

Steered Teachers' Performance Paradigm

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Abstract: *The Steered Teachers' Performance Paradigm was a product of a research entitled Professional Development, Instructional Materials, and Pedagogy on the Performance of the Filipino Language Teachers. It showed the correlation of the three exogenous variables professional development, use of instructional materials and pedagogy toward the endogenous variable the teachers' performance. The teachers' performance is placed at the center of the paradigm which implies that it is affected by all three independent variables (Canubas, C., 2021).*

Keywords: Teaching, Professional Development, Pedagogy, Filipino Language

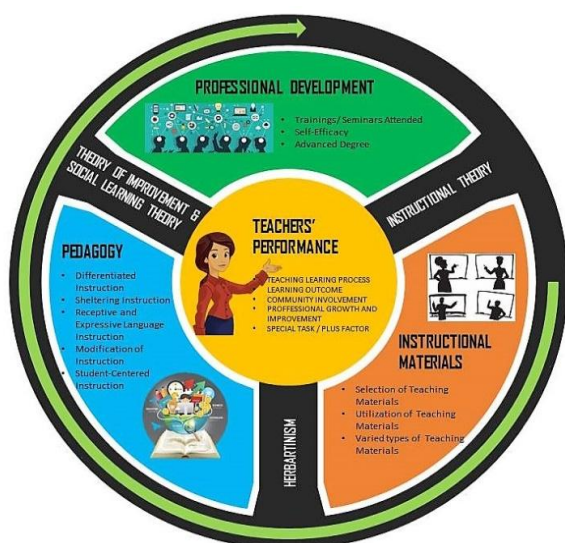


Figure 1: Steered Teachers' Performance Paradigm

The word steered came from the steering wheel which is a part of a vehicle, vessel or aircraft. It is used to make it move or sail in a particular direction just like teaching which needs a steering wheel or the teachers that will steer the students to the right path of their lives. Likewise, teachers need to consider the instructional materials, and the pedagogies they will use and employ in teaching must be suited to the learning styles, level, and diversity of the students. It is also essential to upgrade their knowledge with the latest changes and trends related to their field of specialization and skills that can be used in delivering the instruction. Hence, these three variables served as vital factors that could steer teachers' performance to a high level and exceeding expectations.

As can be gleaned in the paradigm, the teachers' performance with its five sub-variables is placed at the center part of the wheel which also implies that these variables serve carriers and transfer the load of knowledge to the students. It also connects to other variables affecting it to move in the right direction. In teaching the quality of education depend on the high performance of the teachers to provide quality instruction to students. The rim is the

external circumference consists of the long arrow which implies continual development of teachers'.

The four theories use in the paradigm is the Theory of Improvement, Theory of Social Learning Theory, Herbartianism and Instructional theory. The two upper spokes which are the theory of improvement and self-efficacy and instructional theory carry the most tension or need to improve the performance of the Filipino Language teachers' While the lower spokes carry theory of Herbartianism that is employed and followed by the teachers' in delivering the lessons.

The proponent used color orange for the variable instructional materials since this communicates activity and energy. It signifies fun and vibrancy that is suited to the youth. As teachers will deliver the lessons to students, they will choose instructional material that fit the age or level, the relevancy, and appropriateness of the material that would make them actively engage in the discussion.

Colour green is for professional development. Green implies a down-to-earth attitude. Green also represents a new beginning and growth. The color suggests that teachers continue to grow academically by attending training, seminars, doing research and enrolling graduate studies with a down-to-earth disposition in life.

The color blue is for pedagogy since it conveys strength, reliability, trustworthiness, and communications. It is also implies a calming and harmonious personality. The pedagogy that teachers must apply has to harmonize with the content, the type of students and the objectives of the lesson.

Yellow is used for teachers' performance since it symbolizes optimism, cheerfulness, playfulness, happiness, and energy which are the characteristics that must be possessed by a quality teacher. Yellow also represents mental clarity and high intellect.

The long arrow located at the outer circle represents the continual development of teachers' as they continued to pursue a high level of professionalism, use relevant and

appropriate instructional materials and employ a pedagogy suited to the level of the students.

The paradigm is anchored on the four theories. On the aspect of professional development, it is linked with the Theory of Improvement coined by Benthum, Gulikers, Jong, and Mulder in the year 2011. It described how characteristics of a professional development program contribute to teachers' learning. In this Theory of Improvement, the essential elements of the professional development in assessment for learning were mentioned and explained and justified how these elements contribute to teachers' learning. This Theory of Improvement leads to the most suitable approach for professional development.

According to Avalos (2011) that the active element of this theory is the realization that teacher professional development should stimulate teachers learning which results in higher student outcomes. An important focus in professionalization should thus be the improvement of students' learning. An element which should not be forgotten in this regard is the need to create a culture for learning at the workplace which is essential to stimulate teachers' and thus students' learning.

Next is the Observational or Social Learning Theory of Albert Bandura that highlights the belief that a particular action is possible and that individual can accomplish it. In his cognition, the emphasis is self-efficacy in one work. It is judging one's ability, competence in teaching materials and instructional proficiency to attain better performance on how capable of success they think they are. One's efficacy is impacted by two important components, namely human agency and triadic reciprocal causation. The interplay between this symbiotic influence results in actual behavior and thought in the individual. In his triadic model, social context, perception, and behavioral action all impact a teacher's judgment about whether he/she or will be able to execute the steps necessary to impact student learning positively.

Instructional materials are associated with the instructional theory coined by Benjamin Bloom as a result of his Taxonomy of Education Objectives. It originated in the United States. This theory offers explicit guidance on how to help better people learn and develop (Reigeluth, 1999). It also focuses on the process of structuring material in promoting the education of human beings, particularly the youth. It is typically influenced by three general educational thought: the behaviorist, the cognitive and the constructivist school of thought.

It also has four characteristics such as design-oriented, identifies methods and situations, includes component methods, and is probabilistic. Design-oriented means that an instructional theory should provide direct guidance on how to achieve a learning goal. Because this focuses on the guidance, this can be called as means-oriented, and at the same time, this can be considered as goal-oriented because it focuses on achieving a learning goal. Therefore, this theory is both means-oriented and goal-oriented. Its primary purpose of instructional methods is to guide educators.

Second, it identifies methods and situations wherein it focuses on direct guidance, which mainly includes methods of instruction, that is, how to teach, facilitate, and support learning. Third, the practices of instruction in which this instructional theory should provide detailed guidance with specific components to educators such as parts of the more general method, (2) kinds of the more general approach, and (3) criteria that the general method. Finally, the main feature of this theory is that the instructional methods are probabilistic which to uplift the chances of learning success. Therefore, the goal of the instructional theory is to achieve the highest possible chance of the desired learning outcome effectively and efficiently.

Just in the context of e-learning, instructional theory plays significant learning objects to structure and deliver the lesson. One of the excellent examples of this learning object is a stand-alone educational animation that can be re-used as the basis for different learning experiences.

Herbartianism coined by a German educator named Johann Friedrich Herbart in the year 1776-1841 which is applied mainly in the instruction of adolescents, had a profound influence on the late 19th-century teaching practices mainly in the United States.

Herbartianism followed five formal steps such as (1) preparation which is a process of relating the new material to be learned to relevant past ideas or memories to give the pupil a vital interest in the topic under consideration. Second, is the presentation where new ideas or lessons using concrete objects or experience. The third is the association that can be through assimilation of new ideas and consideration of their similarities and differences to implant the new ideas in mind. Fourth is the generalization which is a procedure especially crucial to the instruction of adolescents and is designed to develop the mind beyond the level of perception and the concrete. The fifth is the application which is using acquired knowledge, not in a purely practical way but so that every idea becomes a part of the functional mind, an aid to a clear interpretation of life.

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