

TRAINING PROGRAM FOR SPECIALIZED SUBJECTS IN SENIOR HIGH SCHOOL

by:

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The most recognized quality in a subject schoolteacher has always been proficiency in their particular field or area of concentration. There have been addresses in recent times regarding the necessity of enhancing educators' pedagogical knowledge and capacities. Most of the literature on schoolteacher quality, education, and training emphasizes the range of the issue, its significance, and possible results.

To emphasize the significance and result in enhancing the educators' capacities, Quezon City (4th District) Rep. Marvin Rillo said Congress has proposed a PHP1.5-billion budget for the in-service skills retooling of public academy educators to support their capabilities to deliver readings in English, Mathematics, and Science. To help them become better Science, Math, and English educators, schoolteachers should take additional support through interventions and ongoing professional development courses (Cervantes, 2023).

To continue the professional development of educators, roughly PHP 2.16 billion would go toward funding a training program designed to promote and help staff members in schools and literacy centers in their professional and career advancement, as well as educators who work in administrative, managerial, and supervisory capacities at the Schools Division (SDOs), Regional (ROs), and Central Offices (CO) (Carlos, 2023).

Also, to enable the development of the demanded skills in the field of specialization, the University of the Philippines encourages faculty members to engage in

individual and professional growth of the faculty members as teachers, as the public university of the country, as the model graduate, exploration, and public service university in the country.

According to (Guiaselon et al., 2022), educators who need help with pedagogy and subject matter are underprivileged regarding their students' literacy results. "You cannot give what you don't have," they say. Despite Department Order No. 13 s. 1994, this order was issued to reduce the dispensable academic mismatch between educators' assignments in basic and high schools, their extreme specialization in teaching preparation, and the consequent lack of fit between school teacher qualification and teaching assignment.

Senior high school teachers who never attended training before teaching their assigned subjects experienced difficulty in teaching delivery because there was no previous knowledge and mastery of the content of the subject taught which performed in a mismatch between educators' assignments. Senior High School (SHS) teachers should pursue their graduate and post-graduate studies to reskill and upskill their professional and academic capabilities with the recent trends in global education, in a way that will enhance their capability.

To stay competitive in the labor force, professionals have realized that having a master's degree becomes more important. To give what's due to the students, mismatched schoolteachers should pursue graduate studies related to their current teaching areas. supervisors may propose intensive training program to bridge the gap concerning teaching alignment. However, these programs will meet the different demands of educators specifically for non-major teachers seeking quality instruction delivery, If there are different training programs for every subject or technical subject in each strand.

References:

depedbataan.com
The Official Website of DepED Division of Bataan