

**A PEDAGOGICAL JOURNEY OF NON-EDUCATION GRADUATES  
TEACHING  
IN SENIOR HIGH SCHOOL**

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In accordance with Republic Act No. 10533, or the Enhanced Basic Education Act of 2013, The Philippine education system has established a new curriculum which is Senior High School. This curriculum includes one year of kindergarten education, six years of elementary education, and another six years of secondary education. Secondary education comprises of four years of junior high school and another two years of senior high school. Students can select between academic and vocational programs for the next two years. In this situation, a large number of teachers from various fields of specialization, as well as non-education graduate professionals, are be hired to meet the new curriculum's requirements. Furthermore, there are some concerns about the hiring of new teachers.

Teaching is a difficult and time-consuming profession. Teachers should be capable not just dealing diverse students, but also of adapting to an ever-changing curriculum in their field of specialization. Educators must be expert in planning lessons, making exams and doing meaningful assessments and evaluation to make learning significant. Moreover, in a country like the Philippines, where English is widely taught, it is critical to understand novice educators' experiences teaching English to Senior High School students especially those who are non-education graduates who teach several English subjects.

Additionally, some of the courses taught in elementary and secondary schools are taught by non-education teachers who have only had a few years of official training.

Despite the fact that few studies have been conducted on this topic Ingersoll & Curran (2004), which considers the prevalence of out-of-field teaching, it is astonishing that no accurate statistical data exist to disclose the number of non-education teachers in the teaching field.

As a result, the matter is ignored, and the aforementioned teachers are not given enough training on 'hows' of to teach. Non-education instructors in the Philippines who have a certification in one subject are commonly entrusted to teach classes in multiple disciplines for which they are often unqualified and unprepared, according to Wintersgill (2006) in her research on this phenomenon.

According to this perspective, there are still schools where senior high school teachers are not specialized in a specific teaching load and where out-of-field experiences are common. However, given the support from the Department of Education, these non-education graduates continue to thrive and survive and they gradually learning as to the process of being a teacher as a whole. Ample relevant trainings, workshops and seminars and conducted to make sure that these teachers meet the criteria needed by the department and they satisfy the requirements tasked to them. On this manner, these teachers although non-education graduates learn everyday and continue learning not only from the concepts and theories given unto them, but also the day-to-day experiences they have gone through.

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