

THE ROLE AND NEEDS OF TEACHERS IN THE MATATAG ROLLOUT

by:

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Teachers are the backbone of any education reform, and the MATATAG Curriculum is no exception. With its promise of a stronger, more focused, and learner-centered education, this new system brings both opportunities and challenges for educators. But no matter how well-planned a curriculum is, it will only succeed if teachers are given the right tools, support, and respect that they deserve.

At the heart of the MATATAG Curriculum is the goal to declutter learning areas, ensuring that students master the essentials without being overwhelmed by too much information. This is a great step forward, but it means teachers must adjust their strategies, rethink their lesson plans, and find new ways to engage students. While some may welcome the change, others might find it difficult to shift from the old system, especially if they have been teaching the same way for years. Transitioning to a new curriculum is not just about changing lesson content; it is about changing mindsets.

Amidst all the talk about the educational system's readiness to roll out the new curriculum, one thing is certain—training is crucial. Teachers cannot be expected to implement new teaching methods overnight. They need proper training that goes beyond a one-time seminar (Abaiz et al., 2024). Continuous professional development, workshops, and hands-on practice should be part of the process. More importantly, this training must be practical and relevant to what happens inside the classroom. Too often, teachers sit through lengthy theoretical discussions that do not translate well into real teaching situations. That should change.

Apart from training, there is also the issue of resources. A well-designed curriculum is useless if teachers do not have access to the right materials. Classrooms need updated textbooks, teaching aids, and technology that will help students learn more effectively. If the government truly wants MATATAG to succeed, then funding should be prioritized for these resources. Teachers should receive technical assistance and not have to dig into their own pockets just to provide materials for their students (Garma, 2024).

Workload is another concern. One of the reasons for the curriculum reform is to make learning more efficient, but will this also reduce the burden on teachers? Many educators already juggle lesson planning, administrative tasks, and student assessments on top of managing large class sizes. If the MATATAG Curriculum is meant to improve education, then it should also address teacher burnout. Less paperwork, better support staff, and reasonable class sizes should be part of the discussion.

Support from school leaders and the community is equally important. Teachers need an environment where they feel heard and valued. This means giving them a voice in decision-making processes, ensuring that their concerns are addressed, and promoting a culture of collaboration rather than just top-down directives. If MATATAG is to work, it must be a team effort.

Ultimately, the success of this reform depends on how well teachers are prepared and supported. They are not just implementers of the curriculum – they are its lifeblood. If they struggle, students will struggle. If they thrive, students will thrive. Change is

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