



Dissonance to Resettlement: An Attunement and Thrownness of Overseas Filipino Workers (OFW) and Dependent Career Shifter's Journey to Teaching in the Kingdom of Saudi Arabia

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Abstract

Overseas Filipino Workers (OFWs) and their dependents often undergo career transitions when entering teaching roles in Philippine International Schools in Saudi Arabia. This study explores their lived experiences and the institutional processes that shape their integration, drawing on Heidegger's ontological concepts of Dasein, thrownness, care, and dwelling, alongside schema theory and systems thinking. A qualitative phenomenological design with case study elements was employed. Semi-structured interviews were conducted with 19 OFW and dependent career shifters and 4 school leaders (principals and assistant principals). Interviews were analyzed through hermeneutic circles and thematic coding guided by Mezirow's Transformative Learning Theory and Heideggerian constructs. Institutional documents and credentialing pathways were also reviewed to contextualize participant narratives. Three major themes emerged: (1) dissonance between prior employment and teaching expectations, (2) attunement through adaptive pedagogical practices and community support, and (3) transformative identity reconstruction anchored in spiritual resilience and professional validation. Participants highlighted credentialing, mentorship, and cultural negotiation as critical supports in their transition. Findings suggest that career shifters' experiences embody ontological motifs such as "Navigating Thrownness" and "Cultivating Care," which serve as catalysts for educational transformation. The study advocates for structural integration beyond symbolic inclusion, recommending onboarding programs, policies, and governance frameworks that incorporate schema, feedback patterns, and existential insights. Philippine international schools can thus foster resilient, interconnected learning communities that honor lived experience as a driver of innovation and systemic transformation.

Keywords: Overseas Filipino Workers (OFWs), career shifters, phenomenology, transformative learning, international schools, Heideggerian Ontology



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INTRODUCTION

The journey from professional dissonance to resettlement for OFWs and their dependents is an ontological reawakening rather than a mere vocational shift. Framed by Heidegger's (1962) concept of Dasein, these educators are "thrown" into unfamiliar pedagogical terrains where teaching becomes a site of "dwelling" and "care" (Sorge). This study explores how prior backgrounds, from healthcare to corporate roles, serve as cognitive maps through Bartlett's (1932) Schema Theory, guiding identity reconfiguration. Through Bateson's (1972) Systems Thinking, these transitions generate cultural innovation within the school's living ecology, seeking a

"pedagogical unconcealment" (Aletheia) that honors the depth of the educator's Being.

The Career Shifter Transformation Framework synthesizes Heideggerian ontology, Bartlett's schema theory, and Bateson's systems thinking to conceptualize vocational transition as a profound "reawakening" of Being. Educators are viewed as beings "thrown" into new pedagogical worlds where they must learn to "dwell" authentically, utilizing Heidegger's (1962) concepts of Dasein, Sorge (care), and Aletheia (unconcealment). This existential unfolding is structured by Bartlett's (1932) schema theory, where prior professional frameworks, such as clinical precision or engineering logic, are reactivated as pedagogical capital, while

Bateson's (1972) systems thinking situates this within an ecological web of recursive feedback loops that influence institutional culture. The process progresses through five distinct stages: Dissonance, where old schemata clash with pedagogical demands (Bartlett, 1932); Acceptance, a shift toward authentic dwelling (Bateson, 1972); Generating and Evaluating Alternatives, using reconstructive memory to navigate possibilities; Learning, a transformative act of "Being-with-others" that reshapes identity through relational feedback; and Resettlement, where the educator intuitively inhabits their role and begins co-creating the school's future. Supported by recent scholarship (Hogg et al., 2024; Nilsson & Cederqvist, 2024; Fitzgerald et al., 2024), this tripartite lens reveals how individual psychological reconfiguration and systemic adaptation converge to drive institutional reflection and school transformation.

This study explores how OFWs and dependent career shifters shape Philippine International Schools in Saudi Arabia. Using Heidegger's, Bartlett's, and Bateson's frameworks, it highlights their ontological growth, cognitive reframing, and systemic influence, revealing how their adaptive journeys foster educational renewal, cultural responsiveness, and institutional transformation abroad. The statement of the problems works within the ambit of the following research questions:

1. What are the similarities and differences of the lived experiences between the Overseas Filipino Workers (OFW) and OFW Dependents Career Shifters?
2. What are the support systems established by the schools to enable OFWs and OFW Dependents Career Shifters?
3. What kind of school transformation are the school administrations targeting that will allow for greater participation from the OFW and OFW Dependents?
4. How can the "lived experiences", support systems, and targeted school

transformations be integrated into a sustainable institutional framework that recognizes and empowers OFW and OFW Dependent Career Shifters within Philippine International Schools in Saudi Arabia?

LITERATURE REVIEW

Comparative Lived Experiences of OFW and Dependent Career Shifters. The transition of career shifters into Philippine international schools represents an ontological reorientation of Dasein, where individuals are "thrown" into a professional world requiring fundamentally new modes of existence (Heidegger, 1962). OFW shifters typically migrate from technical or service sectors due to labor market shifts, often facing psychological stress and acculturation fatigue as they attempt to cognitively reconfigure schemata forged in hierarchical environments to fit the relational demands of the classroom (Hartung, Savickas & Walsh, 2014; Bartlett, 1932). In contrast, OFW dependents enter through family reunification, supported by regulatory reforms that permit employment without sponsorship transfer (Education Middle East, 2024). While these dependents often focus on community integration and must reframe domestic or informal schemata into professional identities, both groups eventually converge in a shared trajectory of identity co-construction supported by the broader Filipino educational network (Courtois, Picard, & Gendron, 2025). This process of moving from existential "thrownness" to professional belonging highlights the complex interplay between prior work experience and the evolving social context of international education (Schultheiss & Davis, 2015).

The Ontological Journey of Transformation: From Dissonance to Resettlement. The transformation process for career shifters unfolds as a progressive movement through five ontological and cognitive stages, beginning with Dissonance, where a profound rupture in "Being" occurs as familiar professional schemata fail to align with pedagogical demands (Heidegger, 1962; Bartlett, 1932).

Transitioning into Acceptance, shifters begin to "dwell" within their new roles, restructuring prior experiences to accommodate pedagogical principles within the school's living ecosystem (Bateson, 1972). During the stages of Generating and Evaluating Alternatives and Learning, educators engage in "Sorge" (care) and relational attunement, utilizing feedback loops with mentors to reconstruct their professional selves and mental frameworks (Heidegger, 1962; Bartlett, 1932). Finally, Resettlement signifies a complete ontological shift where teaching is authentically inhabited; at this stage, the educator moves from individual adaptation to ecological influence, co-creating institutional change through peer mentorship and collaborative curriculum design (Bateson, 1972; Heidegger, 1962).

Institutional Level Support Systems and Scaffolding. Institutional support within Philippine International Schools serves as a vital ontological anchor, fostering the conditions for "dwelling" and rootedness by easing logistical burdens through housing and health provisions (Heidegger, 1962). These migrant-specific supports, alongside guidance on local labor laws, affirm the educator's "Being-in-the-world" and signal institutional value, which is essential for sustained well-being and retention (Ministry of Human Resources and Social Development, 2024).

Furthermore, professional induction and mentoring act as existential scaffolds that nurture "Being" and allow shifters to recontextualize latent capacities from prior occupations into pedagogical practice (International School Manila, 2024). Flexible academic pathways, such as the Teacher Certificate Program (TCP) or graduate degrees from St. Paul University Manila, empower shifters to engage in "Sorge" (care) by taking ownership of their unfolding professional identity while remaining employed abroad (Heidegger, 1962). This synthesis of logistical stability and academic advancement enables career shifters to dwell more authentically in their vocation, transforming initial professional uncertainty into a recognized teaching career.

Targeted School Transformation and Global Citizenship. Institutional transformation within Philippine International Schools is increasingly aligned with Saudi Vision 2030, driving a shift toward inclusive, innovative, and globally competitive environments through systems-thinking leadership and shared governance (Cuyegkeng, 2025; Bateson, 1972). By recognizing the lived schemata of career shifters, administrators cultivate "environments of dwelling" where personal and collective identities are reimagined, allowing the institution to evolve through the presence of those who have navigated diverse professional paths (Heidegger, 1962; Bartlett, 1932).

This evolution is further manifested in the adoption of technology-driven pedagogies and blended curricula, which function as spaces of "unconcealment" (Aletheia) where shifters reconfigure corporate or engineering tech-fluency into pedagogical assets (Villanueva et al., 2023). As schools transition toward student-centered, intercultural curricula, these educators act as catalysts, introducing new feedback loops that challenge static norms and foster dynamic, systemically transformative learning environments (Diano Jr. et al., 2023; Fitzgerald et al., 2024; Hogg et al., 2024).

METHODS

Research Design. This study employed a qualitative research design grounded in interpretivism to examine the experiences of Overseas Filipino Workers (OFWs) and their dependents who shifted careers into teaching roles in Philippine International Schools in Saudi Arabia. Using purposive sampling, semi-structured interviews were conducted with participants across different regions, and thematic analysis was applied to interpret their narratives. This design allowed for an in-depth exploration of how career shifters reconstruct professional identities, adapt pedagogical practices, and influence institutional culture. By capturing lived experiences, the approach directly addresses the problem of understanding systemic supports and challenges in their transition to teaching.

Population and Sampling. This qualitative study engaged 23 participants, with composition of 19 career shifters (P1–P19) and four school administrators (SA1–SA4), selected through a strategic blend of purposive and criterion-based sampling to investigate the vocational transitions within Philippine International Schools in Saudi Arabia. The career shifters, clustered by backgrounds in healthcare, business, technology, social sciences, and allied health, provided narratives on reconfiguring professional identities, while the administrators, clustered by advanced leadership studies and instructional expertise, offered institutional perspectives on systemic reform. The sampling approach elicited participants who met specific criteria, including previous non-teaching experience, current educational employment in KSA, and completion of teacher training, to ensure that each narrative addresses the complexities of reinventing professional identity.

Instrumentation. The primary instrument was initially administered via a Google Interview Questionnaire and enriched through follow-up Zoom discussions or face-to-face sessions to facilitate deeper interpersonal exchange. This method was strategically selected to foster reflective storytelling regarding vocational dissonance and transformation while illuminating the cognitive reorganization of internal schemata as framed by Bartlett's Schema Theory (Bartlett, 1932; Rumelhart & Ortony, 1977). Furthermore, the instrument situates each shifter within a broader educational ecology, which is consistent with Bateson's Systems Thinking, to reveal how individual adaptability ripples through institutional structures (Bateson, 1972). The interview guide incorporates thematic prompts, follow-up queries, and participant-driven inquiries designed to honor the hermeneutic circle by responding to emergent themes.

Data Gathering Procedure. The study followed a systematic four-step procedure: securing formal permission, reviewing literature, conducting thematic interviews, and performing thematic analysis. Ethical rigor was maintained

by securing authorization from institutional gatekeepers (principals and school heads) through culturally appropriate digital channels, where the researcher provided transparency regarding the study's purpose, voluntary participation, and data confidentiality. The primary data collection involved one-on-one thematic qualitative interviews with twenty-one participants via a Google Interview Questionnaire and follow-up Zoom sessions.

Data Analysis. The study employed a reflective thematic analysis approach, treating vocational transitions as deeply human journeys embedded within educational ecosystems and utilizing a systematic six-phase process to interpret qualitative data (Braun & Clarke, 2006). Following initial data familiarization to grasp the emotional nuances of participants' "Being-in-the-world" (Heidegger, 1962), the researcher utilized interpretive coding to identify recurring patterns of vocational reorientation and identity reconstruction. These codes were synthesized into cohesive themes through the lenses of Bartlett's (1932) Schema Theory, which analyzes the restructuring of prior professional knowledge, and Bateson's (1972) Systems Thinking, which framed the relational impact of these shifters on institutional transformation. Rigor was maintained through iterative theme reviews and the crafting of succinct theoretical labels to preserve the authentic voices of participants, including those contributing asynchronously via digital platforms due to regional constraints. The final interpretive narrative integrates direct excerpts in English and Filipino with conceptual frameworks, moving beyond surface-level reporting to reveal the ontological and pedagogical dimensions of how career shifters influence institutional culture.

RESULTS

Similarities and differences of the lived experiences between the Overseas Filipino Workers (OFW) and OFW Dependents Career Shifters. Table 1 shows the shared lived experiences of Tser Seminarian. Her journey as an OFW career shifter exemplifies a richly

layered vocational identity where seminary formation and catechetical service established enduring cognitive foundations of discipline and holistic education, aligned with Bartlett's (1932) schema theory and Rumelhart's (1980) schema activation. This moral groundwork serves as the catalyst for Mezirow's (1991) transformative learning and Heidegger's (1962) "being-in-the-world," as the transition into teaching becomes an authentic response to existential "thrownness" (Dreyfus, 1991; Varela, Thompson, & Rosch, 1991).

Table 1
Tser Seminararians' Shared Lived Experiences

Theme	Sub-theme
Vocational Identity Rooted in Seminary Formation	a. Vocational Identity and Moral Formation
	b. Transnational Adaptation and Cultural Sensitivity

His prior corporate role further sharpened communication schemas, reflecting Bateson's (1972) context-sensitive, recursive learning and Biesta's (2013) relational pedagogy, where cultural sensitivity is cultivated through continuous feedback loops between past professional roles and present pedagogical engagement. Collectively, these findings yield two central themes: Vocational Identity and Moral Formation, which highlights the reorientation of self through ethical purpose and disciplinary habits, and Transnational Adaptation and Cultural Sensitivity, which underscores the Heideggerian "attunement" required to restructure emotional schemas for inclusive pedagogy in diverse educational spaces. Ultimately, this integration of formative discipline and adaptive empathy affirms career shifters as vital catalysts for institutional reform (Aguila, 2020; Reyes & Dizon, 2021).

Table 2 shows the shared lived experiences of Tser Therapist. Her experiences exemplify the ontological and pedagogical transition from physical therapy to education, driven by financial necessity and an ethos of service. Her journey is defined by Heidegger's (1962) concept of "thrownness," as she navigates an unfamiliar professional landscape without a formal roadmap, responding instead with "attunement"

and agency. This transition is further elucidated by Mezirow's (1991) transformative learning theory, where critical self-reflection and emotional recalibration facilitate the reconstruction of her identity within a culturally distinct setting.

Table 2
Tser Therapists' Shared Lived Experiences

Theme	Sub-theme
Embodied Care Reconfigured for Classroom Practice	a. Vocational Reorientation and Identity Reconstruction
	b. Transferable Skills and Inclusive Pedagogy

Through Bartlett's (1932) schema theory, her healthcare-rooted habits, specifically patience, empathy, and developmental knowledge, are repurposed as pedagogical assets, while Bateson's (1972) recursive learning model explains how continuous feedback loops integrate this embodied knowledge into new teaching habits. This process is significantly mediated by Bronfenbrenner's (1979) ecological systems, as external structures like visa restrictions and cultural norms influence her growth. Collectively, these findings yield two central themes: Vocational Reorientation and Identity Reconstruction, which highlights the non-linear, ontological re-grounding of the self in a new world of meaning, and Transferable Skills and Inclusive Pedagogy, which underscores the recursive application of prior interpersonal competencies to foster authentic classroom engagement. Ultimately, her narrative emphasizes the need for context-sensitive support systems, such as mentorship and certification pathways, to fully harness the potential of OFW dependents in shaping inclusive education abroad (Reyes & Dizon, 2021).

Table 3 shows the shared lived experiences of Tser Mother. Her journey as a dependent career shifter illustrates a profound ontological and vocational transition where a background in nursing, accounting, and hospitality converges with the lived experience of motherhood to foster educational integration. Her narrative embodies Heidegger's (1962) concept of "thrownness," as she navigates an unfamiliar

professional domain through "attunement" and authenticity, re-grounding her identity from a stay-at-home parent to a teaching assistant.

Table 3
Tser Mothers' Shared Lived Experiences

Theme	Sub-theme
Vocational Shift Inspired by Motherhood and Caregiving	a. Vocational Rediscovery and Emotional Attunement
	b. Transferable Skills and Holistic Pedagogy

This evolution is framed by Mezirow's (1991) transformative learning theory, characterized by critical self-reflection and emotional resilience in balancing domestic and professional roles. Through the lens of Bartlett's (1932) schema theory, her prior vocational competencies in empathy and communication are reactivated as cognitive frameworks for inclusive pedagogy, while Bateson's (1972) recursive learning model highlights how her teaching identity is refined through cyclical feedback and relational contact. Her integration is further contextualized by Bronfenbrenner's (1979) ecological systems theory, which reveals how visa status and cultural expectations mediate her systemic growth. Collectively, these findings yield two central themes: Vocational Rediscovery and Emotional Attunement, reflecting the identity redefinition and existential responsiveness to a new vocation, and Transferable Skills and Holistic Pedagogy, which underscores the repurposing of nursing and parenting schemas to support child development across physical, mental, and spiritual dimensions. Ultimately, her narrative affirms that dependent career shifters are vital contributors to school transformation whose life experiences serve as significant pedagogical assets (Reyes & Dizon, 2021).

Table 4 shows the shared lived experiences of Tser Staff Nurse. Her narrative as an OFW career shifter illustrates a complex vocational reinvention driven by economic pressures and personal growth, necessitating a dual-role integration of healthcare and education. Her journey embodies Heidegger's (1962) concept of "thrownness," where she responds to an

unfamiliar educational world with "attunement" and agency, reorienting her identity from clinical care to instruction through Mezirow's (1991) transformative learning theory.

Table 4
Tser Staff Nurses' Shared Lived Experiences

Theme	Sub-theme
Dual-role Integration in Teaching and Nursing	a. Dual-Role Integration and Vocational Adaptation
	b. Transformative Learning and Identity Reorientation
	c. Transferable Skills and Inclusive Pedagogy

This transition is not linear but recursive, as described by Bateson (1972), involving iterative feedback loops that allow her to navigate the cognitive demands of new curricula. Through the lens of Bartlett's (1932) schema theory, she reconfigures pre-existing nursing frameworks rooted in empathy and patience into a foundation for student-centered pedagogy, while Bronfenbrenner's (1979) ecological systems theory contextualizes her growth within the structural forces of visa policies and economic constraints. These findings manifest in three cohesive themes: Professional Identity and Dual-Role Integration, which highlights the resilient negotiation of multiple care-oriented roles; Transformative Learning and Identity Reorientation, emphasizing the existential transition toward authentic "being-in-the-world"; and Transferable Skills and Inclusive Pedagogy, which interprets the recontextualization of clinical schemas as "authentic care" (Heidegger, 1962). Ultimately, her experience affirms the value of lived experience as a pedagogical asset, aligning with calls for culturally grounded, learner-centered reforms that support the unique contributions of transnational career shifters (Reyes & Dizon, 2021; Aguila, 2020).

Table 5 demonstrates the shared lived experiences of Tser IT-QC. Her journey as a dependent career shifter illustrates a multidimensional vocational transformation from Information Technology and Quality Coordination to preschool education, driven by economic necessity and communal aspiration.

Her narrative embodies Heidegger's (1962) concept of "thrownness," as she navigated an unfamiliar pedagogical landscape without formal preparation, responding with "attunement" and agency to reorient her technical identity toward relational care.

Table 5
Tser IT-QCs' Shared Lived Experiences

Theme	Sub-theme
A Multidimensional Narrative of Vocational Transformation	a. Vocational Reorientation and Existential Attunement
	b. Schema Transfer and Pedagogical Adaptation

This evolution is framed by Mezirow's (1991) transformative learning theory, where critical reflection and emotional resilience allowed her to translate prior professional virtues—reliability and process design—into classroom rituals. Through Bartlett's (1932) schema theory, her administrative frameworks in documentation and workflow sequencing were reactivated and restructured into age-appropriate classroom systems, while Bateson's (1972) recursive learning model explains how her pedagogical identity was refined through iterative feedback loops. Her integration was further mediated by Bronfenbrenner's (1979) ecological systems, revealing how visa status and institutional support shaped her developmental trajectory. Collectively, these findings yield two central themes: Vocational Reorientation and Existential Attunement, highlighting the ontological shift from systems thinking to developmental pacing, and Schema Transfer and Pedagogical Adaptation, which underscores the repurposing of technical professional logics to scaffold child-centered routines. Ultimately, her story underscores the importance of recognizing life experience as a pedagogical asset, aligning with calls for institutional reforms to support Filipino migrant educators abroad (Reyes & Dizon, 2021; Aguila, 2020).

Table 6 shows the shared lived experiences of Tser Bookkeepers. Her narrative exemplifies the profound process of vocational "thrownness" and existential reinvention, where the ontological dislocation of migrating to Saudi

Arabia necessitated a reconstruction of professional identity rooted in familial commitment (Heidegger, 1962). Her transition from a government bookkeeping role to an assistant teacher demonstrates the deliberate activation and transfer of prior cognitive schemas, specifically organizational discipline, accountability, and communicative precision, which served as pedagogical scaffolds for classroom management and instructional planning (Bartlett, 1932).

Table 6
Tser Bookkeepers' Shared Lived Experiences

Theme	Sub-theme
Resilience Through Reinvention	a. Vocational Thrownness and Existential Reinvention
	b. Schema Activation and Transferable Skills
	c. Ecological Adaptation and Cultural Attunement

This evolution was further facilitated by an "ecological attunement" to the cultural and institutional rhythms of her new environment, where her dual identity as a mother and educator allowed her to bridge home and school worlds through inclusive, empathetic practices (Bateson, 1972). By iteratively repurposing administrative logics into learner-centered systems, she transformed initial professional uncertainty into a purposive teaching stance, illustrating how social interaction and cultural context serve as the primary engines for adult learning and school transformation (Vygotsky, 1978).

Table 7
Tser Accountant's Shared Lived Experiences

Theme	Sub-theme
Resilience through Transformation	a. Thrownness and Existential Reorientation
	b. Schema Activation and Cognitive Reframing
	c. Ecological Attunement and Relational Pedagogy

Table 7 shows the shared lived experiences of Tser Accountant. Her transition from business administration to the Saudi Arabian educational sector exemplifies a multidimensional narrative of vocational transformation, characterized by "thrownness" and the existential reorientation

required to navigate a culturally unfamiliar professional world (Heidegger, 1962). Her journey underscores how initial serendipity was converted into a meaningful teaching identity through the activation of prior administrative schemata, specifically organizational sequencing and procedural troubleshooting, which were cognitively reframed into pedagogical scaffolds for classroom management and stakeholder communication (Bartlett, 1932). Despite initial challenges with language confidence and cultural adaptation, her growth was sustained by an "ecological attunement," where reciprocal feedback loops between students, parents, and colleagues transformed her clinical administrative instincts into a relational pedagogy of empathy (Bateson, 1972). This trajectory illustrates that successful career shifting is not merely a passive displacement but a reflexive "dwelling" in the pedagogical world, where prior professional meanings are reconstructed to foster a coherent, reflective, and socially attuned teacherly identity (Heidegger, 1962; Bateson, 1972).

Table 8
Tser Moms' Shared Lived Experiences

Theme	Sub-theme
Reinventing Identity Through Purposeful Career Shifting in Education	a. Vocational Reframing through Care and Curiosity
	b. Emotional Agility in Transnational Adaptation
	c. Inclusive Pedagogy Grounded in Lived Values

Table 8 shows the shared lived experiences of Tser Mom. Her narrative highlights a profound professional reorientation, where the transition from full-time motherhood to Social Studies instruction serves as a "pivot" grounded in the redescription of private caregiving as a public pedagogical commitment (Blake, 2017; Burnett & Evans, 2016). Her journey reflects the "squiggly careers" model, where navigating the nonlinear and often ambiguous cultural norms of Saudi Arabia required a high degree of emotional agility and relational resilience to sustain wellbeing during vocational disorientation (Tupper & Ellis, 2020). By leveraging her previous computer science

background and lived maternal values, such as discipline, teamwork, and respect for diversity, she enacted an inclusive pedagogy that treats learner uniqueness as a curricular asset rather than a remediation challenge (Florian & Black-Hawkins, 2011). Ultimately, her story underscores how transnational career transitions are not merely responses to circumstance but courageous reimagining's of selfhood, where curiosity-led experimentation and lifelong learning through platforms like Coursera enable the consolidation of diverse life experiences into a globally minded, responsive teaching practice (OECD, 2025).

Table 9
Tser Admins' Shared Lived Experiences

Theme	Sub-theme
Resilient identity reformation through inclusive pedagogical adaptation	a. Identity Reframing through Migration and Passion
	b. Transferable Skills and Cognitive Restructuring
	c. Emotional Adaptation and Reflective Growth

Table 9 shows the shared lived experiences of Tser Admin. Her narrative illustrates an aspirational journey of vocational reinvention, where the transition from human resources in the food service industry to senior high school teaching represents a return to childhood passion facilitated by the "subjectification" of educational agency (Biesta, 2010). Her migration to Saudi Arabia acted as an ecological catalyst, where institutional constraints like visa dependency necessitated a profound identity reformation within a new socio-political landscape (Bronfenbrenner, 1979). By cognitively restructuring nine years of administrative expertise, specifically coordination, procedural patience, and communicative precision, into pedagogical engagement, she successfully leveraged prior occupational schemata to foster a structured yet empathetic classroom environment (Bartlett, 1932; Bateson, 1972). This transformation was underpinned by an emotional recalibration to fast-paced educational settings, reflecting the tenets of transformative learning where disorienting dilemmas lead to the integration of more

grounded, inclusive professional identities (Mezirow, 1991; Knowles, 1980). Ultimately, her advocacy for discipline and moral leadership underscores the importance of institutionalizing pathways for non-traditional entrants, converting self-directed growth into a culturally responsive contribution to school transformation (Sergiovanni, 1992; OECD, 2020).

Table 10
Tser Secretarys' Shared Lived Experiences

Theme	Sub-theme
Resilient Transformation through Lived Experience and Inclusive Growth	a. Vocational Reframing through Migration and Lifelong Learning
	b. Transferable Skills and Cognitive Adaptation
	c. Emotional Resilience and Reflective Growth

Table 10 shows the shared lived experiences of Tser Secretary. Her transition from radiology secretary to assistant teacher exemplifies a profound vocational transformation shaped by migration and the pursuit of lifelong learning, where professional redefinition is contextualized within the socio-political structures of Bronfenbrenner's (1979) ecological systems theory. Her narrative reflects Biesta's (2010) theory of subjectification, as she redefined her identity through the desire to uplift her family and grow beyond institutional limitations. Leveraging Bartlett's (1932) schema theory and Bateson's (1972) ecological learning theory, Tser Secretary cognitively restructured the discipline and accountability from healthcare administration into pedagogical engagement, repurposing these frameworks for early childhood education. This shift required significant emotional recalibration and reflective adaptation to overcome cultural and language barriers, resonating with Mezirow's (1991) transformative learning and Knowles' (1980) adult learning principles. Her embrace of mentoring roles further aligns with Sergiovanni's (1992) moral leadership and the inclusive pedagogy of Florian and Black-Hawkins (2011), emphasizing relational empowerment. Collectively, these findings yield three central themes: Vocational Reframing through Migration and Lifelong Learning,

highlighting identity metamorphosis within complex social environments; Transferable Skills and Cognitive Adaptation, which emphasizes the educational significance of lived experience through schema reorganization; and Emotional Resilience and Reflective Growth, asserting that emotional strength is as vital as technical skill in educational transformation. Ultimately, her narrative underscores the need for institutional reforms and flexible support systems that recognize career shifters as vital contributors to learner-centered education (OECD, 2020).

Table 11
Tser Narss' Shared Lived Experiences

Theme	Sub-theme
Reimagining Care - from Clinical Practice to Inclusive Pedagogy	a. Vocational Reframing through Empathy and Adaptability
	b. Resilience in Transnational Identity Reconstruction
	c. Transferable Skills as Foundations for Inclusive Pedagogy

Table 11 shows the shared lived experiences of Tser Nars. Her narrative exemplifies a profound vocational transition from nursing to education, characterized by a deliberate reorientation of care from clinical to pedagogical contexts. Her twelve-year tenure in Saudi Arabia as a dependent career shifter reflects Burnett and Evans' (2016) "designing your life" framework, where career paths are reframed through curiosity and coherence, and Jenny Blake's (2017) pivot strategy, which views shifts as the thoughtful expansion of existing strengths. This non-linear progression is further supported by Tupper and Ellis's (2020) "squiggly careers" model, emphasizing the agility and resilience required to navigate transnational identity reconstruction amid cultural and language barriers. Her classroom approach integrates Biesta's (2010) theory of subjectification and Florian and Black-Hawkins' (2011) inclusive pedagogy, leveraging healthcare-rooted discipline and cultural sensitivity to nurture student growth. Collectively, these findings yield three central themes: Vocational Reframing through Empathy and Adaptability, which interprets clinical empathy as the

foundation for pedagogical compassion; Resilience in Transnational Identity Reconstruction, highlighting the professional agility fostered by migrant experiences; and Transferable Skills as Foundations for Inclusive Pedagogy, where nursing-derived competencies enrich educational spaces through inclusive application. Ultimately, her journey underscores the OECD's (2025) emphasis on non-traditional pathways into education, affirming that career shifting among OFWs is a purposeful reimagining of identity that drives institutional change through "authentic care."

Table 12
Tser School Nurses' Shared Lived Experiences

Theme	Sub-theme
Resilient Vocational Reinvention Abroad	a. Transferring Caregiving Competencies into Pedagogical Practice
	b. Navigating Cultural Adaptation through Emotional Agility
	c. Vocational Reinvention as Identity Expansion

Table 12 shows the shared lived experiences of Tser School Nurse. Her narrative illustrates a vocational reinvention where clinical caregiving evolved into pedagogical purpose, driven by a 12-year residency in Saudi Arabia as a dependent career shifter. Her transition reflects the Burnett and Evans' (2016) "Designing Your Life" framework and Jenny Blake's (2017) pivot strategy, framing her shift not as an abrupt departure but as a coherent expansion of existing strengths. Leveraging the emotional agility described in Tupper and Ellis's (2020) "Squiggly Careers" model, she navigated nonlinear professional paths and cultural norms with situational awareness and flexibility. Her classroom approach aligns with Florian and Black-Hawkins' (2011) inclusive pedagogy, utilizing nursing-derived competencies such as empathic listening and systematic assessment to foster responsive learning environments. These findings are encapsulated in three themes: Transferring Caregiving Competencies into Pedagogical Practice, which highlights the intentional repurposing of clinical rigor into inclusive heuristics; Navigating Cultural Adaptation

through Emotional Agility, emphasizing the professional growth fostered by transnational residence; and Vocational Reinvention as Identity Expansion, which affirms the OECD's (2024) call for inclusive adult career pathways and lifelong learning systems. Ultimately, her journey underscores that career shifting among OFWs represents a courageous reimagining of selfhood, where health-sector skills are vital assets for educational transformation.

Table 13
Tser CI Nurses' Shared Lived Experiences

Theme	Sub-theme
Resilient reinvention through inclusive pathways and transcultural pedagogical adaptation	a. Migration-enabled vocational transition
	b. Transcultural adjustment and pedagogical recalibration
	c. Experiential knowledge as pedagogical asset

Table 13 shows the shared lived experiences of Tser CI Nurse. Her transition from clinical nursing in the Philippines to junior high school instruction in Jeddah exemplifies a complex vocational reinvention enabled by Saudi Arabia's structural labor policies and personal resilience. Her journey highlights the role of the Saudi Ministry of Human Resources and Social Development as a structural enabler, allowing expatriate dependents to pursue meaningful employment in the education sector (Saudi Expatriates, 2025; Ampuan & Bangcola, 2024a). Despite her background as a clinical instructor, the transition to adolescent learners necessitated a significant pedagogical recalibration and emotional labor to overcome transcultural adjustment struggles (Galingana et al., 2025). This adaptation was supported by proactive institutional engagement, such as her enrollment in the Teacher Certification Program (TCP), which provided the formal scaffolding for her evolving professional identity (Alhawsawi, 2024). Collectively, these findings yield three central themes: Migration-Enabled Vocational Transition, which underscores the impact of legislative shifts on OFW workforce participation; Transcultural Adjustment and Pedagogical Recalibration, reflecting the complexity of navigating adolescent behavioral norms; and Experiential Knowledge as a

Pedagogical Asset, where prior professional schemas, such as clinical empathy and procedural discipline, are reconstructed to enrich classroom practice (Bartlett, 1932; OFW Jobs, 2025). Ultimately, her narrative affirms that career shifters contribute to school transformation by leveraging their lived experiences to foster empathetic and culturally responsive environments.

Table 14
Tser MD Clerks' Shared Lived Experiences

Theme	Sub-theme
	a. Institutional Constraints and Identity Reframing
Healthcare Skills Restructured for Classroom Engagement	b. Healthcare Experience as Pedagogical Resource
	c. Transformative Learning and Emotional Adaptation

Table 14 shows the shared lived experiences of Tser MD Clerk. Her narrative reveals a resilient vocational transition from medical records clerk to classroom teacher, a journey heavily influenced by the macro-structural impact of Saudization policies and gendered migration patterns (Bronfenbrenner, 1979; Parreñas, 2001). Her experience embodies Heidegger's (1962) concept of "thrownness," as she navigated institutional constraints and the "silencing effect" of being an unlicensed dependent by reframing her identity through Biesta's (2010) theory of subjectification to foster agency and voice. Leveraging Bartlett's (1932) schema theory and Bateson's (1972) ecological learning, she reactivated a dense repertoire of clinical administrative skills of professionalism, teamwork, and procedural coordination reconceptualizing them as robust pedagogical resources for inclusive education (Reeves et al., 2010). This movement from vocational disorientation to professional steadiness required significant emotional labor and self-directed growth, aligning with Mezirow's (1991) transformative learning and Schön's (1983) reflective practitioner model. Collectively, these findings yield three central themes: Institutional Constraints and Identity Reframing, which underscores how

transnational labor regimes delimit and reshape career imaginaries; Healthcare Experience as a Pedagogical Resource, highlighting the translation of interprofessional healthcare routines into classroom systems; and Transformative Learning and Emotional Adaptation, which emphasizes the role of emotional intelligence (Goleman, 1995) and reflective cycles in sustaining adaptive teaching within culturally complex environments. Ultimately, her story calls for responsive institutional reforms that recognize the pedagogical value of lived experience in school transformation.

Table 15
Tser MedSecs' Shared Lived Experiences

Theme	Sub-theme
	a. Maternal Commitment and Relational Attunement
Healthcare Skills Restructured for Classroom Engagement	b. Schema Activation and Adaptive Pedagogy
	c. Thrownness and Transformative Identity Formation

Table 15 shows the shared lived experiences of Tser MedSec. Her transition from medical secretary to classroom teacher illustrates a vocational journey deeply rooted in Noddings' (1984) ethics of care, where maternal commitment to her daughter's formative years evolved into a professional pedagogical orientation. Her 16-year residence in Saudi Arabia provided the cultural exposure necessary to navigate Heidegger's (1962) "thrownness," responding to the existential shift into education with agency and relational attunement. Leveraging Bartlett's (1932) schema theory and Bateson's (1972) ecological learning, she cognitively reconfigured administrative competencies, such as organizational workflows and communication protocols, into classroom heuristics for structured routines and parent engagement. This identity synthesis was sustained by Mezirow's (1991) transformative learning and Knowles' (1980) adult learning theory, where critical reflection on "disorienting dilemmas" catalyzed the authoring of a coherent teacher identity. Contextualized by Bronfenbrenner's

(1979) ecological systems theory, her narrative yields three central themes: Maternal Commitment and Relational Attunement, which reframes caregiving as a professional asset for emotional safety; Schema Activation and Adaptive Pedagogy, highlighting the intentional translation of clinical workflows into adaptive teaching tools; and Thrownness and Transformative Identity Formation, emphasizing the reflexive meaning-making required to bridge past and present professional selves. Ultimately, her experience affirms the importance of Gutmann's (1987) democratic educational principles, calling for inclusive school policies that empower OFW dependents as transformative contributors to international education.

Table 16
Tser MedTechs' Shared Lived Experiences

Theme	Sub-theme
Healthcare Values Recontextualized into Classroom Practice	a. Maternal Commitment and Relational Motivation
	b. Schema Activation and Pedagogical Adaptation
	c. Thrownness and Transformative Identity Formation

Table 16 shows the shared lived experiences of Tser MedTech. Her vocational transition from medical technology to education exemplifies a journey rooted in Noddings' (1984) ethics of care, where maternal commitment to relational presence served as the moral impetus for her pedagogical orientation. Her 16-year tenure in Saudi Arabia necessitated navigating Heidegger's (1962) "thrownness," responding to the existential shift into a new professional domain with agency and attunement to multicultural learner needs. Through Bartlett's (1932) schema theory, her clinical frameworks of precision, patience, and diagnostic routines were reactivated and recontextualized as dynamic heuristics for lesson design and formative assessment. This adaptation follows Bateson's (1972) recursive learning model, where feedback loops and critical self-reflection, which is consistent with Mezirow's (1991) transformative learning, facilitated the narrative re-authoring of her professional

identity. Contextualized by Bronfenbrenner's (1979) ecological systems theory, her narrative yields three central themes: Maternal Commitment and Relational Motivation, which centers emotional safety and civic formation as pedagogical priorities; Schema Activation and Pedagogical Adaptation, highlighting the repurposing of clinical procedural logic into classroom protocols; and Thrownness and Transformative Identity Formation, illustrating how disorienting dilemmas catalyze the integration of past professional selves into emergent teacher identities. Ultimately, her experience underscores the importance of Gutmann's (1987) democratic educational principles, calling for responsive support systems and inclusive policies that empower OFW dependents as transformative educators.

Table 17
Tser PartTimers' Shared Lived Experiences

Theme	Sub-theme
From College Instructor to Grade School Civic-Minded Educator	a. Recontextualized Pedagogical Identity through Cognitive Activation
	b. Existential Engagement and Relational Presence
	c. Democratic Classroom Culture and Civic Responsibility

Table 17 shows the shared lived experiences of Tser PartTimer. Her transition at the age of 23 from a college instructor to a primary school assistant teacher represents a sophisticated pedagogical recalibration shaped by academic preparedness and early cultural immersion in Saudi Arabia. Her journey exemplifies Heidegger's (1962) "being-in-the-world," where her teacher identity emerged through everyday relational presence and a genuine "attunement" to the developmental needs of younger learners. Leveraging Bartlett's (1932) schema theory, she actively restructured her prior instructional frameworks, which decomposing complex academic routines into developmentally appropriate heuristics and scaffolds. This adaptation was reinforced by Dewey's (1938) experiential learning, where iterative cycles of trial and reflection bridged the gap between adult instruction and primary education. Furthermore, her classroom

practice embodies Noddings' (1984) ethics of care, privileging relational responsibility and emotional safety as the foundations for learning. Collectively, these findings yield three central themes: Recontextualized Pedagogical Identity through Cognitive Activation, which describes the cognitive abstraction required to prune disciplinary complexity for younger minds; Existential Engagement and Relational Presence, highlighting the convergence of moral attentiveness and existential presence; and Democratic Classroom Culture and Civic Responsibility, which posits the classroom as a "micro-public" for fostering shared responsibility and participatory habits. Ultimately, her narrative affirms Gutmann's (1987) vision of democratic education, demonstrating how career shifters function as civic agents who foster dignity and collaborative engagement in international schools.

Table 18
Tser Managers; Shared Lived Experiences

Theme	Sub-theme
Marketing Roots Reimagined through Relational Teaching	a. Maternal Motivation and Relational Presence
	b. Schema Activation and Transferable Corporate Skills
	c. Thrownness and Recursive Adaptation in Multicultural Contexts

Table 18 shows the shared lived experiences of Tser Manager. Her vocational transition from corporate marketing to formal education exemplifies a journey deeply rooted in Noddings' (1984) ethics of care, where maternal motivation, specifically the desire for relational presence and children's educational security, serves as a primary ethical orientation. Her narrative reflects Heidegger's (1962) "being-in-the-world," as she navigates the existential tension between domestic obligations and institutional demands, fostering a professional identity grounded in "attunement." Through Bartlett's (1932) schema theory, her corporate competencies in team coordination, client communication, and campaign planning were cognitively mapped and reconstructed into pedagogical heuristics for classroom logistics and parent engagement. This adaptation follows Bateson's (1972) ecological learning theory,

where recursive cycles of feedback and reflection within a multicultural context gradually transform existential dislocation into situated competence. These findings yield three central themes: Maternal Motivation and Relational Presence, which legitimizes caregiving as a sustained pedagogical stance; Schema Activation and Transferable Corporate Skills, illustrating the active reconstruction of marketing schemata into classroom routines; and Thrownness and Recursive Adaptation in Multicultural Contexts, highlighting the iterative process of professional growth through environmental interaction. Ultimately, her experience aligns with Knowles' (1980) adult learning principles, affirming that career shifters enrich school communities by bridging corporate expertise with deep relational depth.

Table 19
Tser MomSchoolers' Shared Lived Experiences

Theme	Sub-theme
Homeschooling Roots Shaped Formal Teaching Identity	a. Experiential Pedagogy and Caregiving Foundations
	b. Thrownness and Identity Formation in Multicultural Contexts
	c. Schema Activation and Emotional Attunement

Table 19 shows the shared lived experiences of Tser MomSchoolers. Her 25-year narrative as a dependent career shifter illustrates a profound vocational transformation where the organic evolution of homeschooling evolved into formal instruction, deeply rooted in Dewey's (1938) experiential learning. Her transition reflects Heidegger's (1962) "thrownness," as her identity as an educator emerged through existential adaptation and relational engagement within a professional arena she did not originally intend to enter. Leveraging Bartlett's (1932) schema theory, she recontextualized cognitive frameworks of discipline and instructional flexibility developed at home into formal classroom strategies, a process enriched by Bateson's (1972) ecological learning through dynamic feedback loops in a multicultural system. Collectively, these findings yield three central themes: Experiential Pedagogy and Caregiving Foundations, which challenges institutional binaries by reframing embodied

care as deliberate instructional scaffolding; Thrownness and Identity Formation in Multicultural Contexts, highlighting how existential dislocation can catalyze rapid reflexivity and intercultural repertoires; and Schema Activation and Emotional Attunement, which posits that Noddings' (1984) ethics of care is not merely dispositional but a procedural heuristic for reading student cues and designing responsive interventions. Ultimately, her narrative affirms that lived experience is a vital pedagogical asset, calling for inclusive structures that legitimize the relational depth and patience of home-grown educators.

The lived experiences of OFW and dependent career shifters reveal a multidimensional process of identity learning and vocational reframing, where transitions from healthcare, marketing, and ministry are catalyzed by "disorienting dilemmas" that prompt deep critical reflection (Mezirow, 2000; Illeris, 2014). This transformation is not a linear abandonment of the past but a layered integration of prior professional schemas, ranging from clinical nursing protocols to corporate communication, which are cognitively restructured to meet the relational and developmental demands of inclusive pedagogy (Bartlett, 1932; Korthagen, 2017). While entry into education often triggers a profound sense of "thrownness" or existential dislocation (Heidegger, 1962), participants navigate this uncertainty through emotional agility and reflective practice, transforming ambiguity into professional agency by leveraging clinical empathy and corporate coordination as foundational pedagogical assets (Schön, 1983; Gu & Day, 2013; Appleby et al., 2014). Clinical instincts for vulnerability are recontextualized as a "pedagogy of care" (Noddings, 2012), while stakeholder engagement skills are repurposed to manage diverse classroom dynamics and emotional labor, enhancing both student wellness and teacher resilience (Beauchamp & Thomas, 2009; Maslach & Leiter, 1997). Within the framework of Saudi Vision 2030, these educators transition through diverse pathways, from self-directed learning to "informal apprenticeships" in school volunteerism, converging in a "moral vocation"

that views the classroom as a space for intellectual and civic formation (Biesta, 2010; Palmer, 2007; Human Capability Development Program, 2025). Ultimately, these practitioners bridge personal resilience with pedagogical innovation, positioning themselves as vital contributors to a globally responsive, future-ready teaching staff (Gutmann, 1987; Saudi Vision 2030, 2025).

The vocational journeys of OFW and dependent educators manifest through diverse forms of pedagogical integration, ranging from dual-role maintenance, where clinical nursing expertise directly informs student wellbeing, to complete professional reinvention, where teacher identity is "constructed and reconstructed through stories of experience" (Beauchamp & Thomas, 2009; Korthagen, 2017). This transition is profoundly anchored in emotional drivers such as motherhood, caregiving, and migration, which serve as catalysts for vocational rediscovery and identity expansion (Abramson, 2025; Silver, 2023). Motherhood and prior caregiving roles instill an intuitive "ethics of care," enabling educators to perform the essential emotional labor required for inclusive, trauma-informed pedagogy by translating relational presence into classroom practice (Abirami, 2025). Ultimately, these emotional anchors, reinforced by the pursuit of belonging and civic contribution, allow career shifters to transform their lived transnational experiences into a platform for social impact and cultural bridge-building, infusing their new vocation with resilience and relational depth.

Support systems established by the schools to enable the Overseas Filipino Workers (OFW) and OFW dependents career shifters. Table 20 shows the administrative perspective of SP Pragma, highlighting the complex interplay between structural limitations and relational scaffolding in the vocational resettlement of OFW and dependent career shifters. While schools offer practice-centered supports, such as mentorship, demo-lesson coaching, and in-service professional development, to facilitate the conversion of workplace schemata into child-centered procedures (Dewey, 1938;

Bartlett, 1932), these efforts are often undermined by credentialing gaps, rigid temporal constraints, and policy misalignment with DepEd frameworks (Ampuan & Bangcola, 2024a; Taguines, 2024a).

Table 20
SP Pragma Support Systems

Theme	Sub-theme
Institutional Gaps and Human-Centered Supports	a. Practice-centered supports: mentorship, demo lessons, and in-service professional development
	b. Credentialing gaps and externalized certification burdens
	c. Temporal and access constraints for OFWs and dependents
	d. Policy misalignment and limited DepEd coordination
	e. Recognition, identity, and emotional labor in vocational resettlement
	f. Governance, voice, and participatory inclusion

To mitigate existential "thrownness" and identity fragmentation, administrators advocate for the institutionalization of coached induction, modular micro-credentials, and asynchronous training modules to equalize access for caregiving dependents (Heidegger, 1962; OECD, 2024; Coursera, 2025). Furthermore, addressing the "institutional paradox" requires co-designing overseas-specific policy addenda and formalizing reflective practice to support both technical coaching and the emotional labor of vocational transition (Bateson, 1972; Mezirow, 1991; Maslach & Leiter, 1997). Ultimately, by democratizing governance through virtual town halls and transparent criteria for professional conversion, schools can leverage the latent talent of dependents, transforming episodic supports into coherent pathways for durable institutional and personal growth (Biesta, 2010; Tupper & Ellis, 2020).

Table 21 shows the administrative perspective of SP Syste. It emphasizes institutionalized professional development as the primary infrastructure for career shifter integration, utilizing a structured rhythm of pre-service and quarterly seminars to facilitate the conversion of occupational schemata into pedagogical routines (Dewey, 1938; Bartlett, 1932).

Table 21
SP System Support Systems

Theme	Sub-theme
Institutional Gaps and Human-Centered Supports	a. Institutionalized professional development as the primary support infrastructure
	b. Parity of access for dependents with emergent comprehension and commitment barriers
	c. Policy supports for advanced study as an institutional retention and capacity lever
	d. From seminars to transformation: bridging declarative knowledge and embodied practice

While providing parity of access for dependents is a significant equity advantage (Biesta, 2010), the transition is often hindered by "comprehension and commitment barriers," necessitating differentiated instructional designs that translate technical jargon into practical heuristics and offer asynchronous, modular flexibility to accommodate caregiving schedules (Tupper & Ellis, 2020; Taguines, 2024a). Furthermore, bridging the gap between declarative knowledge and embodied practice requires recursive feedback models, such as microteaching, co-teaching, and reflective portfolios, to ensure cognitive structures reorganize into durable classroom behaviors (Bateson, 1972; Mezirow, 1991). Strategic policy levers, including supported advanced study and credential recognition, further serve as vital retention mechanisms that align individual aspirations with broader institutional capacity-building and sustainable school transformation (OECD, 2024; Cruz & Serrano, 2023a; Ampuan & Bangcola, 2024b). Ultimately, by move beyond compliance-based training toward a practice-oriented learning ecology, schools can empower career shifters to transition from existential "thrownness" to a sustained and legitimate teacherly presence (Heidegger, 1962).

Table 22 shows the administrative perspective of SP Practi, which reveals a brittle support ecology characterized by a minimalist reliance on remote webinars, which often lack the practice-based components necessary to reorganize workplace schemata into classroom routines (Dewey, 1938; Bartlett, 1932). This "minimalist" architecture is further compromised by temporal misalignment, where

time zone differences act as a structural barrier to synchronous participation, and an over-dependence on external Philippine-based sponsors, which reduces systemic resilience and local adaptive capacity (Bateson, 1972; Taguines, 2024b).

Table 22
SP Practi Support Systems

Theme	Sub-theme
Fragmented Infrastructures and the Call for Coordinated Brokerage: Reimagining Access and Support for Transnational Educators	a. Limited support architecture: webinars as the principal offering
	b. Temporal misalignment: time difference as a structural access barrier
	c. Sponsor dependency and fragmented brokerage of support
	e. Call for embassy coordination: systemic brokerage at diplomatic level

Such institutional gaps perpetuate a state of existential "thrownness" and professional liminality, as aspiring educators find their learning unvalidated by local supervised practicum or formal policy brokerage (Heidegger, 1962; Ampuan & Bangcola, 2024b). To address these fragmented brokerage mechanisms, SP Practi advocates for systemic embassy-level coordination through an education attaché to bridge policy silos and streamline DepEd coordination (OECD, 2024). By augmenting declarative webinar inputs with locally coached practice, asynchronous micro-modules, and portfolio assessment rubrics, schools can convert episodic exposure into verifiable professional capital and durable teacherly identity (Mezirow, 1991; Cruz & Serrano, 2023a; Tupper & Ellis, 2020).

Table 23
SP Champ Support Systems

Theme	Sub-theme
Scaffolded Integration and Fragile Access: Building a Sustainable Support Ecology for Career Shifters	a. Coaching and scaffolded practice as the core enabling support
	b. Accessibility is <u>practiceable</u> but fragile: time, distance, and dedication
	c. Policy alignment and credential pathways mediate employability and legitimacy
	d. Career shifter retention as evidence of effective support-ecology

Table 23 presents the school transformation action points from SP Champ. It establishes a replicable micro-model for vocational

conversion, positioning coaching and scaffolded practice as the essential enablers of durable teacherly identity. This pathway involves translating declarative knowledge into embodied classroom routines through incremental tasking, such as staged lesson preparation and student evaluation, which facilitates the recursive learning loops necessary for schema reorganization (Dewey, 1938; Bartlett, 1932; Bateson, 1972). While this model effectively converts experiential capital into licensed teaching capacity, its accessibility remains "practiceable but fragile," often strained by geographic distance and the temporal demands of migration (Heidegger, 1962; Taguines, 2024b). To scale this success, SP Champ advocates for formalizing coached induction protocols and aligning MOE accreditation with DepEd curricular strands, ensuring that subject-matched placements for career shifters (e.g., accountancy graduates teaching business strands) provide legitimate entry points into the profession (OECD, 2024; Ampuan & Bangcola, 2024b). Ultimately, long-term retention serves as the primary metric of a healthy support ecology, signaling a successful transformation from "outsider" to "teacherly insider" and affirming the institutional value of honoring lived experience as a vital force in educational change (Mezirow, 1991; Cruz & Serrano, 2023a).

Targeted Educational Reforms to Maximize Greater Participation from OFWs and their Dependents. Table 24 presents the school transformation action points from SP Pragma. The findings illuminate a transformative landscape where systemic reform and personal reinvention intersect through the contextualization of the Revised K-12 Curriculum. This process is not merely administrative but ontological, requiring educators to "dwell" within the curriculum to preserve Filipino cultural identity while navigating host-country regulations (Heidegger, 1962; Dewey, 1938). The shift toward learner-centered and wellbeing-focused pedagogy leverages the experiential strengths of career shifters, who repurpose prior workplace schemata into active classroom workflows

through recursive feedback loops of coaching and microteaching (Bartlett, 1932; Bateson, 1972).

Table 24
SP Pragma School Transformation Action Points

Theme	Sub-theme
Reimagining Curriculum, Pedagogy, and Identity in Transnational Teaching Pathways	a. Curriculum contextualization: Revised K-12 Curriculum adaptation and identity preservation
	b. Pedagogical shift: learner-centered, activity-based, and wellbeing-focused practices
	c. Institutional supports: mentorship, professional development, and credentialing gaps
	d. Community engagement: OFWs, dependents career shifters, and participatory roles
	e. Barriers: time, policy rigidity, and DepEd coordination limits
	f. Identity, emotional labor, and vocational resettlement

While institutional mentorship provides essential scaffolding, persistent credentialing gaps and "institutional frictions", such as rigid DepEd policies and temporal constraints, perpetuate a state of professional liminality (Ampuan & Bangcola, 2024a; Tupper & Ellis, 2020). To mitigate these barriers, SP Pragma advocates for modular micro-credentials, flexible temporal designs, and documented governance pathways that translate the social capital of OFWs and dependents into formal institutional influence (Biesta, 2010; OECD, 2024). Ultimately, by embedding reflective practice and affective coaching into induction, schools can convert the emotional labor of vocational resettlement into a developmental resource, allowing career shifters to move from disorienting "thrownness" to a validated, stable teacherly identity (Mezirow, 1991; Maslach & Leiter, 1997).

Table 25 presents the school transformation action points from SP System. It reveals a brittle support ecology characterized by a minimalist reliance on remote webinars, which lack the practice-based components necessary to reorganize workplace schemata into classroom routines (Dewey, 1938; Bartlett, 1932). This "minimalist" architecture is further compromised by temporal misalignment, where time zone differences act as a structural barrier

to synchronous participation, and an over-dependence on external Philippine-based sponsors, which reduces systemic resilience and local adaptive capacity (Bateson, 1972; Taguines, 2024a).

Table 25
SP Syste School Transformation Action Points

Theme	Sub-theme
Bridging Global Readiness and Local Realities: Toward Inclusive, Participatory, and Transformative Education	a. Curriculum relevance and global readiness
	b. Pedagogical innovation: structured, student-centered, tech-driven practice
	c. Community co-creation and participatory governance
	d. Parity of access and the comprehension-commitment gap
	e. Systemic barriers and the pathway to institutional transformation

Such institutional gaps exacerbate existential "thrownness" and professional liminality, as aspiring educators find their learning unvalidated by local supervised practicum or formal policy brokerage (Heidegger, 1962; Ampuan & Bangcola, 2024a). To address these fragmented brokerage mechanisms, SP Practi advocates for systemic embassy-level coordination through an education attaché to bridge policy silos and streamline DepEd coordination (OECD, 2024). By augmenting declarative webinar inputs with locally coached practice, asynchronous micro-modules, and portfolio assessment rubrics, schools can convert episodic exposure into verifiable professional capital and durable teacherly identity (Mezirow, 1991; Cruz & Serrano, 2023b; Tupper & Ellis, 2020).

Table 26
SP Practi School Transformation Action Points

Theme	Sub-theme
From Contribution to Curriculum: Embedding Life Skills, Cultural Capital, and Volunteerism into Inclusive Schooling	a. Life skills and values integration as curricular priority
	b. Volunteerism as a primary avenue for OFW and dependent participation
	c. Temporal and empowerment barriers limiting deeper engagement

Table 26 presents the school transformation action points from the perspective of SP Practi School. It reveals a brittle support ecology characterized by a minimalist reliance on

remote webinars, which lack the practice-based components necessary to reorganize workplace schemata into classroom routines (Dewey, 1938; Bartlett, 1932). This "minimalist" architecture is further compromised by temporal misalignment, where time zone differences act as a structural barrier to synchronous participation, and an over-dependence on external Philippine-based sponsors, which reduces systemic resilience and local adaptive capacity (Bateson, 1972; Taguines, 2024a). Such institutional gaps exacerbate existential "thrownness" and professional liminality, as aspiring educators find their learning unvalidated by local supervised practicum or formal policy brokerage (Heidegger, 1962; Ampuan & Bangcola, 2024b). To address these fragmented brokerage mechanisms, SP Practi advocates for systemic embassy-level coordination through an education attaché to bridge policy silos and streamline DepEd coordination (OECD, 2024). By augmenting declarative webinar inputs with locally coached practice, asynchronous micro-modules, and portfolio assessment rubrics, schools can convert episodic exposure into verifiable professional capital and durable teacherly identity (Mezirow, 1991; Cruz & Serrano, 2023b; Tupper & Ellis, 2020).

Table 27
SP Champ School Transformation Action Points

Theme	Sub-theme
From Entry to Endurance: Structured Conversion and Strategic Alignment for Career Shifter Integration	a. Coached induction and staged responsibility as the engine of conversion
	b. Accessibility is <u>practiceable</u> but fragile: time, distance, and dedication
	c. Credential-policy alignment creates pragmatic entry points and future-proofing needs
	d. Subject-matter expertise and technology literacy as high-value assets
	e. Institutional advocacy and partnership brokering as a sustainability lever

Table 26 presents the school transformation action points from the perspective of SP Champ School. It highlights a pragmatic micro-model of vocational conversion where coached induction and staged responsibility serve as the primary engines of transformation, enabling career shifters to restructure occupational

schemata into durable pedagogical routines through Dewey's (1938) "learning by doing" and Bateson's (1972) recursive learning logic. While individual dedication often compensates for fragile accessibility caused by geographic distance and temporal constraints, sustainable resettlement requires a shift toward flexible, localized delivery and asynchronous modules to reduce the existential "thrownness" of the transition (Heidegger, 1962; Taguines, 2024b; Tupper & Ellis, 2020).

Furthermore, SP Champ emphasizes that credential-policy alignment and institutional advocacy are critical sustainability levers; by mapping subject-matter expertise to specific curricular needs, schools create immediate, legitimate placements that "future-proof" the professional journey toward full licensure (Bartlett, 1932; Ampuan & Bangcola, 2024b). This ecology is strengthened through partnership brokering, such as MOUs with teacher certificate providers and consular advocacy, which converts individual success stories into a scalable sectoral program (Bateson, 1972; OECD, 2024; Coursera, 2025). Ultimately, this framework envisions a participatory school transformation where OFWs and dependents are empowered to co-lead educational innovation, transforming their experiential capital into a licensed, retained, and culturally grounded teaching force (Mezirow, 1991; Biesta, 2010; Cruz & Serrano, 2023b).

Proposed Career Shifter Integration and Transformation Framework (CSITF). The formulation of the Career Shifter Integration and Transformation Framework (CSITF) emerges from a deep engagement with the lived experiences of Overseas Filipino Workers (OFWs) and their dependents who have transitioned into teaching roles in Philippine International Schools (PIS) in the Kingdom of Saudi Arabia. This research responds to a pressing institutional requirement: how to meaningfully integrate transnational career shifters into the educational system in ways that honor their prior experience, accelerate their pedagogical growth, and strengthen school capacity?

Purpose. Provide a scalable, evidence-informed institutional model that integrates transnational career shifters (OFWs and dependents) into Philippine international schools, converting prior experiential capital into sustained teacherly practice and institutional capacity.

Objectives. The objectives of this CSITF are the following: (1) Validate and map incoming experiential competencies into school-relevant roles and credential pathways. (2) Deliver scaffolded, practice-based learning that quickly translates knowledge into classroom routines. (3) Reduce access barriers (time, cost, regulation) through flexible temporal design and partnership brokering. (4) Strengthening governance and community voice so OFWs and dependents co-create curriculum and school life. (5) Monitor outcomes to iterate policy and scale effective practices.

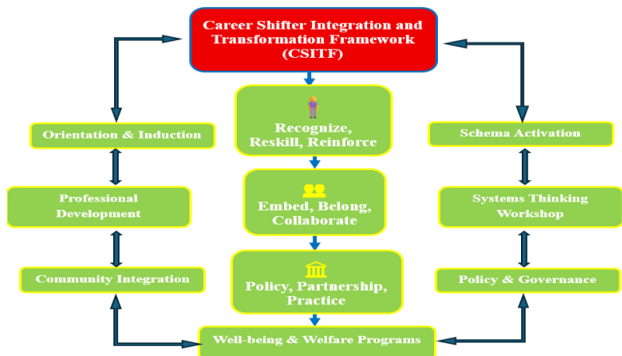


Figure 6
Three levels Framework Structure and Themes

The framework (Figure 6) serves as a scalable, evidence-informed institutional model designed to convert the experiential capital of Overseas Filipino Workers (OFWs) and their dependents into sustained pedagogical practice. By operationalizing a three-tiered approach: individual ("Recognize, Reskill, Reinforce"), group ("Embed, Belong, Collaborate"), and organizational ("Policy, Partnership, Practice"). The framework directly addresses systemic "thrownness" and fragmented support structures within Philippine International Schools (Heidegger, 1962). Rooted in Dewey's (1938) experiential learning, Bartlett's (1932) schema theory, and Bateson's (1972) ecological systems, the CSITF validates prior occupational

competencies through personalized intake, modular micro-credentials, and staged, compensated practica. This individual journey is bolstered at the team level through co-teaching rotations, faculty collaboration, and recursive learning cycles that mitigate existential dislocation and foster professional belonging (Mezirow, 1991).

At the organizational level, the framework prioritizes systemic coherence by aligning leadership commitment with external policy brokerage and MOUs to bridge credentialing gaps (OECD, 2024; Ampuan & Bangcola, 2024b). To ensure parity of access, the CSITF employs flexible temporal designs, such as asynchronous delivery and weekend intensives, to accommodate the caregiving constraints of transnational dependents (Tupper & Ellis, 2020; Taguines, 2024b). Ultimately, by democratizing governance through rotating advisory seats and monitoring data-driven metrics like credential-stacking and wellbeing indicators, the CSITF transforms schools into inclusive ecosystems where lived experience drives holistic institutional growth (Biesta, 2010).

DISCUSSION

The narratives of Tser dependent career shifters, ranging from healthcare and IT professionals to caregivers, reveal a profound process of identity reconstruction and resilience. Initially displaced by migration to Saudi Arabia or institutional constraints, these individuals undergo "thrownness," eventually achieving "attunement" by transforming prior professional schemas into pedagogical assets. Their transition is characterized by emotional labor, maternal motivation, and the deliberate recontextualization of skills like empathy and organizational precision into learner-centered teaching. Guided by the Career Shifter Integration and Transformation Framework (CSITF) and theories from Noddings, Biesta, and Bronfenbrenner, this evolution enriches international schools with inclusive pedagogy and cultural capital, positioning shifters as vital catalysts for systemic renewal and institutional growth.

Career shifting among OFWs and dependents is a multidimensional, non-linear journey moving from Dissonance to Resettlement. This trajectory involves overcoming the "shock" of displacement through a staged model of acceptance, learning, and active reconfiguration of a "teacherly" identity. The study concludes that successful integration is an ecological transformation; individual adaptations create feedback loops that reshape school governance and curriculum. Ultimately, the transition from disruptive "thrownness" to progressive "attunement" depends on institutional responsiveness. When schools move beyond simple HR accommodations to offer coached induction and recognized credential pathways, they convert lived experience into a sustained, system-level engine for educational reform aligned with Saudi Vision 2030.

To institutionalize these transitions, academic institutions must codify coached induction pathways and embed practice-based professional development that rewards applied artifacts over theoretical knowledge. Administrators should prioritize temporal equity by providing asynchronous learning and establishing formal credential mapping to reduce barriers for working dependents. Future career shifters are encouraged to build portable evidence portfolios and strategically leverage their disciplinary strengths (e.g., Accountancy to ABM). Finally, researchers should pursue longitudinal mixed-methods studies to track retention and evaluate specific interventions like stipended practicums. By aligning policy, funding, and mentorship, schools can formalize volunteer-to-career pipelines and turn episodic energy into permanent pedagogical assets.

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Data availability statement. All data supporting the findings of this study are included within the manuscript and its supplementary materials.

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