

# **First Transnational Training of Trainers (TTT)**

**Davao, Philippines**

**10-14 June 2019**



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## **First Transnational Train the Trainers (TTT) - Aims, tasks and expected outcomes**

The participants in the Transnational Training of Trainers (TTT) carry out an important task for the project FORTH, whose mission is to develop a system of support from different perspectives for the enhancement of teaching in the challenged areas in the Philippines as a pilot for other similar regions of the world

### ***The mission for the Transnational Training of Trainers Group***

The TTT Group will have three main tasks with a number of specificities for each University:

- 1-To, collaboratively, develop the profile of the teacher and the program and, the educational process to be followed towards a Major "Teaching in Challenged Areas" in an appropriate existing Master's degree in Education.
- 2- To deliver this training at the university and/or at the selected schools with the development of learning clusters according to the mission
- 3- To develop a system where BA students could benefit from this preparation if they choose to go to or are sent to these challenged regions as student teachers or pre-service teachers, or to explore the possibility of offering modules as electives in the undergraduate program.

### ***Outcomes expected:***

*Prior to the Seminar* each university should

1. Complete the allocation of Trainers to a specific task and module- *List to be sent by 30<sup>th</sup> of March to Ingrid van der Meer University of Groningen [Y.van.der.Meer@rug.nl](mailto:Y.van.der.Meer@rug.nl) - Trainer assigned to develop the BA involvement of practice teachers or the introduction of electives in the BA as well as the school-representatives should also be assigned a module.*
2. Present the first plan for cluster training (See below)

*During the Seminar*

1. Present the work done in the working group of reference by module
2. Contribute to the group's task in a collaborative and constructive manner

*By the end of the Seminar:*

1. Profile of the teacher, and, Program Profiles of the specialization in an MA, and BA involvement will have been elaborated, discussed and agreed on
2. Contribution of each module to the general profile agreed on
3. Competences and learning outcomes identified for each module
4. The first draft for each module has been prepared

During the period up to the second meeting this first draft will be further elaborated into a second draft to be prepared for discussion in the TTT2 January/February 2020

**Tasks to be completed by each of the participants before the first TTT:**

**1. What is critical in the profile of a teacher for teaching effectively in challenged areas?**

**a. Which elements should be in the program profile to attain the teacher's profile?-**

*In terms of competences:*

*(1) Values and commitment,*

*(2) Attitudes achieved*

*(3) Abilities/skills attained*

*(4) Knowledge and understanding*

**b. Describe methods used:**

**-consultation** to teachers, colleagues at the faculty, student teachers-particularly from challenged areas- parents, schools. With focus groups, interviews... others

**-Reflection, discussion**

**-Looking at written references**

**-Research studies, documents (white papers-grey literature)**

(2/3 pages each) This task can be done in group (by university or otherwise) or individually per participant-depending on methods used

**2. How may the module I have been assigned contribute to the preparation of the teacher you have described in question 1? What competences should be addressed in this module? What would be the learning outcomes of this module?**

**Also describe methods used:**

**-Reflection, discussion with colleagues-** explain how

**-Desk research-** outline of key authors, lines followed, experiences carried out

**-Focal points in the world** in thought or experimentation

**This task should be done individually** (4 pages each person)

**Tasks to be completed by each university:**

At each university level- Please bring with you

**1- Plan of work with the three schools:**

1.1 Describe organization of the cluster, participants

1.2 Identifying needs (each of the three schools) and initial development plans and

1.3 How do you intend to work with the schools to reach intended outcomes –Regularity of meetings, location, responsibilities (1 to 2 pages)

**2-Suggestions and proposals of how we can work with FORTH and BA student teachers** (1 page)

## **Concepts - initial shared understanding**

**Training-** Used in the sense of collaborative learning- The group itself obtains, explores, designs meanings and understandings, critically reviews literature and resources incorporating new ideas, advances together to strengthen own/ group beliefs and convictions as well as to reach common understanding, and explores the possibility to explain and continue learning from others. All learn and all train each other. The common aim is to advance knowledge, understanding and possibility of social development.

### **Profile-**

- a. of a professional in a job-** Combination of characteristics, traits, attributes, abilities- in a competence-based system summed up by the concept of competence -which make a person adequate for a profession or a particular post
- b. of an academic program-**the aim of an educational process developing the set of competences desired to be able to respond to the requirements of a profession requires in terms of capacity to be employed as well as the potential to contribute to society

**Competence-** is the dynamic combination of knowledge, understanding, abilities/skills, attitudes, commitment and values to be developed in education, in order to reach a particular desired profile.

**Learning outcome-** Statement of what a learner can demonstrate to have achieved in terms of a level of competence.

**Challenged areas -** Critical areas for world transformation through education; in particular reference to challenges of poverty and marginalization

**Clusters** – Groups of forces envisaging acting together to create a positive context; Clusters in FORTH are made of the university in the centre and the three schools designated to participate. This also envisages local parents, social workers and other positive elements and stakeholders called to participate, with the stimulus of the Department of Education.

**Cluster Teaching-** Activity to develop learning in a collective manner in the particular selected areas- schools. A representative teacher will act as or will be the constant and sustainable link with the school community. Teachers and students in the schools, as protagonists, can get involved in testing the adequacy of methods used to develop the best stimulating materials for the area. Clusters become a “lab” setting looking for the most efficient ways of learning and transforming the context.

**Tuning-** The Tuning Project – Methodology and approach selected to develop a competence -based student centered and outcome -based education. The Tuning project is at the core of FORTH project in terms of philosophy and system of work. (See Tuning Academy)

[www.tuningacademy.org/](http://www.tuningacademy.org/)

**These are initial concepts to be discussed further during the seminar- Others may also require common understanding and development**

Julia M González

# **FORTH First Transnational Training of Trainers (TTT)**

## **10-14 June 2019**

### **Program**

#### **Sunday 9 June**

Arrival (Reception or dinner)

#### **Monday 10 June**

*Plenary session*

8:30 am Invocation and Opening- Davao authorities

8:45 am Presentation of the FORTH project and the TTT program for the week

10:30 am *Break*

11:00 am Summary presentation by each Philippine University of question 1  
(20 minutes each)

1. What is critical in the profile of a teacher for teaching effectively in challenged areas?

a. Which elements should be in the program profile to attain the teacher's profile?

In terms of competences: (1) Values and commitment, (2) Attitudes achieved (3) Abilities/skills attained (4) Knowledge and understanding

b. Describe methods used: -consultation to teachers, colleagues at the faculty, student teachers-particularly from challenged areas- parents, schools. With focus groups, interviews... other -Reflection, discussion -Looking at written references - Research studies, documents (white papers-grey literature)

12:30 pm *Lunch*

2:00 pm *Group work by module*

Profile of a teacher for teaching effectively in challenged areas- The group will select the competences to describe this profile taking into consideration the work presented in the morning.

4:00 pm *Break*

4:30 pm Continuation of the work

6:30 pm End of work

*Dinner*

Representatives of each module group meet for agreement on the selected competences.  
(Grouping similar contributions)

#### **Tuesday 11 June**

8:30 am *Plenary session*

Presentation of the Profile of the teacher teaching effectively in challenged areas, followed by Discussion and agreement

10:30 am      *Break*

11:00 am      *Group work by module*

-Presentation of the module by each of the participants emphasizing

    How the module contributes to the profile described

    Which competences should be addressed in this module?

    What would be the learning outcomes of this module?

-Description of methods used: e.g. reflection, discussion with colleagues, desk-top research, outline of the main ideas of key authors (no more than 6 according to relevance of contributions), lines followed, experiences carried out, focal points in the world in thought or experimentation

Module 1: Profile of teacher in marginal areas: motivation, relevance, meaning, teacher beliefs on the impact of marginalization and poverty.

Module 2: Context analysis; defining social impact indicators; review of data.

Module 3: Creating a learning climate in challenging realities: appreciative inquiry, empathy; proximity; expectations, effective and inviting use of existing classroom space.

Module 4: Teaching, learning and assessment in challenged areas, specific methodologies making learning accessible in the context of poverty: use of multiple intelligences; collaborative learning; reflective learning; critical thinking; power to learn; higher order thinking skills and project building competency.

Module 5: Creation of relevant and innovative teaching materials for challenging realities: use of appropriate materials and tools for large classes, videos and success stories, group and project-based learning.

Module 6 Creating a teaching and learning community among colleagues: teacher-peer planning of activities; development of self-esteem, action-research, and awareness of a global community and other experiences in the world taking place in similar areas.

12:30 pm      *Lunch*

2:00 pm      *Group work by module (continued)*

4:00 pm      *Break*

4:30 pm      Finish presentations followed by personal or small groups reflections preparing for module design in terms of competences

*Dinner*

### **Wednesday 12 June**

- 8:30 am      *Group work by module*  
Identifying the most relevant 6 to 8 competences of the teacher profile addressed in your respective module
- 10:30 am     *Break*
- 11:00 am     *Group work by module* continued, including preparation of presentation
- 12:30 pm     *Lunch*
- 2:00 pm      *Plenary session*  
Presentation of the morning's work (projected) per module, followed by debate
- 4:00 pm      *Break*
- 4:30 pm      *Group work by module*  
Final adaptation of the agreed competences and 1st round on learning outcomes per selected competence.
- Dinner*
- Group representatives meet to reach final agreement on competences per module

### **Thursday 13 June**

- 8:30 am      Presentation of the agreement of competences per module and  
Explanation of work on Project lines
- 10:30 am     *Break*
- 11:00 am     *Group work by university on the Project lines*  
-Master development programme  
-BA incorporation of FORTH  
-Clusters and Clusters' plan by university
- 12:30 pm     *Lunch*
- Plenary session*  
2:00 pm      Presentation of initial plan by each university
- 4:00 pm      *Break*
- 4:30 pm      *Group work by university on the Project lines*  
Elaboration of final plan
- Dinner*
- (After dinner: Meeting of OMU with Philippine universities)

### **Friday 14 June**

*Plenary session*

8:30 am        -Presentation of final Profile for teachers working in challenged areas  
                  -Presentation of each of the modules and module design  
                  -Presentation of final plans for each Project line

10:30 am       *Break*

11:00 am       Towards the next steps to module design and Project development.

12:30 pm       *Lunch*

2:00 pm        Departure of TTT participants

(14:30 Transnational Management Committee (TMC) meeting)

## **MODULE 1**

**Teacher profile in marginal areas; motivation, relevance, meaning, teacher beliefs on the impact of marginalization and poverty**

## Centro Escolar University

### Module 1

Teacher profile in marginal areas, motivation, relevance, meaning, teacher beliefs on the impact of marginalization and poverty

**Dr. Rosana D. Lucero**

#### **1. What is critical in the profile of a teacher for teaching effectively in challenged areas?**

Years ago I had a student named Pearl, tall, pretty, intelligent and skinny. She was always clean, quiet and smiled a lot. As a scholar she did not pay for her school fees. She only paid for her food, dormitory and other project/school expenses. Often she would stay in the office of the school and would assist as a volunteer. On her final semester, she did not enroll and we were surprised when her parents came and told us she could no longer continue because she had lost her senses due to hunger.

It was already her last year in college when her parents, both farmers, told her they could no longer afford her finances. They asked her to go back home but Pearl still decided to continue her studies and lived with her friends' apartments, dormitories, homes or with whoever was willing to accommodate her. She pulled it through for one semester but food was not free. She never showed she was hungry. She never complained. She never refused when she was offered lunch or snacks, but otherwise she would never ask. Why? Is that what you call dignity in poverty? Had I known... If only she asked... If only I asked.

Up to now Pearl is my guilt. I could have helped her. I could have saved her. I could have asked her. I hate poverty.

POVERTY sucks. Pearl and her family are genuinely poor who work hard up to the last strength they have to survive. There are so many people who claim they are poor and they line up everywhere to get help, services, or anything free and the government always provides ways and means to support them, to provide for them. They are always the focus of all politicians' platforms and promises. With the number of elections we have had, with the number of politicians who have promised them better lives, better future, why are they still everywhere. There is still no proof of improvement and the number has not changed, though based on the latest statistics, "Poverty incidence among Filipinos registered at 26.3%, as of first semester of 2015" (PSA, 2016).

I may not be rich, but never will I claim I am poor. There might still be Pearls in my classes but now I am more vigilant, more sensitive so they won't lose their precious lustre and value, but what about those who are not in the classroom? How do we help people like Pearl? What is the long-term plan or project to totally eradicate poverty or at least use education to improve their status in life? Is it ambitious to claim it's possible?

I am a product of public school from kindergarten to college. Much that I wanted to teach in the public school after my graduation in 1987, politics or the system prevented me until I landed in private schools first as a high school teacher

and after four years as a college professor. If in college, students like Pearl exist what more in the basic education in particular in the elementary public schools. My PhD degree did not help me help Pearl in her situation and up to now in my 32 years of teaching I don't know if I have helped elevate the status of students facing challenges in life like poverty.

What does it take to help students in challenged areas? Teaching effectively may be one but that is limited to the four corners of the classrooms and if the students are inside the classroom, what if they are not. Sometimes even if they are inside the classroom, however effective the teacher is if the student is hungry, learning may not transpire.

A teacher working is just one warrior facing and attending not only each one of the students' welfare, academic progress, and social development but also the unhealthy environment, the office politics, difficult or uncooperative parents, as well as personal battles like family, stress, and time management (Hare,2008).

To face these battles or before a teacher faces all the students' battles, she/he must have won or at least on top of her or his own battles. Teaching students in challenged areas is critical because the teacher is part of a community she or he did not even choose. A teacher in a public school is assigned a school. Willingness to be part of this community shall make her teaching and personal commitment to be part of the students' progress more realistic and fulfilling.

No man is an island. Collaboration with other teachers sharing the same goal for the entire school's population is better and more productive than working alone for 30 students in a class. Planning, collaborating, evaluating and documenting progress of the school community is a long term plan or project than taking every challenge as it comes one day at a time. This long term plan is possible if teacher leads not only his/her class but involves the principal, the master teachers, classroom teachers, parents, staff or even the barangays. This is called community-building skills, one of the top nine characteristics and qualities of a good teacher (Meer, 2018). The other eight are expert communication skills, superior listening skills, deep knowledge and passion for their subject matter, the ability to build caring relationships with students, friendliness and approachability, excellent preparation and organization skills, strong work ethic, and high expectations for all.

Reading an article on teacher leaders (Lumpkin, Claxton, and Wilson, 2018) made me realize that a teacher who is very good in her/his class is not enough to address the challenges. To be able to involve and work with the school community for a sustainable plan not only for a class/student's progress but of the entire school population will make the school independently address the problem of every child and sustain it for the next generations of students and teachers because the culture of leadership is already embodied.

Developing teacher leaders is more sustainable because "they are experienced and respected role models, who are innovative, organized, collaborative, trustworthy, and confident facilitators of learning. They model integrity, have strong interpersonal and communication skills, display the highest level of professionalism, a commitment to students, and expertise, and demonstrate a

passion for student learning, while taking the initiative as influential change agents” (Bowman, 2004; Danielson, 2006; Katzenmeyer & Moller, 2001; Muijs & Harris, 2003; York-Barr & Duke, 2004 as cited by Lumpkin, Claxton, and Wilson, 2018 , page 60).

One’s commitment is needed but making others in the school community commit is much better. Just like in networking, producing leaders is better than doing all the work yourself. That is tiring and unhealthy.

If education works, everything will follow. Education can reduce the abuse, improve the lives of the poor and lessen if not totally eradicate poverty? According to EFA (GEM, 2013),

By building a skilled workforce, education can promote a country from one economic bracket to the next. If all students in low income countries left school with basic reading skills, we could eradicate 12% of world poverty. As such, it is an essential investment.

The EFA (Education for All) Global Monitoring Report’s [Education Transforms](#) booklet shows that education not only helps individuals escape poverty by developing the skills they need to improve their livelihoods, but also generates productivity gains that fuel economic growth. While growth does not automatically reduce poverty, without it sustained poverty reduction is not possible.

Teachers are instruments in making the students productive and self-sufficient. They need people who care, but who really cares? There are 21,000 results in Google when I typed “Who cares for the youth?” So, yes, there are people who care.

This is the challenge **EDUCATION** faces, to instil genuine care, volunteerism, and habits that the youth will bring with them as they part from the comforts of classrooms, from the walls of security of their universities and build a good future not only for themselves but with the goal of eradicating **POVERTY** in the country.

**2. How may the module I have been assigned contribute to the preparation of the teacher you have described in question 1? What competences should be addressed in this module? What would be the learning outcomes of this module?**

The table below shows the challenges that the three elementary schools experience.

<b>CEU Partner School</b>	<b>Challenges</b>	<b>Teacher Profile KSV of Teachers to respond to identified challenges</b>	<b>Competencies (basis of learning outcomes)</b>	<b>Module 1 specific topics</b>
Marcela Agoncillo Elementary	TEACHER QUALIFICATION <ul style="list-style-type: none"> <li>• Mismatched</li> </ul>	K- knowledge in subject	<ul style="list-style-type: none"> <li>• Deep knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Meaning</li> <li>• Teacher</li> </ul>

School	teachers (Kindergartens) <ul style="list-style-type: none"> <li>No MA (no higher education training)</li> </ul>	matter S- trained to handle kindergarten learners (qualifications) V- willing to learn and study and study to teach well and be qualified	of and passion for the subject matter <ul style="list-style-type: none"> <li>Explore other ways to gain knowledge and deliver them to students</li> </ul>	beliefs
Librada Avelino Elementary School	<ul style="list-style-type: none"> <li>Research and continuing education</li> </ul>	K- Research; pedagogy S- research skills; writing skills V- lifelong learning	<ul style="list-style-type: none"> <li>Record and evaluate what works in classrooms to help students learn</li> <li>Benchmark, collaborate, and do action research to improve instruction</li> </ul>	<ul style="list-style-type: none"> <li>Meaning</li> <li>Teacher beliefs</li> </ul>

Module 1 defines the characteristics and qualities of a good teacher. Teaching is satisfying if done well and results to student learning. Meer (2018) found out that there are nine specific universal qualities that are necessary for everyone who wants to teach effectively. They are the following:

1. expert communication skills
2. superior listening skills
3. deep knowledge and passion for their subject matter
4. the ability to build caring relationships with students
5. friendliness and approachability
6. excellent preparation and organization skills
7. strong work ethic
8. community-building skills
9. high expectations for all

One of the nine qualities of a good teacher that can address the challenge on teacher qualifications is deep knowledge and passion for their subject matter. Love of a subject matter inspires a person to learn more, dig deeper, and think harder about it, so passion inspires deeper knowledge.

If the teacher believes that teaching effectively only transpires when students learn then continuous improvement of one's craft is necessary to ensure that learning transpires and students progress academically and socially develop.

<b>CEU Partner School</b>	<b>Challenges</b>	<b>Teacher Profile KSV of Teachers to respond to identified challenges</b>	<b>Competencies (basis of learning outcomes)</b>	<b>Module 1 specific topics</b>
	<b>TEACHER ATTITUDE</b> <ul style="list-style-type: none"> <li>• Transition period</li> <li>• Lack of enthusiasm/ motivation of teachers</li> <li>• Not challenged to give best effort</li> </ul>	V- attitude toward change - humility to accept new assignments outside comfort zone  S- excellent communication skills  K- assessment skills for learner's academic progress	<ul style="list-style-type: none"> <li>• have a strong work ethics</li> <li>• explore other ways to gain knowledge and deliver them to students</li> <li>• modelling important lifetime skills by example</li> <li>• have excellent lesson plans, lectures, and assignments that they continually improve</li> </ul>	<ul style="list-style-type: none"> <li>• motivation</li> <li>• relevance of the profession</li> </ul>

Module 1 emphasizes the effects teachers have. As what Henry Adams says, "A good teacher affects eternity; he can never tell where his influence stops." Studies show that a teachers' expectations have a huge impact on student achievement (Meer, 2018). They establish high standards for excellence but create an environment where failure is not fatal (McGinnis, 2002). Teachers keep the motivation high.

<b>CEU Partner School</b>	<b>Challenges</b>	<b>Teacher Profile KSV of Teachers to respond to</b>	<b>Competencies (basis of learning outcomes)</b>	<b>Module 1 specific topics</b>



Geronimo Santiago Elementary School	teaching skills <ul style="list-style-type: none"> <li>• Putting together their ICT skills to academic use (e.g. reporting, researching)</li> <li>• Time management, development of IMs for remediation</li> <li>• Functionality of the ICT room in the Teaching and learning process and teachers' learning and development program</li> </ul>	K- enrich lessons with relevant and available materials	methodologies to facilitate learning <ul style="list-style-type: none"> <li>• Deep knowledge and passion for their subject matter</li> <li>• Has an excellent plan for how to teach the material</li> <li>• Participate in professional development, and think of fresh and interesting ways to reach the students</li> </ul>	
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Module 1 may address the challenge on facilities and physical environment by considering the four essentialities associated with teacher leaders: focus on student learning, empowerment, relationships, and collaboration (Lumpkin, Claxton, and Wilson, 2014). If teachers are motivated that in order to facilitate learning, they must step outside their comfort zones of traditional teaching and move into the student's world, even if it's a foreign territory. Teachers need not be experts on technology but experts on how to use them as resources in order to reach out, find common grounds with the young generation, and see themselves as co-learners. Modern teachers run towards their area of weakness, not away from it and find opportunities in every difficulty.

CEU Partner School	Challenges	Teacher Profile KSV of Teachers to respond to identified challenges	Competencies (basis of learning outcomes)	Module1 specific topics
Marcela Agoncillo Elementary School	ENVIRONMENT/STATUS OF LEARNERS <ul style="list-style-type: none"> <li>• Poor discipline</li> <li>• Working students (4-6)</li> <li>• Live in squatters area</li> <li>• Poor performance in class due to lack</li> </ul>	K- status of individual learner -status of marginal areas  S- handling personal	<ul style="list-style-type: none"> <li>• friendliness and approachability</li> <li>• ability to develop strong relationships with student</li> </ul>	<ul style="list-style-type: none"> <li>• teacher profile in marginal areas</li> <li>• teacher beliefs on the impact of marginaliz</li> </ul>

<p>Librada Avelino Elementary School</p>	<p>of physical energy</p> <ul style="list-style-type: none"> <li>• Absenteeism of the pupils due to their personal issues (e.g. family problems, drugs, child labor)</li> </ul>	<p>problems of learners</p> <p>V- understanding learners' individual differences and needs</p>	<ul style="list-style-type: none"> <li>• facilitates exchange of information</li> <li>• can handle bad behaviour</li> <li>• emotionally and physically healthy</li> <li>• making class' lessons and experiences relevant, interesting and exciting</li> <li>• motivate student progress</li> <li>• high expectations</li> </ul>	<p>ation and poverty</p> <ul style="list-style-type: none"> <li>• motivation</li> <li>• relevance</li> </ul>
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CEU Partner School	Challenges	Teacher Profile KSV of Teachers to respond to identified challenges	Competencies (basis of learning outcomes)	Module 1 specific topics
Geronimo Santiago Elementary School	Diversity of learners (Christians and Muslims): Cultural and Religious	<p>K- cultural and religious practices of Muslims and Christians</p> <ul style="list-style-type: none"> <li>- positive discipline for diverse learners</li> </ul> <p>S- skills in dealing with diverse learners</p> <ul style="list-style-type: none"> <li>- unifying Christians and Muslims</li> <li>- skills on implementing positive discipline</li> <li>- skills on classroom management for diverse learners</li> </ul> <p>V- embraces diversity through mutual respect</p>	<ul style="list-style-type: none"> <li>• Mastery on the concepts on unity and diversity based on religion and culture</li> <li>• In depth knowledge of the Muslim culture</li> <li>• Knowledge on religious celebrations of both Muslims and Christians</li> <li>• Mutual respect for both culture and religion</li> <li>• Positive discipline for diverse learners in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• teacher beliefs on the impact of marginalization</li> </ul>

Module 1 can address the challenges of students' poor environment by developing strong relationships with the students and be concern not only of their academic development but also of their welfare as a child. Teachers may not be able to address nor solve all the students' problems at home and in the society, but they may impart to them or motivate them the love of learning. Enthusiasm is contagious and students become motivated when they are placed in contact with other well-motivated people (McGinnis, 2002). If a teacher understands the role and the impact of education in marginal areas, then teaching becomes a vocation and instrumental in turning frustrations into success stories that made possible through education.

Marginalization can have a negative impact on students' psychological, emotional and physical health. So many negative feelings may arise from the students due to the impact of marginalization which may lead to suicide due to helplessness and feeling of isolation. Students may experience social, economic, and academic strain. If teachers are well informed and trained how to handle students and much more well read on what and who are considered marginalized, they may be able to help address the impact of marginalization to the student. Having an open communication and rapport with the students will allow them to seek assistance because the best teachers are the most open, welcoming, and easy to approach.

<b>CEU Partner School</b>	<b>Challenges</b>	<b>Teacher Profile KSV of Teachers to respond to identified challenges</b>	<b>Competencies (basis of learning outcomes)</b>	<b>Module 1 specific topics</b>
Llbrada Avelino Elementary School	Students: 1. Lack of self-confidence among students in their communication skills	K- carrying oneself in an interpersonal communication/interaction with others; oral fluency; comprehension  S- Communication Skills  V- building self-confidence; learning how to listen and respond properly to cues/questions	<ul style="list-style-type: none"> <li>• Provide activities/ opportunities for speaking persuasively</li> <li>• Listen hard and then use what they hear to improve the communication</li> </ul>	<ul style="list-style-type: none"> <li>• Motivation</li> <li>• Relevance</li> <li>• Meaning</li> </ul>
	Teachers: 1. Retooling teachers for their Communication Skills (e.g. revisiting the art of questioning 1exploring HOTS across subject areas)	K- The art of questioning; using HOTS in their day-to-day interactions with their pupils  S- Communication skills; scaffolding  V- change/personal and professional growth and development	<ul style="list-style-type: none"> <li>• Convey knowledge with better skill and results.</li> <li>• Paraphrase, illustrate, or take another tact when communication has fallen flat or has not reached or connected to the entire class.</li> </ul>	<ul style="list-style-type: none"> <li>• Motivation</li> <li>• Relevance</li> </ul>

In module 1, teachers address the students' lack of self-confidence by modelling confidence themselves through their excellent communication skills and superior listening skills. Teachers are able to ask questions to illicit student participation in a non-threatening environment but a challenging one instead in order to motivate and build high morale among the community of students inside and outside the classrooms. If teachers can clearly explain the assignments, correct outputs are delivered. When students fully understand what is expected of them, it's much easier for them to deliver (Meer, 2018).

<b>CEU Partner Schools</b>	<b>Challenges</b>	<b>Teacher Profile KSV of Teachers to respond to identified</b>	<b>Competencies (basis of learning outcomes)</b>	<b>Module 1 specific topics</b>
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		<b>challenges</b>		
Librada Avelino Elementary School	Difficulty in reading and numeracy skills	<p>K- Phonemics, phonetics; patterns; numbers, basic mathematical operations in context (real-life)</p> <p>S- decoding, comprehension; arithmetic; life skills</p> <p>V- giving importance to education in real-life skills</p>	<ul style="list-style-type: none"> <li>Clearly love their subjects and pass that passion and desire to learn more on to their students.</li> <li>Can expand the discussion with vivid examples, amusing illustrative anecdotes, and relevant facts</li> <li>Enrich lesson that inspires students</li> </ul>	<ul style="list-style-type: none"> <li>Teacher profile in marginal areas</li> <li>Motivation</li> <li>relevance</li> </ul>

Module 1 can focus on the definition of what the teaching profession is and how should every teacher focus on student learning. If teachers are well motivated that their role is to bring out the best in their students, then they will do their best in making sure that learning transpires. They will make sure that if one method or strategy does not work on a particular group or student, then measures must be done either through tutoring or learning assistance.

If students understand why they need to have the skill and how they can master it, then they are motivated to do and accomplish tasks. To progress academically may also mean to be prepared for independence because they have mastered or acquired lifetime skills. Making them understand the relevance of the tasks/skills they do/apply in school is only possible if the teacher can convey what they know to the students in a way that is not only understandable but engaging.

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## **Polytechnic University of the Philippines**

**Dr. Lina S. Felices**

Teacher profile in marginal areas, motivation, relevance, meaning teacher beliefs on the impact of marginalization and poverty.

**How may the module I have been assigned contribute to the preparation of the teacher you have described in question 1?**

This module I have been assigned will contribute to the preparation for teacher to resolve problems encountered by the teacher, their experiences and skills could be the best remedy. Showing the profile of teachers, giving their opinions, point of view and answering in different questions asked by the module designer will establish the self confidence or self-esteem of the teacher to enhance their competencies in values and commitment, attitudes achieved, abilities/skill attained, knowledge and understanding.

Effective teaching in primary schools is a major concern in many countries of the world. For effective teaching to take place, we need torch lighters (Lacina& Block, 2011), teachers who distinguish themselves and set themselves apart from the rest. It is argued that effective teaching also takes place where there is reflective practice (Nolan and Hoover, 2008; Delvin, Kift& Nelson, 2012). Reflective practices are considered as the brick and motor for effective teaching and literature has this to say: Without routinely engaging in reflective practice, it is unlikely that we will be able to understand the effects of our motivations, prejudices, and aspirations upon the ways in which we create, manage, receive, sift, and evaluate knowledge; and as importantly, the ways in which we are influencing the lives, directions, and achievements of those whom we nurture and teach (Day, 1999b: p. 229). On the other hand some people believe that effective teaching takes place if teachers have been exposed to the foundations of education. Philosophy of education is central to the practice of teaching. In this regard, Kagan (1990, p.85) suggested that, "as we learn more about the teacher, we are likely to come closer to understanding how effective teachers are made". Knowledge of effective pedagogical practices seem to be topical in coming up with the profile of effective teaching. Zimbabwe invested very heavily in human resources development in order to improve the quality of teaching in schools. Paucity of material resources is a factor that contributes to ineffective teaching in primary schools. Chingos& West (2010) argue that the quality of learning materials such as textbooks is an important ingredient in improving

instructions. It is not the buildings themselves that are critical for effective teaching and learning but the quality of the processes that take place within the buildings (Butts, 2010). Physical infrastructures will have an impact if they prevent work from being done. Peterson (2009) has blamed the dramatically lower number of learning hours in developing countries. Students standing in lecture rooms without being able to take lecture notes impacts negatively on the quality of education. Sawchuck (2011) has found high correlation between electricity in the school and pupils achievements. There are positive effects of electricity such as long study hours, utilisation of television, electronic equipment and tools.

Effective teaching is considered as a mystery by some authors (Goldhaber, 2002). Porter & Brophy (1988) in their study on the synthesis of research on good teaching identified that effective teachers are clear about their instructional goals, are knowledgeable about the content, communicate well, monitor students' understanding, are thoughtful and respectful about their teaching practices. On another note, in a study on conceptions of effective teaching, Saroyan et al (2009) found out that students expressed four ideas about effective teaching. Effective teachers have knowledge, prepare and manage instruction, promote learning and help students grow so they can learn independently. Fuhrman et al (2010) carried out a study on effective teaching and found that effective teachers exhibit passion for their subjects, are knowledgeable about and care for students, use a variety of teaching strategies and help students appreciate the relevance of information to their own context. Sprinkle (2009) studied students' perceptions of effective teaching and found out that students considered effective teachers as those who employ a variety of teaching styles and make real world applications. Effective teachers exhibit humor, enthusiasm, compassion, empathy and are interested in and concerned for students' outside the classroom. Pietrzak, Duncan & Korcuska, (2008) found effective teachers to be possessing a degree of knowledge, effective delivery style, organisation and known for the amount of assigned homework.

School climate contributes towards school effectiveness. Guffey (2013) notes that school climate has an impact on the effectiveness of teachers in the school. It is argued that the way an individual or a person in an organisation performs is determined by the organisational setting, in this case its climate. In a school where there is no bridge between school leadership and teachers the climate is conducive for effective teaching and learning. Where there is dialogue between the head, teachers and the pupils a healthy school climate prevails. Schools where communication is considered as the lifeblood of the organisation breed effective teaching and learning environments. The socio-economic background of students plays a major impact on their performance at school. Literature argues that materials factors such as income play a part in determining levels of education. The lower

social classes may lack the money to provide their children with same educational opportunities as middle and upper class parents. This then means that some pupils from low status families fail to perform effectively despite the fact that schools are adequately equipped with resources (Hill, 2014).

Caro (2009) is also of opinion that some pupils do not perform well as a result of being constantly send home to collect fees. Consequently these pupils cannot be in a position to do well although schools have relevant and adequate resources to be utilised for the successful accomplishments of targeted goals and objectives. Matimbe (2014) is of the view that lack of instructional materials such as syllabi and textbooks to use during teaching and learning process negatively affects effective teaching. Najumba (2013) asserts that ineffective funding and budgetary cutbacks is visible in the erosions of standards of teaching. It results in declining library standards, paucity of new text references books and journals. It is argued there are certain home conditions that affect pupils' school achievements. Children who lack provision of reading materials perform poorly in schools. A pupil who does not have his background which has resources like books sometimes perform poorly at school although she/he is taught by high qualified teachers.

#### **What is critical in the profile of a teacher for teaching effectively in challenged areas?**

- Task assigned to teachers
- Budget
- Personal concern
- Beliefs
- Individual outcome expectations
- Socio- economic background contributes to teacher effectiveness

#### **Which elements should be in the program profile to attain the teacher's profile?**

Values and commitment, attitudes achieved, abilities/skill attained, knowledged and understanding are very significant elements to attain the teacher's profile. These are all a strong foundation to establish and attain teacher's profile.

#### **What competencies should be addressed in this module?**

1. Strategies for stimulating the motivation to learn
2. Classroom motivation
3. Expertise Experience and effectiveness
4. Models for curriculum and Pedagogy in Elementary
5. Meaningfulness in Program Profile of the Specialization
6. Creating a culturally relevant curriculum for Program Profile of the specialization

Teachers teaching pedagogy influence effective teaching. Explanation and demonstration are useful in the teaching and learning. Grouping pupils according to ability for promotes teacher effectiveness. School based factors contribute to teacher effectiveness. Friendly atmosphere in an organisation contribute to teacher effectiveness. Children from literate parents seemed to be more influence to teacher. Variety teaching learning materials in scheming and planning promote effective teaching. Different questioning techniques promote teacher effectiveness.

### **What would be the learning outcomes of this module?**

- Creating effective teaching and learning environment
- Teacher quality and student achievement
- Evaluation assessing student achievement of learning
- The role of teacher and classroom management
- The effect of teacher behavior on students
- Teacher motivation
- Teachers pedagogical knowledge
- Teaching practices, teacher's beliefs and attitudes

### **Describe methods used:**

#### **Reflection**

This was a qualitative study and convenience sampling was employed. Semi-structured interviews were used (Strauss and Corbin, 1990). It is argued that good interviews are those in which the subjects are at ease and talk freely about their points of view. Good interviews produce rich data filled with words that reveal the respondents' perspectives (Bogdan and Biklen, 1992, p. 97).

From the profile of the 18 teachers the module designer based all the data answered by the teachers with the following questions:

#### **FACULTY PROFILE**

Name:

Gender:

Age:

Civil Status: S

Religion:

Highest Educational:

Years in Service:

Name of School:

Email Address:

Mobile no.:

The qualities that the teacher has to possess or develop according to the rank by the  
SAN JUAN Teachers

Characteristics (DeLuca, 2016, Orlando, 2013	Traits( Gordon College, GS)	Attributes (Lynch, 2016	Abilities (changing minds. Org.)
<ul style="list-style-type: none"> <li>• Dedicated to teaching</li> <li>• Establishes good relationships with their students</li> <li>• Patient, caring, and kind personality</li> <li>• Knowledgeable about the learners</li> <li>• Engages students in learning</li> <li>• Respects Students</li> <li>• Has his own love of learning</li> <li>• Creates sense of community and belonging in the classroom.</li> <li>• Can “Shift-gears” when strategy is</li> </ul>	<p><b>Personal Traits</b></p> <ul style="list-style-type: none"> <li>• Has ability to develop trusting and respectful classroom atmospheres</li> <li>• Respectful of students, as well as parents</li> <li>• Aware of themselves as moral philosophers and facilitators of moral growth.</li> <li>• Communicate that they know what they are doing and why they are doing it</li> <li>• Has strong personal standards and continue to be learners throughout life.</li> <li>• Highly conscientious and resourceful.</li> </ul> <p><b>Teaching Traits</b></p>	<ul style="list-style-type: none"> <li>• Positive attitude</li> <li>• Knowledgeable about the curriculum</li> <li>• Knowledgeable about the subject</li> <li>• Knowledgeable about the pedagogical content</li> <li>• Passionate</li> <li>• Enthusiastic</li> <li>• A good group leader</li> <li>• Knowledgeable about theory and practice</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom management</li> <li>• Teaching Skills</li> <li>• Subject knowledge</li> <li>• Patience</li> <li>• Adaptability</li> <li>• Constant Learning</li> <li>• Communication</li> <li>• Innovations</li> <li>• Risk Taking</li> <li>• Mentoring</li> <li>• Teamwork</li> </ul>

<p>not working</p> <ul style="list-style-type: none"> <li>• Sets high expectations for all learners</li> <li>• Skilled Leader</li> <li>• Collaborates</li> </ul>	<ul style="list-style-type: none"> <li>• Provides a well planned, organized classroom environment conducive to students spontaneous learning.</li> <li>• Uses rules as the starting point for effective instruction and learning.</li> <li>• Models respect by speaking the language of respect interactions with students.</li> <li>• Serves as ethical mentor, providing guidance through discussion, storytelling, personal encouragement.</li> </ul> <p><b>Intellectual Traits</b></p> <ul style="list-style-type: none"> <li>• Enters the classroom prepared</li> <li>• Constantly diagnosing each child's emotional state, cognitive level and interest</li> <li>• Exposes students everyday to people who are doing a variety of things to improve lives</li> </ul>		
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	<ul style="list-style-type: none"> <li>• Active Learners of moral issues</li> <li>• Knows the stage of development the student is in and as a result the capacity of the student</li> <li>• Always learning about the human condition around the world</li> <li>• Spends dedicated time developing a social conscience by participating in activities that can make a difference</li> </ul>		
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1. The values and commitment needed by the teachers to develop especially in the challenged areas are the following according to their rank:

- passion
- responsibility
- humanism
- personalized learning
- personalized learning paths
- innovations
- capturing the individual skills
- identifying gaps

**Questionnaires:**

1. Attitudes achieved

What are the common attitudes that learners manifest?

2. Abilities/skills attained

Identify the abilities/skills attained by the learners.

3. Knowledge and understanding

A. Write your schema (outline or model) about the following:

1. Pedagogical knowledge in teaching
2. Improving teacher content knowledge
3. General pedagogical knowledge strategies
4. Importance of pedagogical content knowledge

B. Do you think the above mentioned are important elements in knowledge and understanding?

If your answer is Yes why? Explain comprehensively? If no explain.

**Kindly answer the following. (phrase or bullet form will do)**

How do socio-economic differences among social groups affect the education of their children in their locality?

What are the common social issues encountered by your students which greatly affects their academic performance and attendance?

How does technology affect the academic performance of students in the urban are

In your opinion, what are the new challenges of education in terms of urbanization and growing population in your area?

How can we determine the possible negative impacts of the city's physical and social environment towards the students' learning?

What is your position on the possible implementation and efficaciousness of e-learning in urban communities?

What are the observed advantages and disadvantages of face-to-face versus virtual education?

What is the quality or level of participation being offered by the parents? Church? Local Government Officials? Other members of the community?

What are your effective teaching methods and strategies in handling students in low socio-economic status in an urban setting?

What are the materials that you use in teaching?

What are the challenges you encountered in utilizing those materials?

What materials you need, you believe would result to effective teaching-learning process in your classes?

What are the challenges you experience in the teaching and learning practices in your school?

How do district offices encourage collaboration between DO departments to support schools?

What are the general factors that hinder teachers to share their knowledge and skills smoothly on students which are particular to urban communities?

What are your effective ways/strategies on how you develop or improve your self-esteem?

In what ways do the following stakeholders help you or contribute to your professional development

- Colleagues/co-teachers;
- Subject coordinator;
- Department head;
- Principal/school head;
- District superintendent or division head;
- Other schools?

How does your school develop a culture of research among faculty members?

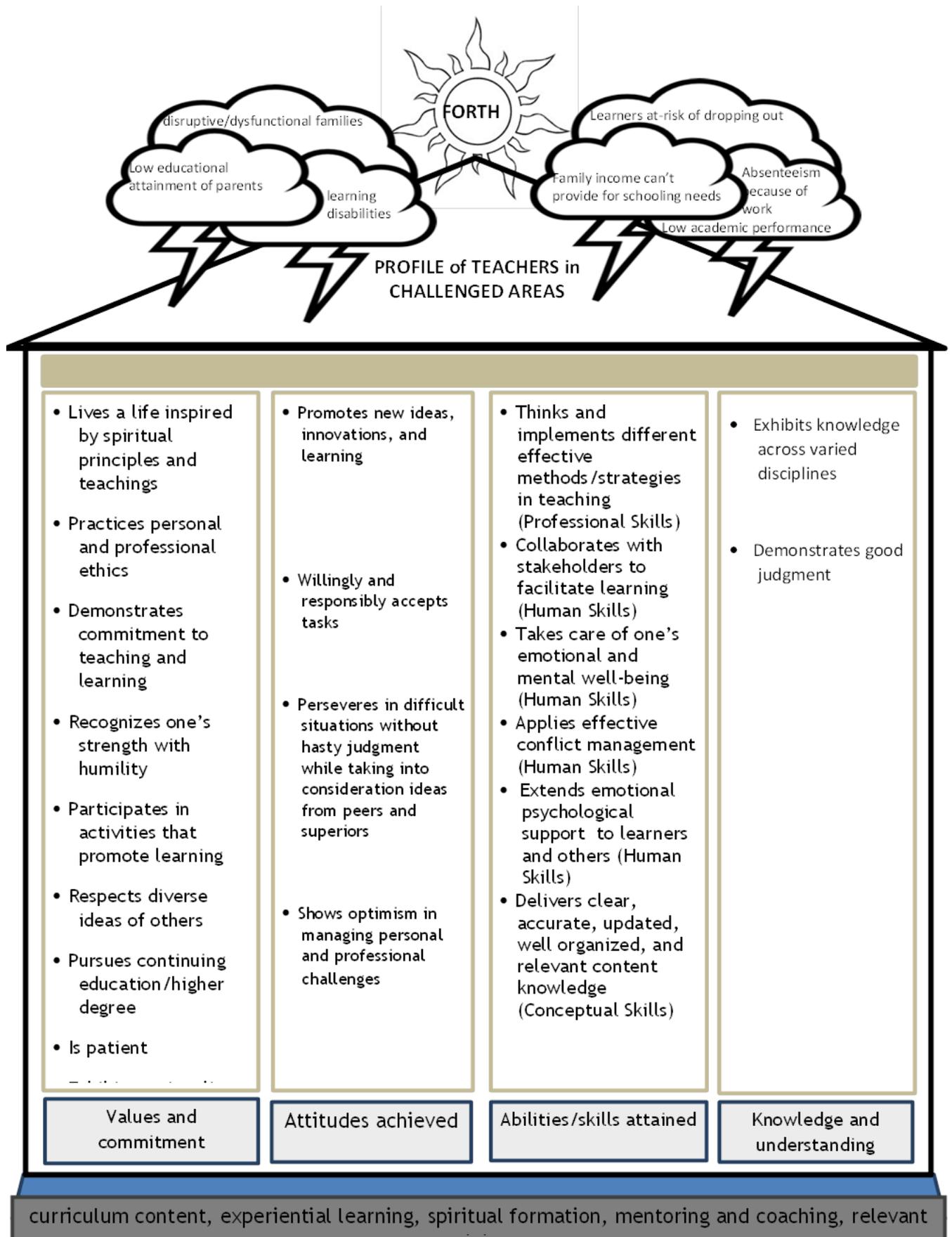
What are your suggestions and recommendations to the Department of Education top address the challenge students?

# University of St. La Salle

## MODULE 1: PROFILE OF THE ALTERNATIVE LEARNING SYSTEM TEACHERS

PARTICIPANTS	AREA	AGE	DEGREE	SPECIALIZATION	YEARS OF TEACHING EXPERIENCE	YEARS IN SERVICE AS ALS TEACHER	LICENSED TEACHER		DESIGNATION	TYPE OF TEACHING - LEARNING ENVIRONMENT	SPECIAL TRAINING
							YES	NO			
1. ARREY, DG MARK B.	MURCIA	29	MAEd (CAR)	ENGLISH	6	6	X		MOBILE TEACHER	COMMUNITY-, SCHOOL- & HOME-BASED	BREAD & PASTRY NC II; SMALL-ENGINE MOTORCYCLE NC II; MASSAGE & THERAPY COC
2. BELBAR, LAWRENCE JOY F.	MURCIA	24	BACHELOR'S DEGREE	GENERAL EDUCATION	3	1	X		INSTRUCTIONAL MANAGER	COMMUNITY- & SCHOOL-BASED	NONE
3. CAMACHO, GIAN EDWIN B.	MURCIA	33	BACHELOR'S DEGREE	HOME ECONOMICS & LIVELIHOOD ED.	11	8	X		MOBILE TEACHER	COMMUNITY- & SCHOOL-BASED	NONE
4. CANJA, DONNIVER U.	LA CASTELLANA	33	BACHELOR'S DEGREE	GENERAL EDUCATION	6	6	X		MOBILE TEACHER	COMMUNITY-BASED	BREAD & PASTRY NC II; FOOD PROCESSING NC II
5. CASTANEDA, STELLA MARIE S.	LA CASTELLANA	27	BACHELOR'S DEGREE	SPECIAL EDUCATION	11 MONTHS	11 MONTHS	X		MOBILE TEACHER	COMMUNITY-BASED	NONE
6. JINGCO, ROMEVIL S.	MURCIA	35	BACHELOR'S DEGREE	TECHNOLOGY & LIVELIHOOD ED.	4	4	X		MOBILE TEACHER	COMMUNITY- & SCHOOL-BASED	BREAD & PASTRY; ROVER SCOUTING; FOOD

												PROCESSING NC II
7. MENDOZA, JIEN OMAR T.	LA CASTELLANA	41	BACHELOR'S DEGREE	GENERAL EDUCATION	8	8	X			MOBILE TEACHER	COMMUNITY- BASED	COOKERY NC II; BREAD & PASTRY NC II; FOOD PROCESSING NC II
8. VILLANUEVA, ANDY S.	MURCIA	29	BACHELOR'S DEGREE	GENERAL EDUCATION	4	1	X			MOBILE TEACHER	COMMUNITY- & SCHOOL- BASED	BREAD & PASTRY NC II; ALS BASIC PHOTOGRAPH Y; ROVER SCOUTING, VIGIL & INVESTITURE



The competences shown in Figure 1 have corresponding indicators as shown in Tables 1-4. Teacher participants were asked to rate the importance of the indicators through a Likert scale (1-not important, 2-less important, 3-important, and 4-very important). The mean is interpreted based on the following: not important 1.00-1.60 slightly important 1.61-2.20 moderately important 2.21-2.80 important 2.81-3.40 very important 3.41-4.00.

For Tables 1, 2, and 4, the clustering of indicators into their respective competences were primarily based on the result of factor analysis. The competences were then “named” based on the indicators that grouped together as determined by the factor loadings. But the result of the factor analysis is not the sole basis because the trainers also reviewed the inclusion of the indicators and made some changes. The number that precedes the statement represents the placement of the indicator/competence in the questionnaire.

Furthermore, indicators in Table 4 were not subjected to factor analysis because of inadequate sample size.

**Table 1**

***Perceived Importance of Teachers’ Competence in Terms of Values and Commitment***

Competences*	Indicators***	<i>M</i>	<i>SD</i>	Interpretation
Lives a life inspired by spiritual principles\teachings	(9) Believes in Divine Providence	3.83	0.46	Very Important
	(10) Lives a life inspired by spiritual principles\teachings	3.67	0.55	Very Important
	(51) Considers spiritual guidance in making decisions	3.73	0.45	Very Important
Practices personal and professional ethics	(22) Is honest	3.80	0.41	Very Important
	(23) Practices professionalism	3.86	0.35	Very Important

	(41) Asserts one's own rights in a respectful manner	3.57	0.50	Very Important
	(13) Avoids spreading gossip	3.66	0.61	Very Important
	(36) Respects the privacy of others	3.87	0.35	Very Important
Demonstrates commitment to teaching and learning	(4) Demonstrates genuine concern for learners	3.90	0.31	Very Important
	(6) Is committed to teaching	4.00	0.00	Very Important
(17) Recognizes one's strength with humility		3.70	0.47	Very Important
(38) Participates in activities that promote learning		3.80	0.41	Very Important
(64) Respects diverse ideas of others		3.83	0.38	Very Important
(85) Pursues continuing education/higher degree		3.83	0.50	Very Important
Is patient**				
Exhibits nationalism**				
Acknowledges authorities and implements organizational policies**				

*Note.* \* Competences were identified based on factor analysis.

\*\*These competencies were not included in the questionnaire, but they were identified from data collected through FGD.

\*\*\*Indicators were included in the questionnaire.

**Table 2*****Perceived Importance of Teachers' Competence in Terms of Attitudes Achieved***

Competences*	Indicators***	<i>M</i>	<i>SD</i>	Interpretation
Promotes new ideas, innovations, and learning	(11) Accommodates new ideas	3.59	0.50	Very Important
	(12) Respects the ideas of others even if they contradict one's own	3.50	0.51	Very Important
	(24) Respects students' diverse background	3.72	0.45	Very Important
	(26) Treats students fairly	3.80	0.41	Very Important
	(49) Is approachable and friendly	3.76	0.44	Very Important
	(86) Exerts extra effort to be abreast with new innovations in education	3.60	0.50	Very Important
Willingly and responsibly accepts tasks	(28) Serves beyond one's basic responsibility	3.53	0.57	Very Important
	(29) Willingly accepts tasks beyond one's own ability	3.20	0.71	Important
	(30) Accommodates new tasks	3.24	0.58	Important
	(31) Sees humor in some difficult situations	3.38	0.49	Important
	(40) Willingly helps peers and other teachers	3.50	0.57	Very Important
	(7) Performs tasks and roles responsibly	3.90	0.31	Very Important

	(37) Demonstrate enthusiasm in teaching	3.90	0.31	Very Important
Perseveres in difficult situations without hasty judgment while taking into consideration ideas from peers and superiors	(3) Accepts mentoring and coaching from peers and superiors	3.80	0.41	Very Important
	(20) Perseveres in difficult situations	3.62	0.56	Very Important
	(21) Is responsible for one's actions	3.70	0.47	Very Important
	(66) Learns from one's mistakes	3.67	0.48	Very Important
	(25) Withholds hasty judgments	3.57	0.57	Very Important
Shows optimism in managing personal and professional challenges**				

Note. \* Competences were identified based on factor analysis.

\*\*These competencies were not included in the questionnaire, but they were identified from data collected through FGD.

\*\*\*Indicators were included in the questionnaire.

**Table 3**

***Perceived Importance of Teachers' Competence in Terms of Abilities/Skills***

Competences*	Indicators***	M	SD	Interpretation
Thinks and implements different effective methods/strategies in teaching (Professional Skills)	(53) Finds alternative and creative ways of teaching in difficult situations	3.87	0.35	Very Important
	(52) Modifies learning materials to suit learners' needs	3.83	0.38	Very Important
	(92) Applies knowledge of students' diversity and differentiated instruction	3.80	0.41	Very Important
	(79) Prepares effective teaching aids	3.80	0.41	Very Important
	(68) Uses students' performance to guide instruction	3.79	0.41	Very Important
	(18) Finds alternative means to facilitate learning	3.77	0.43	Very

				Important
	(60) Applies creative problem solving in particular learning situation	3.70	0.47	Very Important
	(94) Effectively teaches through the use of appropriate technology	3.63	0.49	Very Important
	(89) Applies theories of child development in designing lessons and facilitating learning	3.53	0.57	Very Important
	(82) Exhibits classroom management skills and facilitate learning with current learner	3.87	0.35	Very Important
	(81) Is consistent with positive classroom discipline	3.77	3.87	Very Important
	(19) Identifies and uses resources for classroom learning	3.63	0.56	Very Important
	(83) Effectively manages time	3.80	0.41	Very Important
	(32) Performs tasks with urgency	3.20	0.55	Important
	(39) Considers individual differences among learners to address specific needs	3.83	0.38	Very Important
	(50) Makes learning an enjoyable experience	3.87	0.35	Very Important
	(14) Considers the perspectives of learners	3.77	0.43	Very Important
Collaborates with stakeholders to facilitate learning (Human Skills)	(80) Collaborates with others to facilitate learning	3.80	0.41	Very Important
	(83) Effectively works with others	3.80	0.41	Very Important
	(46) Asks for help when the need arises	3.73	0.45	Very Important
	(75) Initiates activities that enable collaboration between the school and community	3.57	0.50	Very Important
	(74) Influences stakeholders to support the school community	3.57	0.50	Very Important
	(57) Delegates tasks when needed	3.30	0.47	Important
Takes care of one's emotional and mental well-being (Human Skills)	(69) Balances teaching career and personal needs	3.30	0.47	Important
	(48) Takes care of one's emotional and mental well-being	3.70	0.47	Very Important
	(34) Creates learning opportunities for oneself	3.57	0.50	Very Important
	(72) Effectively manages one's emotions and those of others	3.57	0.50	Very Important

Applies effective conflict management (Human Skills)	(78) Finds solutions to deal with difficult situations	3.57	0.50	Very Important
	(91) Applies effective conflict management	3.57	0.50	Very Important
	(71) Works for win-win situations	3.37	0.61	Important
	(77) Bounces back from a difficult situation	3.33	0.61	Important
Extends emotional and psychological support to learners and others	(54) Accommodates learners' needs despite limited resources	3.73	0.45	Very Important
	(44) Brings out the best in the learners	3.93	0.25	Very Important
	(8) Inspires learners	3.90	0.31	Very Important
	(73) Attentively listens to the learners	3.87	0.35	Very Important
	(45) Guides learners to use their strength in facing adverse situations	3.83	0.38	Very Important
	(76) Inspires others to do better	3.73	0.45	Very Important
Delivers clear, accurate, updated, well organized, and relevant content knowledge	(55) Uses practical or real situations in teaching	3.90	0.31	Very Important
	(67) Integrates past learning activities to prepare for next lessons	3.87	0.35	Very Important
	(84) Delivers clear, accurate, and updated content knowledge	3.83	0.38	Very Important
	(56) Prioritizes important tasks for learning	3.70	0.47	Very Important
	(59) Plans work to ensure maximum productivity	3.67	0.48	Very Important
	(2) Learns and uses new skills	3.63	0.49	Very Important
	(58) Performs several tasks without compromising quality	3.34	0.61	Very Important
	(33) Is curious to learn	3.63	0.49	Very Important

Note. \* Competences were identified based on factor analysis.

\*\*These competencies were not included in the questionnaire, but they were identified from data collected through FGD.

\*\*\*Indicators were included in the questionnaire.

**Table 4*****Perceived Importance of Teachers' Competence in Terms of Knowledge and Understanding***

Competences*	Indicators***	M	SD	Interpretation
Exhibits knowledge across varied disciplines	(87) Attends seminars and trainings to hone skills and updates with latest trends	3.63	0.49	Very Important
	(88) Understands the nature and characteristics of current and future learners	3.80	0.41	Very Important
	(90) Understands the structure, relationships, and interactions in school and the community.	3.63	0.50	Very Important
	(93) Is aware of national, global, ecological, cultural issues	3.80	0.41	Very Important
	(95) Uses knowledge of family relationships and interactions to understand learners	3.63	0.41	Very Important
	(96) Conducts research individually or in groups	3.34	0.67	Important
Demonstrates good judgment	(5) Uses foresight to make decisions	3.48	0.51	Important
	(15) Understands the learners' situations	3.83	0.38	Very Important
	(47) Is aware of one's own limitations	3.59	0.50	Very Important

Note. \* Competences were identified based on factor analysis.

\*\*These competencies were not included in the questionnaire, but they were identified from data collected through FGD.

\*\*\*Indicators were included in the questionnaire.

## Methods Used

Working collectively, the trainers employed both qualitative and quantitative methods to identify the competences of teachers in challenged areas to construct the questionnaire “**Competences of a Teacher**”. The processes were divided into three phases: 1) Construction of the Instrument; 2) Data Collection; and 3) Data Interpretation. Figure 2 shows the flow:

### Construction of Instrument

- Browsing the literature; Brainstorming
- Clustering the competences
- Reviewing the competences

### Data Collection

- Developing a protocol for data collection
- Administering the instrument
- Conducting focus group discussion

### Data Interpretation

- Using mean, and standard deviation
- Comparing the qualitative and quantitative data

Figure 2. The procedure



Browsing the literature;  
Brainstorming  
\* Using the Philippine  
Professional Standard for



Clustering the competences  
\* The competences were further  
classified as to Values and  
Commitment, Attitudes



Reviewing the competences  
\* Each item was reviewed and  
revisions were made to ensure  
that the necessary competences



Consulting DepEd counterparts;  
Refining the instrument  
\* DepEd counterparts were  
involved in the preparation of



Pilot testing  
\*The questionnaires were pilot  
tested to 72 teachers from  
several schools in the province

Figure 3. The construction of instrument.



Developing a protocol for data collection  
\* Each step to be undertaken during the data gathering was identified. Consent forms were also signed by the teacher-participants.



Administering the instrument  
\* The trainers were divided into 3 cluster schools where the 3 DepEd partners were teaching. Following the pre-designed protocol, the



Conducting Focus Group Discussion  
\* The teacher-participants answer the questions as found in the protocol. They were then asked follow-up questions based on their answers. The

Figure 4. Data Collection



Using rank, frequency, and standard deviation



Comparing the qualitative and quantitative data  
\*FGD transcriptions were analyzed vis-a-vis the

Figure 5. Data interpretation

## Contributions of Module 1 for the Preparation of Teachers in Challenged Areas

How may the Module 1 contribute to the preparation of the teacher described in Question 1: What is critical in the profile of a teacher for teaching effectively in the challenged areas?

After a rigorous but interesting process of round table discussions with colleagues in the writing team and the DepEd teachers, consultation and focused group discussion in the school venue of the participating schools, individual reflection and research, Task 1 of the WVSU team was accomplished. Through the process and the analysis of the output, I realized that Module 1 is a very crucial module to begin with. Module 1 captures the essence and defines a teacher in the marginal areas. With several references, documents, related literature <sup>1</sup> that provide enumerated attributes of teachers our Task 1 document was primarily based on our survey, observations and perceptions of the teachers and writers who are teachers of teachers themselves.

- How will Module 1 contribute for the preparation of teachers described?  
At the heart of the teaching-learning process aside from the learners, are the teachers. The role of a teacher is very significant. By knowing who is the most appropriate teacher to handle learners in the challenged area is the first step to success. The attributes, personal characteristics, motivation, aspiration are important platform upon which the program will proceed.

As a teacher, Haim G. Ginnot said <sup>2</sup>

*"I come to the frightening conclusion that I am decisive element in the classroom. It's my personal approach that creates the climate. It is my daily mood that makes the weather. I possess tremendous power to make life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humour, hurt or heal. In all situations it is my response that decides whether a crisis is escalated or de-escalated or a person humanized or dehumanized. If we treat people as they are, we make them worse. If we treat people as what they ought to be, we help them become what they are capable of becoming.*

Haim G. Ginnot

*From his book Teacher and Child: A Book for Parents and Teachers*

<sup>1</sup> Haim G. Ginnot (undated) wrote a book entitled Teacher and Child: A Book for Parents and Teachers [https:// www. Goodreads.com/author quotes](https://www.Goodreads.com/author/quotes)

<sup>1</sup> James H. Strong (2007) mentions in his book Qualities of Effective Teachers that a Teacher as a person has the roles of caring, fairness and respect and role of reflective practice. Further mentioned the qualities of teachers of At-Risk Students above and foremost must be caring, who are compassionate, tolerant, open-minded, motivating, nurturing, firm and dedicated. Excitement and enthusiasm are among the other characteristics.

<sup>1</sup> Richard D. Parsons and Kimbell S. Brown (2006) describes teacher as a reflective practitioner and action and action researcher.

<sup>1</sup> UNESCO and Oxford University Press. EFA Global Monitoring Report 2010 entitled Reaching the Marginalized: Levelling the Playing field talks about the situation and how marginalization has been addressed in some countries of the world.

<sup>1</sup> DepEd Order No. 42. S. 2017 is about the Philippine Professional Standard for Teachers (PPST) where the standards and indicators for the teachers are found.

<sup>1</sup>ASCD Qualities of Effective Teachers.

<http://www.ascd.org/publication/book/118042> Chapters/Qualities of Effective Teacher@ -An - Introduction

<sup>1</sup> Twelve Characteristics of Effective Teacher [https:// files.eric.ed/gov/full text /EJ815 372](https://files.eric.ed/gov/fulltext/EJ815372)

<sup>1</sup> Bilbao, P. (2015). Filed Study 6: On Becoming the 21<sup>st</sup> Century Teacher. Lorimar Publishing

### **Teacher Competences Addressed by the Module (in reference to Teacher's Profile)**

What should teachers be like in the marginalized and critically challenged communities? The array of teacher competences as a person is a very important

factor. The competences that are closely related to Module 1 are the following:  
(not in the order of importance)

Competences:

1. Takes care of one's emotional and mental well-being.  
Indicators:
  - 1.1. Balances teaching career and personal needs for mental, emotional and physical well being
  - 1.2. Calms down under pressure, cheerful, optimistic and level headed.
2. Extends emotional psychological support to learners and others.  
Indicators:
  - 2.1 Accommodates learner's needs despite limited resources.
  - 2.2 Brings out the best of every learner.
  - 2.3 Inspires learners.
  - 2.4 Guides learners to use their strength in facing adverse situation.
3. Perseveres in difficult situations without hasty judgment while taking into consideration ideas from peers and superiors.  
Indicators:
  - 3.1 Shows determination to accomplish a goal even under difficult situation.
  - 3.2 Carries on task with patience and determination.
  - 3.3 Survives in difficult situation.
  - 3.3 Withholds hasty judgment.
  - 3.4 Demonstrates patience and tolerance under pressure.
4. Lives a life inspired by spiritual principles and teachings.  
Indicators:
  - 4.1 Believes in the Divine Providence.
  - 4.2 Considers spiritual guidance in making important decision.
5. Recognizes one's strength with humility.  
Indicators:
  - 5.1 Shows modesty even strength is being recognized.
  - 5.2 Opens opportunities to learn more from others.
  - 5.3 Willingly accepts tasks beyond one's own ability
6. Demonstrates commitments to teaching and learning

Indicators:

- 6.1 Demonstrates genuine concern for the learners.
  - 6.2 Treats students fairly.
  - 6.3 Respects student's diverse background.
  - 6.4 Serves beyond one's basic responsibility.
7. Demonstrated good judgment.  
Indicators
- 7.1 Understands the learner's situation.
  - 7.2 Is aware of own limitation
  - 7.3 Considers both sides of issues before making judgement.
  - 7.4 Demonstrates honesty, dependability and fairness.
8. Exhibits knowledge across disciplines.  
Indicators
- 8.1 Understands the characteristics of learners vis a vis the contents to be learned.
  - 8.2 Keeps abreast with national, global ecological and cultural issues
9. Practices personal and professional ethics.  
Indicators:
- 9.1 Practices ethical standards as a person and as a professional.
  - 9.2 Abides by the laws for professional teachers.

## Learning Outcomes

At the end of the module, the learner should be able to do the following:

1. Identify the context of communities and school which are considered as marginalized
2. Describe the personal attributes of a transformative teacher who will teach in a marginalized communities and schools in terms of:
  - 2.1. Values and Commitment
  - 2.2. Knowledge and Understanding
  - 2.3. Attitudes
  - 2.4. Abilities and skills
3. Reflect on the attributes of a teachers vis a vis identified characteristics of the marginalized communities.

4. Enhance personal attributes that will address the challenges of the marginalized communities/schools.
  5. Conduct a survey of teachers in marginalized communities/schools regarding their personal attributes, motivation and beliefs and the impact of marginalization.
- Description of the Methods Used

After the competences and the indicators were identified from the group's round table discussions in the development of the survey tool, the FGD in every school, where two writers were assigned in every school. Dr. Alcudia and I were assigned to do FGD in Guimbal High School. We were joined by Dr. Dequilla, the teacher partner in that School and the teachers who were participate. We were lucky to have an itinerant/mobile teacher who was handling the Alternative Learning System Delivery for the out of school aged children as one of the participants in the FGD.

When all information was gathered, these were transcribed and interpreted by the team. While doing the discussion and interpretation, we were doing reflections in the process of make sense of our interpretation.

Individually, we perused the matrix of competences and indicators in Task 1 to make our Task 2. I analysed our Task No. 1 outputs and reflected on the Module 1 which I am tasked to write. I did a desk-top research, perused some books to build the overall concept for Module 1. I also draw from my own personal experiences as a teacher and a writer to input to my answer in Task No. 2.

## **MODULE 2**

**Context Analysis: defining social impact indicators;  
data review**

Centro Escolar University

Module 2

Context analysis; defining social impact indicators; review of data  
Ricky R. Rosales

CEU Partner Schools	Challenges	Teacher Profile KSV of Teachers to respond to identified challenges	Competencies (basis of learning outcomes)	Module 2 specific topics
Geronimo Santiago Elementary School	Religious pluralism: Muslims and Christian students are mixed in various classes	<p><b>K</b> – Basic understanding on different religions of the world, and their corresponding religious practices</p> <p><b>S</b> – Develop strategies towards the achievement of “unity in diversity” principle.</p> <p><b>V</b> – Non-dogmatic, and open-minded commitment to teaching.</p>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge and understanding on different religions of the world, and their corresponding religious practices</li> <li>• Apply strategies towards achievement of “unity in diversity” principle</li> <li>• Demonstrate open-mindedness and commitment to teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Muslim cultural and religious beliefs and implications to teaching (The sociology of religion for teachers)</li> </ul>
Marcela Agoncillo Elementary School	Working students living as informal settlers.	<p><b>K</b>- Understanding the roots and causes of poverty in the Philippines</p>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge and understanding of the roots and causes of poverty in the Philippines</li> <li>• Employ problem-driven</li> </ul>	<ul style="list-style-type: none"> <li>• Context analysis (Philippine education in context)</li> <li>• Context analysis (Problem-</li> </ul>

		<p><b>S</b>- problem-driven style of teaching drawn from the lived experiences of the children.</p> <p><b>V</b>- Compassion and commitment to help ending poverty through education</p>	<p>style of teaching drawn from the lived experiences of the children in the challenged areas</p> <ul style="list-style-type: none"> <li>• Demonstrate compassion and commitment to help ending poverty through education</li> </ul>	<p>driven vs. Banking Education in the Philippine context)</p>
<p>Librada Avelino Elementary School</p>	<p>(3) Absenteeism of the pupils due to their personal issues (e.g. family problems, drugs, child labor)</p>	<p><b>K</b> – Basic understanding on the sociology of the family particularly on the changing dynamics of Filipino families.</p> <p>-Understanding the challenges of living in the modern world brought about by intense globalization and modern capitalism.</p> <p>-Understanding the <i>social cost</i> of migration to Filipino families.</p> <p><b>S</b>- problem-driven style of teaching drawn from the lived</p>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge and understanding of the basic understanding on the sociology of the family particularly on the changing dynamics of Filipino families</li> <li>• Demonstrate understanding the challenges of living in the modern world brought about by intense globalization and modern capitalism</li> <li>• Demonstrate understanding of the <i>social cost</i> of migration to Filipino families</li> <li>• Employ problem-driven</li> </ul>	<ul style="list-style-type: none"> <li>• Context analysis (Philippine education in context)</li> <li>• (Problem-driven vs. Banking Education in the Philippine context)</li> </ul>

		<p>experiences of the children.</p> <p>V -Compassion and commitment to help ending poverty through education.</p>	<p>style of teaching drawn from the lived experiences of the children in the challenged areas</p> <ul style="list-style-type: none"> <li>• Demonstrate compassion and commitment to help ending poverty through education</li> </ul>	
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### The importance of socio-cultural environment in teacher development

The socio-cultural environment where teachers are formed and developed plays a crucial role in addressing the gap between learners and teachers. This gap, I think, is one of the major reasons why project forth aimed to develop teachers that could go beyond traditional classrooms to reach the challenged areas in the country. When they say challenged, I can only think of economic and cultural struggles that the students face every day. And when I say going beyond traditional classrooms, I mean breaking away from our old notions of learning that fit only to several segments of society. The poor and marginalized are mostly left behind.

Consider this fact: Marcela Agoncillo Elementary School reported that 65 percent of their teachers went to the private school first before joining MAES. Were these teachers also products of private schools? How long did they teach in private schools before going to public? What are their reasons for leaving private schools? In their matrix, MAES cited that some of their students belong to informal settlers, maybe 4-6 pupils they say. This is relatively a small number but a significant part of their population if our aim is inclusive education. Those students are the concerns of project forth. We can also assume that given these 4-6 students who are informal settlers, MAES may also have students that can be considered poor if not totally living below poverty line or extreme poor.

Where is the gap now? It is from the *social background* of the teachers who will face these poor learners. The sociologist Pierre Bourdieu (1977) made a significant contribution in the field of social science by introducing the concept of the *Habitus*.

Habitus is an individual disposition, or world view. When we are born, we are being socialized in a unique kind of social environment and this environment gives us a particular view of the world based on our dealings with social institutions like our family, school, church, and community. In the process, we develop a specific *taste* allowing us to comfortably join the activities of other people who were born and

raised in a similar environment. This moment in our life is best summed up by the saying “birds of the same feather, flock together.”

Teachers who were born and educated in an entirely different physical and social environment with the learners will first find it extremely difficult to adjust. And this is where our intervention must come in. Teachers must not only be taught extensively on pedagogy and content, but also on cultural understanding through immersion activities. Our on-the-job trainings are not enough to accomplish this task. They say that experience is the best teacher. This also applies to our teachers who will eventually handle learners coming from depressed communities. Teachers must be taught that education, although is a universal right, does not have a universal method. A child raised by a well-off family will find it easy to absorb lessons from school than a child living in a shanty within a community of garbage collectors. This is the same challenge found by the Librada Avelino Elementary school on absenteeism.

The insight of the Italian thinker Antonio Gramsci (1971) on education and intellectuals also came to mind in this particular concern. Gramsci rejects the idea that the intellectuals (teachers included) are a separate group of people detached from the everyday economic realities of society. For Gramsci, intellectuals, like the teachers must not think of themselves as different kind of people when dealing with learners who don't share the same economic and social status with them. Even poor, learners are capable of lifting themselves up from the poverty they are into, if only they will be given the opportunities along the way. Gramsci believes that we are all potential intellectuals. But not all of us are intellectuals by social function.

Gramsci's thoughts are important for several reasons. One, to develop a deep compassion towards learners, teachers must always remind themselves of the privilege they already earned which they now are sharing with the poor learners. It will constantly remind them that even if they breathe the same air with the learners, they grew up in an entirely different social environment. It will also remind teachers that to teach is to empower and not just to feed young learners with lessons to memorize and recite.

This same idea was also advanced by the Brazilian educator Paulo Freire in his book *Pedagogy of the Oppressed* written in 1970. To empower the learners, Freire advocated a problem-driven style of education and not the typical banking education. In a problem-driven education, the starting point of the teacher in his lessons is the everyday struggles of the learners. In banking education, the teacher first think that the pupils' minds have nothing and his job is to fill them with facts and information. Banking education considers the child's mind as a bank that must be deposited with knowledge.

### **The challenge of religious pluralism**

Every year, the country faces perennial problems when opening its classes like lack of classrooms and teachers. This year, Sec. Leoner Briones said, the Department of Education needs about 80,000 new classrooms to accommodate the increasing number of public school students who will attend school. She said they also need additional number of teachers not because they lack them, but because of

their aim to lessen the teacher-student ratio. That means, they plan to cut the size of a typical 60 – 70 students per class room, and make it an ideal 45 – 50 students so learners can absorb the lessons well.

We have heard a lot of these problems before. What's not being addressed, or not even being talked about in national conversations, is the problem of handling learners from different ethnic backgrounds. Students from different ethnic backgrounds have different religious affiliations that pose a big challenge to the teachers and school administrators. Are our teachers prepared for this? Geronimo Santiago Elementary school is apparently not. They reported that among the challenges they face is how to handle a number of Muslim students mixed with Christian students in various classes in their school.

Our modern curriculum in high school and college is supposed to address this concern by introducing subjects like *Introduction to World Religions and Belief Systems* for senior high school, and *Religion: History and Text*, in college. These subjects are very new in our educational system, and I doubt that all of the teachers handling the subjects have high competencies that will make the teaching of these courses successful.

We can already spot some problems. In their KSVs, Geronimo Santiago Elementary School want to develop a teacher that will work on “unifying Christians and Muslims.” This is problematic. First, our history as a nation proves that unification efforts are nothing but a futile exercise. If only we can unify our Muslims and Christian brothers, then there are no more wars in Mindanao, and the separatist movements in the South have become irrelevant. Unifying effort is not the way to go, but understanding and respecting all kinds of religious ideologies. Teachers must be the first one to fully understand this, in mind and in heart.

In the process of developing teachers who will teach learners from different ethnic backgrounds and religious affiliations, they must be the first one to learn how to abandon their personal belief at home when they start to teach their subjects. When the teacher becomes dogmatic and close-minded, he already stop the learning process. When the teacher imposes his belief system and world view to the learners that is an example of banking education.

The teacher must practice his methodologies before facing a diverse set of learners. Methodologies that could accommodate everyone in the classroom and not only those who have a similar world view.

## **2 QUESTIONS:**

1. What is critical in the profile of a teacher for teaching effectively in challenged areas?
  - a. Which elements should be in the program profile to attain the teacher's profile? -in terms of competencies:
    - i. Values commitment,
    - ii. Attitude achieved
    - iii. Abilities/Skills attained

#### iv. Knowledge and understanding

In terms of context, the major challenges of schools not only from our three partners, but most likely, in many other schools in the country, have been reported. The challenge of Religious pluralism, and student absenteeism because of some personal problems in the family and community. These four set of competencies are all important and needed in developing the profile of a teacher who will teach in challenged areas, but I give primary importance on values commitment. The values of compassion, commitment, and empathy are crucial in developing the teacher profile.

2. How may the module I have been assigned contribute to the preparation of the teacher you have described in question 1? What competencies should be addressed in this module? What would be the learning outcomes of this module?

Three modules are proposed. *Sociology of Religion for teachers, Philippine Education in Context, and Problem-driven Education vs. Banking Education in Philippine context*. These modules will help develop the kind of teacher who can effectively teach in challenged areas because they aimed to develop a holistic approach to teaching and learning with utmost consideration on the uniqueness and diversity of learners. Thy modules also aim to equip teachers the necessary sociological tools to understand and address the complexities of the modern world.

All the necessary competencies for a teacher must be addressed by the modules. A compassionate, committed, and result oriented teacher must be the product of these modules.

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## **Polytechnic University of the Philippines**

**Daizylyn C. Palillo and Joey Danting**

**How may the module I have been assigned contribute to the preparation of the teacher you have described in question 1? What competences should be addressed in this module? What would be the learning outcomes of this module?**

Based on the preliminary survey we conducted at the Division of San Juan, Metro Manila, the teachers defined their personal profile quantitatively and qualitatively. They ranked the *expected characteristics* respectively from first to third place: dedication to teaching; establishing good relationships with their students; and being patient, caring and having a kind personality. Otherwise, the following characteristics were placed at the tenth, eleventh and twelfth spot, which may be considered as critical to their profession, namely: setting high expectations for all learners; possessing skills as a leader; and, emphasizing collaboration. With these perspectives from the educators of the mentioned school division, they may lack in socialization and coordination among their colleagues and compromise professional development.

According to the published work of Kentucky Department of Education titled, *Characteristics of Highly Effective Teaching and Learning* (2019), they included (1) co-developing of guides/ rubrics with students and provides adequate modeling to make clear their expectations for quality performance and (2) provides regular and timely feedback to students and parents that moves learners forward, and (3) teacher designs and implements standards-based courses/ lessons/ units using state and national standards. Boer (2018) stated that when teachers have high or low expectations, it will be manifested both verbally and non-verbally. The lower the expectations of the teachers, students perform inactively while higher expectation means more positive bias that will lead to higher opportunities, challenging instruction, more praises and more interaction (Babad, 1992). This higher expectation leads to higher level of performance made by the students in terms of their academics or co-curricular activities as the teacher draws to his mind the most probable results of the teaching-learning process. The expectations being set by the teacher is already a motivation towards a child surrounded by the challenges of the extreme urbanization such as poverty, overpopulation, criminalities, among others. This provides a greater drive for a student to strive harder despite of their socio-economic status.

On the other hand, in a study published by Arkansas State University (2017), collaboration means emotional support for teachers, utilization of technology to connect with colleagues, and efficient delegations of tasks based on strengths. There are some reports of suicides committed by teachers throughout the country. Most blame this to the

implementation of other mandates and papers to be submitted which are the manifestations of their teachings after a week, a month and the whole academic year. Therefore, emotional and psychological support pursued by the school administrations has a great impact on the stress management by the teachers bombarded with numerous paperworks required by the Department of Education. This resulted to the creation of counseling, teambuilding activities, and other similar recreations just to lead their teachers according and, ofcourse, to avoid compromising the quality of education in catering the needs of their students. This will be partnered by the easiness provided by the technology in accomplishing their tasks.

Teachers of the Division of San Juan least emphasized traits such as communicating what they already knew and the usage of Socratic “Why questions” in the classrooms. This both has a relatively critical effect on their students’ holistic development particularly in intellectual development which is the main area to be assessed. By the application of Socratic methods of learning, the high level of higher-order thinking skills among the students can be increased which is emphasized in many highly developed countries as of the moment . Sujadi (n.d) quoted that an appropriate and intensive integration of Socratic Method in classroom setting as children may diversify methods for finding the solutions of a problem which in line with the aims of HOTS. Therefore, the creation and emerging of new ideas and concepts will rise upon the arguments and suggestions raised by the students. As students are engaged with this type of discussion, the convenience of developing their logic and problem-solving skills will be the next to be improved – skills that a globally competitive individuals needed. Students may individually assess the commons needs of their society and later realizing the things being neglected to them. With this, it will be much easier for the students to mold a new idea on how repair the deviances within their society. This will further lead to another educational philosophy known as social reconstructionism which aims to address social questions and a quest to create a better society and worldwide democracy (Oregon State, 2018). For people who went into this educational perspective, they view curriculum focusing on experiences and taking social action on real problems, such as, poverty, hunger, corruption, terrorism, inflations, inequality and violence. With those responses and related studies above, this module will help the teachers identify the social immersions the students must undergo to see things that is beyond their learners’ perspective before. Serving as an eye-opener, this will lead for the students to be fully informed and be optimistic that they can change the world’s greatest problems within their own hands. However, teachers must be aware of the socio-economic conditions their students are facing for several concerns such as sensitivity and the possible effects of unearthing the personal realizations upon the students as, somehow, this may cause inferiority complexes among the students.

In the portion of determining the attributes and abilities prioritized by the teachers, they ranked last the ethical considerations of a teacher and, once again, teamwork. There has been an enormous expectation among teachers with their morals and 'what are the right things to do' which largely inspires students in doing their tasks, inside or outside the school. Teachers play a vital role in the formation of values of the students, particularly those located within the challenged areas like in the highly urbanized areas in the metropolitan. Children are surrounded by lot of people with diverse way of thinking which may hinder them to do better and redirect their vision. Hence, a teacher must always be a source of good modeling. As stated by Sherpa (2019), professional ethics is like a guide, which facilitates the teacher to provide quality education towards the children in inculcating good values among the students. She also added that this will enlighten educators in their life changing effect on their learners as it diverts the behavior of the students in seeing different aspects of their lives. For students to become successful individuals in the future, they must come with effective teachers with a reputable moral decision-making skill (Cataldo, 2016). This module will pave way for the actualities of possessing moral and ethical values that a teacher needs to develop and in teaching students living in emerging challenged areas. Providing them enough knowledge and considerations on how to handle students with this kind of environment, the teaching-learning process will smoothly occur just like what Albert Bandura states in his Social Learning Theory which says that behavior is learned from the environment though the process of observational learning (McLeod, 2016).

Proceeding to the main struggles observed by the teachers from the Division of San Juan, they said that bullying and too much exposure of their students in the technology-based interactions hinders the smooth flow of learning. Technology has proven lot of things in helping attaining quality instruction among students supported by quite a few researches, studies, and theories. However, it has also been proven that there are also multiple negative impacts on academic performance of the learners. In a study conducted by We Are Social, they have concluded that Filipinos are still ranks number one in terms of using social media spending an average of 10 hours, 2 minutes on the internet via any device and 4 hours in social media (ABS-CBN News, 2019). The most popular and widely used social media platform by many Filipinos is Facebook (Rappler, 2019). Another technology-based activity where students are hooked at is the online gaming which prohibits students, particularly in middle school, in attending their class resulting to lower academic achievements, school involvements, and poor social contacts with people. Netsanity (2019) said that there are potentially negative effects of too much exposure to social media and online gaming such as the comparison shots which was defined as one's tend to show their best on social media resulting for an individual to compare himself to the bests of others and

become more inferior or worst face depression. Another point being feature was the equivalence of increasing usage to increasing psychological problems/ depression as it hinders students to have personal interactions and share their genuine feelings unto other people. With this, teachers must develop strategies and activities that will make their students realize that they must enjoy the world of socialization though personal communication. They must possess a competency of establishing good influential relationship that will stop, or at least, lessen the utilization of the students of internet in learning or recreation.

This module, as mentioned above, will provide teachers' competencies that will transform them to more suitable on the nature of their students in challenged areas. For instance, poverty will definitely soak families into low socio-economic statuses. This would later result for the students to enter the labor force too early compromising their academic performance, or a student may fail to comply with the necessary requirements to be submitted in fulfilling their course. This are the inevitable matters which are happening in the country right now. However, the question is how will a teacher adjust with all the impact of these social problems in the educational system? The macro problems will absolutely affect the educational process, the reason why specific competencies must be unrolled to achieve quality education within the extreme rural or highly urbanized portions of our society.

## **University of St La Salle**

**Sheila T. Uy, Lpt, Maed and Jien Omar Mendoza**

### **OBJECTIVES:**

1. To equip ALS teachers with a skill of conducting context analysis in communities where Community Learning Centers (CLCs) are established
2. To acquire accurate knowledge and understanding about the cultural, economic and political backgrounds of families in communities
3. To demonstrate knowledge and understanding of special educational needs of ALS learners in challenged areas
4. To seek advice concerning strategies that build relationship with parents/guardians and spouses
5. To measure the social impact of ALS and define its social Impact indicators

### **I. TARGET PARTICIPANTS**

The University of St. La Salle, in collaboration with the Department of Education, aims to design a special teacher training program for the teachers of the Alternative Learning System (ALS) of the Districts of Bacolod City, Murcia, and La Castellana.

### **II. PROFILE OF THE ALTERNATIVE LEARNING SYSTEM**

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ALS Programs include: (a) Non-formal education which consists of the Basic Literacy Program and the Continuing Education, Accreditation and Equivalency Program for

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### **IV. THE CHALLENGES FACED BY THE ALTERNATIVE LEARNING SYSTEM**

***Changes in Supervision.*** There is no supervisor solely assigned to ALS. While some ALS supervisors were given new assignments, some Schools Division Offices assigned ALS to new ones. This poses a challenge to the effective implementation of ALS programs insofar as the turnover of responsibilities and capacity building are concerned.

***Implementation of the Senior High School Under the k to 12 Program.*** The dearth of human resources available for various tracks is further complicated by the absence of infrastructure, facilities and equipment at the Community Learning Centers.

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**Other challenges:** Mapping of potential learners; funding support; provision of more Community Learning Centers, facilities and equipment; sufficient and relevant learning resources; integration of livelihood and employment opportunities; and lack of interest on the part of out-of-school youth

## **V. FUTURE PLANS OF THE DEPARTMENT OF EDUCATION FOR ALS**

1. Full implementation of the ALS Learner Information System (LIS) for data collection management for purposes of assessment, evaluation, planning, and policy formulation.
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4. New ALS equivalency assessment that is more harmonized with the formal basic education system under K to 12
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*Source: "Progress, Challenges, and Future Plans: ALS Situationer" by Ms. Sevilla A. Panaligan (Chief Education Program Specialist, Bureau of Curriculum Development, DepEd), November 2016*

## **VI. TARGET PROFILE OF THE PARTICIPANTS**

In order to teach effectively, it is critical for a teacher in a challenged area to:

**...have a deep KNOWLEDGE & UNDERSTANDING of:**

- **the learners' learning styles and intelligence profile**
- **the various teaching styles and active teaching strategies**
- **appropriate and sound assessment strategies for ALS learners**
- **the principles of teaching and the emerging trends in instructional delivery**
- **a global community and other experiences in the world taking place in similar areas**
- **the nature of ALS learners and their special learning needs**
- **information and communication technology (ICT)**

- curriculum, syllabus, and materials design

...acquire the SKILL & ABILITY to:

- communicate effectively with students and stakeholders
- facilitate learning in the context of ALS
- mentor and counsel ALS learners
- mentor fellow ALS teachers
- teach critical thinking and problem-solving skills
- teach life skills
- plan and design ALS learning modules
- conduct action research in aid of instruction
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...possess the VALUES of & show COMMITMENT to:

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- character formation

...manifest the following ATTITUDES:

- resilient
- dedicated to and passionate about teaching the out-of-school youth and adults

- **flexible and adaptable**
- **teachable**
- **reflective/introspective**
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## **VII. METHODS OF DATA COLLECTION**

**Consultation.** To get their observations and recommendations, a series of consultations with ALS teachers, colleagues, and volunteers from the challenged areas were undertaken between May 22 and May 28. Salient points that transpired during the consultations were recorded for future reference.

**Interviews.** Mobile ALS teachers were interviewed as a group and individually in order to get insider information and first-hand accounts of personal experiences in the challenged areas.

**Socio-Demographic study.** A survey on the economic, cultural , and political characteristics of the ALS learners and the community

**Needs Assessment & Analysis of Needs.** An assessment of the training needs and competencies, as well as an inventory of facilities, materials, and equipment were undertaken by the team of individuals working on the six modules. The needs assessment instrument was so designed to include questions informed by each of the six modules. Results of the needs assessment was then analyzed separately in the context of each module. The tool includes a questionnaire intended for profiling the participants.

## VIII. MODULE 2 COMPETENCIES AND LEARNING OUTCOMES

Based on the teachers' profile, Module 2 aims to achieve the following competencies and learning outcomes:

OBJECTIVES	TARGET COMPETENCIES	TARGET LEARNING OUTCOMES
1. To equip ALS teachers with a skill of conducting context analysis in a community where Community Learning Centers (CLCs) will be established	<ul style="list-style-type: none"> <li>✓ Critical Thinking</li> <li>✓ Accurate documentation</li> <li>✓ Accurate Data gathering</li> <li>✓ Efficient planning</li> </ul>	Teachers know how to conduct context analysis to ensure that the project is informed by all of the contextual factors that might affect its implementation and sustainability. It will help the ALS ensure that their practices adapt to changes as needed.
2. To acquire accurate knowledge and understanding about the cultural, economic and political backgrounds of families in communities	<ul style="list-style-type: none"> <li>✓ Awareness</li> <li>✓ Accurate Data gathering</li> <li>✓</li> </ul>	Teachers design a learning module that is responsive to the community context
3. To demonstrate knowledge and understanding of special educational needs of ALS learners in challenged areas	<ul style="list-style-type: none"> <li>✓ Problem-solving skill</li> </ul>	Design activities, learning environment that address the special need of the learners
4. To seek advice concerning strategies	<ul style="list-style-type: none"> <li>✓ Critical thinking</li> <li>✓ Counselling skill</li> </ul>	Promote harmonious relationships with the people significant to the

that build relationship with parents/guardians and spouses	✓ Creative thinking ✓ Collaboration	learners and collaborate with them to achieve the goals of the learners
5. To measure the social impact of ALS and define its social Impact indicators	✓ CRITICAL THINKING ✓	Produce a study on the social impact of ALS in the lives of the learners and the community

## IX. METHODS USED

To draw up the target competencies and learning outcomes, the following methods were employed:

**Context Analysis.** An internal analysis of the community where the ALS learners live.

**Discussion with colleagues.** A series of discussions through sit-down meetings with colleagues were undertaken to discuss the process of drawing up target learning competencies from the profiling and needs assessment undertaken and how to translate these competencies to learning outcomes, in the context of Module 2 and based on the teachers' profile.

**Contributions of Module 2 for the Preparation of Teachers in Challenged Areas**

It is now well established that “education is the great equalizer”. However, the Matthew Effect coined by Merton (1968, in Fleck, 2008) states that those who already have status are often placed in situations where they gain more, and those that do not have status typically struggle to achieve more. Research has consistently shown that people who have higher levels of academic achievement and more years of schooling earn more than those with lower level of human capital (Jacob and Ludwig, 2009). Yet, there are still children in varied settings being left behind. Hunger and poor nutrition, distance from home to school, lack or insufficient classrooms and learning materials, no teacher or having untrained teachers, and living in areas at risk or in conflict are some of the impediments in achieving education.

In the Philippines, poverty is a rural and agricultural phenomenon (Monsod, 2016). In her report, Monsod reiterated that for every 100 children that enter Grade 1, 18 will drop out by Grade 2, another 4 will drop out by Grade 4, and another 10 will drop out by Grade 6. Of the 68 who will finish Grade 6, Only 60 will enter high school, only 45 will finish high school, only 26 will enter College, and only 13 will finish college. Investigating the causes of school drop-outs is a continuing concern in the Philippine Educational System despite the programs and projects initiated by the government to uphold the status of education in the country. Quejada and Orale (2018) reported that remote schools in the country still experience scarcity of teaching resources and that teachers are still struggling to deliver basic education in those far-flung schools. Learners from these schools come from poor families who sometimes skip meals, could not afford to buy school supplies, take care of their younger siblings during harvest time or help in the farm, walk for hours just to go to school, slow learners, and non-readers. Teachers also have to ride a motorcycle and walk for kilometers in muddy and “ ” going to school. They usually take a portion of their salary to buy sch

be used by the children and sometimes give them snacks or buy them food to sustain them for the day.

*Bombarded with all the concerns, what will make these students, who live in poverty, stay in the classroom and aim for a future of hope and promised success?*

*The answer – deploy effective teachers in these poverty-stricken communities.* Teachers who will do everything to help each child succeed. Teachers who will manifest genuine concern for the learners, exhibit knowledge and understanding of concepts across disciplines, and is also committed to teaching. Teachers who persevere in difficult situations but are responsible for their actions. Teachers who initiate programs and best practices for the betterment of the learners and collaborate with all the stakeholders of the school and the community. Hence, a super teacher is needed!

**Module 2** will make the students familiar with different school settings, establish social impact indicators and formulate solutions to challenges presented in different school community settings by reviewing researches and pertinent data.

It is a common practice in the DepEd system that novice teachers are placed in remote schools in their first few years of teaching. Most of these schools are often inaccessible to any vehicle, under difficult circumstances such as exposure to calamities and armed conflicts, and geographically inconvenient to travel because of its terrain, isolation and extreme weather condition. Having these kinds of realities, teachers must be equipped with understanding, knowledge and preparation in dealing with the present circumstances. By employing context analysis to the varied educational settings, these teachers can devise and develop their own values, attitudes and skills in order to be effective mentors to their learners.

The given concepts should be discussed in Module 2.

- Teaching and Learning in Different Contexts (coastal, upland, rural, urban, etc.)
- Defining and describing each context based on geography, history, topography, culture and people, livelihood, etc.

- Identifying stakeholders in each area and how they can support the community and its learners (parents, barangay and LGU officials, alumni, school administrators, teachers, people in the community)
- Diverse and evolving role of teachers in the community
- Community Visits (Observations, Interviews and Immersion)
- Documenting best practices in teaching in the challenged areas

Along with analyzing varied contexts in educational settings, it is noteworthy to come up with social impact indicators in order to measure the ‘change’ one brings to the people and/or the community one works with. UNESCO Training Modules (2018) enumerated six main purposes for using indicators in the education system:

1. To describe the conditions and performance of schools and of the education system.
2. To set targets, benchmarks and standards for measuring or assessing progress towards achievement of education goals;
3. To monitor and compare progress in implementing education plans among geographical areas and target populations, and to signal shortfalls, gaps, imbalances and disparities;
4. To identify and highlight issues, problems and possible solutions for better management of the education system;
5. To provide information about causes and factors affecting achievement of the desired educational outcomes, and to enable decision-makers to realistically plan and manage changes;
6. To inform stakeholders about the school and the education system in order to generate greater understanding and support for education.

In line with the foregoing concepts, the following indicators are advanced:

- **Access to Education** (measuring the Gross Enrolment Ratio in Early Childhood Development Programs, Cohort Survival, Promotion Rate, Graduation Rate, Dropout Rate, Completion Rate, Retention Rate and Failure Rate)
- **School Organization and Accountability** (availability of teaching and learning resources, provisions for social, emotional and physical needs of the learners, positive school and community climate, ownership and sustainability of school projects in collaboration with other stakeholders, orderly and safe school climate)
- **Quality of Learning Outcomes** (nurturing teacher-learner relationships, learners' positive attitudes towards education and school, increased motivation to learn and graduate, high academic performance in basic literacy and numeracy skills)

### **Teacher Competences Addressed by the Module (in reference to Teacher's Profile)**

#### **The competences to be addressed in this module are as follows:**

##### ***Values and Commitment***

Demonstrates commitment to teaching and learning

- ✓ Demonstrates genuine concern for learners
- ✓ Is committed to teaching

Practices Personal and professional Ethics

- ✓ Is honest
- ✓ Practices professionalism
- ✓ Asserts one's own rights in a respectful manner
- ✓ Avoids spreading gossip
- ✓ Respects the privacy of others

##### ***Attitudes Achieved***

Perseveres in difficult situations without hasty judgment while taking into consideration ideas from peers and superiors

- ✓ Accepts mentoring and coaching from peers and superiors
- ✓ Perseveres in difficult situations
- ✓ Is responsible for one's actions

- ✓ Learns from one's mistakes
- ✓ Withholds hasty judgments

Willingly and responsibly accepts tasks

- ✓ Serves beyond one's basic responsibility
- ✓ Willingly accepts tasks beyond one's own ability
- ✓ Accommodates new tasks
- ✓ Sees humor in some difficult situations
- ✓ Willingly helps peers and other teachers
- ✓ Performs tasks and roles responsibly
- ✓ Demonstrate enthusiasm in teaching

### ***Abilities/ Skills Attained***

Extends emotional and psychological support to learners and others

- ✓ Accommodates learners' needs despite limited resources
- ✓ Brings out the best in the learners
- ✓ Inspires learners
- ✓ Attentively listens to the learners
- ✓ Guides learners to use their strength in facing adverse situations
- ✓ Inspires others to do better

Collaborates with stakeholders to facilitate learning

- ✓ Collaborates with others to facilitate learning
- ✓ Effectively works with others
- ✓ Asks for help when the need arises
- ✓ Initiates activities that enable collaboration between the school and community
- ✓ Influences stakeholders to support the school community
- ✓ Delegates tasks when needed

### ***Knowledge and Understanding***

Exhibits knowledge across varied disciplines

- ✓ Attends seminars and trainings to hone skills and updates with latest trends

- ✓ Understands the nature and characteristics of current and future learners
- ✓ Understands the structure, relationships, and interactions in school and the community
- ✓ Is aware of national, global, ecological, cultural issues
- ✓ Uses knowledge of family relationships and interactions to understand learners
- ✓ Conducts research individually or in groups

## Learning Outcomes

- ❖ Demonstrate knowledge in categorizing, describing and evaluating marginalized communities in different school settings
- ❖ Determine the strengths and challenges confronted by schools and its stakeholders
- ❖ Evaluate the roles of teachers in the community and reflect on one's own personal and professional knowledge, skills, values and attitudes
- ❖ Identify the roles and responsibilities of stakeholders in the school and community and develop a plan of action for a future collaboration.
- ❖ Develop case studies based on interviews, observations and actual immersion
- ❖ Compile and document the best practices of schools in these challenged to communities

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## **MODULE 3**

**Creating a learning climate in challenging realities:  
appreciative inquiry, empathy; proximity; expectations,  
effective and inviting use of existing classroom space**

## Centro Escolar University

Mr. Richard M. Rillo

CEU Partner School	Challenges	Teacher Profile KSV of Teachers to respond to identified challenges	Competencies (basis of learning outcomes)	Module3 specific topics
Librada Avelino Elementary School	Lack of self-confidence among students in their communication skills.	<p>K- Carrying oneself in an interpersonal communication/ interaction with others; oral fluency; comprehension</p> <p>S- Communication skills</p> <p>V- Building self-confidence; learning how to listen and respond properly to cues/questions.</p>	<ul style="list-style-type: none"> <li>● Demonstrate oral fluency by communicating effectively with students and colleagues</li> <li>● Communicate effectively with students and colleagues</li> <li>● Demonstrate self-confidence through effective listening and asking questions properly</li> </ul>	<ul style="list-style-type: none"> <li>● Creating a learning climate in challenging realities;</li> <li>● Enhancing communication skills of students and colleagues</li> <li>● Setting expectations</li> <li>● Appreciative inquiry;</li> <li>● Empathy;</li> <li>● Metacognition *</li> </ul>

CEU Partner School	Challenges	Teacher Profile KSV of Teachers to respond to identified challenges	Competencies (basis of learning outcomes)	Module3 specific topics
Marcela Agoncillo Elementary School	<b>PHYSICAL ENVIRONMENT:</b> <ul style="list-style-type: none"> <li>● Small room</li> <li>● Mezzanine (kindergarten students)</li> </ul>	K- enrich lessons with relevant and available learning environment  S- creating and designing learning environment  V-creativity, resourcefulness and patience in designing learning environment	<ul style="list-style-type: none"> <li>● Utilize relevant and available learning environment to enrich lessons</li> <li>● Design and create relevant and functional learning environment</li> <li>● Time management for preparation</li> </ul>	<ul style="list-style-type: none"> <li>● Creating a learning climate in challenging realities;</li> <li>● Effective and inviting use of existing classroom space</li> </ul>
	<b>ENVIRONMENT/STATUS OF LEARNERS</b> <ul style="list-style-type: none"> <li>● Poor Discipline</li> <li>● Working students (4-6)</li> <li>● Live in squatters area</li> <li>● Poor performance in class due to lack of physical energy</li> </ul>	K- status of individual learner - status of marginal area  S-handling personal problems of learners  V-Understanding learners' individual differences and needs	<ul style="list-style-type: none"> <li>● Friendliness and approachability</li> <li>● Ability to develop strong relationships with student</li> <li>● Facilitates exchange of information</li> <li>● Can handle bad behaviour</li> <li>● Emotionally and physically healthy</li> </ul>	<ul style="list-style-type: none"> <li>● Creating a learning climate in challenging realities;</li> <li>● Appreciative inquiry, empathy</li> </ul>

CEU Partner School	Challenges	Teacher Profile KSV of Teachers to respond to identified challenges	Competencies (basis of learning outcomes)	Module3 specific topics
			<ul style="list-style-type: none"> <li>● Making class' lessons and experiences relevant, interesting and exciting</li> <li>● Motivate student progress</li> <li>● Show high expectations</li> </ul>	

School is the second home for our learners and it should offer them security. It should be a place where learners can feel safe, respected, welcomed, and validated. That whenever they are in school, they should have the feeling that they never left home. It was found out that learners' learning outcomes are affected by their educational experiences (YAS, 2005). Learners success rely on their beliefs that they can learn and what they are learning is useful, relevant, and meaningful (Gregory and Chapman). Hence, creating a positive learning climate is an imperative. The teacher is the main manager and the mood setter in the classroom. Although the creation of a positive learning climate is a two-way traffic, it is still the responsibility of the teacher to set the mood of the classroom towards it. Having said that, it is indeed vital for teachers to know how to encourage learners to ask questions giving them as well the assurance that it will be heard and entertained. The teacher should also know how to elicit positive participation from the learners to display a positive atmosphere within the classroom. The teacher should also imbibe to each of the learners that a positive learning climate is their rights and shared responsibility with the teacher. That way, learners will feel special, trustworthy and will be workers towards the cultivation of positive learning climate inside the classroom.

Based on the listed challenges experienced by the two partner elementary schools, it is indeed vital to the profile of future teachers to possess highly motivated creativity, heightened metacognition and highly appreciative even to small things.

Module 3 of project FORTH therefore will focus on the development of teachers' ability to be creative. Though we can say that creativity is a talent, we can also say that it can be cultivated to each one of us with the proper training and the willingness to commit to

learning it. Development of heightened metacognition to the future teachers is also crucial. Metacognition is thinking about thinking (Flavell, 1979). It is becoming aware of what you know, what you do not know and to know how to know what you do not know. It is like knowing your strengths and weaknesses and transforming your weaknesses into strength by knowing it. Highly appreciative even to small things is equally important to be part of the profile of a teacher who will be teaching in the challenged areas. Highly appreciative teachers will produce grateful, high-esteemed learners. And when learners have high self-esteem, it also correlates to a high academic achievements (Valle et. al., 2005).

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Valle et. al., (2005). *The Australian Journal of Gifted Education*, 14(2)

**1. How may the module I have been assigned contribute to the preparation of the teacher you have described in question 1?**

- As module 3 focuses on creating a learning climate in challenging realities: appreciative inquiry, empathy, proximity, expectations, effective and inviting use of existing classroom space, the module will contribute to the development of teachers' profile in terms of their dedication to teaching, improving teacher-learner relationship, awareness of learners' abilities, teaching methodologies, and improving personal and professional traits.

**What competences should be addressed in this module?**

**What would be the learning outcomes of this module?**

- Establish characteristics that would define an ideal teacher in the challenged areas.
- Identify specific roles of teachers towards commitment in achieving desired intended outcomes.
- Value the importance of good relationship with learners to invite learners' interest and passion for learning.
- Discover appropriate teaching methods for a given lesson.
- Create a learning environment conducive for learning
- Design the existing classroom space for effective learning
- Acquire information from seminars and training for personal and professional development.
- Provide appropriate classroom activities and assessment to identify the learners' abilities.

Also describe methods used:

- Lecture and discussions be conducted with the teachers to clearly identify needs
- Group discussions
- Training on planned schedules
- Interviews and feedbacking as assessment

# **University of St. La Salle**

## **CREATING A LEARNING CLIMATE IN CHALLENGING REALITIES**

### **I. OBJECTIVES**

1. To conduct an appreciative inquiry to assess the learning climate;
2. To create learning climate that promotes empathy, accessible to the learners and meets learners expectations;
3. To create a learning climate that is effective and inviting, and make use of existing classroom space

### **II. TARGET PARTICIPANTS**

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2. ALS to be offered in all schools
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*Source: "Progress, Challenges, and Future Plans: ALS Situationer" by Ms. Sevilla A. Panaligan (Chief Education Program Specialist, Bureau of Curriculum Development, DepEd), November 2016*

## VII. TARGET PROFILE OF THE PARTICIPANTS

In order to teach effectively, it is critical for a teacher in a challenged area to:

<b>...have a deep KNOWLEDGE &amp; UNDERSTANDING of:</b>
<ul style="list-style-type: none"><li>■ the learners' learning styles and intelligence profile</li><li>■ the various teaching styles and active teaching strategies</li><li>■ appropriate and sound assessment strategies for ALS learners</li><li>■ the principles of teaching and the emerging trends in instructional delivery</li><li>■ a global community and other experiences in the world taking place in similar areas</li><li>■ the nature of ALS learners and their special learning needs</li><li>■ information and communication technology (ICT)</li><li>■ curriculum, syllabus, and materials design</li></ul>
<b>...acquire the SKILL &amp; ABILITY to:</b>
<ul style="list-style-type: none"><li>■ communicate effectively with students and stakeholders</li><li>■ facilitate learning in the context of ALS</li><li>■ mentor and counsel ALS learners</li><li>■ mentor fellow ALS teachers</li><li>■ teach critical thinking and problem-solving skills</li><li>■ teach life skills</li><li>■ plan and design ALS learning modules</li><li>■ conduct action research in aid of instruction</li><li>■ collaborate with fellow ALS teachers and stakeholders</li><li>■ adapt lessons to the special learning needs of ALS learners</li></ul>
<b>...possess the VALUES of &amp; show COMMITMENT to:</b>

<ul style="list-style-type: none"> <li>■ <b>quality education</b></li> <li>■ <b>teamwork and collaboration</b></li> <li>■ <b>patriotism and nationalism</b></li> <li>■ <b>humble, enduring service to the poor and marginalized</b></li> <li>■ <b>positive self-concept</b></li> <li>■ <b>character formation</b></li> </ul>
<p><b>...manifest the following ATTITUDES:</b></p>
<ul style="list-style-type: none"> <li>■ <b>resilient</b></li> <li>■ <b>dedicated to and passionate about teaching the out-of-school youth and adults</b></li> <li>■ <b>flexible and adaptable</b></li> <li>■ <b>teachable</b></li> <li>■ <b>reflective/introspective</b></li> <li>■ <b>compassionate and nurturing</b></li> <li>■ <b>resourceful and innovative</b></li> </ul>

## VIII. METHODS OF DATA COLLECTION

**Consultation.** To get their observations and recommendations, a series of consultations with ALS teachers, colleagues, and volunteers from the challenged areas were undertaken between May 22 and May 28. Salient points that transpired during the consultations were recorded for future reference.

**Interviews.** Mobile ALS teachers were interviewed as a group and individually in order to get insider information and first-hand accounts of personal experiences in the challenged areas.

**Document analysis.** Sample learning modules and teacher-made instructional materials were collected, examined, and evaluated. Pertinent ALS documents were also reviewed for a thorough understanding of the structure, protocols, and dynamics of ALS.

**Needs Assessment & Analysis of Needs.** An assessment of the training needs and competencies, as well as an inventory of facilities, materials, and equipment were undertaken by the team of individuals working on the six modules. The needs assessment instrument was so designed to include questions informed by each of the six modules. Results of the needs

assessment was then analyzed separately in the context of each module. The tool includes a questionnaire intended for profiling the participants.

## IX. MODULE 3 COMPETENCIES AND LEARNING OUTCOMES

Based on the teachers' profile, Module 3 aims to achieve the following competencies and learning outcomes:

OBJECTIVES	TARGET COMPETENCIES	TARGET LEARNING OUTCOMES
1. To conduct an appreciative inquiry to assess the learning climate	✓ Critical Thinking	Conduct appreciative inquiry (SWOT Analysis)
2. To create learning climate that promotes empathy, accessible to the learners and meets learners expectations	✓ Creativity ✓ Adaptability	Create/ Utilize motivational activities
3. To create a learning climate that is effective and inviting and makes use of existing classroom space	✓ Resourcefulness ✓ Innovative	Innovate a learning corner in an existing classroom space

## X. METHODS USED

To draw up the target competencies and learning outcomes, the following methods were employed:

**Discussion with colleagues.** A series of discussions through sit-down meetings with colleagues were undertaken to discuss the process of drawing up target learning competencies from the profiling and needs assessment undertaken and how to translate these competencies to learning outcomes, in the context of Module 3 and based on the teachers' profile.

**Needs Analysis.** Based on the needs assessment, a list of "lacks" and "gaps" was made and used as basis for coming up with a list of training needs, which was also informed by the teachers' profile. Then, drawing upon the objectives of Module 3, a list of competencies was created and specific learning outcomes for these competencies were formulated.

## **West Visayas State University**

**Baby Rose G. Robles**

### **Contributions of Module 3 for the Preparation of Teachers in Challenged Areas**

Module 3 deals with creating a learning climate in challenging realities: appreciative inquiry, empathy; proximity; expectations, effective and inviting use of existing classroom space.

Appreciative inquiry is defined as “the cooperative search for the best in people, their organizations, and the world around them. It involves systematic discovery of what gives a system “life” when it is most effective and capable in economic, ecological, and human terms. Appreciative inquiry involves the art and practice of asking questions that strengthen a system’s capacity to heighten positive potential. It mobilizes inquiry through crafting an “unconditional positive question” often involving hundreds or sometimes thousands of people (Cooperrider, D.L. And Whitney, D. , *Appreciative Inquiry: A Positive Revolution in Change*. In P. Holman and T. Devane (eds.), *The Change Handbook*, Berrett-Koehler Publishers, Inc., 245-263).

The appreciative inquiry approach in creating a learning climate in challenging realities will facilitate the formation of teachers’ core elements, namely: values and commitment, attitudes achieved, abilities/skills attained, and knowledge and understanding. Moreover, this module will bring about a shift of one’s personal way of being and seeing to an appreciative approach, helping them focus on what’s right in their world, rather than what is wrong or negative.

Empathy, on the other hand, is the ability to understand how someone else is feeling or to understand the situation they are in. It is the ability to “put yourself in someone else’s shoes” and to understand the way a situation might make them feel. Carl Rogers (1980) offers an effective formulation: “The state of empathy, of being empathic, is to perceive the internal frame of reference of another with accuracy and with the emotional components and meanings which pertain thereto as if one was the person, but without ever losing this ‘as if’ condition”.

Possessing the skill of empathy will motivate the teachers to serve in challenged areas by choice, thus deepening their understanding of the realities of their learners and the communities they live in. As a result, a well-motivated and passionate teacher who embraces the teaching profession by heart will be formed.

Using physical proximity as a classroom management technique ensures student on-task behaviour (and prevents student misbehaviour). The power of a teachers' physical proximity is amazing. Teacher physical proximity has been repeatedly demonstrated to have a positive effect on student engagement and desirable behaviour (de Brock, et al, 2005 in readytoteach.com).

The proximity control classroom management strategy simply refers to standing in close proximity to any student that causes, or is about to cause, a class disruption. This could mean anything from standing close to a talkative student to walking around the room while students work in groups to make sure they are on task and not disrupting others. This strategy keeps the teacher from having to call out students verbally - usually just moving close proximity will adjust a students' behaviour without the teacher having to say anything. Proximity control is predominantly used to prevent disruptive behaviour (study.com).

In terms of proximity, this module will assist in the development of perseverance among teachers, particularly in dealing with difficult learners.

In developing classroom expectations, this question is ascertained: "What are the expectations of how the students and the teacher treat each other?" Once a teacher has developed a philosophy for classroom management, has created a plan for how the classroom should operate, has investigated the make-up of the class, and has secured information about school expectations, then the process of establishing classroom expectations can begin. Expectations communicate specific standards of behaviour for the classroom. Expectations generally communicate how students treat each other as opposed to procedures that communicate how students operate in the classroom (Evertson & Emmer, 2009). Expectations describe behaviours that make the classroom a good place to live and learn (Weinstein, 2003). Expectations communicate general standards with a single rule encompassing a wide range of behaviours. Rese

that designing and implementing expectations at school, and at home, significantly influence behaviour and learning. Expectations clearly communicate that school is a place for learning and will give students a structure to help them feel that school is a safe and a predictable place to learn (Marzano et al, 2005). Research indicates that expectations should not be forced on students, but developed with students. Student involvement increases the sense of ownership and the likelihood that students make the expectations their own (projectidealonline.com).

With this module, both parties - the teacher and the students will be given a voice, and will participate in activities that promote learning and acknowledge authorities; and will implement organizational policies.

Republic Act 10533 or the Enhanced Basic Education Act of 2013 states that the curriculum shall be contextualized and global; and the curriculum shall be flexible enough to enable and allow schools to localize, indigenize and enhance the same based on their respective educational and social contexts. Furthermore, the production and development of locally produced teaching and learning materials shall be encouraged.

Therefore, with the effective and inviting use of existing classroom space, the module will promote new ideas, innovations and learning. The teacher will be aided to think and implement different effective methods and strategies using local materials could create learner-friendly and learner-centered environment.

### **Teacher Competences Addressed by the Module (in reference to Teacher's Profile)**

The following competences should be addressed in this module:

#### 1. Values and commitment

- ✓ Practices personal and professional ethics
  - Is honest
  - Practices professionalism
  - Asserts one's own rights in a respectful manner
  - Avoids spreading gossip
  - Respects the privacy of others
- ✓ Demonstrates commitment to teaching and learning

- o Demonstrate genuine concern for learners
- o Committed to teaching
- ✓ Recognizes one's strength with humility
- ✓ Participates in activities that promote learning
- ✓ Respects diverse ideas of others
- ✓ Pursues continuing education/higher degree
- ✓ Is patient
- ✓ Acknowledges authorities and implements organizational policies

## 2. Attitudes achieved

- ✓ Promotes new ideas, innovations and learning
- o Accommodates new ideas
- o Respects the ideas of others even if they contradict one's own
- o Respects students' diverse background
- o Treats students fairly
- o Is approachable and friendly
- o Exerts extra effort to be abreast with new innovations in education
- ✓ Willingly and responsibly accepts tasks
  - o Serves beyond one's basic responsibility
  - o Willingly helps peers and other teachers
  - o Performs tasks and roles responsibly
  - o Demonstrate enthusiasm in teaching
- ✓ Perseveres in difficult situations without hasty judgment while taking into consideration ideas from peers and superiors
  - o Accepts mentoring and coaching from peers and superiors
  - o Perseveres in difficult situations
  - o Is responsible for one's actions
  - o Learns from one's mistakes
  - o Withholds hasty judgments
- ✓ Shows optimism in managing personal and professional challenges

## 3. Abilities/Skills attained

- ✓ Thinks and implements different effective methods/strategies in teaching (professional skills)

- Finds alternative and creative ways of teaching in difficult situations
- Modifies learning materials to suit learners' needs
- Applies knowledge of students' diversity and differentiated instruction
- Prepares effective teaching aids
- Uses students' performance to guide instruction
- Finds alternative means to facilitate learning
- Applies creative problem solving in particular learning situation
- Effectively teaches through the use of appropriate technology
- Applies theories of child development in designing lessons and facilitating learning
- Exhibits classroom management skills and facilitate learning with current learner
- Is consistent with positive classroom discipline
- Identifies and uses resources for classroom learning
- Effectively manages time
- Considers individual differences among learners to address specific needs
- Makes learning an enjoyable experience
- Considers the perspective of learners
- ✓ Collaborate with stakeholders to facilitate learning (human skills)
  - Collaborates with others to facilitate learning
  - Effectively works with others
  - Asks for help when the need arises
  - Initiates activities that enable collaboration between the school and community
  - Influences stakeholders to support the school community
- ✓ Applies effective conflict management (human skills)
  - Finds solution to deal with difficult situations
  - Applies effective conflict management

- ✓ Takes care of one's emotional and mental well-being (human skills)
  - o Takes care of one's emotional and mental well-being
  - o Creates learning opportunities for oneself
  - o Effectively manages one's emotions and those of others
- ✓ Extends emotional psychological support to learners and others (human skills)
  - o Accommodates learners' needs despite limited resources
  - o Brings out the best in the learners
  - o Inspires learners
  - o Attentively listens to the learners
  - o Guides learners to use their strength in facing adverse situations
  - o Inspires others to do better
- ✓ Delivers clear, accurate, updated, well-organized, and relevant content knowledge (conceptual skills)
  - o Uses practical or real situations in teaching
  - o Integrates past learning activities to prepare for next lessons
  - o Delivers clear, accurate, and updated content knowledge
  - o Prioritizes important tasks for learning
  - o Plans work to ensure maximum productivity
  - o Learns and uses new skills
  - o Performs several tasks without compromising quality
  - o Is curious to learn

#### 4. Knowledge and understanding

- ✓ Exhibits knowledge across varied disciplines
- o Attends seminars and trainings to hone skills and updates with latest trends
- o Understands the nature and characteristics of current and future learners
- o Understands the structure, relationships, and interactions in school and community
- o Is aware of national, global, ecological, cultural issues

- o Uses knowledge of family relationships and interactions to understand learners
- ✓ Demonstrates good judgment
- o Understands the learners' situations
  - o Is aware of one's own limitations

## Learning Outcomes

1. Shifted one's personal way of being and seeing to an appreciative approach, focusing on what's right in the world of one's learners and intentionally creating more of what's right in the classroom
2. Created a learners-friendly environment for a community of learners
3. Demonstrated a caring attitude towards the learners
4. Established, monitored and revised classroom procedures to facilitate learning
5. Prepared well in specific methodologies for teaching in these contexts, for managing classes, and for creating adequate locally-made materials
6. Developed skills in formulating questions to generate strengths, successes, values, hopes and dreams which themselves are transformational

## References:

Cooperrider, D.L. And Whitney, D. , Appreciative Inquiry: A Positive Revolution in Change. In P. Holman and T. Devane (eds.), The Change Handbook, Berrett-Koehler Publishers, Inc., 245-263.

Carl Rogers (1980) from <http://cultureofempathy.com/References/Experts/Carl-Rogers-Quotes> de Brock, et al, 2005 in readytoteach.com

Proximity Control <https://study.com/academy/lesson/proximity-control-in-the-classroom-meaning-strategy.html> (study.com).

Evertson & Emmer ( 2009). Classroom Management for Elementary Teachers 8<sup>th</sup> ed.  
<https://www.pearson.com/us/higher-education/product/Evertson-Classroom-Management-for-Elementary-Teachers-with-My-Lab-Education-8th-Edition/9780205616114.html>

Weinstein, 2003 <https://study.com/academy/lesson/proximity-control-in-the-classroom-meaning-strategy.html>

Marzano et al, 2005 <https://study.com/academy/lesson/proximity-control-in-the-classroom-meaning-strategy.html>

Republic Act 10533 or the Enhanced Basic Education Act of 2013

## **MODULE 4**

**Teaching, learning and assessment in challenged areas, specific methodologies making learning accessible in context of poverty; use of multiple intelligences; collaborative learning; reflective learning; critical thinking; power to learn; higher order thinking skills and project building competency**

## Centro Escolar University

Milagros L. Borabo

Effective teachers employ a wide array of teaching strategies since there is no single approach that suits all types of learners. Different strategies are used with students to improve their student performance. These also include student and teacher engagement, teaching – learning activities, the use of instructional resources and modes of assessment. The use of effective delivery modes are necessary for students in order to foster their application of real life skills in the broader aspects of life. The use of highly engaging interactive, innovative and interactive strategies in improving your students' learning is of utmost importance especially in challenged areas. It is said that excellent teaching leads to improved student performance. It is in this context, that this module will contribute in helping teachers who are assigned to teach in challenging areas. Jalbani (2014) stated that great emphasis has been laid on “quality teaching” by many educators and that there is a need of elaborating the term “quality teaching”. Globalization has influenced each and everyone’s life. Quality, successful and effective learning actually depends on several factors e.g. availability and selection of instructional resources, staffing quality, nature and its level, professional development implication as a system, and also the support of parents and administration. Recently, research also highlights one of the key features of “quality teaching” i.e. student-centered classrooms, which aims to benefit all students learning

<b>CEU Partner School</b>	<b>Challenges</b>	<b>Teacher Profile KSV of Teachers to respond to identified challenges</b>	<b>Competencies (basis of learning outcomes)</b>	<b>Module 4 specific topics</b>
Geronimo Santiago Elementary School	Diversity of learners (Christians and Muslims): Cultural and Religious Aspects	K- Understanding cultural and religious practices of Muslims and Christians - Positive discipline for diverse learners	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of the concepts on unity and diversity based on religion and culture</li> </ul>	<ul style="list-style-type: none"> <li>• Diversity of Learners</li> <li>• specifically on linguistic, cultural, socio economic and religious background</li> </ul>

		<p><b>S-</b> skills in dealing with diverse learners</p> <ul style="list-style-type: none"> <li>- unifying Christians and Muslims</li> <li>- skills on implementing positive discipline</li> <li>- skills on classroom management for diverse learners</li> </ul> <p><b>V-</b> embraces diversity through mutual respect</p>	<ul style="list-style-type: none"> <li>• Demonstrate an in depth understanding of the Muslim culture</li> <li>• Demonstrate knowledge of the religious celebrations of both Muslims and Christians</li> <li>• Show mutual respect for both culture and religion</li> <li>• Apply positive discipline for diverse learners in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Positive Discipline for Diverse Learners in the Classrooms</li> </ul>
Geronimo Santiago Elementary School	Creating a professional/personal learning community (learning and development)	<p><b>K</b> – self assessment and external feedback on one’s strength and needs for improvement</p> <p><b>S</b> – use of professional/ personal learning community aligned with L&amp;D</p>	<ul style="list-style-type: none"> <li>• Demonstrate mastery of content and pedagogy across all subject areas and grade level</li> <li>• Use Facilitation skills effectively</li> <li>• Apply teaching strategies that develop critical and creative thinking and /or other higher order</li> </ul>	<ul style="list-style-type: none"> <li>• Integrative Teaching Strategies</li> <li>• Differentiated Instruction</li> <li>• Effective Facilitation skills</li> <li>• Innovative Teaching Strategies</li> </ul>

		<p>V – collaboration - sense of belongingness - continuing professional development</p>	<p>thinking skills</p> <ul style="list-style-type: none"> <li>Strengthen harmonious relationships in the workplace</li> </ul>	
<p>Librada Avelino Elementary School</p>	<p>Lack of self-confidence among students in their communication skills</p>	<p>K Higher Order Thinking Skills</p> <p>S Communication Skills</p> <p>V- building self-confidence; learning how to listen and respond properly to cues/questions</p>	<ul style="list-style-type: none"> <li>Apply teaching strategies that develop critical and creative thinking and /or other higher order thinking skills</li> </ul>	<ul style="list-style-type: none"> <li>Critical thinking</li> <li>collaborative learning</li> </ul>
<p>Librada Avelino Elementary School</p>	<p>Reading and numeracy skills</p>	<p>K- Phonemics, phonetics; patterns; numbers, basic mathematical operations in context (real-life)</p> <p>S- decoding, comprehension; arithmetic; life skills</p> <p>V- giving importance to education in real-life skills</p>	<ul style="list-style-type: none"> <li>Demonstrate mastery of phonemics, phonetics; patterns; numbers, basic mathematical operations in context (real-life)</li> <li>Demonstrate knowledge of strategies that promote literacy and numeracy skills</li> <li>Apply learnings gained in real life</li> </ul>	<ul style="list-style-type: none"> <li>Teaching, learning and assessment in challenged areas</li> <li>Power to learn</li> <li>Higher Order Thinking Skills</li> <li>Real Life Skills</li> </ul>

			skills	
Marcela Agoncillo Elementary School	Retooling teachers for their Communication Skills (e.g. revisiting the art of questioning 1exploring HOTS across subject areas)	<p><b>K-</b> The art of questioning; using HOTS in their day-to-day interactions with their pupils</p> <p><b>S-</b> Communication skills; scaffolding</p> <p><b>V-</b> change/personal and professional growth and development</p>	<ul style="list-style-type: none"> <li>• Demonstrate mastery of the subject matter</li> <li>• Apply teaching strategies that develop critical and creative thinking and /or other higher order thinking skills</li> <li>• Use communication skills effectively</li> <li>• Engage in personal and professional development</li> </ul>	<ul style="list-style-type: none"> <li>• Innovative Teaching Strategies</li> <li>• Enhancing Communication Skills</li> <li>• Professional and Personal Development of Teacher</li> </ul>

<p>Marcela Agoncillo Elementary School</p>	<p>TEACHER QUALIFICATION</p> <ul style="list-style-type: none"> <li>• Mismatched teachers (Kindergartens)</li> <li>• No MA (no higher education training)</li> </ul>	<p><b>K-</b> knowledge in subject matter  <b>S-</b> trained to handle kinder learners (qualifications)  <b>V-</b> willing to learn and study and study to teach well and be qualified</p>	<ul style="list-style-type: none"> <li>• Demonstrate mastery of the knowledge of and passion for the subject matter</li> <li>• Explore other ways to gain knowledge and deliver them to students</li> </ul>	<ul style="list-style-type: none"> <li>• power to learn</li> <li>• higher order thinking skills and project building competency</li> <li>• use of multiple intelligences</li> </ul>
<p>Marcela Agoncillo Elementary School</p>	<p>TEACHER ATTITUDE</p> <ul style="list-style-type: none"> <li>• Transition period</li> <li>• Lack of enthusiasm/ motivation of teachers</li> <li>• Not challenged to give best effort</li> </ul>	<p><b>K-</b> assessment skills for learner's academic progress  <b>S-</b> excellent communication skills  <b>V-</b> attitude toward change  - humility to accept new assignments outside comfort zone</p>	<ul style="list-style-type: none"> <li>• Explore other ways to gain knowledge and deliver them to students</li> <li>• Prepare excellent lesson plans, lectures, and assignments</li> <li>• Demonstrate strong work ethics</li> <li>• Apply life skills by example</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching, learning and assessment in challenged areas</li> </ul>

Challenges ( Critical Areas )

The three schools namely Librada Elementary School, Marcela Agoncillo Elementary School and Geronimo Santiago Elementary School cited the following critical areas : - Diversity of learners (Christians and Muslims): Cultural and Religious Aspects, Creating a professional/personal learning community (learning and development) Lack of self-confidence among students in their communication skills, Reading and numeracy skills, Retooling teachers for their Communication Skills (e.g. revisiting the art of questioning 1exploring HOTS across subject areas), Retooling teachers on their Communication Skills (e.g. revisiting the art of questioning ,exploring HOTS across subject areas), teacher attitude , transition period, lack of enthusiasm/ motivation of teachers, and not challenged to give best effort.

#### Learning Outcomes

To address these critical areas ,these learning outcomes are formulated : Demonstrate knowledge of the concepts on unity and diversity based on religion and culture

1. Demonstrate an in depth understanding of the Muslim culture
2. Demonstrate knowledge of the religious celebrations of both Muslims and Christians
3. Show mutual respect for both culture and religion
4. Apply positive discipline for diverse learners in the classroom
5. Demonstrate mastery of content and pedagogy across all subject areas and grade level
6. Apply teaching strategies that develop critical and creative thinking other higher order thinking skills
7. Use facilitation skills
8. Strengthen harmonious relationships in the workplace

#### Methods

To attain these learning outcomes ,the following methods are proposed in the module ,the use of differentiated instruction, provision for activities to strengthen multiple intelligences, application of cooperative strategies and collaborative learning , the use of reflection journal and the construction of performance tasks which are aligned to the learning outcomes and teaching learning activities. The module shall also

use questions which shall promote higher order thinking skills and reflective learning. All the performance activities in the module will also consider the local and global dimensions in education. Zsu (2013) cited that technologies, pedagogies, and cultural environment are drivers for educational innovations; especially, the cultural environment characteristics play important roles in the changing process, thus nurturing an enabling and innovative school environment is critical to facilitate and promote educational innovations. Masters, J. (2013). also identified that the creative learning could be facilitated by intentional support and both innovative teaching strategies and imaginative teaching scenarios are important components of this framework.

For the successful completion of the module, teachers must be able to measure its effectiveness through practical projects and activities to ensure that other teachers in the same context will learn from this learning engagement. It also envisions that the exit competencies of this module shall lead to mentoring approach among their peers and colleagues.

#### Specific Topics

Module 4 shall revolve on the following topics; diversity of learners (linguistic, cultural, socio-economic background and religious background, positive discipline, integrative strategies, differentiated instruction, facilitation skills,

Innovative strategies, critical and creative thinking skills, collaborative learning, teaching-learning assessment in challenged areas, power to learn, higher order thinking skills, real life skills, communication skills, professional and personal development of teachers, multiple intelligences and project building competency. Given these topics, the design of the module must give emphasis for interactive teaching-learning, task-oriented activities and the motivation to do lifelong learning. Tosuncuoglu, I. (2018). emphasized the need in developing the ability to think critically is vital component of real, meaningful teaching and learning. Critical thinking helps us solve problems, make decisions and reach our goals. Thinking is not a passive but an active process. If students' critical thinking skills are activated, for example while writing, very successful results can be attained. All the three elementary schools cited that this one of the challenges both for the students and the teachers. This module will also give emphasis to collaborative learning. As stated by Loes, C. N. [and two others] (2018). exposure to collaborative learning led to a greater frequency of students interacting with others who were different from themselves in turn led to greater openness to diversity. Collaborative learning activities positively influenced students' openness to diversity, regardless of their individual background characteristics. Given these topics, the design of the module must give emphasis for interactive teaching-learning, task-oriented activities and the motivation to do lifelong learning. The innovative and interactive strategies applying the multiple intelligences which shall be used in this module will surely help teachers in the challenged areas.

## References

[Laraib Nasir Jalbani](#) (2014) The Impact of Effective Teaching Strategies on the Students' Academic Performance and Learning Outcome

Loes, C. N. [and two others] (2018). How collaborative learning enhances students' openness to diversity. *Journal of Higher Education*, 89(6), 935-960. <https://eric.ed.gov/?q=collaborative+learning&id=EJ1192260>

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Tosuncuoglu, I. (2018). Place of critical thinking in EFL. *International Journal of Higher Education*, 7(4), 26-32. <https://eric.ed.gov/?q=critical+thinking&id=EJ1185704>

# Polytechnic University of the Philippines

## Manolito S. San Jose

**Module 4** will contribute to the preparation of the teacher profile (Module 1) in terms of teaching and learning competencies. The teacher profile have a great impact in these area because the experience, professional development and teaching skills will enhance and develop the learners capability and ability in the learning environment.

Teaching competencies should be addressed in terms of the teaching experience, professional development and educational qualifications. These areas will greatly contribute in the delivery of education services for the pupils for the development of learners and will greatly contribute for academic excellence.

Learning outcomes of this module would be more development on the teaching and learning process, would addressed the problem in the challenge areas. Assessment and evaluation would be given more emphasis and give a greater solution to the problem in the public elementary schools.

### Methods Used

#### REFLECTION

I had the opportunity to discussed with the three (3) elementary public school teachers regarding the Modules 1-6. They elaborate their experiences in their respective schools like what the problems/ challenges they are experiencing for almost ten (10) years now, and how does it greatly affects their pupil in particular and in their performance in general. Each on of them shared their experiences that for them the problem in public school continuous to flourish and it seems a never ending story.

Martha L. A. Stassen et al. define assessment as “the systematic collection and analysis of information to improve student learning.” (Stassen et al., 2001, pg. 5) This definition captures the essential task of student assessment in the teaching and learning process. Student assessment enables instructors to measure the effectiveness of their teaching by linking student performance to specific learning objectives. As a result, teachers are able to institutionalize effective teaching choices and revise ineffective ones in their pedagogy.

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The measurement of student learning through assessment is important because it provides useful feedback to both instructors and students about the extent to which students are successfully meeting course learning objectives. In their book *Understanding by Design*, Grant Wiggins and Jay McTighe offer a framework for classroom instruction—what they call “Backward Design”—that emphasizes the critical role of assessment. For Wiggins and McTighe, assessment enables instructors to determine the metrics of measurement for student understanding of and proficiency in course learning objectives. They argue that assessment provides the evidence needed to document and

validate that meaningful learning has occurred in the classroom. Assessment is so vital in their pedagogical design that their approach “encourages teachers and curriculum planners to first ‘think like an assessor’ before designing specific units and lessons, and thus to consider up front how they will determine if students have attained the desired understandings.” (Wiggins and McTighe, 2005, pg. 18)

Student assessment also stresses critical reflective teaching. Stephen Brookfield, in *Becoming a Critically Reflective Teacher*, contends that critical reflection on one’s teaching is an essential part of developing as an educator and enhancing the learning experience of students. Critical reflection on one’s teaching has a multitude of benefits for instructors, including the development of rationale for teaching practices. According to Brookfield, “A critically reflective teacher is much better placed to communicate to colleagues and students (as well as to herself) the rationale behind her practice. She works from a position of informed commitment.” (Brookfield, 1995, pg. 17) Student assessment, then, not only enables teachers to measure the effectiveness of their teaching, but is also useful in developing the rationale for pedagogical choices in the classroom.

#### EMBOLDENED QUESTIONS

The priority questions and points are emboldened. These are intended to act as a guide and help in deciding to what to address/include in preparing the report on the each area. They are intended to help report compilers to identify points for inclusion.

The emboldened questions and points are followed by unemboldened words and numbers. The unemboldened words indicate useful sources of documentation, whilst the numbers refer to the number of the pro-formas distributed as part of the documentation for the Faculty Review.

#### KEY AREAS OF FOCUS

1. Faculty policies and strategies for teaching, learning and assessment.
2. Overall quality of teaching, learning and assessment.
3. Main kinds of teaching and assessment strategies being used in the Faculty.
4. Identification of strengths and weaknesses in teaching, learning and assessment.
5. The uses made of assessment of students.
6. Quality assurance practices for monitoring and reviewing the actual quality of teaching, learning and assessment.

7. Plans for interventions and staff development to improve the quality of teaching and learning in the Faculty.

### **KEY QUESTIONS**

1. How high is the quality of the teaching, learning and assessment in the Faculty?
2. How do we know and how will we continue to know?
3. What is being done to improve teaching, learning and assessment?

### **CORE QUESTIONS**

1. What are the policies and strategies for teaching, learning and assessment in the Faculty? Policy documents, handbooks for each program and course, student handbooks, Faculty policy documents and codes of practice on curricula, equal opportunities, learning, teaching, assessment, student support, marking and examinations, plagiarism and cheating, policies regarding admission and retention of students, remedial and support work, awarding of credit, program & course regulations and instructions to examiners
2. What procedures and processes does the Faculty have for planning, monitoring, reviewing, and developing the teaching, learning and assessment in the Faculty? Minutes of meetings of curriculum development bodies and advisory groups, materials and pro-formas used in the academic development and reviewing process.
3. How does the Faculty know and inform itself and stakeholders if these procedures and processes are working/being used? Minutes of meetings of curriculum development bodies and advisory groups, materials and pro-formas used in the academic development and reviewing process.
4. Are the procedures and processes for planning, monitoring, reviewing, and developing the teaching, learning and assessment in the Faculty in place, operating and effective in meeting the Faculty's stated mission, values, purposes, policies, self-evaluation contents and criteria for the effectiveness of the Faculty?
5. How does the Faculty inform itself/stakeholders about how these procedures and processes for the Faculty are effective in terms of outcomes and quality (i.e. impact analysis)?
6. How high is the quality of the teaching, learning and assessment in the Faculty, and how does the Faculty know? Minutes of meetings of curriculum development bodies and advisory groups, materials and pro-formas used in the academic development and reviewing process.

7. How has the Faculty improved the quality of its teaching, learning and assessment over time, and how does it know? Minutes of meetings of curriculum development bodies and advisory groups, materials and pro-formas used in the academic development and reviewing process.
8. What recommendations can be made for needed interventions and developments to develop further the teaching, learning and assessment in the Faculty?
9. What does the Faculty do to monitor and improve the teaching, learning and assessment in the Faculty?
10. What does the Faculty do to monitor and improve the teaching and learning in English medium in the Faculty?

**University of St. La Salle**

**Ma. Xenia Y. Guanzon**

### **Teaching, Learning and Assessment Methodologies in a challenged Area**

#### **Objectives:**

1. To strengthen teaching, learning and assessment strategies based on multiple intelligence approach in the challenged areas making learning accessible in context of poverty;
2. To come up with collaborative and reflective methodologies to sustain transfer of learning;
3. To empower teachers with high order critical thinking skills and project building competency.

#### **I. TARGET PARTICIPANTS**

The University of St. La Salle, in collaboration with the Department of Education, aims to design a special teacher training program for the teachers of the Alternative Learning System (ALS) of the Districts of Bacolod City, Murcia, and La Castellana.

#### **II. PROFILE OF THE ALTERNATIVE LEARNING SYSTEM**

ALS is a parallel learning system in the Philippines that provides a practical option to the existing formal instruction. When one does not have or cannot access formal education in schools, ALS is an alternate or substitute. ALS includes both the non-formal and informal sources of knowledge and skills for lifelong learning. The legal basis for ALS is Republic Act 9155, which mandates the Department of Education to provide non-formal and informal education to out-of-school children, youth, and adults in the Philippines through mobile teachers, community-based, school-based, and home-based teaching.

ALS Programs include: (a) Non-formal education which consists of the Basic Literacy Program and the Continuing Education, Accreditation and Equivalency Program for

Elementary and Secondary Levels; and (b) Informal education which delivers skills and livelihood education, community development, and entrepreneurship. To sustain ALS programs, the Department of Education makes use of such strategies as need-responsive policy issuances, the conduct of various activities to gain active support from stakeholders and partnership with private corporations.

### **III. UPDATES ON THE ALTERNATIVE LEARNING SYSTEM**

The Bureau of Curriculum Development (BCD) is currently reviewing the ALS learning competencies versus the K to 10 competencies. The output of this initiative is an enhanced ALS curriculum which is aligned to the K to 12. Additional competencies and learning materials are being proposed for development in ALS for it to become more relevant and up-to-date.

In 2016, hundreds of thousands more of out-of-school youth, children and adults were served through the various ALS programs. Visually and hearing-impaired learners are now served through ALS for Persons with Disability (PWD), as covered under DepEd Order No. 46, s. 2014. ALS learning materials have been translated into major Philippine languages to educate ALS learners in their Mother Tongue, including cultural minorities.

### **IV. THE CHALLENGES FACED BY THE ALTERNATIVE LEARNING SYSTEM**

***Changes in Supervision.*** There is no supervisor solely assigned to ALS. While some ALS supervisors were given new assignments, some Schools Division Offices assigned ALS to new ones. This poses a challenge to the effective implementation of ALS programs insofar as the turnover of responsibilities and capacity building are concerned.

***Implementation of the Senior High School Under the k to 12 Program.*** The dearth of human resources available for various tracks is further complicated by the absence of infrastructure, facilities and equipment at the Community Learning Centers.

***Lack of Learning Facilitators.*** ALS has only a little over 6, 846 teachers (as of 2016) to reach the target learners and provide them with appropriate alternative learning opportunities.

**Other challenges:** Mapping of potential learners; funding support; provision of more Community Learning Centers, facilities and equipment; sufficient and relevant learning resources; integration of livelihood and employment opportunities; and lack of interest on the part of out-of-school youth.

## V. FUTURE PLANS OF THE DEPARTMENT OF EDUCATION FOR ALS

1. Full implementation of the ALS Learner Information System (LIS) for data collection management for purposes of assessment, evaluation, planning, and policy formulation.
2. ALS to be offered in all schools.
3. Information and Technology-enabled ALS education.
4. New ALS equivalency assessment that is more harmonized with the formal basic education system under K to 12.
5. Senior High School for ALS with appropriate tracks for ALS learners

Source: "Progress, Challenges, and Future Plans: ALS Situationer" by Ms. Sevilla A.

*Panaligan (Chief Education Program Specialist, Bureau of Curriculum Development, DepEd), November 2016*

## VI. TARGET PROFILE OF THE PARTICIPANTS

In order to teach effectively, it is critical for a teacher in a challenged area to:

**...have a deep KNOWLEDGE & UNDERSTANDING of:**

- the learners' learning styles and intelligence profile
- the various teaching styles and active teaching strategies
- appropriate and sound assessment strategies for ALS learners
- the principles of teaching and the emerging trends in instructional delivery
- a global community and other experiences in the world taking place in similar areas
- the nature of ALS learners and their special learning needs
- information and communication technology (ICT)
- curriculum, syllabus, and materials design

**...acquire the SKILL & ABILITY to:**

- communicate effectively with students and stakeholders
- facilitate learning in the context of ALS
- mentor and counsel ALS learners
- mentor fellow ALS teachers
- teach critical thinking and problem-solving skills
- teach life skills
- plan and design ALS learning modules
- conduct action research in aid of instruction
- collaborate with fellow ALS teachers and stakeholders
- adapt lessons to the special learning needs of ALS learners

**...possess the VALUES of & show COMMITMENT to:**

- quality education
- teamwork and collaboration
- patriotism and nationalism
- humble, enduring service to the poor and marginalized
- positive self-concept
- character formation

**...manifest the following ATTITUDES:**

- resilient
- dedicated to and passionate about teaching the out-of-school youth and adults
- flexible and adaptable
- teachable
- reflective/introspective
- compassionate and nurturing
- resourceful and innovative

**VII. METHODS OF DATA COLLECTION**

**Consultation.** To get their observations and recommendations, a series of consultations with ALS teachers, colleagues, and volunteers from the challenged areas were undertaken between May 23 and May 28. Salient points that transpired during the consultations were recorded for future reference.

**Interviews.** Mobile ALS teachers were interviewed as a group and individually in order to get insider information and first-hand accounts of personal experiences in the challenged areas.

**Document analysis.** Sample learning modules and teacher-made instructional materials were collected, examined, and evaluated. Pertinent ALS documents were also reviewed for a thorough understanding of the structure, protocols, and dynamics of ALS.

**Needs Assessment & Analysis of Needs.** An assessment of the training needs and competencies, as well as an inventory of facilities, materials, and equipment were undertaken by the team of individuals working on the six modules. The needs assessment instrument was so designed to include questions informed by each of the six modules. Results of the needs assessment was then analyzed separately in the context of each module. The tool includes a questionnaire intended for profiling the participants.

#### MODULE 4 COMPETENCIES AND LEARNING OUTCOMES

Based on the teachers' profile, Module 4 aims to attain the following competencies and learning outcomes:

OBJECTIVES	TARGET COMPETENCIES	TARGET LEARNING OUTCOMES
1. To strengthen teaching, learning and assessment strategies based on multiple intelligence approach in the challenged areas making learning accessible in context of poverty.	<ul style="list-style-type: none"> <li>✓ Self Direction</li> <li>✓ Effective Communication</li> <li>✓ ADAPTABILITY</li> </ul>	Design flexible and effective instructional and assessment program responsive to students' needs and developmental levels.
2. To come up with collaborative and reflective methodologies to sustain transfer of learning;	<ul style="list-style-type: none"> <li>✓ Creativity and Innovation</li> <li>✓ Effective Collaboration</li> </ul>	Create appropriate teaching-learning activities in collaboration with colleagues.
3. To empower teachers with high order critical thinking skills and project building competency.	<ul style="list-style-type: none"> <li>✓ Problem solving</li> <li>✓ Critical Thinking</li> <li>✓ Self- Direction</li> <li>✓ ICT SKILLS</li> </ul>	Come up with learning modules and assessment tools to enhance content

		knowledge, and project building skills.
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### VIII. METHODS USED

To draw up the target competencies and learning outcomes, the following methods were employed:

**Discussion with colleagues.** A series of discussions through sit-down meetings with colleagues were undertaken to discuss the process of drawing up target learning competencies from the profiling and needs assessment undertaken and how to translate these competencies to learning outcomes, in the context of Module 4 and based on the teachers' profile.

***It was conveyed that ALS teachers engage in a variety of teaching-learning strategies to ensure that transfer of learning takes place. Some of which are differentiated instruction, multi-grade teaching, lecture, demonstration and use of resource person. They expressed they need to have adequate special training in some of the learning strands, since most of them are graduates of Elementary Education. As mobile teachers, they, also shared that they experience difficulty in coming up with instructional materials and assessment tools.***

**Needs Analysis.** Based on the needs assessment, a list of "lacks" and "gaps" was made and used as basis for coming up with a list of training needs, which was also informed by the teachers' profile. Then, drawing upon the objectives of Module 4, a list of competencies was created and specific learning outcomes for these competencies were formulated.

***All 8 ALS facilitators utilize lecture, demonstration, individual instruction, problem solving, project and learning modules. Likewise, they practice a variety of interactive and collaborative teaching methodologies such as peer teaching, reflective learning, role playing, and experiential methods, cooperative learning and self analysis strategies. Formative, summative and performance based assessments serve as basis of evaluation. However, all ALS facilitators do not utilize musical activities as they deliver their***

***lesson. They conveyed they need to be trained in facilitating daily learning activities based on multiple intelligence approach.***

***To effectively ensure transfer of learning, the ALS teachers conveyed the need to have sufficient training on Teacher-Student Working Relationship, Family and Community Partnership, Teaching practices and collaboration with colleague, Knowledge of Students, Subject matter and Learning Environment. Furthermore, it was revealed that deviant/hostile/uncontrolled behavior and inattentiveness/distraction from work greatly affect the teaching-learning environment.***

***Focus group discussion.*** Mobile teachers, instructional managers, and coordinators were invited to discuss the following topics;

1. Challenges and difficulties encountered as ALS volunteers.
2. Knowledge, attitudes, values and skills ALS teachers must possess in order to teach effectively.

Salient points that transpired from the FGD are as follows;

1. Most ALS teachers are generalists and have difficulty teaching the various subjects such as Communication Arts, Mathematics, Chemistry etc... Participants agree that ALS teachers can benefit from a refresher course leading to a Certificate for specialization.

2. Among the realities pertaining to the learners in the urban area that present a big challenge to ALS teachers are addiction to online games, absenteeism due to the many distractions of the city life and misbehaviors.

3. In terms of necessary knowledge, participants claim they need to be equipped to teach Basic Literacy and Functional Literacy. They also need a deep understanding of curriculum design, especially of the spiral curriculum as well as knowledge of formal assessment techniques.

4. In addition to the 5 strands, there is a 6<sup>th</sup> strand which is Computer and digital Literacy, bringing the total number of competencies 2,026. ALS teachers find this daunting and extremely challenging given their lack of training.

5. ALS teachers pointed out that, because of the nature of the learners, they need rigid training in the delivery of differentiated instruction and individualized instruction.

**NEED ASSESSMENT RESULTS**

**PROJECT FORTH MODULE 4 QUESTIONS**

**1. TEACHING STYLE INVENTORY**

Teaching Approach, Method, and Strategy	YES	%	No	%
I use lecture method in delivering my lesson.	8	100%		
I use recorded or audiotaped materials, such as songs, audiobooks, recorded speeches, etc.	7	87%	1	13%
I do dictation exercise (i.e., dictating notes for students to copy).	6	75%	2	25%
I play music while students are doing group work or seat work.			8	100%
I read stories, poems, essays, or articles to my students.	8	100%		
I use the school-prescribed textbook for my subject.	7	87%	1	13%
I use PowerPoint slides in delivering my lessons.	7	87%	1	13%
I use film or video clips to supplement my lesson.	7	87%	1	13%
I use illustrations, pictures, maps, and diagrams to clarify concepts.	8	100%		
I require students to take down notes while I am discussing the lesson.	8	100%		
I teach students how to make graphic organizers, such as Venn Diagram, KWL Chart, Cause-Effect Diagram, etc.	6	75%	2	25%
I demonstrate a concept or a process to show my students how something is done or how things work.	8	100%		
I engage my students in show and tell activity.	8	100%		
I use 3-D models, dioramas, and real objects to illustrate a concept.	7	87%	1	13%

I let students touch or manipulate my instructional materials, such as manipulatives and models.	8	100%		
I do collaborative group activities where students leave their seats and perform a task or a group presentation.	8	100%		
I bring my students outside the classroom for experiential learning, such as nature walks, museum visits, field trips, etc.	6	75%	2	25%
I let students show their understanding of the lesson by producing a concrete output or a project.	8	100%		
I use games and competitive activities in my classroom.	8	100%		
I let students do role plays, dramatizations, and re-enactments in my classroom to show their understanding of the lesson.	8	100%		
I use digital technology in delivering my lesson, such as online sources, web quests, search engines, etc.	5	63%	3	37%
I share links/URL and websites with my students to help them complete their assignments or to do advance study.	5	63%	3	37%
I give online research tasks.	5	63%	3	37%
I encourage student-to-student interaction (e.g., panel discussion, debate, argumentation, etc.	8	100%		
I let students engage in peer critiquing, peer editing,	8	100%		
I give students immediate, on-the-spot feedback on their performance or output.	8	100%		

## 2. Teaching strategies

Teaching Strategy	f	%
Lecture	8	100%
Demonstration	8	100%
Individual Instruction	8	100%
Module	8	100%
ICT/Computer aided/piso net)	4	50%
Interactive Teaching	6	75%
Station Teaching	2	25%
Peer Teaching	7	87%
Cooperative Learning	6	75%
Reflective Learning	7	87%
Journal Writing	4	50%
Experiential Method	7	87%
Self -Analysis	6	75%
Interest Center	5	63%
Simulation	2	25%

Role Playing	7	87%
Problem Solving	8	100%
Projects	8	100%

### 3. ) Assessment techniques

Assessment Techniques	f	%
Quizzes	8	100%
Oral Reporting	8	100%
Project	8	100%
Performance Based (skill development , sports activities, functional literacy test)	4	50%
Others (portfolio assessment)	1	13%

### 4. ) Areas of Concern

Areas of concern	f	%
Knowledge of Students	4	50%
Knowledge of Subject Matter	4	50%
Teaching Practices	5	63%
Teacher-Student Working Relationship	7	87%
Learning Environment	4	50%
Collaboration with Colleagues	5	63%
Family and Community Partnership	6	75%

### 5. Behaviors and attitudes your students manifest in the class which affect the teaching-learning environment.

Behavior/Attitudes	f
Hyper students that need attention always making noise	1
Laziness	1
Inattentiveness/Distracted from work	2
Shyness	1
Hostile/Deviant behavior/Uncontrolled behaviors of students	3
It what the learners' behavior that they possess in their community, they bring to the ALS learning center	1
They opt to do such non sense things they practice of; what they practice in the community	1

### Contributions of Module 4 for the Preparation of Teachers in Challenged Areas

The contents of Module 4 cover a wide range of pedagogical and instructional management skills and conceptual processes that teachers need to acquire and develop to prepare them for specific or general cases of poverty or marginalization in teaching contexts in the Philippines. In sum, the module captures the *hows* of teaching which are topics or contents under pedagogy (teaching approaches and methodologies), assessment, and teaching principle courses in Teacher Education curricula. These courses aim at developing *teacher effectiveness*, e.g., in terms of classroom management, teaching practices, assessment, and technology skills (Nessipbayeva, 2012), or *instructional self-efficacy* (Bustos-Orosa, 2008 in Abulon, 2014).

Module 4 of Project Forth raises the competences for teacher effectiveness by covering 21<sup>st</sup> century skills - employing reflective learning, critical thinking, and HOTS which redound to “power to learn” / empowerment. In UNESCO’s description of the Four Pillars of Learning in the evolving landscape of education - *Learning to Know, Learning to Live Together, Learning to Do, and Learning to Be*, these competences are well-articulated in Learning to Know, i.e., mastering the skills of knowing and understanding, learning to learn and discover, thinking in a coherent and critical way, developing a scientific spirit and an inquiring mind, acquiring knowledge of the scientific methods and instruments, acquiring independence of judgment, and knowing oneself (SEAMEO INNOTECH, 2011). “*Learning to know* involves the development of knowledge and skills that are needed to function in the world.” Consequently, a project building competency will enable teachers to conceptualize school-based initiatives that will impact the school and the wider community.

Whereas the previous modules mentally and psychologically prepare the teacher to the teaching climate and realities in challenged areas, Module 4 equips them with professional and pedagogical competences - the “hard skills of a teacher (Hendriana, 2017).”

## Teacher Competences Addressed by the Module (in reference to Teacher's Profile)

### A. Attitudes Achieved

- Promotes new ideas, innovations, and learning
  - Accommodates new ideas
  - Exerts extra effort to be abreast with new innovations in education
- Shows optimism in managing personal and professional challenges

### B. Abilities/Skills Attained

- Thinks and implements different and effective methods/strategies in teaching (Professional Skills)
  - Finds creative ways of teaching in difficult situations
  - Modifies learning materials to suit learners' needs
  - Applies knowledge of students' diversity and differentiated instruction
  - Prepares effective teaching aids
  - Uses students' performance to guide actions
  - Finds alternative means to facilitate learning
  - Applies creative problem solving in particular learning situations
  - Effectively teachers using appropriate technology
  - Applies theories of child development in designing lessons and facilitating learning
  - Exhibits classroom management skills and facilitate learning with current learner
  - Identifies and uses resources for classroom learning
  - Considers individual differences among learners to address specific needs
  - Makes learning an enjoyable experience

- o Considers the perspectives of learners
- Collaborates with stakeholders to facilitate learning (Human Skills)
  - o Collaborates with others to facilitate learning
  - o Initiates activities that enable collaboration between the school and the community
  - o Influences stakeholders to support the school community
- Delivers clear, accurate, updated, well-organized, and relevant content knowledge (Conceptual Skills)
  - o Uses practical or real life situations in teaching
  - o Integrates past learning activities to prepare for next lessons
  - o Delivers clear, accurate, and updated content knowledge
  - o Plans work to ensure maximum productivity
  - o Learns and uses new skills
  - o Is curious to learn

### C. Knowledge and Understanding

- Exhibits knowledge across varied disciplines
  - o Attends seminars and trainings to hone skills and update with latest trends
  - o Understands the nature and characteristics of current and future learners
  - o Understands the structure, relationships, and interactions in school and the community
  - o Is aware of national, global, ecological, cultural issues
  - o Uses knowledge of family relationships and interactions to understand learners

- o Conducts research individually or in groups
- Demonstrates good judgment
  - o Uses foresight to make decisions
  - o Understands the learners' situations
  - o Is aware of one's limitations

## Learning Outcomes

During and at the end of Module 4, the teacher-learner shall have produced/achieved the following:

- Repository of teaching techniques and strategies; Teacher's "bag of tricks"
- Repository of teacher-made instructional materials
- Lesson exemplars employing appropriate methodologies, instructional materials, and assessment tools
- Project proposal for an extension project/outreach to promote literacy / Advocacy
- Portfolio

## References:

Abulon, E.L.R. (2014). Basic education teachers' concept of effective teaching: Inputs to teacher education curriculum in the Philippines. *International Journal of Research Studies in Education*, 3 (4), 35-48.

Nessipbayeva, O. (2012). *The competencies of the modern teacher*.  
<https://eric.ed.gov/?id=ED567059>

SEAMEO INNOTECH (2011). *Equipping teachers with knowledge, skills, attitudes, and values for the 21<sup>st</sup> century*. GURO21 Module 1. Quezon City, Philippines

## **MODULE 5**

**Creation of relevant and innovative teaching materials for challenging realities: use of appropriate materials and tools for large classes, videos and success stories, group and project-based learning**

## Centro Escolar University

Dr. Teresita S. Mijares

Schools	Challenges	Teacher Profile KSV of Teachers to respond to identified challenges	Competencies (the basis of learning outcomes)	Module 5 specific topics
<p>Marcela Agoncillo Elementary School</p> <p>Librada Avelino Elementary School</p> <p>Geronio Santiago Elementary School</p>	<p>ICT in the Classroom</p> <p>a. Low utilization or non integration of ICT in the teaching/learning process</p> <p>b. ICT resources - Not functional</p>	<p>K- ICT in an academic context; research; reporting;</p> <p>- basic use of ICT for the learners and teachers</p> <p>- productivity tools; internet</p> <p>-enrich lessons with relevant and available materials</p> <p>S- ICT Integration in the teaching and learning process and teachers' L&amp;D</p> <p>- creativity, preparation and organization skills</p> <p>V- building self-confidence in the integration of ICT skills in an academic setting</p> <p>- patience in preparing materials for present and future use</p>	<ul style="list-style-type: none"> <li>• Proficiency in the use of productivity tools</li> <li>• Manage online information</li> <li>• Proficiency in the basic use of ICT for the learners and teachers</li> <li>• Use of Learning Management System LMS(<a href="http://www.edmodo.com">www.edmodo.com</a>) as an online-based enrichment and alternative delivery mode (ADM) during disasters</li> <li>• Use of LMS in learning and development</li> <li>• Knowledge of the responsible use of ICT and social media both for teachers and learners</li> </ul>	<ul style="list-style-type: none"> <li>• Innovative teaching materials</li> <li>• Use of appropriate materials and tools for large classes</li> <li>• appropriate choice of LMS</li> </ul>

		<p>- responsible use of ICT and social media both for teachers and learners</p> <p>- change/ personal and professional growth and development</p>		
Librada Avelino Elementary School	1. Reading and numeracy skills	<p>K- Phonemics, phonetics; patterns; numbers, basic mathematical operations in context (real-life)</p> <p>S- decoding, comprehension; arithmetic; life skills</p> <p>V- giving importance to education in real-life skills</p>	<ul style="list-style-type: none"> <li>• Patience</li> <li>• Prepare and use appropriate and well-designed instructional materials</li> </ul>	<ul style="list-style-type: none"> <li>• Innovative teaching materials</li> <li>• Use of appropriate materials and tools for large classes</li> </ul>
Librada Avelino Elementary School	<p>Teachers:</p> <p>1. Retooling teachers for their Communication Skills (e.g. revisiting the art of questioning 1exploring HOTS across subject areas)</p>	<p>K- The art of questioning; using HOTS in their day-to-day interactions with their pupils</p> <p>S- Communication skills; scaffolding</p> <p>V- change/personal and professional growth and development</p>	<ul style="list-style-type: none"> <li>• Use different questioning techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Innovative teaching materials</li> <li>• Use of appropriate materials and tools for large classes</li> </ul>
Librada Avelino	2. Time management	K- Assessment, and evaluation of	<ul style="list-style-type: none"> <li>• Design and develop</li> </ul>	<ul style="list-style-type: none"> <li>• Innovative teaching</li> </ul>

Elementary School	nt, development of IMs for remediation	IMs; Remediation  S- time management; designing of IMs that are grade appropriate  V- creativity; resourcefulness; compassion	appropriate instructional materials	materials <ul style="list-style-type: none"> <li>Use of appropriate materials and tools for large classes</li> </ul>
Marcela Agoncillo Elementary School	TEACHER ATTITUDE <ul style="list-style-type: none"> <li>Transition period</li> <li>Lack of enthusiasm / motivation of teachers</li> <li>Not challenged to give the best effort</li> </ul>	V- attitude toward change <ul style="list-style-type: none"> <li>humility to accept new assignments outside the comfort zone</li> </ul> S- excellent communication skills  K- assessment skills for learner's academic progress	<ul style="list-style-type: none"> <li>have a strong work ethics</li> <li>explore other ways to gain knowledge and deliver them to students</li> <li>modelling important lifetime skills by example</li> <li>have excellent lesson plans, lectures, and assignments that they continually improve</li> </ul>	<ul style="list-style-type: none"> <li>creation of relevant and innovative teaching materials</li> </ul>
Marcela Agoncillo Elementary School	FACILITIES PHYSICAL ENVIRONMENT : <ul style="list-style-type: none"> <li>Small room</li> <li>Mezzanine (kindergarten students)</li> </ul>	S- creativity, preparation and organization skills  V-  K- enrich lessons with relevant and available materials	<ul style="list-style-type: none"> <li>ability to build community</li> <li>high expectations for all</li> <li>time management for preparation</li> <li>have a variety of methodologies to facilitate learning</li> </ul>	<ul style="list-style-type: none"> <li>creation of relevant and innovative teaching materials for challenging realities</li> <li>use of appropriate materials and tools for large classes</li> </ul>
Marcela Agoncillo Elementary School	ENVIRONMENT / STATUS OF LEARNERS <ul style="list-style-type: none"> <li>Poor</li> </ul>	K- the status of individual learner	<ul style="list-style-type: none"> <li>friendliness and approachability</li> <li>ability to develop strong</li> </ul>	<ul style="list-style-type: none"> <li>creation of relevant and innovative</li> </ul>

	discipline <ul style="list-style-type: none"> <li>• Working students (4-6)</li> <li>• Live in the squatters area</li> <li>• Poor performance in class due to lack of physical energy</li> <li>• Absenteeism of the pupils due to their personal issues (e.g. family problems, drugs, child labor)</li> </ul>	-status of marginal areas  S- handling personal problems of learners  V- understanding learners' individual differences and needs	relationships with student <ul style="list-style-type: none"> <li>• facilitates the exchange of information</li> <li>• can handle bad behaviour</li> <li>• emotionally and physically healthy</li> <li>• making class' lessons and experiences relevant, interesting and exciting</li> <li>• motivate student progress</li> <li>• show high expectations</li> <li>• Show empathy</li> <li>• Prepare a well-designed instructional material</li> </ul>	teaching materials for challenging realities <ul style="list-style-type: none"> <li>• videos and success stories</li> </ul>
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### 1. What is critical in the profile of a teacher for teaching effectively in challenged areas?

Adaptability has been highlighted as essentials for teachers given the constantly changing demands of teaching work (Collie & Martin, 2017). Everyday a teacher encounters different types of learners to whom they must respond appropriately, face unexpected situations in the classroom, or have to integrate new technology into their teaching practices. All of these situations require teachers to adapt. Adapting to change means adjusting the lesson to accommodate the different student needs or adapting to the new technology to keep pace to the current trends in ICT. In the study conducted by Ertmer & Ottenbreit-Leftwich, (2010) they proposed that teachers' mindsets must change to include the idea that "teaching is not effective without the appropriate use of information and communication technologies (ICT) resources to facilitate student learning."

A teacher should be resourceful and creative. With a resourcefulness mindset you are driven to find ways. An attitude of resourcefulness inspires out-of-the-box thinking, the generation of new ideas, and the ability to visualize all the possible ways to achieve your desire. Resourcefulness turns a teacher to become inventive and creative (Campbell, 2016).

A teacher must possess the ability to utilize resources effectively and efficiently considering the diverse range of students with different learning styles and ensuring no one is neglected. Being creative is the key that opens the door to student potential. Howard

Garner's multiple intelligence theory challenged the teachers to teach the same thing in different ways to account for the 8 distinct types of intelligence. (Foundation, 2016).

Another characteristic that a teacher should possess is being confident. Being in front of a class is difficult. The teacher has to be in control, guide and motivate the students. To be able to do all these things, the teacher needs confidence. (Mark, 2018)

In the study conducted by Marino, (2003) the teachers report that they believe confidence affects how they teach, how they perceive their teaching, and pupil attitude and achievement. They define confidence in terms of secure subject knowledge, sound teaching, and a positive attitude – reflecting what they know, how they use their knowledge and how they feel – and linking confidence and competence closely.

These are the top critical characteristics of a teacher to be able to teach effectively in challenged areas.

2. How may the module I have been assigned contribute to the preparation of the teacher you have described in question 1? What competences should be addressed in this module? What would be the learning outcomes of this module? Also, describe the methods used:
  - a. Reflection, discussion with colleagues – explain how
  - b. Desk research – outline of key authors, lines followed, experiences carried out
  - c. Focal points in the world in thought or experimentation
  - d. This task should be done individually (4 pages each person)

Since ICT was identified to be the most critical for the three elementary schools, it is necessary to include the integration of ICT in Module 5.

The role of Information and Communication Technology (ICT) in education has increased in past years, and most of the school administrators consider ICT important in the effective teaching practices. There has been a strong effort in recent years to incorporate ICT into the classroom and encourage ICT implementation into the curriculum (Jamieson-Proctor, Watson, Finger, Grimbeck & Burnett, 2007; Meyer & Xu, 2009).

But still many of the teachers do not want to use technology. There are several reasons for this. First is that they are not confident because they do not know how to use technology and when to integrate technology in the teaching learning process. Reilly, (2014) recommended that institutions implement mentoring and training policies to encourage best practices in ICT implementation. Develop guidelines for training programs where there is an anticipated resistance to change. (Rotunda, 1999)

A module for the use of ICT can be drafted to ensure that teachers can confidently execute the teaching and learning process with the help of technology. The module may contain different ICT trends used in education and how they are used in the classroom. It should also include a discussion on how to manage online information and how to set-up learning management systems.

Another reason for not using ICT is the non-availability of ICT hardware. Schools must provide the equipment and infrastructure before they encourage the implementation of ICT. The module should also include the infrastructure requirements in order to implement ICT into the curriculum.

But there are situations when ICT is not available. This is when teachers must learn to adapt to change. The module must also teach the teachers to be creative and resourceful, putting in mind that a topic can be presented in different ways. Using whatever available materials are on-hand.

The module must present ways to create innovative teaching materials that include the following criteria:

- a. It should support the educational philosophy, goals, and objectives of the School and the objectives of the curricular offering in which the materials will be used.
- b. It should be appropriate for the age, emotional and social development, and ability level of the students.
- c. It should be diverse with respect to levels of difficulty, reader appeal, and should present a variety of points of view.
- d. It should meet high standards of quality in factual content and presentation.
- e. It should have aesthetic, cultural, literary, or social value.
- f. It should foster respect for men, women, the disabled, and minority groups and should portray a variety of roles and life styles open to people in today's world.
- g. It should foster respect for cultural diversity.
- h. It should be designed to motivate students to examine their own attitudes and behaviors and to comprehend their own duties, responsibilities, rights, and privileges as participating citizens in a pluralistic society.
- i. It should encourage students to utilize higher order thinking skills and to become informed decision-makers, to exercise freedom of thought and to make independent judgments through examination and evaluation of relevant information, evidence, and differing viewpoints.

Having discussed the contents of the module, it will help the teachers enhance and improve the following competencies:

- a. Proficiency in the use of productivity tools
- b. Manage online information
- c. Proficiency in the basic use of ICT for the learners and teachers
- d. Use of Learning Management System LMS([www.edmodo.com](http://www.edmodo.com)) as an online-based enrichment and alternative delivery mode (ADM) during disasters
- e. Use of LMS in learning and development
- f. Knowledge of the responsible use of ICT and social media both for teachers and learners
- g. Patience
- h. Prepare and use appropriate and well-designed instructional materials
- i. Use different questioning technique
- j. Design and develop appropriate instructional materials
- k. have a strong work ethics
- l. explore other ways to gain knowledge and deliver them to students
- m. modelling important lifetime skills by example
- n. have excellent lesson plans, lectures, and assignments that they continually improve
- o. ability to build community

- p. high expectations for all
- q. time management for preparation
- r. have a variety of methodologies to facilitate learning
- s. Knowledge of the responsible use of ICT and social media both for teachers and learners

What would be the learning outcomes of this module?

- a. Understand basic computer concepts and operations
- b. Create, manage, and modify a Word document and a PowerPoint presentation file.
- c. Describe ways in which technology is integrated into the classroom
- d. Apply the principles in creating effective instructional materials
- e. Use software applications to assist in education
- f. Be aware of the latest technologies and their application to education
- g. Be aware of the ethical and social implications of computing
- h. Align the current method of instruction to the features of an LMS
- i. Create, manage, and modify courses in LMS.
- j. Assess the functionality of the tools in an LMS.
- k. Describe best practices for effective online course design, development, and facilitation.
- l. Determine appropriate tools for course development based on student needs.

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## **Polytechnic University of the Philippines**

**Dennis O. Dumrique**

Creation of relevant and innovative teaching materials for challenging realities; use of appropriate materials and tools for large classes, videos and success stories, group and project-based learning

### **Question No. 1 – WHAT IS CRITICAL IN THE PROFILE OF A TEACHER FOR TEACHING EFFECTIVELY IN CHALLENGED AREAS?**

Teaching is indeed a challenging task, especially in the 21<sup>st</sup> century setting. It requires more than just about simple classroom management, testing and content delivery. As Terry Heck (2017) exclaimed, teachers in our time need to know iconic teaching practices like assessment, curriculum design, classroom management, and cognitive coaching. These are critical elements to achieve dynamic, systematic, and powerful teaching-learning processes.

Consequently, educators are faced with new realities. One of which, for example, is personalization. Today, precision is the key. Teachers need to identify, prioritize, and evaluate data for each student individually-in real time (Heick, 2017). It is about analyzing the learners individually and adjust your teaching methodologies, strategies, up to assessment based on needs of the learners. Other realities include mobilizing students physically or digitally, valuing how students think, integration, authenticity of lesson planning, designing learning experiences that carry over seamlessly between home and school, troubleshooting and evaluating the effectiveness of learning technology, and the like. Bottomline is, teaching is challenging and demanding, if we want quality products—the learners.

However, those realities are only taken on a general context. What is even more perplexing is to teach in the challenged areas. The learning environment and the learners are different. Hence, as project FORTH puts it, there is a need for a special teacher training program since the task of teaching in these areas requires specialization. In other words, the profile of the teacher must be established.

With this in mind, the PUP trainers of project FORTH conducted a research to identify what is critical in the profile of would-be teachers in the challenged areas. They distributed survey questionnaires to teachers of the three partner elementary schools in San Juan City. The results of which were analyzed and further validated through consultation, reflection, discussion and looking at the available literature and studies.

#### *Qualities of Teachers in Challenged Areas: A Perspective*

First, based on the perspective of the respondents, teachers in challenged areas must possess some unique and notable qualities. For them, teachers must be dedicated to teaching. They must have the ability to develop trusting and respectful classroom atmosphere. They provide a well-planned, organized classroom environment conducive to students' spontaneous learning. They enter the classroom prepared and constantly diagnosing each child's emotional state, cognitive level and interest. They must have positive attitude. And, they must be expert in classroom management, pedagogy, and mastery of the subject.

These qualities are needed to address the challenges they encounter in teaching their students. Taken into consideration, for example, the attitudes of their students, the study revealed that the frequently manifested attitudes are laziness, absenteeism,

misbehavior, and impatience. Hence, again, a distinct identity of a teacher in a challenged area has to be recognized.

One possible identity of teachers in the challenged areas is self-efficacy, which, as Bandura (1977) explained, “is the conviction that one can successfully execute the behavior required to produce outcomes” (p. 193). Self-efficacy influences people’s expectations of success, how much effort they expend, and the extent to which they persist in activities. It can be enhanced through success and reflection about thinking and behavior, or reduced through repeated failures (Fry, 2009).

Supplementary to this, self-efficacy has been proven to be an effective means of examining teacher success in the educational landscape. Tschannen-Moran and Hoy (2001) identified teacher efficacy as a variable that influences teachers’ persistence and instructional behavior, student achievement, and teachers’ beliefs that they can help the most unmotivated student learn. They indicated that teacher efficacy consists of three measurable factors: *efficacy in student engagement*, *instructional strategies*, and *classroom management*.

Another identity of teachers in challenged areas is resilience, which is closely related to self-efficacy. Yost (2006) explained that “resilient teachers can think deeply, problem-solve, and feel confident in their ability to meet the needs of their students. This leads to high levels of self-efficacy, which in turn leads to greater persistence and risk-taking” (p. 74). These two distinct characteristics, self-efficacy and resilience, are critical in the profile of a teacher for teaching effectively in challenged areas

#### Elements in the program profile to attain the teacher’s profile

Based on the findings, teachers have high regard to passion to teaching as it dominates under the category values and commitment. All teachers also agree that positive attitude is important alongside with classroom management skills, pedagogical skills, and subject-matter expertise.

Teachers further emphasized that knowledge and understanding must be taken into consideration. According to them, teachers in the challenged areas should have at least acquire the following: 1) education; 2) experience; 3) personal development; and 4) skills.

#### **Question No. 2 – HOW MAY THE MODULE I HAVE BEEN ASSIGNED CONTRIBUTE TO THE PREPARATION OF THE TEACHER YOU HAVE DESCRIBED IN QUESTION 1? WHAT COMPETENCES SHOULD BE ADDRESSED IN THIS MODULE? WHAT WOULD BE THE LEARNING OUTCOMES OF THIS MODULE?**

Module 5 in the curriculum on Teaching in Challenged Areas involves the creation of relevant and innovative teaching materials for challenging realities. This constitutes the use of appropriate materials and tools, videos and success stories, and group and project-based learning.

To have an initial data on this module, the researchers asked the teachers from the partner schools the following: 1) what are the teaching methods and strategies they believe are effective in teaching in challenged areas; 2) what are the materials they currently use; 3) what are the challenges they encountered in utilizing their materials; and 4) what are the needed materials they believe are essential to the betterment of teaching and learning process.

As to effective teaching methods and strategies, three themes emerged, to wit: *use of modern technology, collaboration, and student-centered activities*. Teachers exclaimed that use of modern educational technology (MET) tops the list of strategies. However, these MET are only limited to materials and equipment such as laptop, PowerPoint presentations, projector, graphic organizers, and the like. In terms of collaboration, one of the respondents said that he lets his students socialize with other students; the other conducts face to face dialogue; and the other uses power teaching to carry out his lessons effectively. Meanwhile, in terms of student-centered activity, teachers said that they just facilitate the class by using realia, group activities presentations, games, reporting, storytelling, and singing. This implies that teachers in the partner schools practice student-centered approach to teaching and have high regards to modern technology in education and developing collaborative skills of their students.

As to the materials they currently use, it is a combination of traditional and modern technologies. The traditional technologies used are books, chalk and board, whiteboard, metacards, flashcards, art materials, pen and paper, worksheets, manipulative toys among others. While the modern technologies being utilized are TV, projector, speakers, laptop, computer, iPad, and ICT. It was revealed, however, that latest educational technologies are not being utilized yet.

As to challenges they encounter in using the materials, two major items were mentioned to wit: *lack of funds, power shortages, and limited IT resources*.

When asked on their needed materials, majority agreed that they need to have upgraded and latest materials.

### *Addressing Competences*

Meanwhile, with the results stipulated above, there are specific competences to be addressed, namely: *technological, pedagogical, and content competences*.

In meeting the demands in teaching in challenged areas, specifically in the creation of relevant and innovative teaching materials, first, teachers must be competent technologically but this is not limited only to modern technology but at the same time the traditional technologies based on the context and locale of the learners. Second, teachers must be knowledgeable pedagogically. He must know the art and science of teaching. He must be competent in delivering the instruction using the relevant and innovative materials. Third, he must be competent with the content he is teaching. As Pamuk (2015) puts it, teachers must know both the superficial and the structural organization of the relationships among fundamental concepts, facts, principles and other content components used by him to explain their underlying principles. They are not only to instruct that something is so but additionally explain it why it is so. In addition, these three competences must be put together to produce a wisdom of practice in utilizing the aforementioned materials.

### *Learning Outcomes for Module 5*

With the initial findings, reflection, discussion with colleagues and further readings of the literature and studies, the proponent suggests the learning outcomes for Module 5 below.

At the end of the Module the teachers are expected to:

1. Analyze instructional problems, instructional goals and objectives, learning environment, and learners' existing knowledge before the creation of relevant and innovative teaching materials for challenged areas.

2. Design the instructional materials systematically and specifically in the context of challenged areas.
3. Develop the instructional materials in the context of challenged areas.
4. Implement the instructional materials to the chosen challenged areas.
5. Evaluate the effectiveness of the produced instructional materials implemented in the assigned challenged area.

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# University of St. La Salle

**Ana Rosa CARMONA**

**Teaching Materials and Tools for Challenging Realities**

**The Case of Alternative Learning System (ALS)**

## **Overview**

The use of educational materials plays a supportive role in the implementation of ALS program. Its main function is to facilitate and support certain kinds of learning activities in order to achieve learning goals. Researches show that appropriate use of teaching materials has improved educational performance. UNESCO and World Bank had confirmed that provision of textbooks, and other learning materials have been found to be most positive determinant of academic achievement. Recognizing the instrumental role of teaching materials in achieving learning outcomes, ALS learning facilitators need training to improve their expertise in the design, preparation, use, and evaluation of quality and effective teaching materials. Added to this is the challenge of planning and developing teaching materials that are localized, learner-centered, community-centered, and well-founded on the principles underpinning ALS. It was found that instructional materials are most effective if they are used to supplement and build upon the knowledge and experience of the learners. This emphasizes that learners are their own major educational resources.

There are two primary materials used in the delivery of ALS lessons which target the six established learning strands: learning modules and supplementary learning materials. The learning modules, in English and Filipino and prepared by the Bureau of Alternative Learning System (BALS), are used for basic and lower elementary education and for advanced and secondary education. The use of supplementary learning materials during the conduct of ALS lesson are encouraged. These materials are developed by the learning facilitators to suit local need and context and utilizing materials that are locally available. These materials are designed to help meet the specified ALS learning strands, be they creating awareness, motivating participation, practicing skills, reinforcing learning, posing problems, creating a climate for social and self-analysis, or any other approaches used in ALS. The ALS Basic Literacy Program (BLP) also utilized various modalities in the delivery of the lesson, such as face-to-face, radio-based instruction, computer-based instruction, independent learning, and TV instruction. For these modalities, multi-media materials such as print materials, digitized modules, radio scripts, and TV episodes are most helpful.

Based on the survey and focus group discussions, ALS learning facilitators in three districts covered in the project had identified provision of “sufficient and relevant learning resources” as one of their felt needs. They claimed that they have limited resources, time, and expertise to prepare these materials and that they need training for localized materials development. They recognize the need to make learning more purposeful yet fun and interesting with the use of quality and effective instructional tools especially the use of multi-media that could activate multi-sensory learning. There are also many environmental factors that impede them in responding to this need that needed to be considered and addressed to in the process of developing teaching materials. The additional learning strand, Computer and Digital Literacy, which was recently added to the five existing ALS learning strands also poses another challenge to them. They expressed the need for ICT skill

capability building workshops so that they could competently deliver their lessons that would target this additional learning goal.

To help address these challenges that ALS learning facilitators face as they try to reach out to the marginalized groups of the society, the out-of-school children, youth and adults, who are denied of access to education, a module on Teaching Materials and Tools in Challenging Realities will be developed. This module will cover discussions on the principles, theories and approaches used to develop teaching materials as well as adherence to the attributes of teaching materials appropriate for effective ALS program implementation. Necessary teaching materials and tools that ALS learning facilitators should have for each of the learning modules will be identified as well as discussions on creating and adapting these materials from local resources will be provided. The module will also highlight the resourcefulness, innovativeness, and creativity through the best practices of seasoned ALS learning facilitators in the development and use of teaching materials and tools which could provide fresh ideas and for replication for practicing learning facilitators and student teachers. Videos and print materials which feature success stories of ALS learning facilitators and ALS learners will also be covered. These materials are deemed useful specially to inspire, encourage, and sustain the interest and motivation of learners and facilitators, to raise awareness and acceptance of ALS, and to encourage support from local government units and other stakeholders for ALS program. The use of multimedia, ICT and web tools for ALS learning will also be explored, providing conceptual and technical bases in the creation of video lessons, digital learning contents, blended lessons, among others.

### **Target Competences**

Based on the expressed needs of ALS learning facilitators which were aligned with the Philippine Professional Standard for Teachers (PPST) competencies, the following competencies will be addressed by this module:

1. Demonstrate knowledge in the implementation of the learning modules and relevant teaching materials;
2. Show skills in the selection, development, and use of variety of teaching and learning resources, including ICT, to address learning goals; and
3. Demonstrate attitudes of resilience, flexibility and adaptability, teachability, introspection, dedication and passion for teaching, compassion, and resourcefulness.

### **Outcomes**

The ALS learning facilitators will be able to:

1. Understand the different principles, theories and approaches in the development and use of teaching materials and tools in the context of ALS;
2. Assess the needed teaching materials and tools for each learning module according to priority, effectivity, relevance, availability, and effectiveness;
3. Acquire effective and best practice teaching materials and tools that could be replicated and adapted to learners' need and available community resources; and
4. Competence in facilitating computer and digital literacy program.

### **Intended Participants**

This module is primarily intended for ALS learning facilitators who need re-tooling, fresh ideas, and sharing platform in terms of development and utilization of learning resources as they work towards the enhancement of ALS implementation comparable to the

K to 12 standards. This is also for prospective teachers who need to be immersed in non-formal and informal education, recognizing and appreciating an alternative delivery system towards a more open-minded education system and society.

## **Method**

Inputs to this module were gleaned from different sources and approaches such as conversations with ALS learning facilitators and coordinators, conduct of profiling and needs assessment with ALS learning facilitators, interactions with ALS students, visits to ALS community learning centers, sharing of insights with colleagues, and review of ALS modules and other online documents. The preliminary data gathering covered the Division of Bacolod City and the Division of Negros Occidental which includes the Districts of Murcia and La Castellana.

Conversations with ALS learning facilitators and coordinators were conducted formally, through focus group discussion and presentation of resource person, and informally through interactions during field visits and team meetings. These meaningful conversations had provided an overview of the government's commitment in promoting other forms of education, encouraging non-formal, informal and indigenous learning systems (1987 Philippine Constitution) and the country's concrete response to the global challenge of providing education to all members of the society (Education for All, 2015) through its promulgation of Republic Act 9155 in 2001 (Governance Act of Basic Education), establishing the Alternative Learning System that addresses illiteracy and promotes continuing education to out-of-school children, youth and adults. The present status of ALS program- its challenges, opportunities, and future directions vis-à-vis the socio-economic, cultural, political, and global realities, was also captured. ALS learning facilitators shared their beautiful and insightful stories of hardship, determination, triumph, and continuing personal commitment in the work that they are doing. They also imparted how they implement the ALS program from the start of mapping of the community as they scout for prospective students until they guide them in taking their Accreditation and Equivalency test and even in search of employment and painted a picture of their day-to-day travails. More so, teaching materials that they commonly use and they wish for were described and expressed.

Through a survey questionnaire given to ALS learning facilitators of the covered division/district, information about the profile of ALS learning facilitators, the profile of the community where they serve, learning environment, approaches and materials used in the delivery of the lesson, and other teaching challenges, were gathered. These serve as baseline data that provide a picture of the teachers' background, efficacy, needs, and perceptions as well as how they define the realities that they face. They are the primary participants in this project and a better understanding and appreciation of their plight as a person and as a teacher is an essential contribution in the module development. "Felt" needs of the ALS learning facilitators were also drawn out which were aligned with the Philippine Professional Standards for Teachers (PPST) domains and strands in the identification of target competences for different modules.

The opportunity to interact with ALS students was another worthwhile learning experience. Seeing them in their natural setting- dressed in simple clothes, holding basic writing materials, and some carrying their young children, was a poignant encounter. With gentle prodding, they shared their simple dreams and difficulties. The opposing pull between their desire to get an equivalency diploma and the need to work for a living was evident. This

uncertainty is a big challenge on the part of the mobile teacher who needs to find a balance or a trade-off, least he/she will lose a learner and fall short of the required number of students.

Visits to ALS community learning centers, may they be in a borrowed house, under a shady tree, or a small shed, provided visual appreciation and a “feel” of the place where learning takes place and the surrounding community where learners come from, support system they could provide, the possible teaching materials that are readily available, and the local scenario for the contextualization of the lesson.

Experience alone is not the best teacher; it is experience plus reflection which provide more depth, breadth, and interconnections of the bits and pieces of information seen, heard, touched, smelled and felt. The sharing of experiences with colleagues afforded this deepening of learning and clarified some fuzzy areas related to the implementation of this program. This also gave a better perspective on how a particular module could address a certain issue and how it fits in the bigger whole.

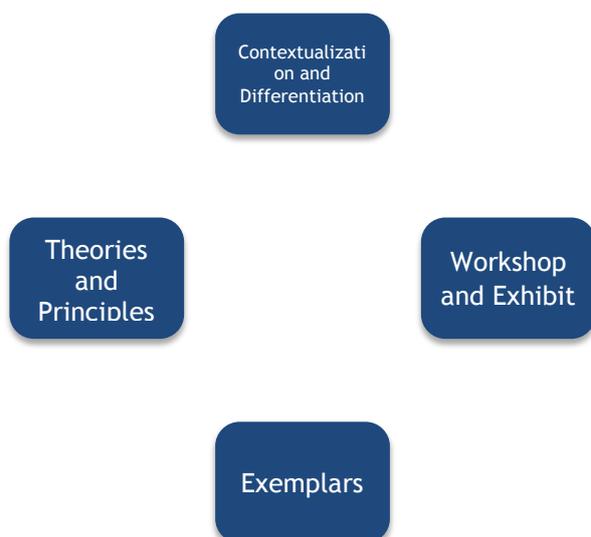
The Department of Education, through its website ([depedtambayan.net](http://depedtambayan.net)), provides overview of ALS and some materials that could be downloaded. The most important source of learning under ALS Accreditation and Equivalency program is its learning modules. A perusal of these modules provided insights of possible supplementary learning materials that could be designed and utilized. However, due to six strands and more than a thousand learning competencies, more time is needed for the review of these modules. Other online conference papers on alternative learning system, non-formal and informal education instructional materials and tools were also read. There is still a need to read published papers on the use of effective instructional materials and tools in various modalities.

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### Contributions of Module 5 for the Preparation of Teachers in Challenged Areas

Module 5 focuses on innovation of relevant teaching materials that are suitable for challenging realities. Such realities (see Task 1) in challenged areas, as shared by the participants, include disruptive/dysfunctional families, low educational attainment of the parents, learning disabilities, learners at-risk of dropping out, family income can't provide for schooling needs, absenteeism because of work, and low academic performance. Some of the teacher participants also shared that abuse and bullying were experienced by some learners. With these sad realities, Module 5 will go beyond the design and development of teaching materials. It should also focus on learners' context to ensure that the teaching materials are appropriate for learners who experience challenging realities.

The module may then contribute to the profile of teachers by including the contextualization and differentiation of teaching materials, theories and principles



in material development, and exemplars of teaching materials.

In the Philippines, contextualization has been mandated by the Department of Education. That is, teachers are required to create and implement lessons that

are relevant to the learners' context. Hence, teachers in challenged areas must hone their skills in incorporating or considering the learners' harsh realities in the development of the materials. Contextualization, for this case, may focus on success stories that will foster resilience and optimism.

Teachers also need to be guided by the existing theories and principles in the development of teaching materials. The Analysis, Design, Develop, Implement, and Evaluate (ADDIE) Model (Kurt, 2017; Alodwan & Almosa, 2018 ), SAMR (Walsh, 2015) may be included. Also, developmental research (Richey & Klein, 2005) is essential for this module. Indeed, materials are best developed if they are anchored on data collected through research.

Universal Design for Learning (UDL) (CAST, 2018) may also be embedded in order to include multiple means of engagement, representation, and action and expression in the design of materials.

Aside from theories, teachers also need to have exemplars that serve as models for them to develop their own. Examples on how contextualization, differentiation, modification, and innovation are done may be included in this module. Lesson plans, videos, worksheets, online resources, and success stories may be included.

The module will culminate with a capstone project that will be done through collaboration in a workshop. An exhibit of the projects may follow.

### **Teacher Competences Addressed by the Module (in reference to Teacher's Profile)**

The following tables show the module's competencies that were taken from the list of competencies in the teachers' profile. Their inclusion in this module is based on the module description and data collected through focus group discussion. Note, however, that all the competences in the profile are essential for teachers to be knowledgeable and skillful in teaching materials development. However, only the ones that are "directly contributory" to the mastery of the expected outcomes in this module are included.

Table 1 shows that creation of materials must go hand in hand with academic honesty. Teachers must learn to recognize or cite the work of others in

order eliminate problems on plagiarism and copyright. Furthermore, collaboration is important in innovation. Hence, respecting the ideas of others is needed.

**Table 1**

***Values and Commitment***

Competences	Indicators
Practices personal and professional ethics	(22) Is honest
(64) Respects diverse ideas of others	

Module 5 may address the competences on teachers' attitude. In particular, it covers the promotion of new ideas and innovations, and acceptance of tasks. See Table 2.

**Table 2**

***Attitudes Achieved***

Competences	Indicators
Promotes new ideas, innovations, and learning	(11) Accommodates new ideas
	(12) Respects the ideas of others even if they contradict one's own
	(24) Respects students' diverse background
	(26) Treats students fairly
	(86) Exerts extra effort to be abreast with new innovations in education
Willingly and responsibly accepts tasks	(28) Serves beyond one's basic responsibility
	(29) Willingly accepts tasks beyond one's own ability
	(30) Accommodates new tasks

This module will also cover professional and human skills to enable teachers to design learning-centered lessons and materials, and collaborate with colleagues and stakeholders. See Table 3.

**Table 3**

***Abilities and Skills***

Competences	Indicators
Thinks and implements different effective methods/strategies in teaching (Professional Skills)	(53) Finds alternative and creative ways of teaching in difficult situations
	(52) Modifies learning materials to suit learners' needs
	(92) Applies knowledge of students' diversity and differentiated instruction
	(79) Prepares effective teaching aids
	(68) Uses students' performance to guide instruction
	(18) Finds alternative means to facilitate learning
	(60) Applies creative problem solving in particular learning situation (94) Effectively teaches through the use of appropriate technology
	(89) Applies theories of child development in designing lessons and facilitating learning
	(19) Identifies and uses resources for classroom learning
	(39) Considers individual differences among learners to address specific needs
	(50) Makes learning an enjoyable experience
	(14) Considers the perspectives of learners
Collaborates with stakeholders to facilitate learning (Human Skills)	(80) Collaborates with others to facilitate learning
	(83) Effectively works with others
	(46) Asks for help when the need arises

	(75) Initiates activities that enable collaboration between the school and community
	(74) Influences stakeholders to support the school community
	(57) Delegates tasks when needed

Table 4 shows that this module may include the teachers' knowledge and understanding of learners, family, community, and various issues in order to design materials that are suitable for learners' in challenged areas. Research and development may also be covered in the module.

**Table 4**

***Knowledge and Understanding***

Competences	Indicators
Exhibits knowledge across varied disciplines	(88) Understands the nature and characteristics of current and future learners
	(90) Understands the structure, relationships, and interactions in school and the community.
	(93) Is aware of national, global, ecological, cultural issues
	(95) Uses knowledge of family relationships and interactions to understand learners
	(96) Conducts research individually or in groups

## Learning Outcomes

Based on the preceding discussion and data, the learning outcomes for this module are the following:

1. Recognizes and respects diverse ideas in collaborative design of teaching materials
2. Practices ethics and academic honesty in designing materials

3. Modifies existing materials to meet the learners' needs through the use of available technology
4. Constructs contextualized and differentiated materials that are accessible and flexible for different kind of learners
5. Embeds the reading and learning abilities of learners in the design of learning materials
6. Develops materials for group and project-based learning in large or multigrade classes
7. Identifies success stories and embed them in teaching materials as narratives, videos, or project exemplars.

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## **MODULE 6**

**Creating a teaching and learning community among colleagues: teacher-peer planning of activities; development of self-esteem, action research, and awareness of a global community and other experiences in the world taking place in similar areas**

**Centro Escolar University**

**Ms. Sitty Sara E. Llovido**

<b>School</b>	<b>Challenges</b>	<b>Teacher Profile KSV of Teachers to respond to identified challenges</b>	<b>Competencies (basis of module 6 learning outcomes)</b>	<b>Module 6 specific topics</b>
Geronimo Santiago Elementary School	Functionality of the ICT room in the Teaching and learning process and teachers' learning and development program	<p>K – basic use of ICT for the learners and teachers</p> <p>S - ICT Integration in the teaching and learning process and teachers' L&amp;D</p> <p>V – responsible use of ICT and social media both for teachers and learners</p>	<ul style="list-style-type: none"> <li>• Proficiency in the basic use of ICT for the learners and teachers</li> <li>• Use of Learning Management System LMS(<a href="http://www.edmodo.com">www.edmodo.com</a>) as an online-based enrichment and alternative delivery mode (ADM) during disasters</li> <li>• Use of LMS in learning and development</li> <li>• Knowledge on the responsible use of ICT and social media both for teachers and learners</li> </ul>	<ul style="list-style-type: none"> <li>• Creating a teaching-learning community among colleagues</li> </ul>
Geronimo Santiago Elementary School	Creating a professional/personal learning community (learning and development)	K – self assessment and external feedback on one's strength and needs for improvement	<ul style="list-style-type: none"> <li>• Professional/personal development community</li> <li>• Mastery on content and pedagogy across all subject areas and grade</li> </ul>	<ul style="list-style-type: none"> <li>• Creating a teaching-learning community among colleagues</li> </ul>

		<p>S – use of professional/ personal learning community aligned with L&amp;D</p> <p>V – collaboration  - sense of belongingness  - continuing professional development</p>	<p>level</p> <ul style="list-style-type: none"> <li>• Facilitation skills</li> <li>• Developing critical thinker learners</li> <li>• Building relationship in the workplace</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher-peer planning of activities</li> <li>• Development of action research and awareness of a global community and experiences in the world taking place in similar places</li> </ul>
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It has been a practice among academic institutions to work together as learning communities to plan for strategies that could address their needs. However, when teachers, for example, work together, it seems that they can only work on the surface level only. Wagner (2008) mentioned that schools may mean well when they bring together the academic communities together to plan and to address their scholarly needs; however, these schools may not be able to really give ample time for these different academic units to work with quality since they also have other important matters to attend to. In the Philippine public school system, teachers are required to submit and to work on multiple forms and paperworks to be able to carry out their academic tasks. Teachers may be given the time for in-set training, for example, but may not be able to apply the insights learned since they have other more “important” matters to attend to, not to mention being able to effectively deliver instruction in the classroom.

In these challenges, it is important that teachers develop a strong collegial culture. In this kind of setting, the teachers work together as a unit and get engaged in “honest talk” (Lieberman & Miller, 2008). It is only through this, that teachers are exposed to a “real” working, and professional community. Furthermore, this can combat the challenge of not being able to have the quality time to plan and to address the gaps that call for urgent attention within the scope of their learning communities. Smith and Ingersoll (2004) found out that collegial work is beneficial for teacher-training because they do not only seek for resource connections, but also for social connections.

In Module 6, teacher-peer planning of activities and the development of teaching-learning community among colleagues are given premium; thus, a collegial working environment stands at the core of the development of this area in the project.

Schools	Basic Ed School Challenge	KSV of Teachers to respond to identified challenges	Competencies (basis of learning outcomes)	Module number and specific topic
Librada Avelino Elementary School	Lack of self-confidence among students in their communication skills	K- carrying oneself in an interpersonal communication/interaction with others; oral fluency; comprehension  S- communication skills  V- building self-confidence; learning how to listen and respond properly to cues/questions	<ul style="list-style-type: none"> <li>• Manifest confidence in interpersonal and public communication skills</li> <li>• Demonstrate critical thinking skills in speaking and writing</li> <li>• Ask relevant questions</li> <li>• Develop a harmonious relationship with others through collaborative activities</li> </ul>	<ul style="list-style-type: none"> <li>• development of self-esteem</li> </ul>

Self-esteem is a requirement that is crucial to success. In many aspects of life, especially in the classroom and the workplace, a high self-esteem is generally perceived to be an indicator for earning a merit, praise, or even promotion. MacDonald and Leary (2012) defines self-esteem as the individual's evaluation of his or her worth as a person. This implies that self-esteem is a feeling relative to self-worth, self-acceptance, and self-respect. These feelings towards oneself can lead to a higher level of self confidence. Contrarily, self-confidence does not necessarily mean having a feeling of superiority over others (Rosenberg, 1965) rather self-confidence encompasses having the self-esteem to present oneself to others without inhibitions.

In the classroom, it is critical that students exude a high level of self-confidence to succeed academically. Self –confidence is evident if learners are able to express themselves freely, and meaningfully during interactions. Thus, it is equally critical that this is encouraged in the classroom rather than being impeded. In this century, the paradigm shift of how the learners and the teachers are seen (i.e. the teacher being the facilitator of learning while the students are the center of learning process) has found to be effective in the promotion of self-confidence for students since they are exposed more on collaborative and interactive activities that would call for communication. However, exposure of students to these activities must be carefully facilitated by the teachers since these experiences can give them impressions on how they can see themselves as communicators. In fact, Croker and Wolfe (2001) found out that self-esteem fluctuates to external contingencies, such as their experiences. Communicating thoughts and ideas in the classroom is an experience that creates impacting memories to learners. Therefore, the success or the failure of being able to

communicate these thoughts across becomes critical for learners. Moreover, this implies that learners have an unstable sense of self-confidence and thus, must be taken into consideration by the teachers as facilitators of the entire learning process.

The teachers playing an important role as facilitators of learning are also responsible towards building and developing their students' self-confidence by being able to give appropriate feedbacks and turning their failures into opportunities on how their students can be able to present themselves properly communicatively. Module 6 of the project FORTH aims to develop self-esteem despite the challenges that can impede it.

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## **Polytechnic University of the Philippines**

**Bernadeth G. Nobles**

**How may the module I have been assigned contribute to the preparation of the teacher you have described in question 1? What competences should be addressed in this module? What would be the learning outcomes of this module?**

As module 6 focuses on creating a teaching and learning community among colleagues: teacher-peer planning of activities, development of self-esteem, action research, and awareness of a global community and other experiences in the world taking place in similar areas, the module will contribute to the teachers' professional development in general. Teachers perform several duties and responsibilities in schools such as instruction, research, production, community extension and linkages. To perform all these jobs, teachers must possess the desired professional characteristics, knowledge and equip with skills needed. Through this module, teachers will be developed and trained strategically based on target needs. At the end of this module, the teachers will be able to: establish and operate a learning community which is a powerful strategy for teaching quality, teacher network, collaboration, teacher efficacy in meeting students' needs, adopt new classroom behaviors, opportunity for collaborative inquiry, and develop and share ideas gleaned from colleagues experiences; conduct action researches and utilize results for teaching and learning improvement; develop self-esteem through accepting opportunities, and coaching and mentoring received from school leaders.

Describe methods to be used:

- Needs analysis
- Lecture and Focus Group discussions
- Workshops and Trainings on planned schedules
- Interviews with stakeholders

## **University of St. La Salle**

**Hazel P. Atilano**

### **I OBJECTIVES**

1. To create a teaching and learning community among colleagues;
2. To carry out teacher-peer planning of activities;
3. To develop self-esteem among teachers;
4. To train teachers to do Action Research in aid of instruction; and
5. To promote awareness of a global community and other experiences in the world taking place in similar areas

### **I. TARGET PARTICIPANTS**

The University of St. La Salle, in collaboration with the Department of Education, aims to design a special teacher training program for the teachers of the Alternative Learning System (ALS) of the Districts of Bacolod City, Murcia, and La Castellana.

### **II. PROFILE OF THE ALTERNATIVE LEARNING SYSTEM**

ALS is a parallel learning system in the Philippines that provides a practical option to the existing formal instruction. When one does not have or cannot access formal education in schools, ALS is an alternate or substitute. ALS includes both the non-formal and informal sources of knowledge and skills for lifelong learning. The legal basis for ALS is Republic Act 9155, which mandates the Department of Education to provide non-formal and informal education to out-of-school children, youth, and adults in the Philippines through mobile teachers, community-based, school-based, and home-based teaching.

ALS Programs include: (a) Non-formal education which consists of the Basic Literacy Program and the Continuing Education, Accreditation and Equivalency Program for Elementary and Secondary Levels; and (b) Informal education which delivers skills and livelihood education, community development, and entrepreneurship. To sustain ALS programs, the Department of Education makes use of such strategies as need-responsive policy issuances, the conduct of various activities to gain active support from stakeholders and partnership with private corporations.

### III. UPDATES ON THE ALTERNATIVE LEARNING SYSTEM

The Bureau of Curriculum Development (BCD) is currently reviewing the ALS learning competencies versus the K to 10 competencies. The output of this initiative is an enhanced ALS curriculum which is aligned to the K to 12. Additional competencies and learning materials are being proposed for development in ALS for it to become more relevant and up-to-date.

In 2016, hundreds of thousands more of out-of-school youth, children and adults were served through the various ALS programs. Visually and hearing-impaired learners are now served through ALS for Persons with Disability (PWD), as covered under DepEd Order No. 46, s. 2014. ALS learning materials have been translated into major Philippine languages to educate ALS learners in their Mother Tongue, including cultural minorities.

### IV. THE CHALLENGES FACED BY THE ALTERNATIVE LEARNING SYSTEM

***Changes in Supervision.*** There is no supervisor solely assigned to ALS. While some ALS supervisors were given new assignments, some Schools Division Offices assigned ALS to new ones. This poses a challenge to the effective implementation of ALS programs insofar as the turnover of responsibilities and capacity building are concerned.

***Implementation of the Senior High School Under the k to 12 Program.*** The dearth of human resources available for various tracks is further complicated by the absence of infrastructure, facilities and equipment at the Community Learning Centers.

***Lack of Learning Facilitators.*** ALS has only a little over 6, 846 teachers (as of 2016) to reach the target learners and provide them with appropriate alternative learning opportunities.

***Other challenges:*** Mapping of potential learners; funding support; provision of more Community Learning Centers, facilities and equipment; sufficient and relevant learning resources; integration of livelihood and employment opportunities; and lack of interest on the part of out-of-school youth

### V. FUTURE PLANS OF THE DEPARTMENT OF EDUCATION FOR ALS

1. Full implementation of the ALS Learner Information System (LIS) for data collection management for purposes of assessment, evaluation, planning, and policy formulation.
2. ALS to be offered in all schools

3. Information and Technology-enabled ALS education
4. New ALS equivalency assessment that is more harmonized with the formal basic education system under K to 12
5. Senior High School for ALS with appropriate tracks for ALS learners

*Source: "Progress, Challenges, and Future Plans: ALS Situationer" by Ms. Sevilla A. Panaligan (Chief Education Program Specialist, Bureau of Curriculum Development, DepEd), November 2016*

## **VI. TARGET PROFILE OF THE PARTICIPANTS**

In order to teach effectively, it is critical for a teacher in a challenged area to:

<b>...have a deep KNOWLEDGE &amp; UNDERSTANDING of:</b>
<ul style="list-style-type: none"> <li>■ the learners' learning styles and intelligence profile</li> <li>■ strategies for teaching Basic Literacy</li> <li>■ the various teaching styles and active teaching strategies</li> <li>■ appropriate and sound assessment strategies for ALS learners</li> <li>■ the principles of teaching and the emerging trends in instructional delivery</li> <li>■ a global community and other experiences in the world taking place in similar areas</li> <li>■ the nature of ALS learners and their special learning needs</li> <li>■ information and communication technology (ICT)</li> <li>■ computer/digital literacy</li> <li>■ curriculum, syllabus, and materials design</li> <li>■ spiral curriculum</li> </ul>
<b>...acquire the SKILL &amp; ABILITY to:</b>
<ul style="list-style-type: none"> <li>■ communicate effectively with students and stakeholders</li> <li>■ facilitate learning in the context of ALS</li> <li>■ mentor and counsel ALS learners</li> <li>■ mentor fellow ALS teachers</li> <li>■ teach critical thinking and problem-solving skills</li> </ul>

- teach life skills
- teach basic and functional literacy
- plan and design ALS learning modules
- conduct action research in aid of instruction
- collaborate with fellow ALS teachers and stakeholders
- adapt lessons to the special learning needs of ALS learners
- deliver differentiated and multi-grade instruction
- deliver individualized instruction

...possess the **VALUES** of & show **COMMITMENT** to:

- quality education
- life-long learning
- teamwork and collaboration
- patriotism and nationalism
- humble, enduring service to the poor and marginalized
- positive self-concept
- character formation
- humility

...manifest the following **ATTITUDES**:

- resilient
- dedicated to and passionate about teaching the out-of-school youth and adults
- flexible and adaptable
- teachable
- reflective/introspective
- compassionate and nurturing
- resourceful and innovative
- optimistic

## VII. METHODS OF DATA COLLECTION

**Consultation.** To get their observations and recommendations, a series of consultations with ALS teachers, colleagues, and volunteers from the challenged areas were undertaken between May 22 and May 28. Salient points that transpired during the consultations were recorded for future reference.

**Interviews.** Mobile ALS teachers were interviewed as a group and individually in order to get insider information and first-hand accounts of personal experiences in the challenged areas.

**Document analysis.** Sample learning modules and teacher-made instructional materials were collected, examined, and evaluated. Pertinent ALS documents were also reviewed for a thorough understanding of the structure, protocols, and dynamics of ALS.

**Needs Assessment & Analysis of Needs.** An assessment of the training needs and competencies, as well as an inventory of facilities, materials, and equipment were undertaken by the team of individuals working on the six modules. The needs assessment instrument was so designed to include questions informed by each of the six modules. Results of the needs assessment was then analyzed separately in the context of each module. The tool includes a questionnaire intended for profiling the participants.

## VIII. MODULE 6 COMPETENCIES AND LEARNING OUTCOMES

Based on the teachers' profile, Module 6 aims to achieve the following competencies and learning outcomes:

OBJECTIVES	TARGET COMPETENCIES	TARGET LEARNING OUTCOMES
1. To create a teaching and learning community among colleagues	<ul style="list-style-type: none"> <li>✓ Effective Communication</li> <li>✓ Effective collaboration coordination</li> </ul>	Communicate, collaborate, and coordinate effectively with colleagues in creating a teaching and learning community

2. To carry out teacher-peer planning of activities	<ul style="list-style-type: none"> <li>✓ Efficient planning</li> <li>✓ Creative thinking</li> </ul>	Plan activities efficiently and creatively in collaboration with peers
3. To develop self-esteem among teachers	<ul style="list-style-type: none"> <li>✓ Self-empowerment</li> </ul>	Work toward self-empowerment to improve self-esteem
4. To train teachers to do Action Research in aid of instruction	<ul style="list-style-type: none"> <li>✓ Critical thinking</li> <li>✓ Inductive and deductive thinking</li> <li>✓ Problem-solving skill</li> <li>✓ Accurate documentation</li> <li>✓ Accurate Data gathering</li> </ul>	Undertake relevant action research to improve quality of instruction
5. To promote awareness of a global community and other experiences in the world taking place in similar areas	<ul style="list-style-type: none"> <li>✓ Global, cross-cultural awareness</li> </ul>	Design effective instruction in the light of global realities and drawing from the experiences of educators in similar areas

## IX. METHODS USED

To draw up the target competencies and learning outcomes, the following methods were employed:

**Discussion with colleagues.** A series of discussions through sit-down meetings with colleagues were undertaken to discuss the process of drawing up target learning competencies from the profiling and needs assessment undertaken and how to translate these competencies to learning outcomes, in the context of Module 6 and based on the teachers' profile.

**Needs Analysis.** Based on the needs assessment, a list of "lacks" and "gaps" was made and used as basis for coming up with a list of training needs, which was also informed by the teachers' profile. Then, drawing upon the objectives of Module 6, a list of competencies was created and specific learning outcomes for these competencies were formulated.

**Focus Group Discussion.** Mobile teachers, instructional managers, and coordinators were invited to discuss the following topics:

1. Challenges and difficulties encountered as ALS teachers
2. Knowledge, Attitudes, Values, and Skills ALS teachers must possess in order to teach effectively

Salient points that transpired from the FGD are as follows:

1. Most ALS teachers are generalists and have difficulty teaching the various subjects, such as Communication Arts, Mathematics, Chemistry, etc. Participants agree that ALS teachers can benefit from a Refresher Course leading to a Certificate for Specialization.
2. Among the realities pertaining to the learners in the urban area that present a big challenge to ALS teachers are addiction to online games, absenteeism due to the many distractions of the city life, and misbehavior.
3. In terms of necessary knowledge, participants claim they need to be equipped to teach Basic Literacy and Functional Literacy. They also need a deep understanding of curriculum design, specifically of the spiral curriculum, as well as knowledge of formal assessment techniques.
4. In addition to the 5 strands, there is a 6<sup>th</sup> strand, which is Computer and Digital Literacy, bringing the total number of competencies to 2, 026. ALS teachers find this daunting and extremely challenging, given their lack of training.
5. ALS teachers pointed out that, because of the nature of their learners, they need rigid training in the delivery of differentiated instruction and individualized instruction.

**Contributions of Module 6 for the Preparation of Teachers in Challenged Areas**

What Project FORTH calls “a teaching and learning community among colleagues” is equivalent to the Professional Learning Community or PLC, a concept and educational reform born in the United States in the 1960s to combat the isolation endemic to the teaching profession and which research on the subject became more explicit in the early to late 1990s and remains an institutional practice (Archer, 2012).

Creating a teaching and learning community among colleagues encourages teamwork (teacher-peer planning of activities), fosters the development of a teacher’s self-confidence, makes for an environment conducive for action research, and nurtures an awareness of a global community as well as other experiences taking place in similar areas in the world.

A sustained teacher development program according to Sparks (2002) as cited in Longfield (2018) has been reported “to be amongst the highest indicators of effectiveness in teachers’ development”. What Project FORTH calls “teacher-peer planning of activities” has the nearest definition in Spark’s “effective peer collaboration” or teachers working with other teachers. Sparks further explains that this type of collaboration allows teachers to learn from their colleagues, transmit the knowledge to their practices in the classroom and allow for reflection on what has been learnt. Longfield further cites the following examples: Joint planning in pairs/small groups of teachers who teach the same level or course type; and Team-teaching, followed by joint evaluation of the planning, teaching and learning achieved.

On the other hand, various studies show that the creation of a teaching and learning community among colleagues or what is called Professional Learning Community (PLC) can improve a teacher’s self-confidence in the school. PLC works on teacher professional development. Knowing that one is equipped with the latest knowledge inputs and teaching strategies

confidence. As Hairon & Tan (2016) note, PLCs have been recognized “as having the potential to raise the quality of teachers, teaching, and student learning through structured teacher collaboration.” Their study also points out that there are many barriers that need to be overcome to make PLCs successful and that at the core of the success is “the necessity of teachers’ will or willingness to learn”.

Moreover, the PLC has a great contribution to a teacher’s ability to do action research. Rajan (2011) cites Sagor (2010) who writes that through collaborative action research, “the teacher who simultaneously teaches his or her classes while discerning the answers to the most perplexing problems of educational design is the truly complete professional educator” (p. 3). Furthermore, Rajan explains in view of Sagor that action research is best done through the following: open dialogue, collaboration, and a collective, school-wide comprehension of this process that empowers the practitioner researcher and strengthens the research.

Given the above, the PLC on its own, makes teachers aware that they do not operate in isolation and for their development, they can and must work with a global community of similar concerns. This allows them to share their experiences in the classroom and with work in general -- fostering a broadening of perspectives.

### **Teacher Competences Addressed by the Module (in reference to Teacher’s Profile)**

#### **1. Values and commitment –**

- teacher-peer planning of activities: participates in activities that promote learning;
- development of self-esteem: practices personal and professional ethics (honest, practices professionalism, asserts one’s own rights in a respectful manner, avoids spreading gossip, respects the privacy of others);
- action-research: pursues continuing education/higher degree
- awareness of a global community...: Acknowledges | implements organizational policies\*\*

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#### **2. Attitudes achieved**

- teacher-peer planning of activities: Willingly and responsibly accepts tasks (Serves beyond one's basic responsibility, willingly accepts tasks beyond one's own ability, accommodates new tasks, sees humor in some difficult situations, willingly helps peers and other teachers, performs tasks and roles responsibly, demonstrate enthusiasm in teaching)
- development of self-esteem: Perseveres in difficult situations without hasty judgment while taking into consideration ideas from peers and superiors (Accepts mentoring and coaching from peers and superiors, perseveres in difficult situations, is responsible for one's actions, learns from one's mistakes, withholds hasty judgments); Shows optimism in managing personal and professional challenges\*\*
- awareness of a global community...: Promotes new ideas, innovations, and learning (Accommodates new ideas, respects the ideas of others even if they contradict one's own, respects students' diverse background, treats students fairly, is approachable and friendly, Exerts extra effort to be abreast with new innovations in education)

### 3. Abilities/Skills attained

- development of self-esteem: Takes care of one's emotional and mental well-being (Human Skills) [Balances teaching career and personal needs, is curious to learn, takes care of one's emotional and mental well-being, creates learning opportunities for oneself, effectively manages one's emotions and those of others]; Delivers clear, accurate, updated, well organized, and relevant content knowledge (Uses practical or real situations in teaching; integrates past learning activities to prepare for next lessons; delivers clear, accurate, and updated content knowledge; prioritizes important tasks for learning; plans work to ensure maximum productivity; uses new skills; performs several tasks without compromise; is curious to learn)
- awareness of a global community...: Collaborates with students to facilitate learning (Human Skills) [Collaborates with students to facilitate learning]

facilitate learning, effectively works with others, asks for help when the need arises, initiates activities that enable collaboration between the school and community, influences stakeholders to support the school community, delegates tasks when needed]

#### 4. Knowledge and understanding

- *awareness of a global community...: Exhibits knowledge across varied disciplines (Attends seminars and trainings to hone skills and updates with latest trends; understands the nature and characteristics of current and future learners; understands the structure, relationships, and interactions in school and the community; is aware of national, global, ecological, cultural issues; uses knowledge of family relationships and interactions to understand learners; conducts research individually or in groups)*

### Learning Outcomes

- a) teacher-peer planning of activities*** - participation in activities that promote learning; willingness and responsibility to accept tasks; creation of means or processes that would allow teachers to learn from their colleagues (mentoring, joint planning, team-teaching, joint evaluations, etc); transmission of knowledge to their practices in the classroom; produce points of reflection on what has been learnt.
- b) development of self-esteem*** - practice of personal and professional ethics; capacity to persevere in difficult situations without hasty judgment while taking into consideration ideas from peers and superiors; ability to take care of one's emotional and mental well-being (Human Skills); the delivery of clear, accurate, updated, well organized, and relevant content knowledge
- c) action-research*** - encouragement to pursue continuing education/higher degree;
- d) awareness of a global community and other experiences in the world taking place in similar areas*** - production of new ideas, innovations, and learning; respect for authorities and capacity to implement organizational policies; capacity and

knowledge to effectively collaborate with stakeholders to facilitate learning;  
effective use of knowledge across varied disciplines

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## **Field Study Program for Student Interns for Project FORTH 2019-2021**

**Milagros L. Borabo, Centro Escolar University**

### **I. Rationale**

The Philippine Professional Standards for Teachers (PPST) emphasizes Diversity of Learners (Domain 2) Community Linkages (Domain 6). Teachers should possess the knowledge, skills and values to address the needs of learners with differences in skills, cultural ,socio economic, linguistic , religious backgrounds and difficult circumstances. The early exposure and participation of the students in challenged areas in basic education will eventually guide them in implementing strategies that are responsive to diverse types of learners.

This program aims to prepare the field study students and student interns to choose to go or are sent to challenged regions / areas This will also enhance the teaching of Field Study 1 and 2 and Teaching Internship.

### **II. General Objectives**

The student interns should be able to:

- demonstrate familiarity of the profile of teachers in challenged areas
- immerse the Students of Field Study 1 and 2 in the challenged areas and to familiarize them with the modules
- assist the trainers in the implementation and evaluation of the modules

### **III. Specific Objectives :**

The students of Field Study 1 and 2 should be able to:

1. expose the students in the
  - 1.1 planning
  - 1.2 designing
  - 1.3 implementing
  - 1.4 evaluating of PROJECT FORTH
  
2. familiarize the student interns in the various modules of teaching in the challenged areas

### **IV. Current Scenario**

Due to the implementation of the K to 12 program , there will be no fourth year students (Practicum Interns) until 2022.

The early immersion of the pre service teachers to PROJECT FORTH shall deepen their understanding on differentiated teaching to suit the teachers ' and learners' need in challenged areas .

## **V. Personnel Involved in CEU PROJECT FORTH**

1. **PROJECT FORTH Consultants**- check the alignment and proper implementation of PROJECT FORTH in the assigned challenged areas
2. **Dean** – oversees the effective implementation of the PROJECT FORTH
3. **Trainers / Module Writers** – write and implement the prepared modules
4. **Field Study Students**– assist in the implementation of modules through classroom observations, assistance during training sessions and other related tasks pertinent to **PROJECT FORTH**

## **VI. Contents of the Training**

**The student interns shall:**

### **Year I (2019) Initial stage**

- assist in collating and encoding the profile of the teachers in the challenged areas in terms of:
  - a. values and commitment
  - b. attitudes achieved
  - c. abilities and skills attained
  - d. knowledge and understanding

### **Year II (2020) Implementation stage**

- assist in the implementation of the training modules by assisting the trainers during the sessions .

### **Year III (2021) Evaluation stage**

- assist in the collating and encoding of the evaluation results of PROJECT FORTH

## **VII. Evaluation Tool**

1. The student interns shall write their learnings and insights gained through a reflective journal in their immersion in PROJECT FORTH in terms of:
  - 1.1 Values and Commitment
  - 1.2 Attitudes Achieved
  - 1.3 Abilities / Skills Attained
  - 1.4 Knowledge and Understanding

2. As student interns, write their suggested innovations to improve the delivery of the modules?
3. Write their self-assessment on their readiness in teaching in the challenged areas.

### **VIII. Research Component of PROJECT FORTH**

The results of the evaluation shall be collated and analyzed as research output of PROJECT FORTH.

## Proposal for a BA Program

### Amabel T. Siason, West Visayas State University

One of the aims of Project Forth is to develop a system where BA students could start to benefit from the preparation if they choose to go or are sent to challenged regions as student/pre-service teachers or to explore the possibility of offering modules as electives in the undergraduate program.

To gather insights on how this can be done, the participants were asked to share ways on how their preservice teacher education training prepared them in managing challenges of the teaching profession during the focus group discussion. The following salient themes were identified from the gathered data:

#### Experiential Learning

Seven teachers pointed out their student/practice teaching as very helpful in preparing them to manage the challenges they have encountered in teaching. One teacher shared: *When I became a student-teacher and taught in a place where the children there belong to different socio-economic status. Most of them belong to a low socio-economic status. Children need to work in the farm and help their parents in order to have "baon" [allowance] in going to school. It made me realize how important education is for them. Sharing their lives, their situations, challenged me to pursue working as a public school teacher to share whatever I've learned from my college days.*

Five teachers considered their immersion programs during college years as enlightening. A teacher shared that as they went to visit a certain barangay, they were able to actually *"witness the situation of each family."* One teacher narrated: *Way back in my college days, I remembered in one of my subjects which is NSTP (National Service Training Program) that we had a community immersion. We went to a rural area and we did some activities. We also stayed for two nights in that barangay. I have noticed that many people in those areas were uneducated due to the fact that schools are very far from that area.*

On the other hand, three teachers discussed how their field study experience contributed in their capacity to withstand the challenges of teaching in the public schools. An elementary teacher shared: *Diri mo mabal-an kon ano ang behavior sang bata*

*sa sulod klasehan. Matun-an mo kon paano sang isa ka teacher i-handle ang problema sa iya estudyante, kaupod sang iya principal. [This is where one can know the behavior of a child in the classroom. One will learn how a teacher handles a student's problem together with the school principal.]*

### **Curriculum Content**

The following undergraduate subjects/courses were considered by teachers helpful in identifying and addressing their learners' needs: Psychology; Child and Adolescent Development; Science and Health; Information and Communication Technology; Research; Early Intervention Strategies; Guidance and Counseling; Psycho Linguistics; Sociolinguistics; The Teaching Profession; Creative Dramatics; Reading; Preparation of Instructional Materials; Theology; Principles of Teaching; and Sociological Foundations of Education.

Teachers discussed how these different disciplines helped them understand the learners and their situations to better address their needs. Some teachers shared that through Psychology they learned that “every child is different from the other” and so they need to “respect individual differences.” One teacher stated: *Daku nga bulig ang Psychology para maintindihan ang nature sang isa ka tawo, ngaa gabe have sila sang amo sina nga butang. [Psychology is of great help in understanding a person and why he behaves in certain ways.]* On the other hand, one teacher mentioned that the Guidance and Counseling course taught her how to handle and manage learners with problems.

One teacher narrated the insights and skills she gained from her academic subjects. She wrote: *During my pre-service teacher education training, I have one subject which was Creative Dramatics. This subject helped me a lot especially in dealing with learners in grade one. We were trained to create presentations to help us understand children's world. It taught us that learning should be meaningful and should be connected to the lives of the learners. Also our subject in Teaching Reading. This subject helped me in conducting Remedial Reading classes to learners with various and diversified learning styles... Some technique may not be applicable to another child. These subjects really prepared and helped me a lot in facing difficulties in my real teaching world.*

## **Mentoring and Coaching**

One teacher mentioned that her openness to *“receive mentoring and coaching from peers and superiors”* helped her hurdle the challenges of the teaching profession.

Several teachers (6) also made mention of insights they gained from lessons and stories of former professors. A teacher wrote: *During my pre-service teacher education training, one of my teachers told us that as a teacher you are not the boss but you are the facilitator of knowledge that your pupils need to know and apply in their everyday lives. He also added that teaching profession is not easy but you have to embrace and love it so whatever challenges you may encounter it will just be solved easily.*

Another teacher shared: *You will savor the true essence of teaching if you are already in the battle ground of teaching, so prepare yourself to face the different personalities/individuals. You should be flexible enough to understand their potentialities and weaknesses.*

A number of teachers also shared experiences on how their critic/cooperating teachers during their student teaching were able to guide them. One elementary teacher has written: *Paagi sa practice teaching actual ko nga na-experience kon paano maghandle sang problema with the help of my critic teacher [Through practice teaching, I was able to actually experience how to handle problems with the help of my critic teacher]. I was very young then when I was assigned in Pavia Pilot Elem School to do my practice teaching. At first, I thought it would just be easy because I would only teach music. When I arrived there, I do not even have a room for my classes. Children are skinny and smelly because of poverty. Some do not even have their school materials and bags.*

In the same way, a high school teacher also shared the same experience when she said: *In my case it was during my practice teaching in college course when I was guided by my critic teacher in solving problems of high school students.*

## **Spiritual Formation**

The teachers were able to mention other activities and experiences that prepared them for their “calling” and the challenges that come with it. One teacher shared that her experiences and learnings from a Catholic school where she gained

her basic education developed in her values such as patience and compassion that made her a more understanding and dedicated teacher to learners who are in need.

A teacher shared how a Recollection that she attended changed her perspective: *The sharing of experiences opened my mind that material things that what we have can't really make us happy.* Another one said: *In our church I was also trained to be a teacher to different challenged children because we were holding a Daily Vacation School every summer.*

These teachers believe that to be an educator is a calling and this is rooted on one's purpose and mission. This belief inspired them to go beyond their limited resources and to support the varied needs of their learners.

**Relevant Trainings**

Some teachers shared that they were able to attend seminars and trainings that honed their skills and kept them updated with latest trends in education.

**Recommendations:**

Based on the gathered data, the following are possible ways on how Forth can work with pre-service teachers:

1. Integration of the modules in the academic subjects

Module	Academic Subjects in the BA Program
Module 1: Profile of teacher in marginal areas: motivation, relevance, meaning, teacher beliefs on the impact of marginalization and poverty.	<ul style="list-style-type: none"> <li>• Understanding the Self</li> <li>• The Teaching Profession</li> <li>• The Teacher and the School Curriculum</li> <li>• Special Topics</li> <li>• Field Study</li> </ul>
Module 2: Context analysis; defining social impact indicators; review of data.	<ul style="list-style-type: none"> <li>• The Teacher and the Community, School, Culture and Leadership</li> <li>• Special Topics</li> <li>• Field Study</li> </ul>

<p>Module 3: Creating a learning climate in challenging realities: appreciative inquiry, empathy; proximity; expectations, effective and inviting use of existing classroom space.</p>	<ul style="list-style-type: none"> <li>• The Child and Adolescent Learner and Learning Principles</li> <li>• Facilitating Learner-Centered Teaching</li> <li>• Foundations of Special and Inclusive Education</li> <li>• Special Topics</li> <li>• Field Study</li> </ul>
<p>Module 4: Teaching, learning and assessment in challenged areas, specific methodologies making learning accessible in the context of poverty: use of multiple intelligences; collaborative learning; reflective learning; critical thinking; power to learn; higher order thinking skills and project building competency.</p>	<ul style="list-style-type: none"> <li>• Building and Enhancing New Literacies Across the Curriculum</li> <li>• The Child and Adolescent Learner and Learning Principles</li> <li>• Facilitating Learner-Centered Teaching</li> <li>• Foundations of Special and Inclusive Education</li> <li>• Assessment in Learning</li> <li>• Special Topics</li> <li>• Field Study</li> </ul>
<p>Module 5: Creation of relevant and innovative teaching materials for challenging realities: use of appropriate materials and tools for large classes, videos and success stories, group and project-based learning.</p>	<ul style="list-style-type: none"> <li>• The Child and Adolescent Learner and Learning Principles</li> <li>• Facilitating Learner-Centered Teaching</li> <li>• Foundations of Special and Inclusive Education</li> <li>• Technology for Teaching and Learning</li> <li>• Special Topics</li> <li>• Field Study</li> </ul>

<p>Module 6: Creating a teaching and learning community among colleagues: teacher-peer planning of activities; development of self-esteem, action-research, and awareness of a global community and other experiences in the world taking place in similar areas.</p>	<ul style="list-style-type: none"> <li>• The Teaching Profession</li> <li>• The Teacher and the Community, School, Culture and Leadership</li> <li>• Special Topics</li> <li>• Field Study</li> </ul>
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2. Implementation of a Mentoring Program that shall be availed by BA students from their first year in college until their practicum year (A BA student will be assigned a mentor who will journey with him/her until the completion of the degree and integrate topics from the modules during mentoring sessions)
3. Conduct of activities that promote spiritual formation of BA students
4. Conduct of researches with topics related to teaching in challenged areas (make this as one of the College's research agenda)
5. Integration of the modules in pre-service seminars and trainings
6. Conduct of activities and trainings that will promote knowledge, values, and skills of teachers that will better prepare them to serve in challenged areas
7. Involve BA students to participate in extension activities and immerse them in challenged areas as student teachers

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