

Instructional Leadership of Master Teachers on Curriculum and Planning Towards Instructions and Technical Assistance Framework

Jocelyn N. Tamayo, Ed.D.

<https://orchid.org/0009-0001-0447-4647>

joytamayo2015@gmail.com

Philippine Christian University

Taft Avenue, Manila, Philippines

Abstract

Master teachers are expected to be models as far as instructional leadership is concerned and should manifest the different attributes expected of the position. It is a common notion, however, that some master teachers cannot perform their tasks efficiently due to other functions assigned to them. This study determined the instructional leadership of master teachers in the Schools Division of Mandaluyong City, on Domain number 4 of the Philippine Professional Standard for Teachers (PPST), stipulated in DepEd Order No. 42, s. 2017, Curriculum and Planning. This Domain encompasses the teacher's ability to translate curriculum content into learning activities based on the principles of effective teaching and learning. The research was based on a largely interpretative paradigm: qualitative data were scrutinized through coding and grouping of principal ideas and some quantitative data were used to substantiate the analysis. This data was collected from questionnaires, answered by 39 master teachers from 8 elementary schools in the Schools Division Office of Mandaluyong City. An online collection of responses through Google Forms was used. Findings indicated that instructional leadership practices of master teachers on most strands were evident. Overall results revealed that the practices of master teachers as instructional leaders in Curriculum and planning are evident. Moreover, master teachers encountered challenges in providing instructions and technical assistance but had no significant relationship to their instructional leadership practices. As an output of the study, the researcher came up with the proposed framework to enhance the process of giving technical assistance of master teachers and address the challenges encountered.

Keywords: Education, instructional leadership of master teachers, curriculum and planning, qualitative research, Philippines