PARADIGM SHIFTING: AN ACT OF GAINING PEDAGOGICAL LEVERAGE

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One of the crucial turning point in the journey of master teachers is the decision making whether to remain in their roles of providing rich learning experiences to their students and at the same time contributing in the development of their fellow teachers or to aspire to a higher career options where they can utilize their potentials by leading in a broader educational community through decision making for the school as a whole and not just within a classroom setting.

School career paths generally involve a gradual reduction in teaching and a parallel growth in leadership and management responsibilities (Bush 2010). In order to gain promotion, and to receive enhanced rewards, talented teachers reduce their classroom teaching loads and substitute school-wide responsibilities (Bush, et al. 2016). Here comes the idea of changing career path from a classroom teacher to a school administrator, but every master teacher has his/her own principles of pursuing to have a change in career path.

One of the underlying reasons why master teachers desire to try out becoming school heads is the provision of “school heads empowerment”. The empowerment of a school principal is in fact rooted to DepEd Order 17 s.1997 also known as “Adopting a Policy of Empowering School Principals” wherein they are vested with instructional administrative and fiscal autonomy for a more effective and efficient delivery of quality basic education and is supported by another legal mandate in the country which is the Republic Act No. 9155 also known as Governance of Basic Education Act of 2001.

This was established to further strengthen decentralization efforts at the school level and of allows all the members of the school to decide on different issues arising in the workplace and making
themselves influential and significant is just one of the many such effort that have been successfully accomplished in establishing and building a collaborative climate within the school premises. Master teachers believed that they can only become more influential if they have the power like of the school head and there is no any other way but to change career and be a school administrator.

The Department of Education (DepEd), being regarded as agent of change also supports the initiatives of every master teacher to come out of their comfort zone and move to the next level of their career as school administrator through lateral or vertical promotions. To enable them to have smooth transition of their change in career path the DepEd released DECS order No.82 s. 1997 or the “Revised Guidelines on Shifting from Master Teacher Position to Administrative Position and Vice-Versa”. Becoming a school principal can help master teachers to take their career in education to the next level.

Master teachers are tagged as instructional leaders and being one comes with the traits of being great innovators, risk-takers, resilient and versatile. Upon possessing these desirable traits make them feel that teaching is a bit monotonous task for them because they are always hungry for tasks that will challenge their capabilities, hence, going beyond the classroom instruction would interest them such as having the opportunity to be part of establishing school policies, refining and revising the curriculum, evaluating teachers’ performance and other administrative tasks.

References:

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