



Republic of the Philippines
Department of Education
REGION IV-A CALABARZON
CITY SCHOOLS DIVISION OF BIÑAN CITY

PROJECT UPLIFT UPskilling Level of Innovation among newly hired MAPEH teachers through Focus-grouped Teaching



MARJORIE P. SOLIS
TEACHER I/ MAPEH COORDINATOR
City Schools Division of Biñan City

ABSTRACT

Within the context of education, it is becoming more widely acknowledged that incorporating innovation into instructional strategies is essential to promoting student involvement, creativity, and overall growth. But it might be difficult for recently recruited MAPEH (music, arts, physical education, and health) teachers to incorporate innovative strategies into their teaching curriculum. This abstract describes research that used a focus-group instructional approach to enhance the innovation proficiency of recently hired MAPEH educators.

PROJECT UPLIFT UPskilling Level of Innovation among newly hired MAPEH teachers through Focus-grouped Teaching: This research aims to upskill newly hired MAPEH major teachers. A training program through focus-grouped teaching consisting of teaching methods, tips and tricks, and instructional development materials. Teachers were expected to innovate and create materials that could be used for their classroom observation teaching, presenting how they were going to teach the lesson with the given rating sheets. Results will be based their classroom observation sheet 1 to gather and to assess their performance in terms of content, knowledge, and pedagogy, learning environment and diversity of learners, and curriculum planning. To help the Newly Hired MAPEH majors perform better, the researcher will mentor them. The researcher will hold focal grouped discussion to plan and direct their demonstration of teaching, with a particular emphasis on topic knowledge and pedagogy, the learning environment and variety of learners, and curriculum development. To end the program will compile the outcomes of their 3rd Cot Ratings form to determine the progress and outcome of the training program.

INTRODUCTION

As newly hired MAPEH educators become part of the profession, they must overcome the difficulty of integrating innovative teaching methods to satisfy students' need and improve their entire educational experience in today's dynamic educational environment. But it's possible that a lot of recently hired teachers lack the knowledge and resources needed to successfully integrate innovation into their teaching methods. Subsequently, if MAPEH will be taught well with clear learning intentions to the learners, it would be one of the fast vessels towards achieving lifelong learning (Hattie, 2009). Thus, it is important to offer upskilling opportunities so that recently hired MAPEH teachers may embrace innovation and perform exceptionally well in their positions.

It can be difficult for recently appointed MAPEH teachers to adjust to the demands of modern classroom instruction while still establishing the complex issues of their subject areas. In addition to having a solid basic understanding of their fields, they must be skilled in implementing innovative approaches that will captivate and motivate students. (ACER 2010) "Out-of-field" teaching - teaching a subject without specific training in that subject - has for many years been a taboo practice that all teachers know of, many have experienced, but few have spoken up about due to its ubiquity. According to Mary Daphne P. Silvestre PhD and Estela C. Itaas, PhD, Teaching Music, Art, Physical Education and Health (MAPEH) is enjoyable and challenging to many teachers.

A practical answer to these issues is a focus-grouped teaching that will help newly hired MAPEH teachers improve professionally. Teachers are empowered to expand their teaching repertoire and adjust to the ever-changing needs of students by means of this approach, which fosters a collaborative learning environment where educators may share experiences, exchange ideas, and explore new methods of instruction. Furthermore, by concentrating on the requirements and experiences of recently employed teachers, upskilling initiatives are

customized to their situation, increasing their efficacy and applicability.

This research aims to upskill the newly hired MAPEH teachers. A peer mentor program through focus-grouped teaching consisting of teaching methods, tips and tricks, and instructional development materials. Teachers were expected to innovate and create materials that could be used for their classroom observation teaching, presenting how they were going to teach the lesson with the given rating sheets. Results will be based their classroom observation sheet 1 to gather and to assess their performance in terms of content, knowledge, and pedagogy, learning environment and diversity of learners, and curriculum planning. The researcher aims to upskill the newly hired MAPEH Majors performances, conducting a Focus group discussion to plan guide them in their demonstrating teaching focusing the content knowledge and pedagogy, learning environment & diversity of Learners and lastly the curriculum planning. To end the program will compile the outcomes of their 3rd Cot Ratings form to determine the progress and outcome of the training program.

When adjusting to their new positions, newly hired MAPEH educators could run into several difficulties. A significant concern is the extensive range of knowledge needed in several fields under MAPEH (Music, Arts, Physical Education, and Health). This obstacle may make it more difficult to organize and present comprehensive lessons that effectively engage students in all areas of MAPEH lessons. Furthermore, managing various classroom conditions and student capacities in addition to the requirement for a variety of ways to teach could render teaching even more challenging for recently recruited MAPEH instructors.

METHODOLOGY



The stated program's flow is depicted in Figure 1. All teachers will undergo pre-orientation on the study before it starts. To ease the progress of the research, a training program will be developed. Clarity, organization, and teaching strategies are all included in the training program, along with all the details regarding the subject as well as any related objectives. We conduct focal group discussions in our department quarterly to discuss the created program and ensure that teachers anticipate the outcomes of the study. Peer mentor will organize and critique the materials required for their classroom observations on the day of our focal group discussion. All program participants will receive group coaching as a straightforward observation during our Focus Group Discussion (FGD); One-on-one conversations with each participant will be undertaken to learn more about their perspectives on the content-based knowledge, instructional materials, and teaching strategies and tactics used by the teachers in the upskilling program. The COT 3 rating sheets will be gathered at the end of the program.

This program is design to upskill and guide newly hired MAPEH major teachers. A focus-grouped teaching program composed of teaching methods, tips and tricks, and instructional development materials will be observed in the fourth quarter of this academic year. Teachers were asked to innovate and create materials that might be utilized for their classroom observations, how they planned to deliver the lesson without any resources. They will be evaluated using the criteria provided and interviewed about their experiences with content-based knowledge, instructional materials, and teaching approaches. Mentoring recently hired teachers in MAPEH instruction produces encouraging outcomes, promoting professional development, and improving the efficiency. Mentorship provides new educators with individualized advice and assistance based on their specific needs and challenges. Mentors, who are usually highly skilled MAPEH educators, provide helpful advice, tools, and techniques to assist newcomers in navigating the challenges of

teaching various subjects. Additionally, mentoring fosters a collaborative learning environment that encourages innovation and continual development by facilitating the sharing of best practices and ideas. In the end, mentorship has benefits for recently recruited MAPEH instructors that go beyond personal and professional development.

The range of subject matter expertise needed across different fields could be overwhelming to recently hired teachers, leaving them feeling perplexed and overwhelmed when it comes to class planning and execution. Furthermore, sustaining student interest while balancing teaching time and resources across the MAPEH areas is a considerable challenge. This phenomenon emphasizes the need for focused assistance, chances for professional growth, and teamwork to help newly hired teachers cope with the challenges of teaching across MAPEH subjects.

RESULTS

The results of the study are illustrated according to the chronological order of the statement of the problem and the data analysis of the study.

For teacher A, table 1 shows that the mean result of indicators for content knowledge and pedagogy is 6.25 while the mean result of the indicators for learning environment and diversity of learners is 6.5. On the other hand, table 2 indicates the mean result of indicators for content knowledge and pedagogy is 7 while the mean result of the indicators for learning environment and diversity of learners is 7. This implies that there is a remarkable improvement on the performance of the teacher A.

For teacher B, table 1 presents that the mean result of indicators for content knowledge and pedagogy is 6 while the mean result of the indicators for learning environment and diversity of learners is 7. On the other hand, table 2 shows the mean result of indicators for content knowledge and pedagogy is 6.75 while the mean result of the indicators for learning environment and diversity of learners is 7. This entails that there is a

notable improvement on the performance of the teacher B.

Table 3 shows the difference in the pre-intervention and post-intervention performances of the teachers. Using the paired sample t-test, the t-value for teacher A is -3.16, with p-value equal to 0.02 which is less than 0.05. Therefore, the null hypothesis is rejected at 0.05 level of significance.

For teacher B, t-value for teacher A is -2.23, with p-value equal to 0.04 which is less than 0.05. Therefore, the null hypothesis is rejected at 0.05 level of significance. Thus, there is a significant difference between the performances of the teachers before and after the implementation of the intervention program.

DISCUSSION

The project aims to enhance the performance of newly hired MAPEH (Music, Arts, Physical Education, and Health) teachers through a peer mentor program that focuses on teaching strategies, instructional resources, and classroom management. The program includes classroom management, mentoring sessions, and focus groups as ways to assess the professional growth of teachers. The solution involves assisting and mentoring individually via teamwork, mentorship, and professional development. This research uses a combination of quantitative analysis and qualitative methods, such as paired t-tests, focus groups, or reflection, to assess gains in teacher performance. Thus, there is a significant difference between the performances of the teachers before and after the implementation of the intervention program.

Encourage teachers to share resources, lesson plans, teaching strategies, and other materials with their mentees. This can help new teachers integrate into the school community and adopt best practices more quickly and provide constructive feedback. This can help new teachers identify areas for growth and improvement.

One important duty that may impact the direction of education is mentoring newly hired teachers. New teachers are motivated in

an environment that is fostered by collaboration, which is based on mutual respect and trust. Leading with compassion recognizes the difficulties of breaking into a profession and provides helpful guidance as well as emotional support. Continuous progress is fostered by reflective practice, which promotes critical thinking and self-awareness. Encouraging professional development allows fresh teachers to grow and develop, fostering a culture of continuous learning. Honoring their development bolsters their commitment and self-assurance. Together, we can improve teaching performances and establish an educational community of excellence through working together, empathy, reflective practice, and continued development.

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Address: P. Burgos St., Brgy. Sto. Domingo, Biñan City, Laguna
Contact Nos.: (049) 547-0105 / (+63) 939-510-8779
Email Address: deped.binancity@deped.gov.ph
Website: depedbinan.com



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