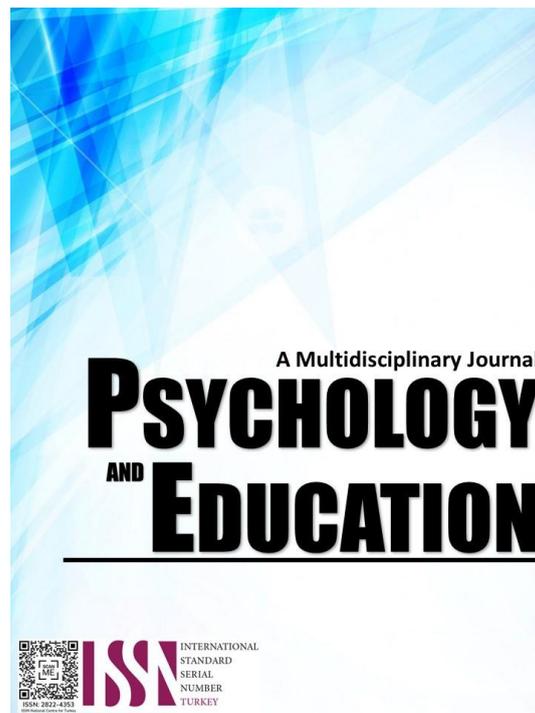


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OF PAGSANJAN DISTRICT DIVISION OF LAGUNA
IN THEIR TEACHING PEDAGOGY DURING THE
NEW NORMAL**



PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

2022
Volume: 6
Pages: 901-909
Document ID: 2022PEMJ384
DOI: 10.5281/zenodo.7387037
Manuscript Accepted: 2022-1-12

Instructional Supervision to the Faculty of Pagsanjan District Division of Laguna in their Teaching Pedagogy During the New Normal

Geraldine C. Anacleto*

For affiliations and correspondence, see the last page.

Abstract

Being an educational leader at a public school is not as simple as we may believe. There are several tasks and obligations to do. Expectations will always exist, and when disagreement emerges, decision-making must be tough and mindful of the organization's well-being. The response of the school's principal, master, and head teacher to the new typical learning environment is a major problem. Faculty teachers are supposed to be adequately supported and led in both their personal and professional lives in this scenario. School leaders have a positive influence on their teachers, serving as a catalyst for excellent values, trustworthy service providers, and effectively managing education. The backbone of instructional monitoring, technical help, coaching, and mentorship to faculty teachers was each school's learning continuity plan. They won't be able to paddle their own boat without assistance. With the aid of their school mentors, students can easily adapt and cope with the new normal. To conduct instructional methodology in each subject area, creativity and critical planning were required. As a result, without enough preparation and support, learning is at a crucial stage for both teachers and students, particularly during this pandemic. Even yet, research on how instructional supervision influences teaching methodology is still being debated. This study investigated the implications of instructional supervision in teaching pedagogy during the new normal using a descriptive qualitative research methodology. The sample consisted of ten (10) school leaders from the district of Pagsanjan, division of Laguna who are school head, master and head teacher. To explore the research study, data was acquired using an interview questionnaire and the researcher's observation since she herself is a school head of a public school. There is no statistical treatment utilized, and the study's findings are based on replies to the interview questions concerning the consequences of instructional supervision on teaching pedagogy in the new normal. The implications of instructional supervision to teaching pedagogy during the new normal, based on the findings, further prepare instructors to become effective and efficient learning catalysts through coaching, mentoring, and technical help provided by school leaders. During the new normal, instructional supervision was implemented via an online platform, such as Google Meet or a skeleton workforce. MELCs (Most Essential Learning Competencies) were examined, as well as the school's learning continuity strategy, for technical help, mentorship, and coaching. Instructional supervision has a direct impact on teaching methodology through cooperation or information sharing during pre-observation and post-observation, which would motivate and support instructors. However, in order to provide a variety of modalities, teachers must improve their digital literacy and ICT (Information and Communication Technology) skills. According to their Individual Development Plan (IDP), students were able to contextualize each learning area and incorporate other learning areas or curricula.

Keywords: *faculty development, teaching pedagogy, instructional supervision, new normal*

Introduction

In different public schools, the school heads, head teachers, and master teachers are tasked with providing instructional supervision to each teacher in their department. Despite the pandemic, the new normal public school was faced with the task of preparing its staff to conduct distant modular learning. Each teacher considers techniques and methods for providing remediation and intervention in the creative learning of the subject. Some even adapted and localized modules or learning activity sheets, and even held an online Google meet to help a group of students who were having trouble understanding the subject.

School administrators used instructional supervision to accommodate coaching and mentoring in teachers' inadequacies while highlighting their strengths in order to improve and implement teaching strategies that

were adaptable to the new typical learning platform.

It is apparent that teachers in Pagsanjan District, Division of Laguna, are having problems adapting to the new normal learning platform. They require advice and strategies from their mentors in order to meet the obstacles presented by the current educational environment. The Department of Education has developed a learning continuity plan to help public school teachers in our country. Still, there are teachers who are enthusiastic about their profession but fail to provide adequate support to students who are learning at home. Because it is so dissimilar to traditional face-to-face classes. The responsibility of school leaders in boosting teacher morale and skills in order to achieve the objective of education-learning continuity is critical.

Similarly, Wiyono and Valdez et al. (2020) discovered that the way teachers execute instructional techniques



and strategies has a direct impact on student's academic performance and learning. As a result, developing teacher competence is critical to improving student achievement. Instructional supervision of school leaders has a significant effect on how teachers execute and are trained to adjust to the demands of educational learning situations. For example, it has a significant contribution on the teaching models and learning strategies they must use, especially now that a new normal learning environment has been introduced as a result of the pandemic.

Research Questions

This study aimed to identify instructional supervision during the new normal. Specifically, this research aims to:

1. What is the relationship of instructional supervision to teachers in their teaching pedagogy during the new normal?
2. How is instructional supervision implemented for teachers during the new normal?
3. How instructional supervision affects the teaching pedagogy of teachers during the new normal?
4. What plan of action can be proposed to strengthen instructional supervision and improve the teaching pedagogy of teachers during the new normal?

Literature Review

The following presented the review of related literature and studies, which gave the researcher enough background data and information in Implications of Instructional Supervision to teaching pedagogy of teacher during the new normal. These proved a great help in the conceptualization of the study.

Baker (2010) pointed out that in an online learning platform teachers presence in the online class and specifically explaining each concept with example motivates learners to learn the learning area in a given period of time. Thus ,teachers are encourage to still show their presence in the online classes and not merely relying in readily made downloadable power point presentation or other recorded teaching instruction.

De Villa and Manalo,2020, the Covid 19 pandemic produced in more significant developments in the sphere of education. The transition from face-to-face classrooms to other learning methods is abrupt. Teachers and curriculum specialists train themselves in

modular or online distance learning, according to the Department of Education, independent of the existing circumstances. School leaders and teachers faced challenges in the classroom because both students and teachers are still adjusting to the abrupt changes in education. As they stated in their findings, education in the new normal, teachers will make necessary preparations to improve their skills in distance learning and be able to cope, but this will not prevent them from doing their jobs passionately. However, higher administration and schools must continue to offer them with the essential learning tools and resources, as well as training, to assist them support a high-quality education for students.

According to UNESCO 2020, the pandemic had a significant impact on the education sector. When it came to safety and security, schools were defenseless against the spread of the virus. Stakeholders, students, faculty, and staff health will be jeopardized if the school continues to hold face-to-face classes. Some schools abbreviate their courses, affecting educational chances (Crawford et al., 2020).Learning Continuity Plan was established to get ready in the remote learning to manage alternate learning modalities.

Despite the circumstances, the Department of Education (DepEd) has executed its Basic Education Learning Continuity Plan (BE-LCP) for the Academic Year 2020-2021. BE-LCP is a set of education activities designed to address the basic education problems posed by COVID-19 (DepEd Order No. 12, 2020). As a result, in order to protect the health, safety, and well-being of students, teachers, and staff, as well as to prevent the spread of COVID19, the department will implement alternative learning delivery modalities such as modular, television-based, radio-based instruction, blended learning, and online learning, while face-to-face classes will remain prohibited due to the public health situation. The learning competencies have been decongested to focus exclusively on the most essential learning competencies (MELC) that are connected to the curriculum.

Barrogo (2020) finds out that instructional supervision was most needed for newly recruited teachers in public schools to acquaint them with how they will cater to students with continued learning and the like. Working as a teacher in a public school is a difficult task. There are several tasks to be completed and completed. Completing paper work is one thing, but offering excellent learning is another. It was determined that a standardized classroom observation tool serves as a guide for instructors to assess their performance and

develop a plan for development, resulting in improved teacher preparation and competency.

In our country Philippines, Republic Act 10533, often known as K to 12 Law, was enacted, which uses classroom observation as a criterion in guaranteeing high-quality education. According to section 14 of the statute, on which the Department of Education (DepEd) will issue a report. Various components of implementation are required, including teacher well-being and training requirements that can be quantified via observation in the classroom by the instructor. Feedback is useful which delivers high-quality input for continual improvement and possibilities for people to contribute their knowledge and experience.

Ghavifekr and Razak (2012), discovers in their study the rapid rise of ICT has become one of the most significant subjects debated by educational experts in connection to the current educational scenario. Because of ICT's potential to provide a dynamic and proactive teaching and learning environment, this is the case. Teachers must integrate ICT into their regular teaching and replace conventional techniques with contemporary tools and facilities in order to keep up with the present digital environment.

Malunda et al. (2016), cited in their research instructional supervision using classroom observation and technical assistance greatly affect teacher pedagogical teaching strategies. World over, highly effective teaching has been proven to improve student (or pupil) learning. However, the kind of pedagogical practices teachers employ determine how successful students can learn.

Pedagogical practices, according to Lakkala, Ilomäki, and Kantosalo (2011), relating to the many sorts of tasks, ways of functioning, or types of activities and practices that govern good teaching and learning. According to Lakkala et al., such practices include preparing relevant schemes of work, lesson plans, lesson notes, and teaching aids well in advance; prompt setting of written and practical exercises; prompt and careful evaluation of all written and practical exercises; providing feedback to learners on assessments; and remedial teaching to ensure effective learning.

Formoso (2019), in her research, verifies and validates the formalization of the creation of Special Education (SPED) facilities in the United States. The position of instructional supervisor has gotten more difficult in all school districts across the country as a result of Department of Education Order No. 26 of 1997. In addition to overseeing the conduct of education in

conventional schools, supervisors are now also responsible for overseeing SPED instruction. Because each school leader has increasingly complicated tasks, instructional supervision has a stronger influence on how instructors perform as teachers under the supervision of their supervisor, school head, master teacher, and head teacher.

In addition to the aforementioned study, Dolorosa (2020), explained that there is a need to improve an effective instructional supervisory plan among school heads to support the four (4) key areas of the teaching-learning process, the Instructional Support for Teachers' Effectiveness and Efficiency; Teachers Capability Building; Curricular Enhancement; and Assessment of Learning Outcomes.

Furthermore, Brock et al. (2021) confirm in their study the district's continued support and preservation of the Collaborative Team Model as part of the Professional Learning Community framework offered the most significant support. Teams met at least once a week before to the closure to plan, evaluate data, organize intervention and extension groups, and do other duties as required. Team leads and instructional supervisors facilitated meetings, which were backed up by school officials. The framework and protected time were crucial, even though the duties were vastly diverse and largely focused on instructional design and delivery. Teachers were able to split tasks, use individual abilities, and ensure consistency for pupils because supervisors worked in collaborative teams. Typically, such groups were confined to the school's instructors. However, considering the one-of-a-kind and perilous circumstances, many people are hesitant to participate.

Instructional leaders must have the skills, talents, and attitudes associated with the sort of crisis leadership described in order for teachers and learners to be successful throughout the current times and the next challenge of normality cited by Smith and Riley (2012) and Nevins (2020).

Comighud et al. (2020) emphasized the importance of teachers' instructional efficacy is stressed as a cornerstone to achieving maximum improvements in student achievement. The process of teaching and learning Teachers' efficiency in the classroom must be maintained in order to achieve this, as this is a key factor that fosters student progress and professional growth. In addition, because teacher supervision is one of the most crucial tasks of our educational system, it must be maintained at all times.

As cited in Tyagi (2010), In the teaching-learning process, instructional supervision offers instructors

with direction, support, and empowerment for their professional growth. Teachers benefit from supervision because it gives them with the support, information, and skills they need to succeed. Furthermore, the quality of instructional supervision fosters favorable attitudes and impressions of the practice among instructors (Choy, 2011). Teachers were persuaded of the need of instructional supervisory interactions, according to Hoffman and Tesfaw (2012). Teachers like supervision when it is conducted in a positive manner with the goal of improving the learning process. The quality of supervision practice is also seen to be a major component in influencing school achievement (Hamzah, 2013).

Kuizon and Reyes (2014) further noted that the amount to which instructional supervision is implemented as part of instructional supervisors' tasks and functions, particularly in public elementary and secondary schools, determines the quality of education. Furthermore, according to Limon (2015), instructional supervisors play a variety of functions in the improvement and growth of curricular instruction. Internal and external instructional supervisors are responsible with doing supervisory work and carrying out supervisory tasks to assist instructors in improving learning environments. As a result, the quality of instruction and academic achievement in educational institutions have improved. Babalola and Hafsatu (2016) noted that the improvement of student's academic success is a measure of good supervision in this regard.

It's also critical to comprehend the circumstances that impede instructional progress (Hazi, 2020). As Hazi points out, the limited process of teacher evaluation procedures, which overvalues a principal's "expertise" while completely ignoring the professional opinion of teachers in responding to the unique needs of her/his children, has exemplified this. Thus, the ultimate goal of today's supervisor is to assist educators in keeping inquiry, not performance, at the heart of supervision, and to guarantee that themes of fairness and social justice stay at the forefront of teacher-supervisor feedback (Garman, 2020).

Wiyono et al.(2021), finds out in their study that Instructional monitoring is the most effective approach to improve a teacher's teaching ability. It is the practice of aiding instructors in developing and improving the quality of the teaching and learning process and the environment with the ultimate objective of increasing student learning outcomes. Methods and principles best way to improve teacher's

teaching competence is through instructional supervision which is the process of assisting teachers to develop and improve the quality of the teaching and learning process and environment, with the ultimate goal of improving student learning outcomes.

The practice of providing advice, direction, and support to instructors is known as instructional supervision. stimulation, or other actions aimed at improving and developing teaching and learning for a better procedure and circumstance (Archibong, 2012). Furthermore, it is a sort of in-service training. Educating teachers to increase their abilities. The procedure for putting in place instructional supervision. Various supervision strategies can be used to carry out this task. When it comes to the number of teachers available, It may be separated into two types of supervision techniques: group supervision and individual supervision. When there are a significant number of teachers who need to be supervised, group supervision approaches are used. Participate in trainings, seminars, upgrade programs, teacher meetings, and other activities; and Individual supervision helps a teacher grow as a person. Self-evaluation is one example of this strategy.

Looking back at the methods utilized, supervision may be done in a variety of ways and methods. Glickman et al. (2007) divided it into three categories: directive, non-directive, and interactive collaborative. If the supervisor is more prominent in offering direction, advice, or other development throughout the process of conducting supervision, the directive method is used assistance. When the instructor is being non-directive, on the other hand, a non-directive technique is used. The supervision seeks answers to difficulties, improves or develops himself, and the supervisor does the same. The only thing it does is motivate and encourage you. When both parties work together, it is called a collaborative approach. Both the supervisor and the instructor are actively involved in the process of improvement and development.

It is vital to refer to specific principles while putting supervision in place. These constructive, democratic, creative, inventive, objective, professional, and purposeful ideals are among them. These principles must be followed by supervisors when doing supervision. Supervisors must not only discover problems, but also give several resources to help improve or raise productivity.

Methodology

Sampling

There were ten (10) respondents who were school head, master, and head teacher that is interviewed by the researcher. A purposive Sampling method was used to select the respondent.

Data Collection

The researcher used the descriptive method. Descriptive research provided information about the variables being studied. This research design is the most suitable research method to identify instructional supervision to the faculty of Pagsanjan District, Division of Laguna in their teaching pedagogy during the new normal and at the same time determine how each school manage the instructional supervision to the faculty in their teaching pedagogy during this new normal. Moreover, descriptive studies are usually the best methods for collecting information that will demonstrate relationships and describe the world as it exists. These types of studies are often done before an experiment to know what specific things to manipulate and include in an experiment. A set of interview questionnaires was utilized as an instrument for gathering information and data for the study.

The interview questionnaire had administered to a different school in Pagsanjan District, Division of Laguna. The data gathering instrument identifies the instructional supervision to the faculty of Pagsanjan District, Division of Laguna in their teaching pedagogy during the new normal and knows how each school manages instructional supervision to the faculty in their teaching pedagogy during this new normal. The researcher transcribed and coded the response of the respondents during the interview. The researcher is able to observe experiences of conducting instructional supervision during the new normal since she herself is a school head.

Population

The subject in this study was comprised of ten (10) mentors of different schools in the district of Pagsanjan, division of Laguna which are composed of the school head, master, and head teacher.

Results and Discussion

The following presents the analysis and interpretation of collected data from the implemented data gathering tool. The data were interpreted based on the context of the problems of the study with the use of transcribed

responses of the respondents during the interview.

Relationship of instructional supervision to teaching pedagogy during the new normal

The school leaders did instructional supervision in the new normal observes that teachers easily cope in their teaching strategies and techniques seek guidance and support coming from them so as to help teachers and learners at this time of pandemic.

Guidance and Support

Primarily indicates the relationship or the role of instructional supervision to the way how teachers teach at this new normal. As mentors or instructional leaders will be responsible for showing this to teachers. These subthemes came up based based on the common experience and answers of respondents on how instructional supervision are related to teaching pedagogy in the new normal.

Respondent 3

I used instructional supervision, in the form of technical assistance, coaching, and mentoring, to provide professional guidance and lead our teachers on the most effective teaching strategies that help both learners and teachers cope in the new normal learning environment. Because most teachers now work from home, an online platform can be used to observe their innovative approaches to dealing with at-risk pupils. Apart from localizing modules for their students, school officials monitor teachers' performance via Google Meet.

The response of respondent 3 is similar to the response of respondent 8, wherein the role of school leaders who did instructional supervision and observing teaching pedagogy of teachers for them to cope and adjust is through guidance and support system.

Respondent 8

As a mentor, I provided them with techniques, strategies, and readily downloadable student learning material through which we provided them with techniques, strategies, and each of their needs just to provide learners learning continuity while learning from home. Each challenge discussed and observed in instructional supervision was a platform for a specific yet attainable plan for teachers' improvement, which in general may result in a remarkable achievement of the teachers.

Furthermore, it is the most effective technique of improving teachers' teaching strategies, particularly in our new learning modality.; Issues and concerns related to learning facilitation will be addressed, potentially enhancing teachers' professional development.

According to Barrogo, S.,2020 standardized classroom observation in any medium online or face to face with teachers would be part of instructional supervision serves as a guide for teachers to evaluate their performance and develop a strategy for growth, resulting in increased teacher preparedness and competency. Feedback and constructive criticism were given by school leaders to teachers which play a major role in upskilling abilities and growth of the mentee during instructional supervision in the way they deliver their lesson at this point of time.

Implementation of Instructional Supervision during the New Normal

Instructional supervision directly influences teaching pedagogy through collaboration or by sharing of knowledge during pre-observation and post observation that would inspire and encourage teachers and therefore enhance their teaching strategies appropriate in the new normal. Most of the time it is done virtually through google meet or recorded video of their lesson.It is in two way process and these are COT and TA technical assistance and coaching and mentoring.

Google Meet or Recorded Instructional Video

Online review classes in gmeet and using Multimedia platform like You tube, Power Point and Filmora shows how instructional supervision done in the new normal.This reflects how ICT tools as a form and giving an art in teaching at this time.

Respondent 4

I as their school head monitors the remote delivery of instruction and assesses the teaching and learning process that improves the way of teaching based on the outcome of teaching and needs of the learners thru post conference and provision of TA or Technical assistance. Teachers are aware that they are still monitored and the MELC will be utilized in teaching. Methods used by the teacher can be improved and promote learners' acceptable achievement. It creates a positive effect in terms of their performance in teaching, making them to be more critical thinker which is one of the skills to develop lifelong learners.

As observes we our teachers are allowed to used google meet and recorded instructional video for us to have instructional supervision to our teachers at this time of pandemic.

The response of respondent 4, 6 is similar to the response of respondent 9, which states instructional supervision during the new normal are done through online platform or using multimedia tools.

Respondent 6

In our school as a whole, it helps teachers felt empowered and supported in their teaching activities, allowing them to become more creative, productive, and resourceful using ICT tools to help how they instruct students creatively during the new normal, resulting in more effective and efficient teachers for their students.

Respondent 9

Being their master teacher instructional supervision as we can prefer technical assistance or coaching and mentoring it was easily done at this time as we consider welfare of the learners and teachers against the spread of the virus .This happens through online platform wherein our teachers sends atleast five (5)to ten(10)minutes instructional video that explains competencies or learning objective where students struggle most.Giving them suggestion to teachers even it is not personal as they say by all means learning continues so as to teachers when it comes to delivering instruction despite of the current situation.

Dolorosa (2020) point out in their study that Instructional supervision is a professional, collaborative, and ongoing process for improving learning and teaching instruction. School administrators can implement changes and improvements through instructional supervision. Instructional supervision led by the school head, master teacher, and head teacher using Classroom Observation Tool (COT) adapted by the Department of Education oriented in this new normal teaching learning process can bring modifications in teaching modality at this time.

Effects of Instructional Supervision to Teaching Pedagogy during the new normal

Generally, instructional supervision may strengthens teaching pedagogy during the new normal soon as it is

given constructively and encourages teachers to teach various teaching strategies without sacrificing wellness and welfare of both teachers and learners.

Oriented and Monitored

Instructional supervision is critical in teaching pedagogy in the new normal because it allows us to make informed decisions about the style of instruction to utilize with the various types of learners we have. We may assess the efficacy of teaching on the pupils through instructional supervision,

Respondent 2

I think the reasons why instructional supervision affects teaching pedagogy especially we had lots of newly hired teachers experiencing the demands of the modular distance learning modality can be a bigger challenge and struggle to them. Since I am their school leader I had observes that I can easily influences them through closed monitoring but not too strict to at least helping them cope and adjust.

The response of respondent 2 is similar to the response of respondent 5, wherein teachers are oriented first that they are monitored in the implementation of their teaching pedagogy even they are most of the time working from home.

Respondent 5

I am preparing them for the checking and monitoring of successful teaching implementation (WHLP, LAS, LeaP, LE, and SFs). Ensures that teachers are well-prepared to improve student performance (reskilling and upskilling of teachers' competence), and that teachers' professional development is enhanced through a variety of instructional strategies. Empower teachers to be creative and innovative, allowing them to discover and develop their skills in the use of technology in the face of a pandemic (Teachers were engaged in various webinars in using different platforms of teaching lessons).

Furthermore, Malunda and Onen et al., 2016 backed up these findings, stating in their study that classroom observation and instructional supervision have a critical influence in the teacher's teaching style and modality. In-service training on adaptation and coping methods for this new typical learning environment is also required. many skills taught to them.

Needs of Improvement in Instructional Supervision to Teaching Pedagogy of Teachers

Teachers need to increase their digital literacy and ICT (Information and Communication Technology) abilities in order to offer several types of modalities. Their Individual Development Plan said that they were able to integrate other learning areas or across curricula, as well as contextualize each learning area .

Respondent 1

I encourage them to participate in some instructional strategies I also attended such as self-evaluation, self-reflection, and self-development.

The response of respondent 1, 7 is similar to the response of respondent 10, which reflects effects of instructional supervision in teaching pedagogy are school leaders did careful planning before implementing it.

Respondent 7

As a school head administering instructional supervision to teachers, I personally changed our Learning Continuity Plan to address obstacles or conflicts that faculty may have in delivering or executing their teaching methodologies to their students. Leading teachers at this time needs meticulous planning and sound judgment. We also seek guidance from our district supervisors and supervisors, and adopt whatever tactics are appropriate for our faculty and learners, in order to reduce the strain of providing learning continuity without jeopardizing the level of service we can provide to our students.

Respondent 10

Make a self-made monitoring tool checklist to track teachers' teaching abilities and performance. Prepare an instructional supervision strategy, implement it, and give the necessary TA (Technical Assistance) and training to guarantee that instructors grow in their teaching attempts.

Education continuously evolves which are affected by current situation it was in the study of Lorbis (2019) contextualization could be an abetment to enrich the Filipino culture. Making use of instructional materials in contextualizing may resemble the creativity of learners colorful and imaginative cognitive faculties.



Proposed Action Plan

Improvement of Instructional Supervision to Teaching Pedagogy of Teachers during the New Normal

Objectives	Activities	Time Frame
Adapting the demands of the new normal in instructional supervision to teaching pedagogy of teachers	<ol style="list-style-type: none"> 1. Inculcate to teachers that instructional supervision plays an important role to their teaching pedagogy in the current changes in education. 2. Provide different and authentic webinars, trainings, inset via Google Meet or online platform that enhances teaching pedagogy adaptive to the new normal 3. Contextualizing Learning Continuity Plan of the School 	Whole Year Round
Utilize available learning resources so that teachers can provide instruction to meet the needs of all students, to include intervention and enrichment.	<ol style="list-style-type: none"> 4. Collaborative Planning Time 5. Student work samples 6. Envision, Enrichment and Positive Reinforcement 7. Analysis of students' output with utmost consideration 	Whole Year Round
Instructional task that will replicate real life experiences.		
Seek varied opportunities and learning enrichment throughout and beyond the school day.	<ol style="list-style-type: none"> a. Drill and Practice through motivating task and activities like puzzle, games and trivia that is related to the lesson in the learning area b. Students achievement data based on activities and performance task submitted output c. Enrichment activities will be given. d. Encourage students to join online competition that improve their verbal and written communication 	Whole Year Round
Students: Increase in students performance in various learning area		

Ghavifekr et al. (2012) emphasize the importance of tools and integrating Information and Communication Technology (ICT) in education as it will be constructively used by teachers in facilitating learning. These will provide avenues of providing resources and innovation in teaching and education.

Nothing is consistent in our world. We may live and prosper by being adaptable to change. One participant stated that instructors are always learning new things and that we should be open to learning new things that would help us progress. Flexibility and flexibility are essential traits for every teacher. Effective instructors may alter, change, and vary their teaching approaches based on the requirements of their pupils, the resources available, and the context of the setting. They place a higher priority on students' achievements than on rigorous practices (Christenbury, 2011). We may live and prosper by being adaptable to change.

Conclusion

Based from the results, the following conclusion were made: (1) The relationship of instructional supervision to teaching pedagogy during the normal is directly affected by the guidance and support given by instructional leaders. Instructional Supervision was implemented during the new normal via online platform; Google meet ,recorded video and power point presentation wherein ICT tools and multimedia play an important role in the implementation of instructional supervision. (4) Instructional supervision directly influences teaching pedagogy through how school leader orient monitored their teachers for this led them to discover their own personal ways on how to become an educational leader at this time of pandemic. (3) Proposed plan of action was made to strengthens and improve instructional supervision of teachers in the new normal.

Based on the data gathered and conclusions the following are the recommendations of the researcher:

(1) The school leader must collaboratively works to teachers and asks them first personally on their condition before the instructional supervision happens. (2) School head, master and head teacher are asks to made instructional supervision aligned in the training needs of the faculty and adhere to learning continuity plan of the school. (3) The proposed action plan may be viewed for implementation as a platform for a training plan in each school in the district of Pagsanjan and division of Laguna. (4) For the future use, this may aid the researcher in their own study related to this one.

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Affiliations and Corresponding Information

Dr. Geraldine C. Anacleto

Francisco Benitez Memorial School

Pagsanjan Sub-Office

Department of Education - Philippines