

# Instructional Leadership Roles: Experiences of Outstanding Master Teachers of DepEd Region XII

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## ABSTRACT

This qualitative study explored the instructional leadership roles of Outstanding Master Teachers in DepEd Region XII using a single-case holistic design and Key Informant Interviews with five exemplary secondary teachers. Data were collected through in-depth interviews and analyzed using coding, thematic analysis, and literature triangulation to ensure credibility and develop a conceptual framework on master teachers' leadership roles in school improvement.

Findings revealed that master teachers demonstrate strong learner-centered and context-responsive instruction, collaborative curriculum alignment, and goal-oriented teaching practices. As instructional leaders, they apply data-driven decision-making, use assessment results to improve instruction, and provide constructive feedback through coaching and collaborative supervision rather than purely evaluative approaches. Mentorship emerged as a major function, characterized by differentiated support, reflective practice, and strong professional relationships grounded in empathy, respect, and empowerment.

The study also highlighted that their effectiveness is rooted in ethical commitment, dedication, and continuous professional growth. Their leadership extends beyond individual classroom success, significantly contributing to teacher development, improved learner outcomes, and overall school advancement. Overall, the findings emphasize that Outstanding Master Teachers serve as transformative instructional leaders who foster collaboration, sustain professional learning, and promote a culture of continuous improvement in schools.

## INTRODUCTION

Teachers play a central role in shaping learners' knowledge, skills, and values, making their performance and the instructional support they receive critical to educational quality. However, persistent gaps in student outcomes indicate weaknesses in teaching practices and school-based instructional leadership. The Philippines' low performance in the 2018 PISA underscores this issue, with Generalao, Ducanes, Yee, and David attributing it partly to declining classroom instruction quality.

Challenges in instructional supervision further complicate this situation. A study in Cagayan de Oro City found that about 30% of teachers showed resistance to supervision, including reluctance to accept feedback or engage in professional development. These barriers hinder the effectiveness of master teachers as instructional leaders. Despite this, policies such as DepEd Order No. 29, s. 2002 mandate master teachers to lead, supervise, and mentor peers to improve teaching and student achievement.

Research highlights both their importance and the difficulties they face. Magnaye, Serrano, and Serrano and Gestupa note limited studies on master teachers' leadership roles, while Echeche emphasizes gaps in mentoring research. Ojale identifies insufficient training as a constraint, and Tinaytina highlights weaknesses in classroom management support.

Overall, strengthening master teachers' competencies is essential to enhance instructional leadership, address challenges, and improve educational outcomes.

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## REVIEW OF RELATED LITERATURE

This section reviews relevant literature and related studies drawn from Department of Education (DepEd) Orders and scholarly research focusing on the roles and responsibilities of master teachers as instructional leaders, supervisors, and mentors within the Department of Education.

### Master Teacher of the Department of Education

Master Teacher promotion in the Philippines is guided by DepEd policies such as DepEd Order No. 70, s. 1988 and the 2019 Guidelines, which define qualifications and leadership standards (DepEd). Candidates must meet requirements in education, experience, performance, and leadership potential, with higher ranks requiring sustained contributions. Leadership is evidenced through achievements like instructional material development, research, training facilitation, and community initiatives. Under RPMS, master teachers are highly proficient educators expected to lead instruction, mentoring, and curriculum development. They also facilitate Learning Action Cells, provide coaching, and use assessment data to improve learning outcomes (DepEd Order No. 35, s. 2016). Recognized with Salary Grade 19, they serve as instructional leaders and role models in schools (Basilio and Bueno).

### Master Teachers as Instructional Leaders

Master teachers play a key instructional leadership role by collaborating with school heads to strengthen teachers' competence and support school improvement (Gestupa; Ojale). They promote professional growth, collaboration, accountability, and improved classroom practices. Research shows they are skilled in curriculum development, instructional supervision, staff development, and instructional improvement, enhancing learner outcomes (Reyes; Laude, Ralarb, and Arcenal). They model professional standards and maintain high performance aligned with DepEd guidelines (Ojale).

Effective leadership includes guiding teacher development, ensuring continuous learning, and strengthening accountability (Mendoza and Bautista). They also design interventions, support SIP and AIP, and facilitate INSET and SLAC programs (Dingal), while providing coaching and feedback with school leaders (Laude et al.). Self-reflection and innovation further enhance their effectiveness (Tinaytina). Overall, they are vital in mentoring teachers and improving school outcomes.

### Master Teachers as Instructional Supervisors

Master teachers serve as instructional supervisors who guide teachers in improving classroom instruction and implementing the curriculum aligned with PPST and RPMS standards (Gestupa). In collaboration with school heads, they conduct observations, use RPMS rubrics, and provide feedback through the IPCRF to improve teaching quality and accountability. Beyond evaluation, they act as mentors and facilitators of professional development through SLAC sessions, training, and conferences (Dingal). They support teachers in lesson planning, classroom management, assessment design, and differentiated instruction (Laude, Ralarb, and Arcenal). Their supervision includes identifying needs, providing interventions, and conducting follow-up observations. According to Podador, instructional leadership and supervision are interconnected, helping master teachers sustain instructional quality and promote continuous school improvement.

### Master Teachers as Mentoring Teachers

Master teachers play a vital mentoring role by guiding new and developing teachers toward continuous professional growth through observation, feedback, and resource sharing (Ojale). They act as role models and collaborate with teachers in a supportive, partnership-based approach that enhances performance, confidence, and instructional effectiveness while aligning with the PPST–RPMS framework (Echeche).

Research shows they assist in pedagogy, develop instructional materials, refine lesson plans, and conduct demonstration teaching (Sangalang; Laude, Ralarb, and Arcenal). They also strengthen subject mastery,

instructional strategies, and assessment practices (Dingal), while maintaining supportive learning environments and providing technical assistance (Tinaytina; Podador). Overall, mentoring enhances teacher capacity and instructional quality. As emphasized by Podador, instructional leadership and supervision are interconnected, supporting continuous school improvement.

### **Statement of the Problem**

The study aims to describe and gain insights into the instructional leadership roles of outstanding master teachers of DepEd Region XII.

### **Significance of the Study**

This study emphasizes strengthening the instructional leadership roles of master teachers and highlights its significance for key stakeholders in the education system. It shows that effective instructional leadership improves teaching practices, leading to better learner performance and support for diverse needs (DepEd context). For teachers, it provides practical models that enhance lesson planning, classroom management, assessment, and collaboration. For master teachers, it serves as a reflective tool to improve mentoring, observation, and instructional support practices. For school heads and supervisors, it offers guidance for planning, supervision, and evaluation of instructional leadership. At higher levels, DepEd divisions and regional offices can use the findings to standardize practices, while the Central Office may develop evaluation indicators to ensure consistent instructional leadership and improved learning outcomes.

### **Scope and Limitation of the Study**

This case study examined the instructional leadership roles of outstanding master teachers in DepEd Region XII, focusing on their experiences, challenges, coping strategies, and professional insights (DepEd Region XII context). Participants were award-winning secondary master teachers from eight school divisions across South Cotabato, Cotabato, Sultan Kudarat, and Sarangani provinces, including key cities such as Kidapawan, Tacurong, Koronadal, and General Santos for SY 2023–2024. Data were collected through in-depth interviews and analyzed using thematic analysis to identify patterns and themes. The study provides a comprehensive understanding of how master teachers perform as instructional leaders, the difficulties they encounter, and the strategies they use to succeed, offering valuable insights into their professional roles and contributions to school improvement.

### **Definition of Terms**

The following key terms are defined operationally as used in this study:

**Challenges of Master Teachers.** Refers to the Challenges master teachers face in leadership, supervision, mentoring roles.

**Coping Strategies of Master Teachers.** Strategies used by master teachers to overcome challenges effectively.

**Master Teacher Instructional Leadership Roles.** Master teachers guide instruction, mentor teachers, and improve learning outcomes.

**Outstanding Secondary School Master Teachers.** Award-winning expert master teachers recognized in DepEd Region XII.

### **Method**

Presents methodology, participants, instruments, procedures, analysis, and ethics.

**Research Design**

This study used a descriptive qualitative single-case holistic design to explore the experiences of outstanding secondary school master teachers as instructional leaders. Data were gathered through structured in-depth interviews to understand their practices, challenges, and coping strategies in depth.

Figure 1 Research Design

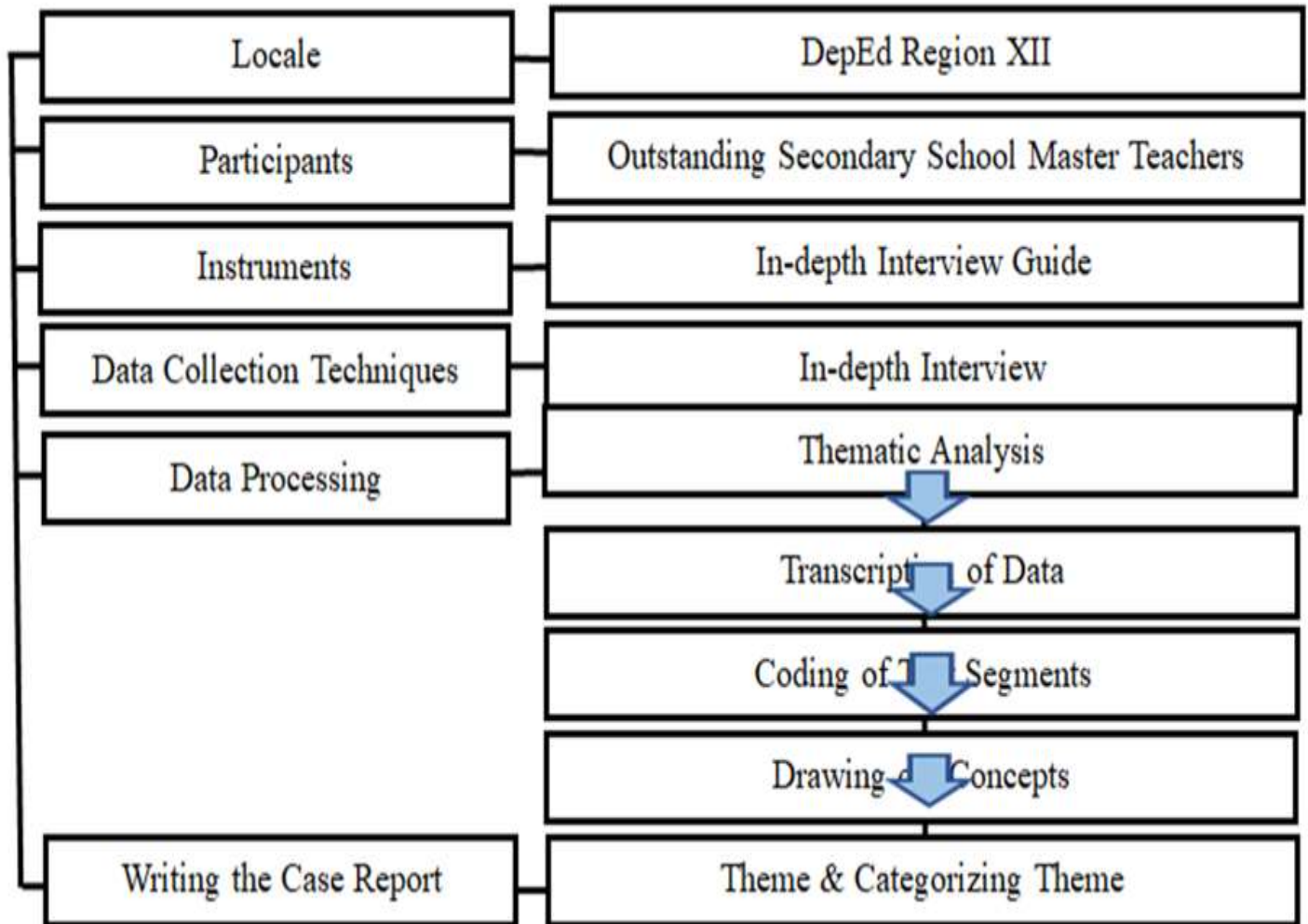


Figure 1 illustrates the Research design explores experiences of outstanding secondary master teachers.

**Locale of the Study**

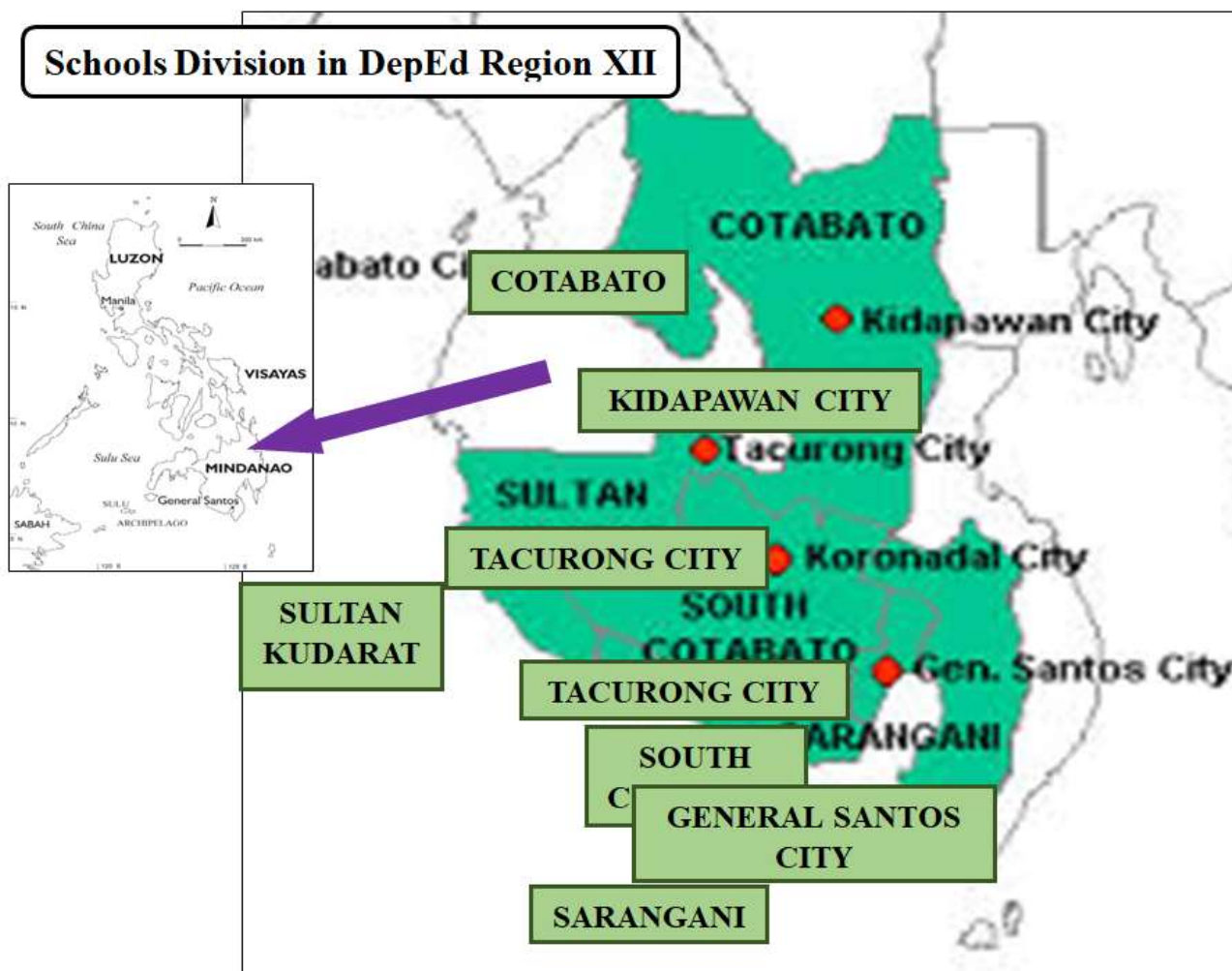
The study was conducted in DepEd Region XII (SoCCSKSarGen) in Central Mindanao, which includes the provinces of South Cotabato, Cotabato, Sultan Kudarat, and Sarangani, as well as the cities of General Santos, Kidapawan, Tacurong, and Koronadal, where the regional center is located in Koronadal City. The region is composed of 2,525 schools and has a total of 986 master teachers, with 825 in junior high school and 161 in senior high school, distributed across its various divisions.

Cotabato Schools Division has the highest number of master teachers, while other divisions such as South Cotabato, General Santos City, Sultan Kudarat, Sarangani, Kidapawan, Koronadal, and Tacurong City also contribute significantly to the total workforce.

In addition, DepEd Region XII has implemented several professional development programs for master teachers from 2021 to 2024 through the National Educators Academy of the Philippines. These include trainings on curriculum implementation, instructional innovation, research development, professional learning

packages, and the MATATAG Curriculum. These initiatives aim to strengthen the instructional leadership skills and professional competencies of master teachers across the region.

Figure 2 Locale of the Study



As shown in Figure 2, The study was conducted in the school divisions of DepEd Region XII, involving Outstanding Secondary School Master Teacher awardees for the 2023–2024 school year from each division. Data were gathered in their respective schools to ensure the findings accurately reflected their real workplace experiences and contexts.

### Participants

Purposive sampling selected five willing award-winning master teachers from DepEd Region XII's divisions for voluntary participation.

### Research Instrument

An expert-validated, pilot-tested interview guide with three parts explored master teachers' experiences as instructional leaders, supervisors, and mentors, ensuring clear, relevant, and comprehensive data collection responses.

### Data Gathering Procedures

The researcher secured permissions from DepEd Region XII and its divisions, obtained consent, and scheduled interviews. Using a validated guide, participants discussed roles as instructional leaders, supervisors, and mentors, with confidentiality ensured and interviews recorded for accurate and consistent data analysis.

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## Data Analysis

The study used thematic analysis to process interview data by transcribing, coding, categorizing, and identifying themes related to master teachers' roles as instructional leaders, supervisors, and mentors. Transcripts were repeatedly reviewed, relevant statements were extracted, and concepts were coded and grouped into themes. Each case was analyzed individually, with schematic diagrams created to represent findings. These were then integrated across all participants to form a developmental diagram. This systematic process ensured both individual insights and shared patterns were captured, providing a clear and comprehensive framework for presenting the study's findings.

## Ethical Consideration

The study ensured validity and ethical compliance by securing approval from the NDMU Graduate School Research Committee and permission from DepEd Region XII and its divisions. Five voluntary master teacher participants from selected divisions provided informed consent, while others were unavailable or declined participation. Participants were interviewed individually at their convenience and allowed to respond freely. All interviews were recorded, anonymized, and securely stored, with data deleted after completion to ensure confidentiality and minimal risk. Ethical safeguards included informed consent, privacy protection, and voluntary participation. The study highlights master teachers as key contributors to instructional improvement, with findings intended to inform DepEd policies and strengthen instructional leadership practices across different levels of educational governance (NDMU Graduate School Research Committee; DepEd Region XII).

## RESULTS AND DISCUSSION

This section presents and interprets findings on master teachers' instructional leadership roles, challenges, coping strategies, career pathways, and recommendations, supported by conceptual frameworks and related literature to provide a comprehensive understanding of their experiences and practices.

### Instructional Leadership Roles of Outstanding Master Teachers

In DepEd Region XII, Outstanding Master Teachers emerged not only as effective classroom instructors but also as influential instructional leaders whose impact extended across curriculum implementation, teacher development, assessment, and school culture (DepEd Region XII context). Their leadership operated through both direct and indirect actions that enhanced teaching quality and improved learner performance, demonstrating that instructional leadership extends beyond classroom instruction into whole-school improvement.

The study identified eight major instructional leadership roles. First, they focused on improving teaching-learning performance by designing learner-centered, standards-aligned lessons and mentoring colleagues through shared strategies and demonstration teaching. This aligns with Erfe and Gallego (2025), who found that School Learning Action Cells (SLAC) strengthen teachers' instructional and assessment practices through collaborative learning and reflective teaching.

Second, they strengthened instructional competence in curriculum delivery by guiding teachers in unpacking competencies and aligning instruction with learner needs. Monton and Ducot (2025) emphasized that unpacking curriculum standards supports learner-centered and inclusive instruction.

Third, they actively monitored and evaluated learner progress using formative assessment and data-driven feedback, enabling early intervention for struggling learners. Dacer et al. (2025) noted that consistent instructional supervision improves teacher accountability and classroom effectiveness.

Fourth, they enhanced teachers' professional development through SLAC sessions, workshops, and mentoring. Mina and Sanchez (2025) highlighted that individualized mentoring strengthens teachers' skills and professional growth.

Fifth, they provided instructional supervision and feedback in a supportive, non-punitive manner, fostering reflection and improvement. Bayer et al. (2024) found that pre-observation conferences improve teacher readiness and engagement.

Sixth, they effectively managed instructional resources by ensuring availability of learning materials and integrating technology to support instruction. Campo (2026) emphasized the role of master teachers in developing and adapting instructional resources for effective teaching.

Seventh, they strengthened school culture by promoting professionalism, collaboration, and shared accountability. Ainin, Tampus, and Eliseo (2025) found that collaborative leadership improves instructional effectiveness and learner outcomes.

Finally, they advanced school improvement initiatives by aligning instructional leadership with school goals and supporting continuous development. Nalasa, Abellana, and Orongan (2025) highlighted that instructional leadership combined with emotional resilience fosters collaboration and sustainable school improvement.

Overall, the findings reveal that Outstanding Master Teachers serve as transformative instructional leaders who integrate curriculum leadership, mentorship, assessment, collaboration, and resource management to enhance both teacher capacity and learner achievement.

### **Resilience in Excellence: How Outstanding Master Teachers Overcome Challenges**

Outstanding master teachers are recognized for their excellence in teaching, leadership, and professional growth, yet they continue to face various challenges in fulfilling their multifaceted roles. In this study, challenges are defined as the difficulties, obstacles, and demands encountered in instructional practices, management and leadership, and professional and personal development, while coping strategies refer to the methods and actions they use to address and overcome these difficulties, enabling sustained effectiveness and continuous improvement (study context). Understanding both aspects provides insight into how master teachers maintain high performance and contribute to educational improvement.

In instructional practices, master teachers encounter challenges in lesson planning, curriculum implementation, teaching strategies, technology integration, assessment, data analysis, classroom management, observation, and feedback delivery. To cope, they apply innovative teaching approaches, adapt instructional materials, and continuously reflect on their practice. Baleguian (2025) and Bello et al. (2023) found that contextualized and digitalized learning materials improve engagement and learning outcomes, supporting adaptive instruction.

In management and leadership, they face challenges in time management, mentoring, professional development, collaboration, resource management, supervision, and monitoring. They respond through strong leadership, teamwork, and prioritization of tasks. Bayaua (2025) emphasized that master teachers balance heavy workloads through effective time management and servant leadership, prioritizing support for colleagues and students.

In professional and personal development, master teachers experience challenges in maintaining relationships, resolving conflicts, and adapting to change while sustaining personal growth. They cope through continuous learning, training participation, reflection, and emotional regulation. Madulara, Paglinawan, and Orongan (2025) found that a supportive school culture enhances collaboration, motivation, and effectiveness, highlighting the importance of a positive environment in strengthening teacher well-being.

Overall, the findings show that outstanding master teachers sustain excellence through adaptive coping strategies that address instructional, leadership, and personal challenges, ensuring continuous professional growth and improved educational outcomes.

### **Insights: Path to Excellence — Experiences and Practices of Outstanding Master Teachers**

The “Insights: Path to Excellence” highlight the knowledge, experiences, and best practices of outstanding master teachers as they pursue continuous improvement in teaching, leadership, and professional growth

(study context). Their journey toward excellence is not immediate but develops through dedication, reflection, and sustained commitment, with insights organized into three key areas: establishing a competitive portfolio, achieving outstanding accomplishments, and maintaining professional relationships.

First, in establishing a competitive portfolio, master teachers intentionally document their professional growth, instructional innovations, and contributions to school improvement. This includes compiling evidence such as action research, instructional materials, leadership roles, and professional development activities. Through this process, they demonstrate competence and lifelong learning while strengthening their teaching effectiveness. Baldera (2025) emphasized that master teachers exhibit instructional leadership by mentoring peers, leading School Learning Action Cells (SLAC), serving as resource speakers, and facilitating capacity-building activities that extend their influence beyond the classroom and enhance collaboration and professional growth.

Second, outstanding accomplishments reflect their commitment to going beyond basic teaching expectations. Master teachers actively participate in training, seminars, and educational programs to enhance their skills, lead innovative classroom practices, conduct research on learning challenges, and mentor colleagues. Their success is measured not only through awards but also through their impact on student learning and teacher development. Repolito and Maloniso (2025) found that master teachers demonstrate holistic professional excellence through research engagement, evidence-based action research, careful documentation, and systematic reporting, reinforcing instructional leadership and adherence to professional standards.

Third, maintaining professional relationships is essential in their path to excellence. Master teachers foster collaboration with colleagues, school leaders, students, and the wider community through mentoring, teamwork, and open communication. This promotes a culture of shared responsibility and continuous learning. Nalasa, Abellana, and Orongan (2025) highlighted that emotional resilience, supported by personal, family, and peer factors, strengthens instructional leadership and enables teachers to manage challenges effectively while maintaining professional commitment.

Overall, these insights demonstrate that excellence among master teachers is built through reflective practice, professional engagement, collaborative relationships, and continuous growth in both instructional and leadership capacities.

### **Recommendations of Outstanding Master Teachers to Fellow Master Teachers**

Based on the results of the study, Outstanding Master Teachers recommend that fellow Master Teachers consistently **Anchor their Responsibilities to the Mandate of the Department of Education**, ensuring that all actions, decisions, and leadership practices support the institution's goals and the improvement of learners' outcomes. They emphasize the importance of **Serving as Role Models for teachers and students**, particularly for newly hired educators, by demonstrating professionalism, strong work ethic, and commitment to instructional excellence.

Master Teachers are also encouraged to **Maintain a Positive and Learner-Centered Mindset**, recognizing that their leadership should touch the lives of both teachers and students. Through mentorship, collaboration, and supportive supervision, they can foster a culture of professional growth and collective improvement within the school community.

In facing the challenges of instructional leadership, Outstanding Master Teachers recommend **Leading by Example, Influencing Others Positively, and Practicing Shared and Compassionate Leadership**. Rather than relying on authority or punishment, they should guide teachers toward reflective problem-solving, provide encouragement, and work alongside them during both challenges and successes.

Furthermore, Master Teachers are encouraged to **Demonstrate Strong Professional Character** by practicing humility, strengthening relationships, remaining patient and adaptable, and embracing continuous learning. They should respond to challenges with resilience, focusing on solutions rather than complaints, while maintaining ethical professionalism.

Finally, Outstanding Master Teachers stress the importance of **Integrity, Self-Reflection, and Legacy-Oriented Leadership**. They advise fellow Master Teachers not to become complacent but to consistently fulfill their responsibilities, remembering that others look up to them as leaders. By sustaining commitment, continuous growth, and service to others, Master Teachers can create a lasting legacy of excellence that positively influences teachers, learners, and the entire school community.

### **Summary Of Findings, Insights, and Implications**

This section presents the synthesized findings, insights, and implications of the study entitled *Instructional Leadership Roles: Experiences of Outstanding Master Teachers of DepEd Region XII*. The research explored the lived roles and experiences of outstanding master teachers as instructional leaders, the challenges they encountered and their coping mechanisms, how they became outstanding master teachers, and their recommendations for fellow master teachers across selected secondary schools in DepEd Region XII. A multiple holistic case study design was employed, utilizing Key Informant Interviews (KII) and thematic analysis to generate comprehensive and meaningful interpretations of participants' experiences.

### **Summary of Findings**

#### **Instructional Leadership Roles of Outstanding Master Teachers**

The findings indicate that outstanding master teachers embody dynamic and multidimensional instructional leadership anchored on teaching excellence, learner achievement, and professional advancement. A prevailing theme was learner-centered instruction, where master teachers consistently prioritized student needs, academic support, and differentiated planning. Their strategies reflected contextualized teaching approaches, inclusive practices, and effective classroom management.

Collaboration also surfaced as a central leadership practice. Outstanding Master teachers actively engaged in shared planning, mentoring colleagues, and facilitating capacity-building initiatives. Strategic goal setting and alignment of instructional practices with school improvement plans were likewise emphasized to ensure consistent academic standards.

Additionally, outstanding master teachers modelled professional integrity and ethical conduct. By exemplifying best teaching practices and upholding professional standards, they cultivated a culture of innovation, accountability, and collegiality within their schools.

#### **Instructional Supervisory Practices of Outstanding Master Teachers**

In their supervisory capacity, outstanding master teachers demonstrated strong competence in evidence-based and data-informed decision-making. A major focus of their supervision involved analyzing student assessment results to refine instructional approaches. Key sub-themes included the utilization of digital tools for monitoring learner progress, identification of learning gaps through performance data, integration of assessment findings into instructional adjustments, contextualization of teaching materials, and collaborative discussions with teachers for instructional enhancement.

Supervision extended beyond formal evaluation. Outstanding Master teachers emphasized developmental feedback, peer collaboration, and coaching strategies that nurtured continuous teacher growth. They encountered challenges such as addressing diverse teacher competencies, balancing emotional dynamics in mentoring, and adapting leadership approaches to varied contexts. Emotional intelligence, flexibility, and sustained professional support enabled them to manage these complexities effectively.

#### **Mentorship Roles of Outstanding Master Teachers**

Mentorship emerged as a defining dimension of the outstanding master teachers' professional identity. Participants provided consistent, growth-oriented guidance through demonstration teaching, resource sharing, and reflective dialogue. Personalized mentoring approaches were adopted to accommodate differences in teachers' experience levels and professional needs.

They fostered trusting relationships characterized by empathy, transparency, and constructive communication. Mentorship initiatives included onboarding support for newly hired teachers, encouragement of reflective practice, promotion of collaborative learning cultures, and structured goal setting. Although time limitations and workload demands posed challenges, master teachers remained committed to ethical, supportive, and development-focused mentoring practices.

### Experiences and Practices of Outstanding Master Teachers

Based on the findings, the experiences and practices of Outstanding Master Teachers revolve around **Commitment to Service, Transformative Instructional Leadership, and Ethical Professional Conduct.**

First, Outstanding Master Teachers demonstrate **Excellence in Service Delivery** by anchoring their responsibilities to the mandate of the Department of Education and consistently modeling professionalism for both teachers and learners. They serve as **Mentors and Role Models for Newly Hired Teachers**, guiding them through coaching, demonstration teaching, and collaborative learning. Their experiences show that effective Outstanding Master Teachers maintain a **Positive and Learner-Centered Mindset**, strive to **Touch the Lives of Students and Colleagues**, and remain actively engaged in meaningful work that contributes to school improvement. They also demonstrate dedication by **Working Beyond Required Hours**, prioritizing responsibilities, and giving back to the school community through mentorship and shared expertise.

Second, in terms of **Exemplary Leadership Performance**, Outstanding Master Teachers practice **Instructional Leadership through Action rather than Authority**. They lead by example, positively influence colleagues, and provide supportive supervision that promotes growth rather than punishment. Their leadership experiences highlight the importance of **Walking alongside Teachers during Challenges**, promoting shared leadership, and guiding colleagues to find their own solutions through reflective practice and collaboration. These practices create a supportive professional learning environment that improves teaching and learning outcomes.

Third, Outstanding Master Teachers demonstrate **Ethical Excellence and Strong Professional Character**. They maintain humility, avoid unnecessary complaints, and cultivate positive attitudes that strengthen workplace relationships. They emphasize **Trust, Patience, Adaptability, and Learner-Centered Mentorship** while embracing challenges and committing to continuous professional growth. Their experiences also show resilience in overcoming professional resistance and criticism while remaining focused on the greater good of the school community.

Finally, their practices reflect a deep commitment to **Integrity, Self-Reflection, and Legacy-Oriented Leadership**. Outstanding Master Teachers regularly reflect on their purpose, avoid complacency despite promotions or compensation, and consistently fulfill their responsibilities because others look up to them as role models. They believe their influence extends beyond their tenure, striving to leave a **Lasting Legacy of Mentorship, Professionalism, and Educational Excellence**.

Overall, the experiences and practices of Outstanding Master Teachers reveal that effective instructional leadership is grounded in **Commitment, Collaboration, Ethical Character, Continuous Growth, and a Lasting Dedication to Improving the Lives of Teachers and Learners.**

### Insights

The lived experiences of Outstanding Master Teachers in DepEd Region XII generated several significant insights:

#### 1. Master Teachers as Anchors of Instructional Excellence

Master Teachers lead instruction, improve collaboration, curriculum, and performance effectively.

#### 2. Developmental Supervision Strengthens Teaching Quality

Instructional supervision develops teachers through data, reflection, and feedback.

### 3. Mentorship as a Relationship-Driven Transformative Practice

Successful mentorship empowers teachers through emotional intelligence and adaptive coaching.

### 4. Outstanding Recognition Rooted in Values and Service

Outstanding Master Teachers lead ethically, serve learners, sustain excellence continuously.

### 5. Building Professional Learning Communities

Master teachers build PLCs through collaboration, mentoring, improving student outcomes.

## General Insights

From the broader analysis, several overarching insights emerged:

1. Integrated Roles of Leadership, Supervision, and Mentorship Instructional leadership, supervision, mentorship enhance teacher capacity and learner outcomes.
2. Master Teachers as Sustainers of Internal Capacity Building Master teachers facilitate SLACs, supporting sustainable school-based professional development.
3. Purpose-Driven Excellence as the Foundation of Recognition Outstanding performance comes from integrity, passion, and learner advocacy.
4. Human-Centered Nature of Teaching and Leadership Effective leadership and mentoring rely on trust, empathy, competence.
5. Necessity of Institutional Support Structures Outstanding master teachers need systems, resources, and recognition support.

## Implications

Based on the findings, the study presents the following implications:

### 1. Strengthening Selection and Promotion Standards

Master teacher selection prioritizes mastery, leadership, mentoring, and lifelong learning.

### 2. Enhancing Institutional Support and Resources

Leaders must provide resources, support, and collaboration for master teachers.

### 3. Expanding Professional Development Opportunities

Professional growth requires training, leadership development, research, and scholarships.

### 4. Institutionalizing Structured Induction and Mentoring Programs

Induction and mentoring guide master teachers' roles and responsibilities.

### 5. Clarifying Roles and Providing Meaningful Recognition

Defined roles, recognition, advancement, and incentives sustain master teachers' motivation.

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**APPENDIX A**

**Curriculum Vitae**

**A. PERSONAL INFORMATION**



NAME: MARILOU M. CENTINA

DATE OF BIRTH: MARCH 6, 1968

PLACE OF BIRTH: LAKE SEBU, SOUTH COTABATO

ADDRESS: POBLACION, LAKE SEBU, SOUTH COTABATO

CIVIL STATUS: MARRIED

RELIGION: ROMAN CATHOLIC

SPOUSE: EMILIANO P. CENTINA JR.

SON: RYLE WYNN M. CENTINA

FATHER: SALVADOR G. MARINO (DECEASED)

MOTHER: LOURDES T. MARINO (DECEASED)

**B. EDUCATION**

LEVELS	SCHOOL/ADDRESS	YEAR GRADUATED
<b>GRADUATE STUDIES</b>		
DOCTOR OF PHILOSOPHY IN	NOTRE DAME OF MARBEL UNIVERSITY CITY OF	APRIL 2026



EDUCATIONAL MANAGEMENT	KORONADAL	
MASTER OF SCIENCE IN BIOLOGY	NOTRE DAME OF MARBEL UNIVERSITY CITY OF KORONADAL	MARCH 2000
<b>TERTIARY</b>		
BACHELOR OF SCIENCE IN BIOLOGY	ATENEO DE DAVAO UNIVERSITY DAVAO CITY	MARCH 1992
<b>SECONDARY</b>		
SURALLAH NATIONAL AGRICULTURAL SCHOOL SURALLAH, SOUTH COTABATO		MARCH 1985
<b>ELEMENTARY</b>		
LAKE SEBU ELEMENTARY SCHOOL LAKE SEBU, SOUTH COTABATO		MARCH 1981

**C. WORK EXPERIENCES**

INCLUSIVE DATES	POSITION	AGENCY
SEPTEMBER 2, 1992 – JULY 31, 1995	CLASSROOM TEACHER	LAKE SEBU NATIONAL HIGH SCHOOL
AUGUST 1, 1995 – NOVEMBER 26, 2000	TEACHER I	LAKE SEBU NATIONAL HIGH SCHOOL
NOVEMBER 27, 2000 – JANUARY 1, 2007	TEACHER II	LAKE SEBU NATIONAL HIGH SCHOOL
JANUARY 2, 2007 – OCTOBER 16, 2016	MASTER TEACHER I	LAKE SEBU NATIONAL HIGH SCHOOL
OCTOBER 17, 2016 – DECEMBER 31, 2018	MASTER TEACHER II	LAKE SEBU NATIONAL HIGH SCHOOL
JANUARY 1, 2019 – OCTOBER 21, 2020	ASSISTANT PRINCIPAL II	LAKE SOLUTON INTEGRATED SCHOOL
OCTOBER 22, 2020 - SEPTEMBER 1, 2023	PRINCIPAL I	TALISAY INTEGRATED SCHOOL - AS ASSISTANT PRINCIPAL II DESIGNATE
SEPTEMBER 1, 2023 - AUGUST 1, 2024	PRINCIPAL I	LAMCADE INTEGRATED SCHOOL
AUGUST 1, 2024 - OCTOBER 22, 2025	PRINCIPAL I	ODOS ANGKOY INTEGRATED SCHOOL
OCTOBER 22, 2025 - PRESENT	PRINCIPAL I	DIENTE INTEGRATED SCHOOL

**D. CIVIL SERVICE ELIGIBILITY**

NAME	LICENSE NUMBER
PROFESSIONAL BOARD EXAM FOR TEACHERS (PBET)	89619

CAREER SERVICE SUBPROF	524723
NATIONAL QUALIFYING EXAMINATION FOR SCHOOL HEADS/PRINCIPALS EXAMINATION	SN 17303

**E. AWARDS IN RESEARCH AS A COACH, MENTOR, EDITOR AND EVALUATOR OF THE RESEARCHERS' MANUSCRIPT**

TITLE/AWARD	AGENCY	YEAR
“SAGIP LAWAN”- <b>BEST IN SCIENCE &amp; ENVIRONMENT CATEGORY</b>	SMART SCHOOLS PROGRAM PHILIPPINES	2009
2009 NATIONAL SEARCH FOR SUSTAINABLE AND ECO-FRIENDLY SCHOOL – <b>SECOND PLACE WINNER IN REGION XII</b>	ENVIRONMENT MANAGEMENT BUREAU XII, DepEd , SMART COMMUNICATION INC. AND SAGITTARIOUS MINING INC.	2009
“KEMOHUNG BE S’BU” – <b>TOP FIVE FINALIST IN SCIENCE &amp; ENVIRONMENT CATEGORY</b>	SMART SCHOOLS PROGRAM PHILIPPINES	2010
THE EFFECT OF BIOLOGICAL CONTROL OF Eichhornia crassipes (WATER HYACINTH) AND Pistia stratiotes (WATER LETTUCE ON FISH MORTALITY IN LAKE SEBU, SOUTH COTABATO – <b>SECOND PLACE WINNER IN REGION XII</b>	DEPARTMENT OF EDUCATION	2011
- <b>PARTICIPATED IN NATIONAL SCIENCE FAIR</b>		2012