



PROFESSIONAL EDUCATION: THE HYFLEX TEACHING PROFESSION

by:

Frederick W Gomez PhD - Dean – College of Education

Josie M Sardido MA - Chairman – Social Studies

Abstract¹

Teaching professions in the HyFlex mode are done to the authorized teachers. Licensed teachers can practice their profession in teaching. CHED PSG provides at least Master of Arts or Master of Science or Master in Education by its articulated field of specialization. Work performance and relevant teaching, training, and experiences with merit and fitness can guarantee quality services to community counterparts/partners. School as a social network system of social responsibilities getting higher and becoming complicated. Grants, scholarships, and academic enhancement make teaching globally competitive. Schools are different from profit organizations; they produce public service instead of public goods. Thus, qualified teacher in the teaching profession possesses PRC-TESDA-DepEd-CHED licentiate. No compromise on the institutional mantra and desiderata on governance, faculty, curriculum, employability, student services, adopt the community program, researches, library holdings, laboratory and physical plant provisions of the school that can guarantee quality services.

Keywords: Teaching Profession

INTRODUCTION

The teacher and the teaching profession. The teacher thinks, acts, and behaves as a carry-over on heredity and environment. The teacher's thoughts, values, and actions are somehow shaped by "time and space." Time and space because a generation has its own "value system." Space over time has its own environment that shapes teacher walkways. Thus, the philosophy could explain why teaching in the teaching profession is shared by the essentialist to "transmit the necessary tradition and values needed to become a good citizen. Likewise, teach the advocacy to transmit the needed skills in the content of 3Rs (**R**eading, **W**riting-**R**iting, and **A**rithmetic-**R**ithmetic). On the other hand, progressivist states that we teach because we develop intelligent citizen in democratic life. And, what to teach for the progressivist is to train the student to the needs of the democratic society. The need-based and relevant experiences and curriculum may respond to student needs and relates student to their personal lives and experiences. While the response of the behaviorist is on the stimuli in the environment. The environment is the condition sine qua non of learning. The constructivist, however, training become independent and develop the skills of searching, critiquing, and evaluating pieces of information. Thus, teachers for the constructivist must provide "data" of information and allow the learners to hypothesize, predict, manipulate objects, pose questions, research, investigate, imagine and invent. Interaction and collaboration is the walkway of constructivism. So, in this paper, the NCBS (National Competencies-Based for Teacher Standard) and the TSENA (Teachers' Strengths Need Assessment) was revisited to

¹ This is a generalization of the study which constitute a little thing of everything. It will give you the entire perspective of the paper on the Teaching Profession.

answer the teaching profession in the content of a teacher as a person, teacher and professional and the learning environment that shape its “time and space” overtime.

METHODS

Documentary analysis using the NCBTS and TSENA documents and descriptive approach using the Colaizzi method in collecting and gathering the data needed in the study were utilized. eLibraries and international human investment became the forerunner in the “data” precision. Multimedia infrastructure and data migration were also used in validating and getting the reliability road map on the needed “facts” and information. Teleconference and virtual mode become the HyFlex superhighway in the constant validation.

DISCOURSES

In the teaching profession, there is a teacher who is a **person** who helps other people acquire *knowledge* [1], *skills* [2], and competence [3]. It is the intelligence of the teacher, the learner harnesses the “God-given richness” (Bates, 2019). A teacher can be a natural person (created by God) as seen in its human form or a juridical person (person created by law) as seen in the school/institution and relative teaching medium. With the advent of technology, a natural person – the teacher was virtually migrated into a “supernova teacher” (NASA, 2019) using the multimedia infrastructure doing the virtual or video teleconferencing which transforms a teacher beyond its “being.” It can be in the form of **borderless** (*no boundary*), **Netscape** (*computer software-Internet Protocol*), **Computer-Aided Instruction** (*using the Computer*), **Open Source** (*accessibility through the Network*), **Outsourcing** (*using the outside goods and services for purposes of lowering the cost*), **Insourcing** (*utilizing the inside goods and services instead of getting the goods and services outside to lower the cost*), **Offshoring** (*conducting business abroad, especially in order to take advantage of lower costs*), **In-forming** (*easy access in any form of communication*), **Steroids** (*instant messaging and voice – over – teleconferencing*), **WIFI** (*wireless connectivity*) and lastly the **PSYFI** proximal zone (*behavior reader*). The high magnitude levels on the wireless platforms through the multimedia infrastructure make a teacher migratically grounded and transformational (Brockett, & Hiemstra, 2018). Now, let me bring you to the borderless world of realities. How does the teacher emerge to the learner’s world and live with them in the steroids, WIFI, and PSYFI world? These are the challenges of the teacher in the roadmap of their teaching profession in the eClassroom setting. What makes a teacher a person, as a teacher, and as a professional? Please, set back and relax!

Teacher as a Person? (RA. No. 7836 par (a), Sec 6, PD No.223 as amended the Phil Teachers Professionalization Act of 1994)

A teacher is a person in their own individuality. Registered in the civil registry. The name was given to give importance to the “body” as subject to “corruptibility” (Galgonovicz, 2019). The body as subject to “decay” is an organic substance by its “form.” “Death” comes in the form of the secession of “life form” from the “flesh” (Meinwald, 2019). This life form becomes evident because of the “act of potency.” Meaning, the capability of moving and movement of the body is an assumption that there is a “life form” (Rettner, 2016). It simply assumes that the invisible “maker,” the source of life is within. Therefore, a teacher as a person has the capability to communicate in the outside world. Thus, a teacher played important role in their community counterpart partner because of such variables:[4] 1) knowledge; 2) management qualities; 3) who empowers; 4) being great learner and never stops in searching the truth; 5) passion to help others to have new experiences; 6) willingness to commit himself as an agent of change; 7) A good role model; 8) An initiator; 9) A coordinator of people and resources; 10) support learning in different environments; 11) An administrator who leads with charisma; 12) an authority as government representative; 13) policymaker and formulate on legislative measures; 14) Working in formal and non-formal education settings; 15) responsible for the well-being of the pupils who is a dreamer and searcher for truth; 16) facilitating, guiding, blending and supporting children under the “*parens Patria*” (<https://www.healthline.com > human-body>).

Teacher as a Teacher

The hereditary and environmental factor of a teacher's personality is peculiar (*Piaget, 2013*). As a teacher, to do is always proactively in “doing” something innovative. The license possessed as a teacher proclaimed officially professional in the profession. Meaning, “not all” possessed a licensed teacher. That’s the point that teachers possessed the “credential” or “document” to become an authority in the classroom and in the community of intellectuals. The personality as a teacher is conventional. The following attributes are significant to a teacher: (1) having clear objective (as planned-planner); (2) has sense of purpose (direction-passion); (3) live with feedback & by example (closure and inclusion); (4) has a power of listening (ability to response); (5) has a positive attitude (proactive-prescriptive); (6) expect student to succeed (encourage-compassionate); (7) has a sense of humor (feel the presence-in the state of the mind); (8) uses praise authentically (real-genuine); (9) know how to take the risks (advise-transcendental); (10) consistent (keep repeating-mentally alert); (11) reflective (cannot easily influence-deepness); (12) seek mentors of their own (open to Others-not alone); (13) communicate with parents (cooperative & Collaborative); (14) enjoy their work (workaholic-methodical); (15) adapt to student needs (compassionate-reverent); (16) welcome change in the classroom (innovative); (17) explore new tools (reinventiveness); (18) give their student emotional support (counselor); (19) comfortable with the unknown (futuristic-visionary); (20) not threatened by parent advocacy (independence-impartial); (21) bring fun into the classroom (comedian-collegial); (22) teach holistically (reservoir on experience & passion); (23) never stop learning (seeker for perfection-satisfaction); (24) break out of the box (situationaire-practitioner); (25) master of the subject (specialist-scientist); (26) compassionate & has the brave heart. Today, the teacher is already considered as a “companion” to the learner's exploration, journey, and discoveries on the newly found learning. A companion that will “guide” the learner’s “walkway” to life’s journey towards contentment and happiness.

Teacher as a Professional

As a teacher as a *professional*, the carry-over “virtue” and “values” emanated from the license are crucial. A teacher has a gavel and biases. The decisions made by the teacher revolved around the questions of which *learning strategies, themes, concepts, and materials* would foster the development of a teacher (*Crook et al, 2017*). Therefore, teachers must engage the profession “fit and meritorious to it.” *Teachers as a professional* are always armed with a short, medium, and long-range *development plan for professional development*. As an expert and specialist in the field of critical and reflective teaching-learning environment, a teacher enriches and sharpens the profession engaged through research and contributes to the community of intellectual and be counted among of the cited works in the body of knowledge (*Brockett et al., 2018*). A teacher as a *professional* develops critical and reflective scenarios in the classroom as a product of “profession.” The teacher needs to enrich and enhance (*Koh et al., 2015*) learning, attend seminars and workshop, conferences, convention, research forums, dialogue, colloquium, and other relative training and relevant experience for schooling and development (*Clara, et al 2014*).

THE TEACHER, THE SCHOOL, AND THE RELATIVE ISSUES THERETO

CMO No. 42, s. 2016; CMO No.

[ray.dilg.gov.ph > files > national_building_code_of_the_philippines;www.iibh.org > pdf > Philippines_02_IRR_of_NBC_of_the_Philippines; education.stateuniversity.com > pages > School-Facilities](http://ray.dilg.gov.ph/files/national_building_code_of_the_philippines;www.iibh.org/pdf/Philippines_02_IRR_of_NBC_of_the_Philippines;education.stateuniversity.com/pages/School-Facilities)

The school as a building means that the structural plan from the civil work is presumed approved by the Office of the Building Official (National Building Code-NBC). It presupposes that the building and Occupancy Permits are presumed approved and certified by the proper person in authority (NBC). Premises, campuses, other amenities, and relative thereto the physical plant are required for the whole operation as a school has been approved by the Board of Trustees then to the approving body. The School in its creation and establishment the administrator must see to it that the following “caveat” must not be present to wit: (1) near the geologic fault-line, creeks, rivers, seashores, estuaries, wharf, places vulnerable to landslides, and other relative thereto; (2) gambling dens and relative thereto; (3) near or close to the prone hazard areas and other circumstances that made the learning environment not conducive to schooling. Below is an attempt on explaining the systemic theory on virtual teachers with a learning environment of the synchronous and asynchronous teaching profession. And, the following are:

Structural System theory (SST)

The founder of the Structural System Theory (SST) is the Structuralist *Edward Bradford Titchener* the student of Wilhelm Wundt who believed in *a complex system of interrelated parts that works humans do, think, perceive, and feel*. The structural system as a theory is similar to those of formal organizations. The bureaucratic expectations rule the organizational behavior (*Anderson, 2015*). Rules that are derived from those expectations are represented by positions in the hierarchy. The hierarchy distributes tasks to specialized individuals, and the Organization as a result of the division of labor. The structure of social systems inherits many elements from rational, natural, and open systems theories. Thus, the Structuralist is guided by the OS (*Organizational Structure*) (*Chen, 2017*) and the line-authority of command has guarded the parameter provided by the OS. Their frontline services are defined and structured according to their appointment or designation paper for placement.

Functional System Theory (FST)

William Walsh James is the founding father of functionalism. This originated and developed from the works of Emile Durkheim. The original belief was “*consciousness helps people adapt to their environment.*” Functionalists view education as a social institution in society. They believed that education contributes to two kinds of functions: manifest (or primary) functions, which are intended and visible functions of education; and latent (or secondary) functions, which are the hidden and unintended functions (*Charles, 2017*). *Functionalist is environmentalist. Therefore, they are particular to the “learning environment of the child as a learner.” There are two functions that are made “caveat” of functionalism theory.*

Manifest Functions

The first socialization theory begins in preschool and kindergarten; pupils are taught to practice various social roles. Schools are a “*socialization agency that teaches children how to get along with others and prepare them for adult economic roles.*” This socialization role involves learning the rules and norms of society as a whole. School as a system transmits the core values on “*nationalism*” and “*patriotism*” through manifest functions like social control. One of the roles of school is to teach students *conformity to law and respect for authority*. Obviously, respect, given to teachers and administrators, will help a student navigate the school environment. This function also prepares students to enter the workplace and the world at large, where they will continue to be the subject of people who have authority over them. Fulfillment of this function rests primarily with classroom teachers, instructors, and professors who are with students all day.

Latent Functions

The school has little to do with formal education. The educational setting introduces students to social networks that might last for years and can help people find jobs after their schooling is complete. Of course, with social media such as Facebook and other forms of audio, video, virtual conference, these network platforms are easier than ever to maintain. Another *latent function is the ability to work with others in small groups, a skill that is transferable to a workplace and that might not be learned in a homeschool setting.*

Behaviorism System Theory (BST)

Behaviorism system theory was founded by *John Broadus Watson*. He believed that person can potentially be trained to perform any task, regardless of genetic background, personality traits, and internal thoughts (within the limits of their physical capabilities). He believed that learning is responsive to *external stimuli*. The learner is passive: learns via *external processes through positive reinforcement*. Lecture, drill and practice, rote learning, and multiple-choice tests are their forty (*Kendra, 2019*). Meaning, it needs an external stimulus. Physical facilities become the menu or ingredients of stimulus on the eagerness of the learner to learn. “The ideal behaviorism is to eliminate coercion... behave what the organism does.”

Cognitivism System Theory (CST)

The founding father of cognitivism was *Ulric Gustav (Dick) Neisser* an advocate for ecological approaches to cognitive research. The belief of the cognitivist was focused on mental processes, including how people perceive, think, remember, learn, solve problems, and direct their attention to one stimulus rather than another. They also believed that learning is a process of acquiring and storing information. Learning here goes beyond external: is an internal process through Short-Term--Memory (STM)- and Long-Term Memory (LTM) involved. Lecture, visual tools, mind maps, charts and etc to facilitate memorization for learning are advisable while the type of exam is multiple-choice and essay assessment is needed (*Brockett, 2018*).

Constructivism System Theory (CST)

The founding father of Social Constructivism (SC) was *Lev Semyonovich Vygotsky* and he believed that community plays a central role in the processing of "making meaning." He added that, social interaction, more knowledgeable others, and the zone of proximal development interplay in the sociocultural construction – "power influence – referent power." While Personal Constructivism (PC) was founded by *Jean William Fritz Jackson Piaget*. He believed that each individual actively constructs their own ways of understanding the world and identifies locus knowledge as the individual mind. Piaget believed that a child developed schemas (planned, programmed, and repetitive action); adaption process (equilibrium, assimilation, and accommodation), and stages of cognitive development (sensorimotor, preoperational; concrete operational, and formal operational).

Connectivism System Theory (CST)

The founder of connectivism was *George Siemens* and *Stephen Downes* for them connectivism is a learning theory that explains Internet technologies platform created new opportunities for people to learn and share information across the World Wide Web (*WWW.com*) and among themselves. These technologies include Web browsers, email, blogs, wikis, online discussion forums, social networks, YouTube, and any other tool which enables the users to learn and share information with other people in virtual reality. They believed learning is a process of connecting nodes or information sources; it is dependent upon technology and recognizes the role of the internet that helps people expand their learning.

Community of Practice System Theory (CPST)

The founding team on the community of Practice is a cognitive anthropologist *Jean Lave* and educational theorist *Etienne Charles Wenger* believed that "Community of practice are formed by people who engage in process of collective learning in a shared domain of human endeavor...who share concern or passion for something they do and learn how to do it better as they interact regularly. The "socially engaged data" for classroom discourses is paramount.

Humanism System Theory (HST)

A philosophy that sparks during the renaissance period and it was fathered by an Italian poet *Francesco Canigiani Petrarca*. He believed in a personal act to fulfill one's potential. "Humanism" focuses on the individual (*personalism*) as the subject and asserts that learning is a natural process that helps a person reach self-actualization. *Scenarios and role modeling* are important factors in humanistic learning, as experiences, exploring, and observing others. He believed further that it is necessary to study the *person as a whole*, especially as an individual grows and develops over the lifespan. It follows that the study of the self as ideal self–self–image (*Carl Roger*), motivation (*Abraham Maslow*), and goal setting (*Lewin Engel Kurt & Dr. Edwin Locke*). Therefore, for the humanist, the whole individual is important and stresses concepts such as free will, self-efficacy, and self-actualization are compass on the individual the way they "think, behave and act."

Experiential System Theory (EST)

In this theory *David Allen Kolb* (Experiential Learning Model – ELM) constituted the following elements: 1) concrete experience; 2) observation and reflection on experience; 3) formation of abstract concepts based upon the reflection; and 4) testing the new concepts) helped developed on the work of *John Rich Dewey* that "thought" is an instrument for solving practical problems, and that truth is not

CONCLUSIONS

The NCBTS and TSENA tool kit for DepEd, CMOs & PSGs for CHED, and relative guidelines for standardization of the institutional behavior must be strictly observed. Likewise, supported by the adopted Quality Standard of the institution expected quality outcomes will be sustained. And lastly, internal and external institutional behavior audits must be regularly done for effective and efficient services.

oo0oo

-
- [1] It is a fact, information, and skills acquired by a person through experience or education; the theoretical or practical understanding of a subject or philosophically understood as the raw material on the material activity of the mind as the building block which constitutes subject, object and cognition.
[2] the ability to do something well; expertise.
[3] the ability to do something successfully or efficiently.
[4] It refers to the term which a particular teacher's behavior is to be observed and recorded. A variable specifies a behavior by explicitly stating the way in which the behavior is to be measured. For example, we can derive a variable from the behavior "organization by constructing a scale the required observer to rate the teacher's lesson as "very structured, fairly structured, average, fairly unstructured or very structured.

REFERENCES

BOOKS

Anderson, T. (2016). Theories for learning with emerging technologies. In G. Veletsianos (Ed.), *Emergence and innovation in digital learning: Foundations and applications* (pp. 35-64). Edmonton: Athabasca University Press.

Brockett, Ralph G., & Hiemstra, Roger (2018). *Self-direction in Adult Learning: Perspectives on Theory, Research and Practice*. London: Routledge

Dron, J., & Anderson, T. (2014). *Teaching crowds: Learning and social media*. Athabasca University Press.

JOURNALS

Bada, Dr. Steve Olusegun (2015). Constructivism Learning Theory: A Paradigm for Teaching and Learning. *IOSR Journal of Research & Method in Education. Volume 5, Issue 6 Ver. 1 (Nov. - Dec. 2015), PP 66-70*

Baraldi, Claudio & Corsi, Giancarlo (2017). Social Systems Theory. https://link.springer.com/chapter/10.1007/978-3-319-49975-8_3

Clarà, M., & Barberà, E. (2014). Three problems with the connectivist conception of learning. *Journal of Computer Assisted Learning*, 30(3), 197-206

Cramp, Andy and Lamond, Catherine (2016). Engagement and kindness in digitally mediated learning with teachers, *Teaching in Higher Education*, 21, 1, (1).

Crook, Charles and Rosamund Sutherland (2017). Technology and Theories of Learning, *Technology Enhanced Learning*, 10.1007/978-3-319-02600-8_2, (11-27).

Insung Jung (2019). Connectivism and Networked Learning, *Open and Distance Education Theory Revisited*, 10.1007/978-981-13-7740-2_6, (47-55)

Koh, J. H. L., Chai, C. S., Benjamin, W., & Hong, H. Y. (2015). Technological Pedagogical Content Knowledge (TPACK) and design thinking: A framework to support ICT lesson design for 21st century learning. *The Asia-Pacific Education Researcher*, 24(3), 535-543.

O. Chen, G. Woolcott and J. Sweller, (2017). Using cognitive load theory to structure computer-based learning including MOOCs, *Journal of Computer Assisted Learning*, 33, 4, (293-305).

Piaget, J. (2013). The construction of reality in the child (Vol. 82). Routledge.

WEBLIOGRAPHY

Bates, Anthony William (2019). Teacher God-given Richness. Creative Commons. <https://opentextbc.ca/teachinginadigitalage/chapter/8-7-media-richness/7/21/2019>.

Bozkuş, Kıvanç (2014). School as a Social System. https://www.researchgate.net/publication/266082312_School_as_a_Social_System/7/23/2019.

CHED (2017). Policy and Standard Guidelines. CMO No. 75, s. 2017; <https://www.scribd.com/document/CMO-No-75-s-2017/7/23/2019>.

CHED (2017). Institutionalization. CMO No. 75, s. 2017; <https://www.scribd.com/document/CMO-No-75-s-2017/7/21/2019>

Galgonovicz, John P. (2019). Educational Theory of St Thomas Aquinas. New Foundation, <https://www.newfoundations.com/GALLERY/Aquinas.html/9/13/2019>

Google.com (2019). Medical Dental Requirement. <https://www.healthline.com/human-body/8/21/2019>.

Kendra, Cherry (2019). History and Key Concepts of Behavioral Psychology. <https://www.Verywellmind.com/behavioral-psychology-4157183/8/27/2019>

Meinwald, Constance C. (2019). Theory and Form / Plato. <https://www.britannica.com/contributor/Constance-C-Meinwald/5879/9/13/2019>

NASA (2019). Supernova bursting. <https://www.nasa.gov/subject/7226/supernova/8/25/2019>

Rettner, Rachael (2016). The Human Body: Anatomy, Facts & Functions. <https://www.livescience.com/37009-human-body.html/8/27/2019>

oo0oo