INSTRUCTIONAL SUPERVISION UNDER THE NEW NORMAL IN EDUCATION: TENETS OF JOB-EMBEDDED LEARNING

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The current Coronavirus pandemic has pushed the boundaries for academic institutions to be flexible in the delivery and management of education. As the curriculum implementers, teachers are mandated to carry a huge responsibility for delivering the Different Learning Modalities (LDMs). As DepEd firmly believes education cannot exceed the quality of its teachers, our teaching professionals need to be trained and honed to maximize their full potentials and be prepared for what is ahead in this year’s educational process.

Instructional supervisors such as school heads, master teachers, head teachers, and other seasoned teachers are expected to be dynamic and flexible in responding to the instructional needs and deficiencies of teachers. They are expected to provide collaboration and facilitate Professional Learning Communities (PLCs) through In-Service Training (INSET), Learning Action Cell (LAC), and other similar professional development undertakings.

It is not only the learning must continue amid the pandemic, but the Instructional Supervision (IS) for teachers as well. The IS serves as a mechanism to evaluate and validate teachers’ performance of the expected professional competence, especially in this time of pandemic where the delivery of quality education must persist. It is a perfect way of monitoring how teachers deliver instruction, perform pedagogies, and provide innovation or intervention in their respective classes. It also provides an effective feedback mechanism to improve teaching and learning performances. As stipulated in DO 42, s. 2017, teachers must be provided with continuous technical assistance to achieve proficiency levels in their practice.
Adapting to changes, the IS during the pandemic will mostly facilitate via asynchronous (not requiring real-time interaction) and synchronous (requiring real-time interaction) sessions. Manalili-Hernandez (2020) also pointed out, most of the professional development endeavors for teachers are conducted online or via social media platforms. Educators need to be flexible in delivering quality education while making themselves competent and adaptive to the changing needs of times and situations. Providing continuing professional development amidst the pandemic is a useful gateway for exchanging ideas and information integral in securing the general educational welfare of the learners and the soundness of deliverables in education.

The best way to deliver effectively IS through technical assistance is by having job-embedded learning activities. Job-embedded learning is a professional development (PD) that occurs during one’s work, where daily access to necessary materials, knowledge, and assistance are readily available (BESRA-TED, n.d.). It is integral in this type of PD that materials, knowledge, and assistance are provided to the teachers by the instructional supervisors. Hence, continuous training and webinars to reskill and upskill teachers are done to prepare them in addressing the challenges that may arise in the implementation of various LDMs, leading to better learning outcomes. Such endeavors provide analysis as to the needs of the teachers and what appropriate technical assistance must be provided to them.

Though a lot of things should be done further to improve the delivery of instruction and equip the teachers with the necessary materials, technical skills, and professional development, job-embedded learning may provide more opportunities for instructional supervisors to assist and train teachers for the better.

References:

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