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Teachers as Builders:
Professional Development and Community Participation of Public School Teachers in Metro Manila, Philippines

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Acknowledgements

- Research Supervisors: Professor Michael Osborne (University of Glasgow); Professor Michelle Attard Tonna (University of Malta)

- IMAESC Programme Lead: Professor Bonnie Slade

- Philippine Normal University and Division of City Schools-Manila

- Research Participants

My Inspiration

Deped Tambayan PH
21 August at 13:41

SUGGESTED ACTIVITIES FOR TEACHERS AND LEARNERS DURING THE FIRST WEEK OF SY 2022-2023

DAY 1:
1. Getting to know each other. Meet and greet the learners with a smile and a warm welcome. Tell learners a little about yourself. Inform students of policies and guidelines. Talk about the rules and procedures in the classroom.
2. Provide an opportunity for students to introduce themselves. Each student may speak briefly (1-2 minutes maximum) about themselves
3. Provide students with basic information about the curriculum. Show learners the books they'll be using and the subjects they'll be studying. Also, show learners some modules they'll be accomplishing (show them the parts). Consider sharing information about learning competencies, contents, types of assessments, and grading policies
4. Orient learners on how to use the modules and video lessons. Let learners write something to have their writing specimen.

DAY 2:
1. Conduct Mental Health and Psychosocial Support Programs for Learners.

Continue Reading: DAY 2-5
https://tinyurl.com/5n8mv3dr

Teacher impact beyond titles and certificates

The real measure of Teacher Performance is not Paper Collection. There is more than just papers. I salute teachers who worked hard with or without validation. You are DepEd asset. Kudos to you!

9.1K   522 comments

Sources:
1.   https://www.facebook.com/groups/depedilocossur/posts/5573765919334273/
2.   https://www.youtube.com/watch?v=5lMEkeKzZh8&t=711s

Vygotsky's Zone of Proximal Development

- ZPD as the "developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1978, p.86).

- "what a child can achieve alone….and what the child could do with the assistance of adults or more capable peers" (Marginson & Dang, 2017, p.118).

- The space where instruction and development interact leading the person to decide on the kind of action to pursue (Chaiklin, 2003).

- Facilitated through conversion and dialogue, teacher professional development can become spaces for meaning-making

- Knowledge is a socially-constructed process between teachers and their community

Managerial and Professional Identity

- Managerial professionalism - teachers are bound by enterprise regulations and measurable performance (Preston, 1996)
  - Role specialisations and norms, division of labour, performance and rewards systems (Haga, 1976)

- Democratic professionalism – transcending professional work and training to the community (Dzur, 2008)
  - Community participation as a good practice in teacher professional development programmes – includes instruction, curriculum development and community development (Cuban 2012; Guillen & Zeichner, 2018)

Teachers as Activists (Sachs, 2000)

- Teachers build "alliances and networks of various educational interest groups for collective action" (Sachs, 2000)

- Guided by principles of professional expertise, altruism, and autonomy (Bottery, 1996, cited in Sachs, 2000)

What I hoped to do?

- **Aims:** Assess the perspectives of Filipino teachers on their PD and community participation experiences

- **Objectives:**
  - Collect qualitative data
  - Analyse different PD programmes of Filipino teachers
  - Assess how teachers negotiate agency in PD participation
  - Classify teachers' perspectives in PD and community participation
  - Reflect on how these could inform future teacher professionalism practices

What is still lacking in literature?

- Linking PD and community participation is still largely an understudied aspect

- Support for in-service teacher professionalism activities and policy involvement are neglected in both research and policymaking (Zawacki-Richter et.al, 2014; Chin & Asera, 2005; Field, 2009, Reston & Bersales, 2008)

- Circumstances, challenges and opportunities for teacher professionalism (Lunenberg et.al., 2014)

- Prior studies focus mainly on the relationship between teacher PD and professional practice

- Linking community participation in the way teachers exercise agency, critical reflection and democratic participation (Redillas, 2020)

What I hoped to address?

- **Main:** In what ways do PD and community participation transforms teachers' professional work?

- **Sub-questions:**
  - What are the kind of learning programmes that inspire community participation?
  - How public schools manage and negotiate community participation?
  - What are the impact of teachers based on PD and community participation?

How did I address in this research?

- Data collection: 16 online, one-hour semi-structured interviews – purposeful sampling (Cresswell, 2012; Merriam & Tisdell, 2016; Yin, 2015)

- Criteria – work experience, professional development experience, public school teacher

- Manila as the study location

- Data transcription and translation for proper cultural attribution – hermeneutical (based on known ethnolinguistic and cultural background); forward translation

- Data analyses (Braun & Clarke, 2006) using inductive and deductive process

What themes came out? (Braun & Clarke, 2006)
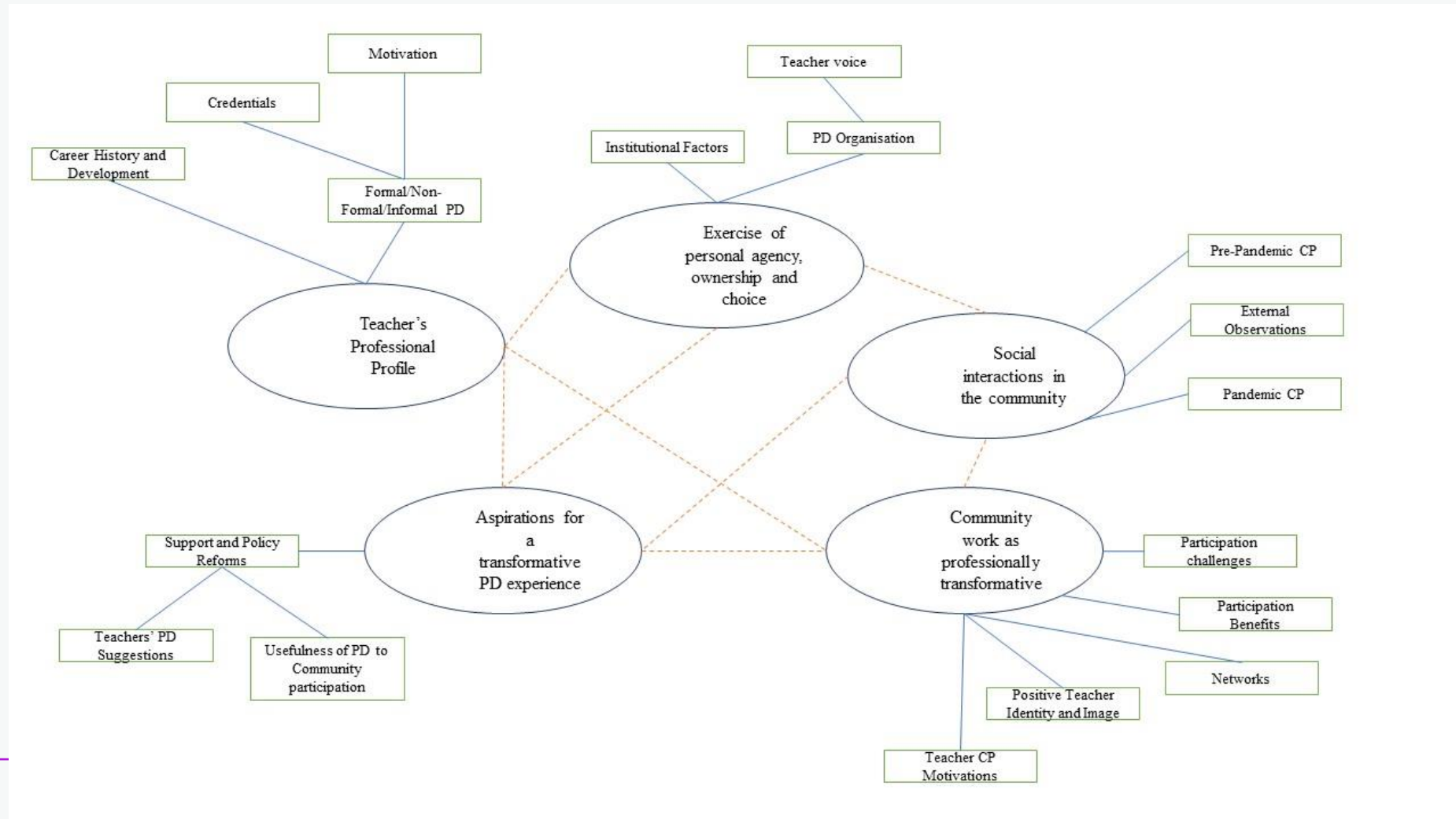
Theme 1: Teacher Agency

- Teacher professionalism as a site of exercising of personal agency and choice (Biesta, et.al., 2015; Priestley et.al., 2015)

- Choice of PD programmes based on their career trajectory

- Formal, non-formal and informal PD activities

- Observation: PD as a colonial tool placing teachers under a regulated system of behaviours and standards? Teachers demonstrated self-motivation and responsibility for learning

- CPD points allocation as instrumental to their choice of programmes

"Uh I am motivated these kind of programs since I am new and I want to improve myself as a teacher. Since I don't have any teaching experience before […] at first, I am really scared of what should I do. […] What approach I will use? The only experience I have is when I was in college where we have to go in school and assist teachers." (P4)

Theme 2: Democratic Landscapes of Professional Development

- School and government PD activities as complex, yet hierarchical relationships
- Consultative among younger teachers
- Timing of PD programmes
- Manifestations of power struggles through compulsory
- Participation out of fear
- Reducing repetitive topics; introduce senior teachers to community participation
- ZPD as reflective and dialogical of what and how teachers work and interact with community

"It seems our voices are not heard when it comes to our recommendations on what to learn. Because honestly, we feel that not all courses are applicable to us." (P8)

Theme 3: Social Interactions through Community Participation

- Clear evidence that teachers are democratic professionals
- Community engagement inspired by widespread struggles and inequalities within the system
- Addressing sustainable development challenges
- Challenges of participating on-site and online
- Social interactions through community participation as site of learning

"I am from Tondo. And you know that a lot of people here, doesn't have a good job, that good life, or they're struggling. So, as a teacher it is very important for me to participate in the community so that I can help these children access education even though their parents are struggling." (P4)

Theme 4: Professionally Transformative Community Participation

- Voluntary service and community work extends teacher professional work in the community setting
- Most community related participation are still rewards/promotion/performance-driven
- Cases of teachers manifesting activist identities – extending beyond institutional standards and regulations to fulfill their mission as teachers
- Participation also contribute to positive teacher identity
- Situating teacher participation enable them to build sustainable and healthy learning communities
- Resources constraints prevent teachers from participating/volunteering

"Love. Love for the school. Love for the learners. Because we all do the sacrifices, because of our love to our school at the same time to our learners. Without this love, the- the work would not be as easy as it is." (P7)

Theme 5: Aspiration for a Transformative PD Experience

- Important link between PD activities and community engagement
- Contribution to building a culture of lifelong learning
- Teacher PD courses related to community work remains insufficient
- Suggested courses: parenting, legal, project management
- Proposed more inclusive, democratic and participatory approaches to developing teacher PD activities

"Most of the training I've attended are centred in developing the skills and the knowledge of the teachers on […] the subject matter in the school. So, maybe […] the training are not enough for us to participate in the community because it's always teacher-centered. Maybe, they can create more programs that is related to the community wherein these programs, we can go to the community itself as our training." (P4)

Discussion in a Nutshell

- Rich interview data which revealed how teachers was strongly linked to Vygotsky's social constructivist theory

- ZPD as a space for dialogue and reflection

- Community participation is still a contested space between personal motivation and school-based intent

- Teacher agency is quite evident, but it still largely reflected on the colonised, organised and bureaucratic educational systems

- Rethinking of PD and community participation came as a stronger recommendation

Limitations and Recommendation for Future Research

- Limitations: no school principals and education sector leaders invited

- The study does not claim representation to all the school teachers of the city or of the country in general

- Suggestions for future research:
  - Extending the concept of teachers as "activists" (Sachs, 2000)
  - Exploring direct impact of teachers' community participation to improved teaching quality
  - Community participation of urban and rural teachers
  - How the link between managerial professionalism and democratic professionalism varies across different country contexts

Conclusion

- PD and community participation could be seen as important components of teacher professionalism

- Formal, non-formal and informal learning continues to evolve in response to changing learner demands; teachers exercise their personal agency to identify the courses relevant for them

- Community participation is a positive way of extending their professional identity as teachers

- Teachers as SDG ambassadors; their participation inspires and mobilises an active, engaged and learning citizenry

- Professional development, as a form of adult education participation is considered sites of transformation, critical dialogue, meaning-making and reflection – all tools for social change

- Community is a teacher's classroom too!

Useful references to begin your journey

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Let's continue the engagement!

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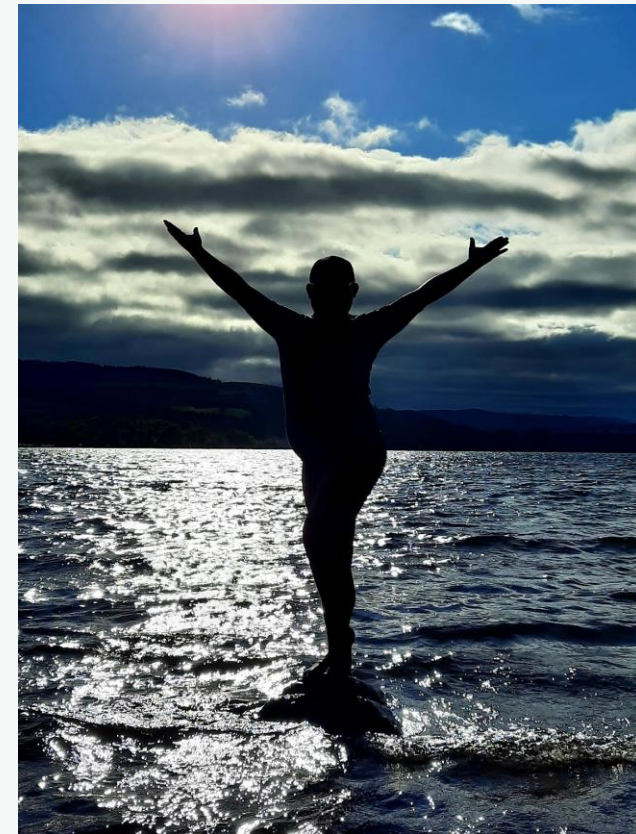
Thank you, University of Glasgow!