shaping the future of students in their professional fields.

Moreover, the popularity and application of this theory addresses the needs of students in the learning process as to connectivity of the learners where it adapts the theory of teacher as to talent, enthusiastic, adaptable, creative, honest, effective, and resourceful to include the assessment types, goals, objectives of the learning process, kinds of learners, and environment learning. It is the application of teachers' theory in the plan behavior that captures the belief and attitude of the perceived control in a given learning performance and predicts teacher intention in teaching

### **Conflict of Interest Statement**

The author declares no conflicts of interests.

### **About the Author**

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