

‘Old but still Gold’: The Pedagogy Styles and Secrets of Seasoned Teachers

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Abstract

This study utilized case study and phenomenological methods. Similarly, the present study used ontological philosophical stance as a sub-branch of phenomenological research. Ten (10) participants were identified using exponential non-discriminative snowball technique. Findings revealed that majority of the seasoned teachers had described the changes and modification of curriculum in view of the modern pedagogy. Majority of the respondents also have positive description regarding changes they observed with the current education. The use of power point presentation is still the number one strategy being used by the teacher in the facilitation of their lessons followed by using videos and software. Negative reaction was found among seasoned teachers as they are unaccustomed, challenged, and aghast with the use of the technology as part of teaching. A mixture of individualized and collaborative learning approach was also seen from the pedagogy styles among the strategies of the seasoned teachers. It was also found that majority of the seasoned teachers use restrictive management styles and are authoritative in nature. Heavy emphasis on classroom management and discipline were also the salient. Trainings and seminars in modern teaching, handling unmotivated and passive students were among the recommendations of the present study.

Introduction

“With the crown of snow, there cometh wisdom!”

-The Story of the Aged Mother

While it is indisputable and undebatable that the educational system has met paradigm of shift and changes throughout centuries, questions about the validity of different teaching strategies, curriculum content and classroom management are among the fascinating subjects of research and pedagogy. These modifications in pedagogy were termed “transformative change” in the study conducted by O’Connor and Zeichner as cited in Varadharajan and Buchanan (2017).

So to speak, these changes towards a more student-focused pedagogy in teaching and in education have been the effect of critical challenges obtainable by numerous researchers and experts in education to long-held beliefs about both teaching-learning processes. More so, the inundation of the lecture-based has been a dominant form of teaching/instruction and being viewed as the most effective pedagogical

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teaching approach. These challenges to traditional pedagogical practices in education are not a novice story to tell. Certainly, there has been a long story and history of passionate and outspoken believers for re-designing and re-thinking how schoolchildren in pedagogy and education have conventionally been expected to acquire knowledge and learn (Bergtrom, 2011; Hooks, 1994; Kember, 2009; McLaren, 1989).

More so, the pedagogy and assessment evolved into a new facet. To this date, Information and Communication Technology (ICT) integration in pedagogy has been the basis of crux of assessing and facilitating students' academic development. Beyond the shadow of doubt, major researchers and experts in the field of learning see the positive roles and impact of ICT in education (Mocanu & Deaconu, 2017; Nana, Gilbert, Amevi, Wisdom, & Kwame, 2018).

In most cases, there are always two sides of the coin. Pedagogy is not an exemption to this perennial belief. While it is interesting to note and study the impact of change and modification in the educational realm brought about by modernization and globalization; time tested methodologies, strategies, and management remain to be perplexed ideas to investigate. Its complexities lie on a multidimensionality of the issues which can only be facilitated and managed by the seasoned teachers in education. The teachers' profession entails numerous tasks, including how they manage their classes. This is an indispensable reality in every teacher's journey. The idea of classroom management is more concretized in the knowledge that can be grasped by how a teacher enhances students' involvement and cooperation in classroom tasks and how s/he established a productive working environment. Ersozlu and Dilara (2016) in their study noted that neophyte teachers, including those who are more experienced, are often being challenged and confronted in making and maintaining a well-managed and organized classroom setting whereby students can maximize their learning. On the other hand, experienced and seasoned teachers see the establishment of the classroom management as one of the most important objectives and activities that should be prioritized and established on the very first week of the academic year (Unal & Unal, 2012).

As Brophy (2006) put in, a classroom environment which established a well-managed and task-oriented learning environment will likely improve students' performance and achievement. The groups that are being described by re-current and with unruly behaviors possessed with a lower study habits and the students who belong in those classes have been seen and reported to receive significantly lower scores and significantly perform poorer on the administered standardized tests (Patterson, DeBaryshe, & Ramsey, 1990).

Since seasoned teachers are being viewed as epitome of excellence as they possessed excellence and mastery in classroom management and in their areas of expertise, they are often viewed by, if not all, but by many as "mentors". This research also reviewed existing studies to shed light to the question such as "what motivates the seasoned teacher to mentor?" Hammer and Williams as cited in Garza, Ramirez, and Ovando (2009) affirmed that one of the rewarding, yet unexpected, benefits of mentoring is watching mentors become recharged and rejuvenated is to observe their mentee excelling in their chosen endeavor. Similarly, in some school situations, school heads and administrators take advantage to the wisdom and talents of experienced teachers as they are being assigned to novice teacher, to provide and deliver provisions and support during the first year of teaching.

Zachary (2000) also articulated in his book the following potential reasons why experienced teachers feel gratification in mentoring the novice teacher. This assumption is in concert with previous studies that mentor teachers' feel the sense of satisfaction by bridging the gap to the novice teachers as they established personal links and professional link by transferring vital knowledge to their mentees (Bey & Holmes, 1992; Galvez-Hjornevik, 1986; Klausmeier, 1994; Reiman & Edelfelt, 1990).

Although class management, positive effects of technology, and the characteristics of an effective teachers are widely being studied in general, limited and very few researches investigate on the qualities and pedagogy styles of seasoned and expert teachers. The current research and study consequently pursued to take a step in filling the gap and in finding the missing piece in pedagogy in particular and in research at large. Seasoned teachers in the field of teaching must not be seen as part of man power alone in any educational institutions, but priceless trinkets that must be treasured and valued. Consequently, the present study aimed to present the pedagogy secrets and styles of seasoned teachers specifically on how they manage and facilitate their class in the advent of modern world brought about by modernization and different changes in millennial education. Similarly, it delves deeper into the inner world of pedagogy with respect to the seasoned teachers. It is with this reason that the researcher was motivated to explore and investigate these time tested strategies, methodologies, forms of assessments and add to the limited repertoire of research in pedagogy. For beneath those silver hairs, a vast wisdom can be mined perfected and intertwined with their burning passion, time, experiences, and genuine dedications towards their chosen craft.

Statement of the problem

This study aimed to develop a framework that will explain the pedagogy secrets and styles of seasoned teachers. Specifically, it sought to give answer the following questions:

1. How do seasoned teachers perceive education in today's context?
2. What are the problems of seasoned teachers in today's pedagogy?
3. How do seasoned teachers carry out their lessons with the advent of technology?
4. How do seasoned teachers facilitate their teaching instruction?
5. How do seasoned teachers manage their classes?
6. How do seasoned teachers assess students' scholastic performance?

Method

The present study aimed to identify the pedagogy secrets and styles of seasoned teachers as such dealt with the lived experiences of the seasoned teachers on how they managed and adapt on the current trends and changes in the realm of education. This qualitative study utilized both phenomenological and case study method. Case study method is empirical and experiential inquiry that explores, investigates and examines contemporary real-life phenomenon through detailed contextual analysis (Zainal, 2007).

In addition, the present study utilized ontological philosophical stance of phenomenological qualitative design of research. Ontology as sub-branch of phenomenological study explains the overall nature of existence of a

particular phenomenon under its nature of reality. The consciousness of the seasoned teacher which includes their pedagogy secrets and their styles were constructed and interpreted in a subjective, multiple and relative manner.

Participants and Sampling Technique

In determining and selecting the participants of the study, the researcher utilized the exponential non-discriminative snowball technique. This sampling technique involves the referral of participants' and other informants who fit on the given qualification set for the study. Ten participants met the qualifications of being a seasoned teacher: (1) A teacher who is in the teaching career for at least 15 years (Accumulated years both in public and private schools); (2) A teacher who obtained at least '*Very Satisfactory*' rating in their latest Individual Performance Commitment and Review Form Rating (IPCRF) as prescribed by the mandates of DepEd Memo no. 2 s. 2015; (3) A recipient of award in exemplary performance in his/her teaching (School Based, Division Level, Regional or National Level); (4) Must have served as a resource speaker and other ancillary functions (past or present); (5) Must have served as a coach and bagged awards and recognitions; and (6) A full time teacher (Teacher III, Master Teacher I-IV).

In order to quantify and to define the definition of the term "seasoned teachers", the researcher examined previous researches and studies (Mehrpour & Moghaddam, 2018; Rosa, 2016). Based from the description of these studies, a seasoned teacher is a teacher who is in the service for about 15 years. This is also the basis that the present study used. Similarly, the term "old" does not refer to the age of the participants rather on the number of teaching years of the respondents.

Data Gathering Procedures and Ethical Consideration

In data gathering, the most suitable data collection scheme for a phenomenological research is through a "profound interview", which the present study also utilized. In an existing literature (Marshall & Rossman, 2010) coincide in that the phenomenological interview must be semi-structured or opened interview guide. Similarly, it provided a space of aperture for the informants to freely express their experiences in details (Padilla-Díaz, 2015).

Two processes were involved in analyzing the data for the study. The first process is individual case study. In this process, the researcher analyzed and presented the participants' direct answers based on the interview guide adhering to the arrangement of the objectives of the current study. Ergo, it allows the researcher to narrate and describe in detail the individual case of participants.

In the study conducted by Madlambayan (2013), the researcher clearly conveyed the processes of gathering pertinent data which were utilized in this study as the second process of analyzing the data.

First, consideration of experts' review of the interview guide. The researcher sought the expertise of four (4) experts in different fields in validating the questions: (1) One (1) expert in the field of Qualitative Research (Methodologist); (2) One (1) expert in the field of pedagogy; (3) two (2) language and curriculum experts; and (4) One (1) seasoned teacher. **Second**, selection of case and rapport building. The researcher sought an informed consent from the participants. Informed consent is a pre-requisite for all research involving

identifiable subjects, the participants then had an adequate information regarding the research (Beck, 2004). **Third**, transcription of the interviews. The researcher listened three (3) times to the audio recording to ensure the completeness and reliability of the transcriptions. **Fourth**, verification of data source. After transcribing interviews, the researcher met the participants to verify the accuracy of the transcripts.

The second step in analyzing the data was adopted from the phenomenological processes postulated by Hycner (1985).

Bracketing and phenomenological reduction. This phase required interpretation of data, repeatedly and recurrently as needed, to attain a general, holistic and intuitive understanding of the phenomena under examination. This is essential that all judgments/ preconceptions should be bracketed (Giorgi, 1997; Schweitzer, 1998).

Listening to the interview for a sense of the whole. The researcher validated the worth of the transcript by listening to the audio recording of each participant in order to arrive to a holistic sense.

Delineating units of general meaning. This process involved crystallization and condensation of what the participants said paying attention to the sense of meaning communicated by through verbal and non-verbal languages. Assistance of two (2) language experts were asked in order to validate the results of crystallization and condensation of participants' responses.

Delineating units of meaning relevant to the research question. The researcher reflected on the objectives of his study and carefully analyzed the answers of the participants if the answers clearly answered the research objectives. Expertise from a registered psychometrician and qualitative researcher to validate the result and responses of the participants were asked by the researcher.

Defining codes for categories. The researcher looked at the predominant characteristics of conceptual theme or classification of the messages extracted from the participants. Integral information and profiles from each participant were gathered and used as a foundation in constructing a Thematic Index. This then will highlight main/major themes (Giorgi, 1997; Schweitzer, 1998).

Grouping data into categories. This stage asserted the veracity of coded themes by establishing inter-rater reliability (second elimination) stage. An expert in the field of pedagogy, qualitative research and language experts were asked in order to validate the emerging categories and themes from the transcript.

Eliminating redundancies. This stage validated and analyzed "poorly structured" themes/messages based on the following criteria: (a) mention of themes/messages but no provision of rationale, (b) fuzzy/hybrid themes/messages or those that overlap with two or more conceptual classifications, and (c) nonsense themes/messages or no contribution to the understanding of the topic.

Clustering units of relevant meaning. The gathered themes/messages were organized using frequency. The major aim in this stage was to abstract from the themes/messages of the conceptual theme/classifications they represented.

Outlining the framework. The final stage of a phenomenological study is to draw a framework that best illustrated the themes and categories which emerged from the study.

Results

Table 1 Summary of Respondents' Theme and Categories	
A. Seasoned Teachers' Perception of Education in Today's Context	
Themes/Categories	Number of Responses
Modification in Curriculum	12
Accessibility to Quality Information	2
Negative Revamp of Education	3
B. Participants' Identified Changes in Pedagogy Context	
Themes/Categories	Number of Responses
Positive Paradigm Shift	11
Negative Paradigm Shift	5
C. Participants' Identified Problem/Challenges in Today's Pedagogy	
Themes/ Categories	Number of Responses
Adverse Effect of Modification in Education among Teachers	16
Adverse Effect of Modification in Education among Students	10
D. Participants' Identified Ways of Adapting Towards Their Identified Problem/Challenges	
Themes/ Categories	Number of Responses
Desirable Adaptation	17
Undesirable Adaptation	1
E. Participants' Identified Ways on How They Facilitate Their Lessons with the Integration of Technology	
Themes/ Categories	Number of Responses
Catering Audio-Visual Learners	14
Getting Digital	6
Replacing Outmoded Materials	5
F. Seasoned Teachers' Identified Perceptions Regarding Technology in Modern Pedagogy	
Themes/ Categories	Number of Responses
Primal of Education	3
Comfortability with Technology	1
Negative Reaction towards Modern Pedagogy	5
G. Participants' Identified Perception about the Usability of Technology in Pedagogy	
Themes/ Categories	Number of Responses
Aid in the Simplification of Lesson	8
Requisites in Today's Education	5

Table 1 Summary of Respondents' Theme and Categories—cont'd

H. Seasoned Teachers' Identified Strategies in Facilitating their Lessons	
Themes/ Categories	Number of Responses
Individualized Learning Approach	11
Group-based Learning Approach	6
Technology-based Learning Approach	4
Principle-based Learning Approach	4
I. Seasoned Teachers' Perception Regard How Their Strategies Contribute to the Learning of Students	
Themes/ Categories	Number of Responses
Creating Positive Milieu	4
Generating Transformative Education	9
J. Seasoned Teachers' Description of their Teaching Milieu	
Themes/ Categories	Number of Responses
Maintaining a Well-managed Pedagogy Process	5
Establishing Classroom Climate	5
K. Seasoned Teachers' Styles in Managing Students' Behavior	
Themes/ Categories	Number of Responses
Restrictive-management Style	4
Non-restrictive Management Style	3
Reflective-management Style	4
L. Participants' Identified Rules in Managing Class Effectively	
Themes/ Categories	Number of Responses
Credo of a Smooth Flow of Pedagogy Process	19
Credo in Treating Others and Fellows	3
M. Seasoned Teachers' Identified Ways in Assessing Students	
Themes/ Categories	Number of Responses
Outcome-based Assessments	11
Group-based Assessment	4
Teacher-initiated Assessment	6
N. Seasoned Teachers' Identified Ways in Communicating Students' Scholastic Assessment	
Themes/ Categories	Number of Responses
Providing Compliments and Approvals	5
Administering Teacher-Initiated Activities	14

The principal objective of the present study is to provide comprehensive and meaningful characteristics on the pedagogy styles and secrets of the seasoned teachers. Out of this research, there emerged salient points that shed light on the experiences, challenges, management style, and assessment styles of these precious trinkets in realm of education. The starting point of understanding the pedagogy styles and secrets of the seasoned teachers is to determine how they perceived education in today's context. Out of the responses provided by the participants, this study offers wide range of observations and perception with regard to today's education.

With regard to how seasoned teachers describe education in today's context, three (3) themes emerged under this objective: *Modification in Curriculum*, *Accessibility to information*, and *Negative Revamp of Education*. Seasoned teachers noticed positive changes in the educational system. Adherence to international standards, additional competencies to learn, and fast pace education were also observed in the study conducted by Govender and Sookrajh (2014).

Accessibility to information was the second category noted by the seasoned teachers. While positive description was provided by the seasoned teachers, they also pointed out some negative description. According to one of the seasoned teachers, the education in today's context has a lesser focus on the formation of values (Sutrop, Harro-Loit, and Jung 2013). In the study conducted by, Nurdin (2015) the researcher noted the challenges being faced by the teachers in the application of values education is based on the commitment, quality and learning approaches. This belief was also supported in the study conducted by Suyatno, Jumintono, Pambudi, Mardati, and Wantini (2019). Previous pedagogy heavily depends on paper-based documents, but because of the technology paper-based becomes paper less (Eteokleous, 2008; Young and Goering, 2018) this observation was observed by participants D, I, E, F.

Among the negative experiences of seasoned teachers, they narrated that they are facing *Technological constraints*. These pressures among seasoned teachers were evident in the findings of Carr (2010) and Dhaliwal (2013). *Change in teaching strategies, change in competencies and greater demands from the teachers* were among the negative changes that the seasoned teachers personally experienced. These challenges were also reflected among the challenges of teachers of 200 Romanian teachers in the study conducted by Voinea and Toader (2014). Also, seasoned teachers noted that the present educational system focuses on the formation of Higher Order Thinking Skills or (HOTS) but put little emphasis on the lower competencies which are seen to be important and essential in the acquisition of learning. This observation negates the findings of Cummins (2007) among the 23 English language students in Michigan Language School of Arts. In his study, he found out that students devoted more time in acquiring and learning basic reading skills and insufficient time in developing HOTS.

On the other hand, seasoned teachers are also facing constraints on the present curriculum. This notion was supported in the study of Goodwin (2012) among the 8,000 American Educators. Seasoned teachers noted that the present curriculum is unfit to the needs of the students (Au, 2011).

Adverse Effect of Modification in Education among students were also identified among the responses of teachers towards students. Among these were students' diverted attention, unmotivated students, less efforts from the students, change in the behavior of students, problems with students' retention, students' involvement delivery of the lesson, shorter attention span among students, and change in the choice of words. The present findings among the seasoned teachers support the studies of Al-amarat (2011); Goodwin (2012); Manna (2015); and Moore (2012).

When asked about what they feel and how they respond towards the changes they experience towards the present pedagogy, seasoned teachers identified several positive themes. *Modification of appropriate strategies, performs explicit teaching, student centered teaching, holistic learning, adopting to the trends of educational system, understandings students' behavior* and providing real-life learning situations were among the identified themes of the seasoned teachers that were supported by the previous studies of Gebre, Saroyan, and Aulls (2015) and Kumar, Rose, and D'Silva (2008).

It is also noteworthy to mention that while majority of the seasoned teachers have positively adopted to the changes brought about by the modern education, one seasoned teacher mentioned that he opted to go back to his lessons in traditional manner. Surprisingly, this however supports the study and claim of Chinelo and Nwanneka (2015). This then can be gleaned that though majority of the seasoned teachers positively adapt to the changes, the use of traditional way of teaching is still inevitable.

Since technology has been the number one contributing factor in the modern pedagogy. Seasoned teachers were asked how they carry out their lessons in the integration of technology. The use of power point was the number one tool being used by the teacher in presenting and in delivering their lessons. This finding was adjacent to the findings both in the studies conducted by Martin and Carr (2015).

Similarly, seasoned teachers' responses were geared toward the formation of another category which is Getting Digital; this category reflects how the modern pedagogy through the integration of ICT and technology replaces or substitutes the conventional way of teaching. Of these responses are: giving assessment through online, use of technology in computing grades, uploading videos in the facebook, integrating ICT in creation of IMS, and better communication through ICT and technology. The identified responses of the seasoned teachers substantiate the claim of Hue and Ab Jalil (2013).

Another identified response was the use of new gadgets and other devices among seasoned teachers, replacing outdated materials. The use of new gadgets and other devices as part of the new teaching is similar with the claim of Lowther, Strahl, Zoblotsky, and Huang (2008) in their study among the K-12 teacher who use and facilitate the use technology and multimedia/program in the their respective classroom in two southern countries in the Southeastern United States (US) and that of Shapley, Sheehan, Sturges, Caranikas-walker, Hutsberger and Malony (2010).

Based on the identified categories, seasoned teachers have negative feelings towards the integration of ICT and technology in today's education. Despite boundless possibilities and growing accessibility of technology in schools, majority of the teachers are generally described as reluctant and skeptical users of technology (Eteokleous, 2008; Lei, 2009). Based from the responses of the seasoned teachers, it can be gleaned that uncertainty about technology has become a prominent question in education. In addition, seasoned teachers viewed technology as a necessity in today's education. This view was similar in the claim of Kayalar (2016). However, Kemp et. al., (2014) concluded that technologies (Internet and personal computer), do not positively increase access or improve the process and acquisition of learning among students.

When inquired about the teaching strategies of the seasoned teachers, four emerging categories were concluded: Individualized, group-based, technology-based and principle-based learning approach. Numerous researches suggest that there are precise classroom management cultures and practices that intensify the likelihood of students' participation and engagement. This also decrease the probability of

disruptive behavior, including percentage of time teaching. These assumptions were reflected among one of the strategies in managing students' behavior among seasoned teachers. In connection to this, Oliver, Reschly, and Wehby (2011) studied the possible relationship between classroom management and disruptive and aggressive behavior. Finding suggested that a relatively high quality of classroom management has an average effect having a $p=0.80$ ($p < .05$). This view also supported the results of the study conducted by Conroy, Alter, and Sutherland (2014).

As per with the strategies that the seasoned teachers used in managing students behavior inside their classroom, three emerging categories were recorded: Restrictive-Management Style, Non-Restrictive-Management Style and Reflective Management Style. Restrictive management style was among the style being used by majority of the seasoned to teachers in handling their classes. This management style supports the findings of previous researchers with regard to how teachers managed the behavior of their students inside the classroom (Denga, 2005).

Outcome-based assessment is the first emerging category among seasoned teachers' identified assessment strategies. This strategy underscored the importance of a tangible or a performance outcome as a manifestation with the learning of the students. This is followed by the use of group-based which supports the study conducted by Retnawati, Hadi, and Nugraha (2016). Teacher-initiated assessment was the last identified category based from the respondents of the participants.

When asked about the method and styles on how seasoned teachers communicate students' scholastic progress, two identified categories were noted in the present study: providing compliments and approvals, and administering teacher-initiated activities. Homer, Hew, and Tan, (2018), stated that providing incentives and recognition were both proven to increase students' learning and participation. Similarly, the use of written remarks as their main technique in giving feedback were observed among teachers in the study of Saefurrohman and Balinas (2016). They also concluded in their study that most of Junior High School (JHS) English teachers (Filipino Teachers) prepared and created their own validation and evaluation instrument. On the other hand, Indonesian Junior High School (JHS) English teachers prepared and selected items from textbooks which are published and used these as their main sources for constructing and creating different forms of assessment items.

Conclusions

1. Majority of the seasoned teachers describe the changes and modification of curriculum in view of the modern pedagogy. This is primarily because of the integration of the new educational system known as the K-12 program. Majority of them also have a positive description with regard to these changes. Positive adaptation is obtained from the responses of teachers regarding the challenges they encounter and how they respond to these modifications.
2. Seasoned teachers observe lenient, unmotivated and unfocused students in today's pedagogy with regard to their learning and acquisition of knowledge.
3. The use of power point presentation is still the number one strategy being used by the teachers in the facilitation of their lessons followed by using videos and softwares. The use of technology is also being integrated and seen as an important ingredient in teaching among seasoned teachers. Negative reaction

among seasoned teachers includes being unaccustomed, challenged, and aghast with the use of the technology as part of teaching.

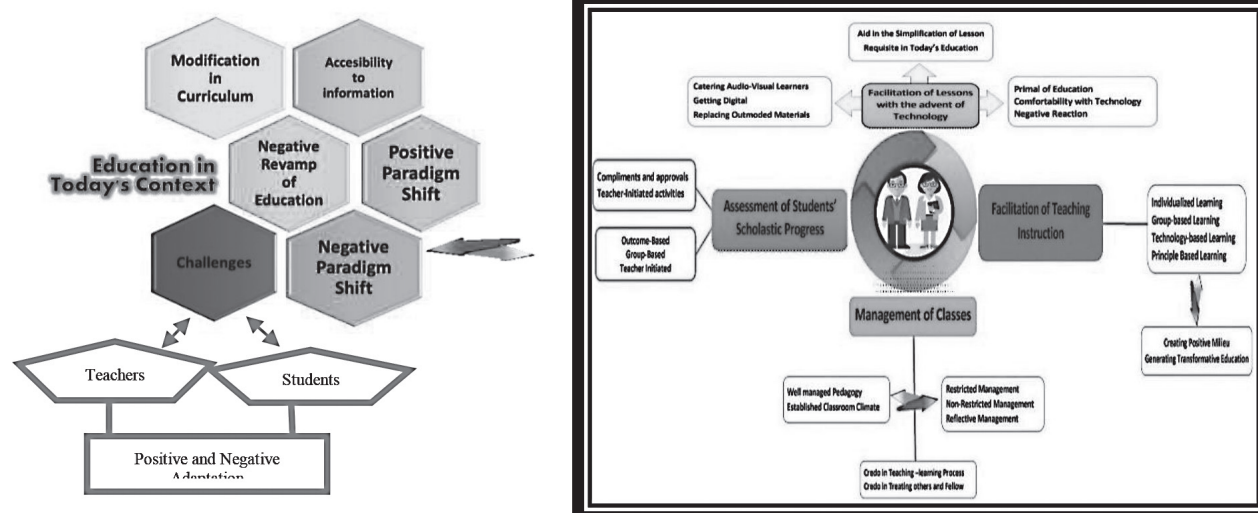
4. A mixture of individualized and collaborative learning approach is seen from the pedagogy styles among the strategies of the seasoned teachers.
5. Majority of the seasoned teachers use restrictive management styles and are authoritative in nature. They show heavy emphasis on classroom management and discipline.
6. Performance task and outcome-based assessment are the most frequently used strategies in providing assessments among students' scholastic progress apart from the traditional and conventional way. Feed backing, provision of remedial program and providing verbal recognition/praises are the most common strategies being used by the seasoned teachers in communicating students' scholastic progress.

Recommendations

1. A comprehensive and well-designed retooling and reforming trainings for the seasoned teachers in the area of pedagogy should be planned, implemented, monitored, and evaluated with the cooperation of different agencies.
2. The Department of Education including the Heads of the different schools may conduct a seminar or trainings in handling passive, unmotivated and lenient students.
3. Seminar or trainings may be conducted and provided among seasoned teachers in order to address and solve their negative feelings in relation with the integration of technology and ICT in modern pedagogy. The curriculum planners, school administrators and principals may provide series of ICT based trainings in order for the seasoned teachers, including the neophyte teachers, to have a myriad ways of presenting their lessons aside from the power point presentation.
4. The study is restricted to the secondary school public teachers/instructors, future study may further explore elementary seasoned teachers or seasoned teachers in the private schools or universities including those teaching in the college level.
5. The present study is also limited with the lived experiences of the seasoned teachers inside the classroom. Future study may further explore the lived experiences of seasoned teachers outside the school. Further, triangulation may be utilized to provide additional information on the experiences of the seasoned teachers.

Emerging Framework

Figure 1 now shows the study's emerging framework which encapsulates the pedagogy styles and secrets of seasoned teachers. The descriptions of the seasoned teachers in today's pedagogy were encapsulated using a honey comb figure. This for the reason that the education evolved through time and that their description is brought about and a by-product of time they spent in the field of pedagogy. In addition, the changes they experienced were mixture of both positive and negative paradigm shifts. As for their challenges, seasoned teachers were able to identify both adverse effects of modification among themselves (the teachers) and



on the part of the students. Further, their challenges and current problems were connected using a double headed arrow. This relationship is deemed that seasoned teachers were able to develop their own ways in providing solutions to their existing or current problems. A double headed arrow was also used to show the relationship on how they manifest their pedagogy styles and secrets in today's context subdivided in the four areas of education: facilitation of lesson in the advent of technology, facilitation of their teaching instruction, management of classes and assessment of scholastic progress. These four areas were the vital elements of pedagogy in which the present study sought to explore to provide a whole picture on how seasoned teachers are carrying out their lessons in today's context. A circular arrow was used in the present study to present the totality of the pedagogy cycle. As for the how seasoned teachers facilitated their lessons in the advent of technology, three emerging categories were developed: catering to audio-visual learners, getting digital, and replacing outdated material. These three emerging categories substantiate the ability of the teachers to provide answers and adaptation to the ever changing process of education and that they were able to foster solutions to the need of the 21st century education and learners. While their feelings towards the integration of technology is another salient feature of this study, three categories were identified by the respondents: primal of education, Comfortability with technology, and negative reaction towards modern pedagogy. Though majority of the seasoned teachers underscored their frustration and challenges in the presence of technology in modern pedagogy, they still view the importance of it and they still grasp the vital value of technology and ICT as requisite and aid in the acquisition and simplification of lessons and education.

Another vessel of pedagogy among seasoned teachers is how they facilitate their lessons. Three categories emerged from the identified responses of seasoned teachers: individualized-learning approach, collaborative-learning approach, technology-based learning approach and principle-based learning approach. As gleaned from the figure, a double headed arrow was used as the aforesaid categories show relationship on how these contribute to the students' acquisition and understanding of their lessons. As for the management of discipline and students behavior, four categories were identified: Restrictive-management styles, non-restrictive management styles, and reflective management styles. A double headed arrow was also used in the present study to show the relationship that these said styles contribute to the management of a well-managed pedagogy and classroom climates. The last feature of the present

study explored the assessment styles of seasoned teachers aside from the regular and conventional way of assessments. Three categories were identified by the seasoned teachers: outcome-based assessment, group-based assessment and teacher-based assessment. Providing compliments and approvals and administering teacher initiated activities were the two categories emerged on how seasoned teachers communicate students' scholastic progress.

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