

MORE THAN JUST TEACHING

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Once a teacher, always a student.

Teaching and learning are a lifelong process, a journey in which teachers are expected to reinvent, adapt, and develop themselves. In order to do so, a spectrum of career advancement routes could be explored.

Continuing with graduate studies is a path the majority of teachers take. In the data presented by the National Center for Education Statistics (NCES) (2023), 51% of the total population of public-school teachers held a master's degree, while only 1.4% of the percentage pursued a doctorate. The focus of graduate education is to further capacitate the teachers, especially with the demands of the 21st century. Teachers must continuously cultivate their skills to cope with the advancement of today since the competencies developed in the undergraduate are just foundational.

To be more equipped with the necessary skills for globalization, graduate study also serves as an avenue for training to gain knowledge, experience, and expertise in the chosen field. Additionally, it intends to develop teachers further to produce knowledge, critically assess events, and solve current problems across various disciplines that support social development and holistically hone students (Rao, 2020).

Consequently, graduate studies also pave the way for the promotion of teachers. It is advantageous to complete the academic requirements, even so, to hold a master's degree, as it gives you an edge during rankings compared to those who have not yet started their

graduate studies journey. Some teaching positions also have a prerequisite requirement of at least 18 units of master's degree to qualify for the position.

While graduate or even postgraduate education may not be mandatory for teachers, it opens several avenues for those who choose to pursue it. It is a key that unlocks the potential for furthering the skills and knowledge of teachers and develops them to produce learners who are globally competitive and holistically developed. The future of our students is embedded in what we have to offer.

References:

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