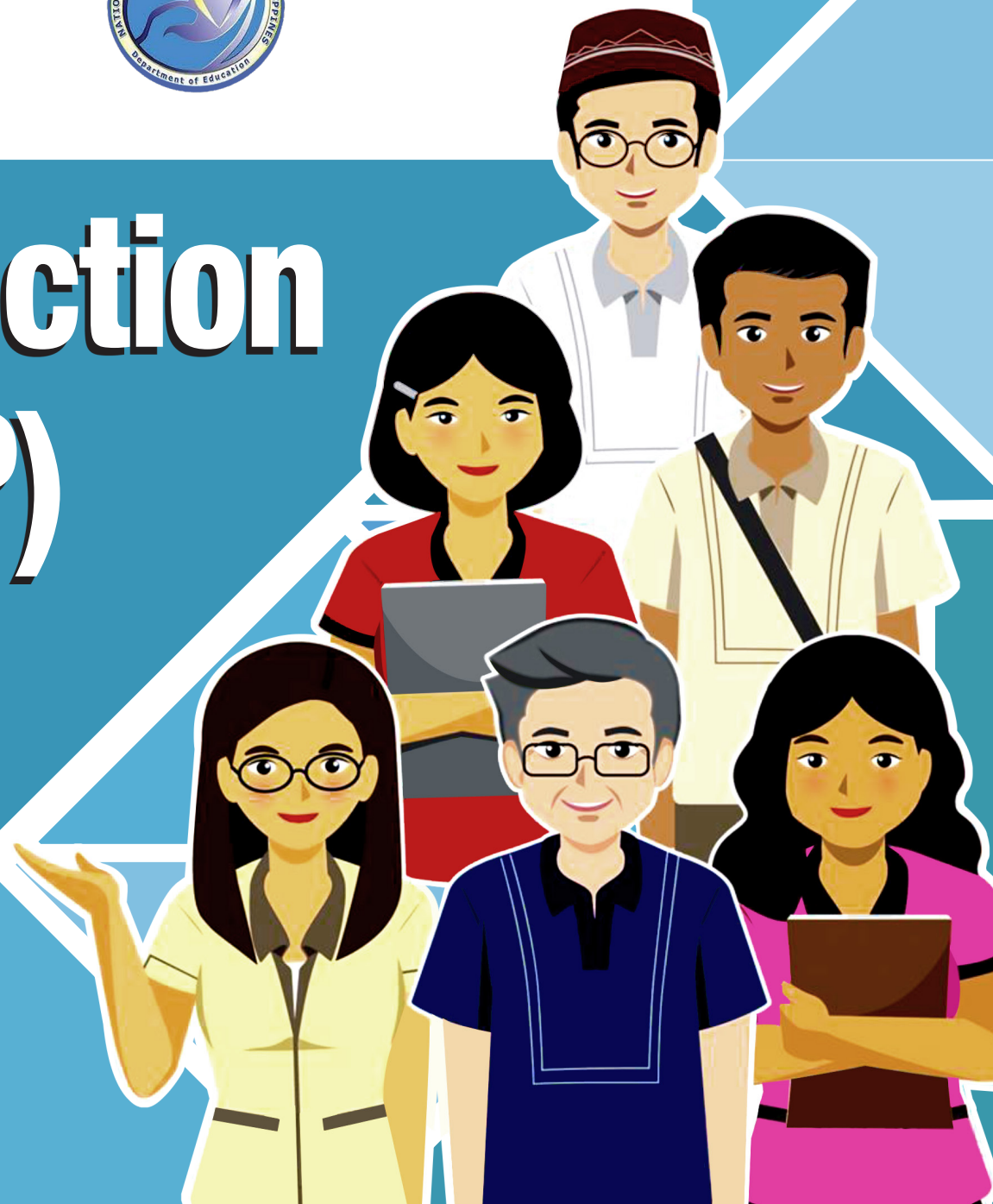


# Teacher Induction Program (TIP)

## COURSE 1

The DepEd Teacher



in collaboration with



Philippine National Research Center for Teacher Quality





## Course 1: The DepEd Teacher

### Introduction

**W**ELCOME to the Department of Education! We are pleased to have you as a member of the family. We invite you to take time to read through the Department of Education (DepEd) Teacher Induction Program (TIP) courses.

This course will help you align your personal philosophy of teaching with the DepEd's vision, mission, core values, mandate and strategic directions. It will also give you a glimpse of what a teacher's school year is like, and help you become more accustomed to the daily life of a DepEd teacher. It introduces you to the guidelines, processes, and standardized forms to help you easily adjust to your new work environment.

In your first year, you may expect excitement, curiosity, apprehension, and even doubts. This section of the TIP is crafted to support and bolster your first year of teaching experiences in the public-school system. We will explore the school year at a glance and observe how the principles in this module may affect your day-to-day activities.

### Intended Course Learning Outcomes

At the end of this course, you should be able to:

1. adopt practices that uphold the dignity of teaching as a profession by exhibiting qualities aligned with the Department of Education's vision, mission, and core values (7.2.2)
2. establish safe and secure learning environments through the implementation of DepEd and school policies, guidelines and procedures on the preparation, start, and daily management of classes (2.1.2)
3. manage learner behavior constructively by applying positive and non-violent discipline (2.6.2)

### Course Outline

Module 1: Becoming a DepEd Teacher

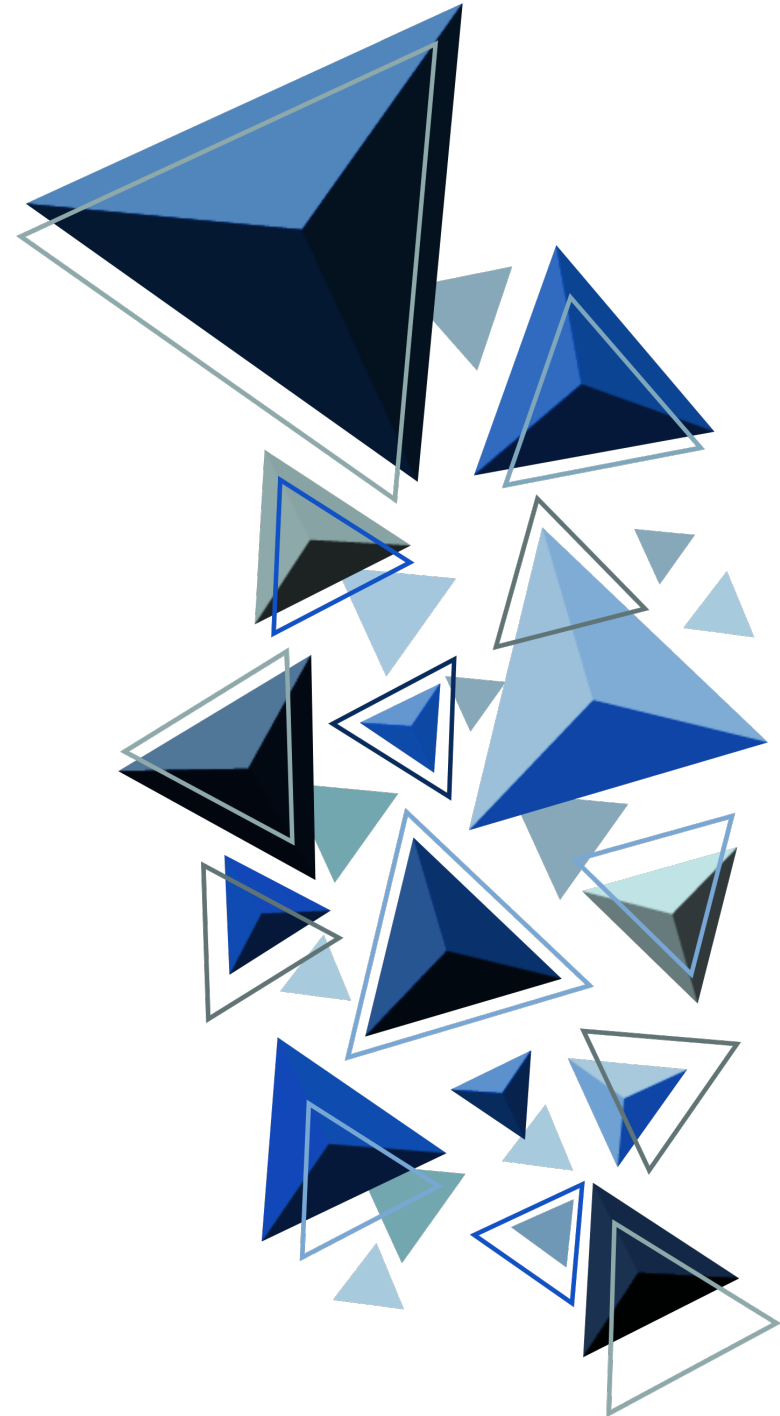
Module 2: Gearing up for the School Year

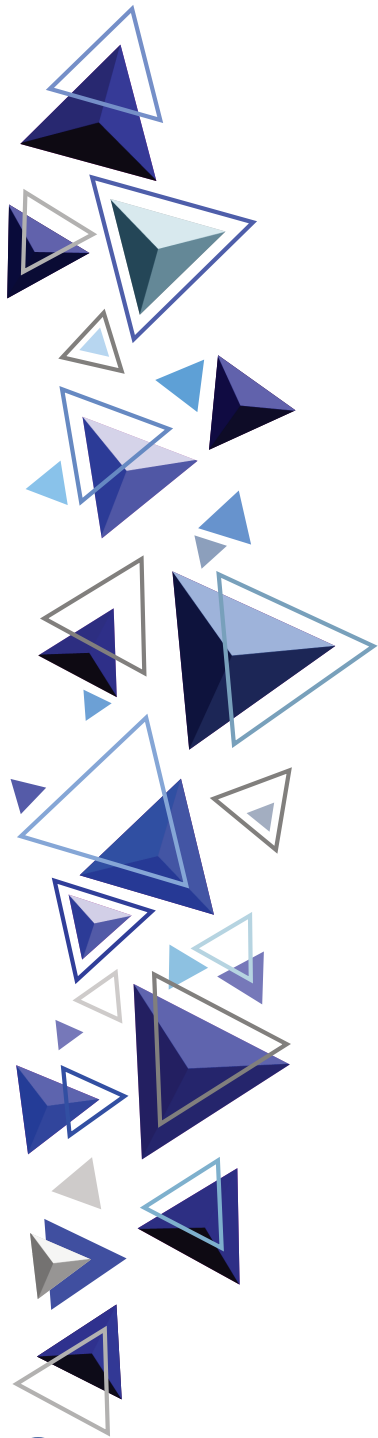
Module 3: Creating an Engaging Physical and Virtual Learning Environment

Estimated Time Required: 8 hours

Portfolio Output: Pledge of Commitment and Writing Task (with Reflection)

## Module 1 – Becoming a DepEd Teacher





### Intended Module Learning Outcomes

At the end of this module, you should be able to:

1. demonstrate understanding of the DepEd's mandate, vision, mission, core values and strategic directions; and
2. adopt practices that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect, and integrity aligned with the DepEd's vision, mission, and core values (7.1.2, 7.2.2)

### Module Outline

Session 1 – DepEd's Mandate

Session 2 - Vision, Mission, and Core Values

Session 3 - Strategic Directions

Session 4 – The Philippine Professional Standards for Teachers

**Estimated Time required: 1 hour**

### Required Tasks

- Reflection survey
- Self-reflective activities
- Scenario and case study analysis
- Document reading
- Pledge of Commitment (Portfolio Output)

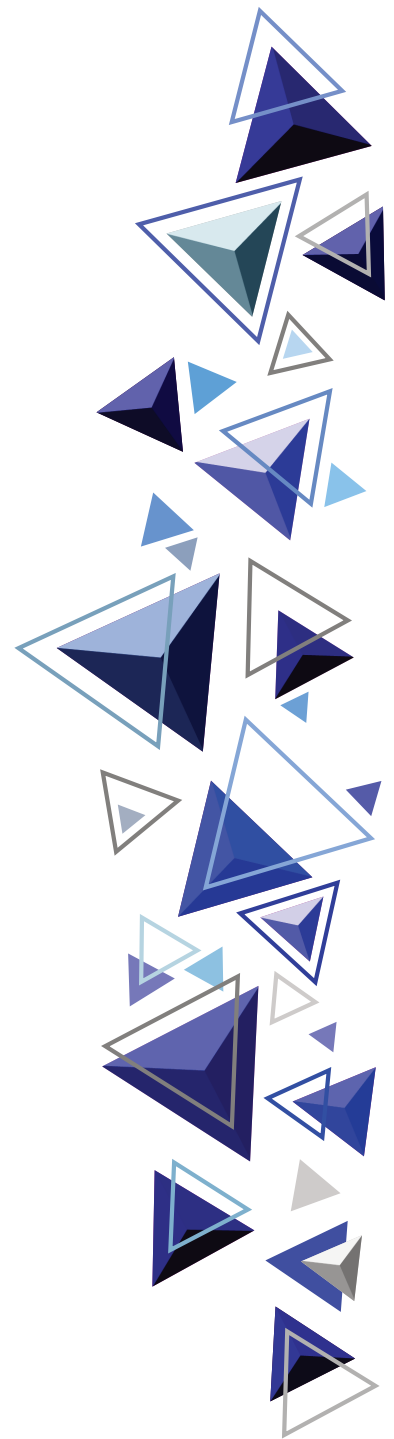
### Required Resources

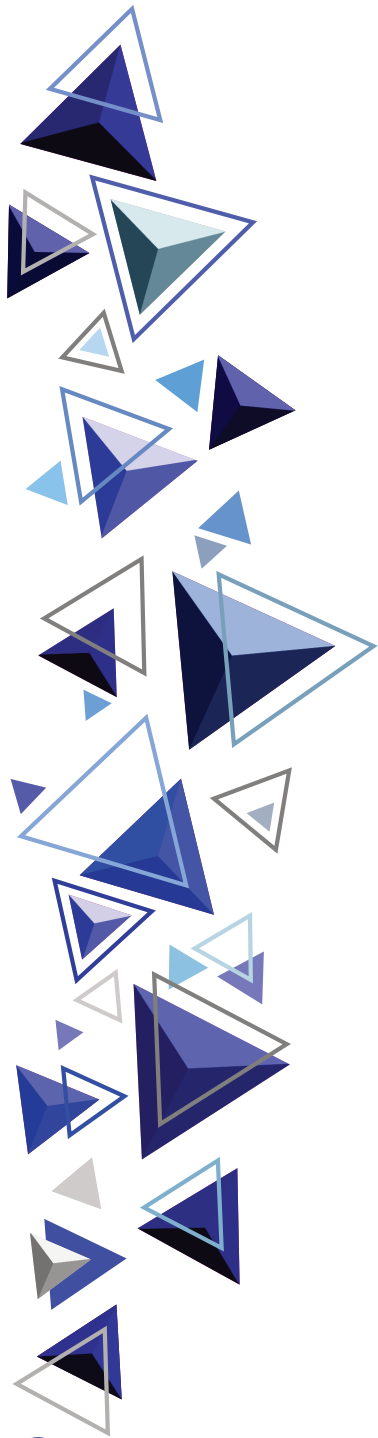
- DepEd Order (No. 36, s. 2013) on *Our Department of Education Vision, Mission and Core Values (DepEd VMV)*.

## Preliminary Activity

Please complete the survey below. This activity will help you reflect on your current understanding of the different aspects in the Department of Education. How familiar are you with the following? Check the appropriate box that corresponds to your answer.

Key Topics	Very familiar	Familiar	Slightly familiar	Not familiar
DepEd's Mandate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mission	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Core Values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strategic Directions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>





## Session 1 – The DepEd’s Mandate

### The DepEd’s Mandate

The Department of Education (DepEd) was established through the Education Decree of 1863 as the Superior Commission of Primary Instruction under a Chairman. The Education agency underwent many reorganization efforts in the 20th century in order to better define its purpose vis-à-vis the changing administrations and charters. The present-day Department of Education was eventually mandated through Republic Act No. 9155, otherwise known as the Governance of Basic Education Act of 2001, which establishes the mandate of this agency.

DepEd formulates, implements, and coordinates policies, plans, programs, and projects in the areas of formal and non-formal basic education. It supervises all elementary and secondary education institutions, including alternative learning systems, both public and private; and provides for the establishment and maintenance of a complete, adequate, and integrated system of basic education relevant to the goals of national development.

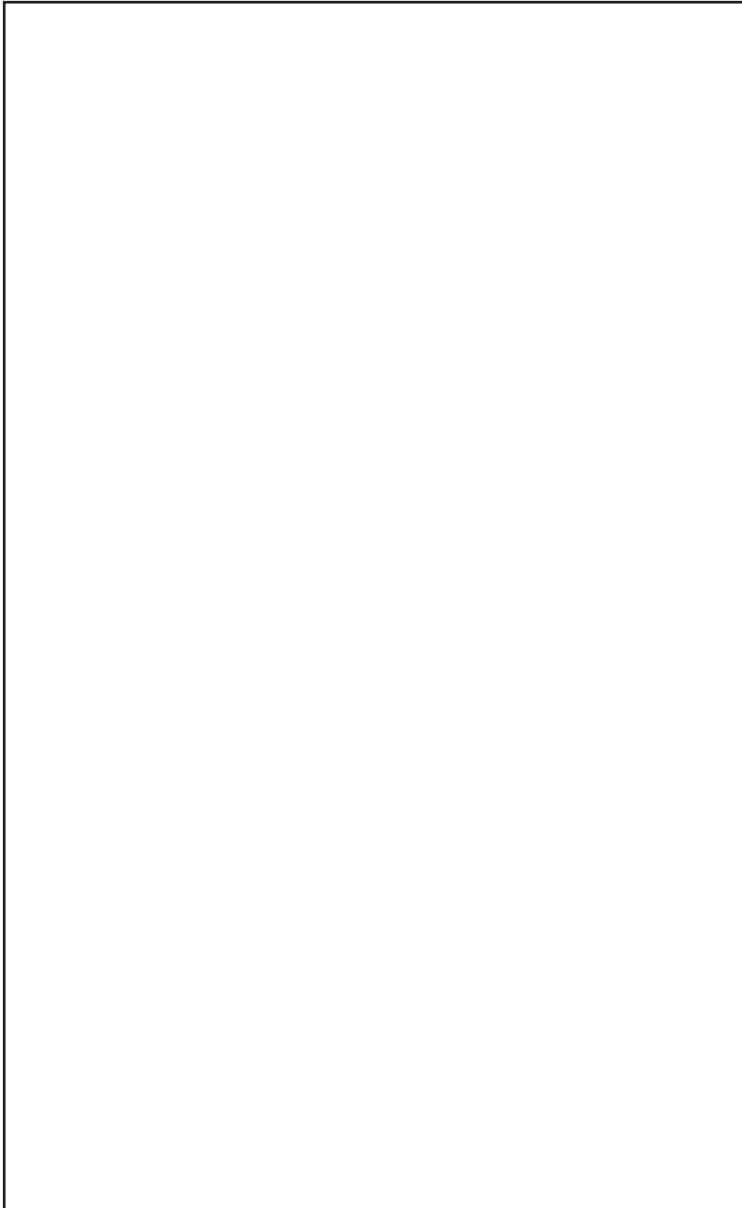
#### Required Task 1: Reflection Questions

Reflect on the DepEd’s mandate and respond to the questions below. You may respond in 2-5 sentences for each.

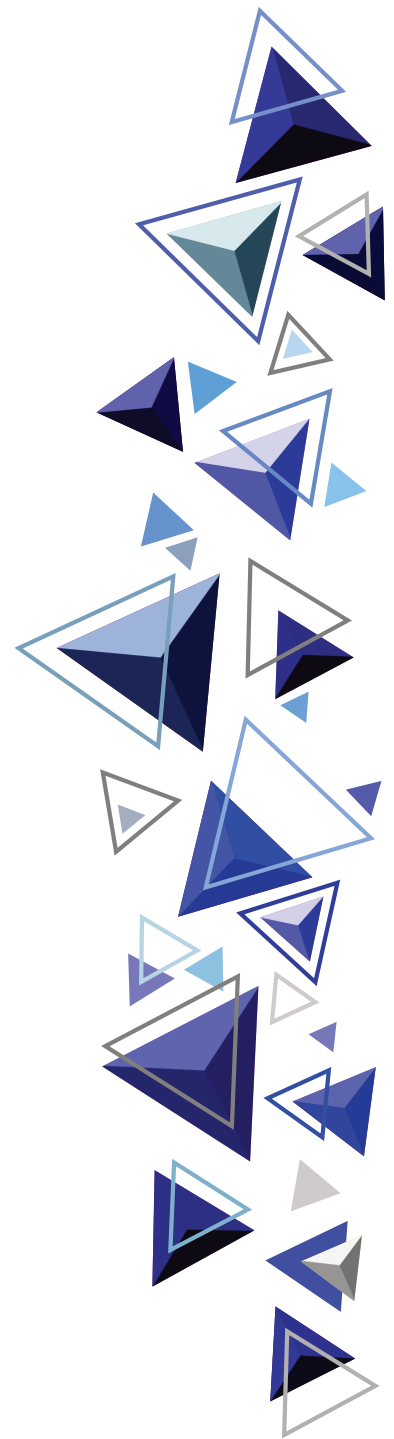
As a newly hired teacher in DepEd, what can you contribute to:

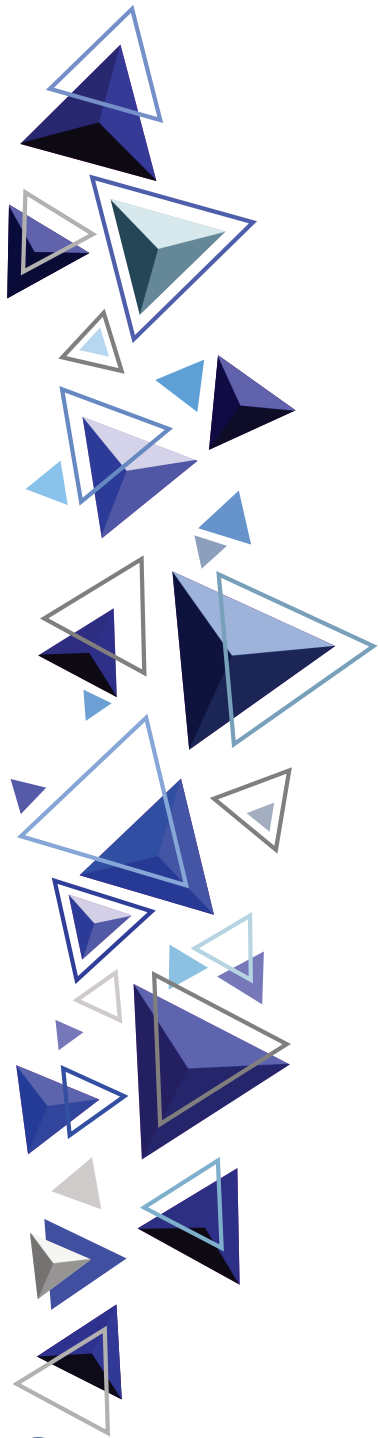
a. promote quality education?

b. uphold equity in education?



c. respond to the needs of the learners?





## Session 2: Vision, Mission, and Core Values

### Preliminary Activity:

As a new public school teacher, what are your visions for yourself, for your class, and your school community?

MY VISION BOARD		
SELF	CLASS	SCHOOL COMMUNITY



## Key Topic 1: DepEd's Vision

### Vision

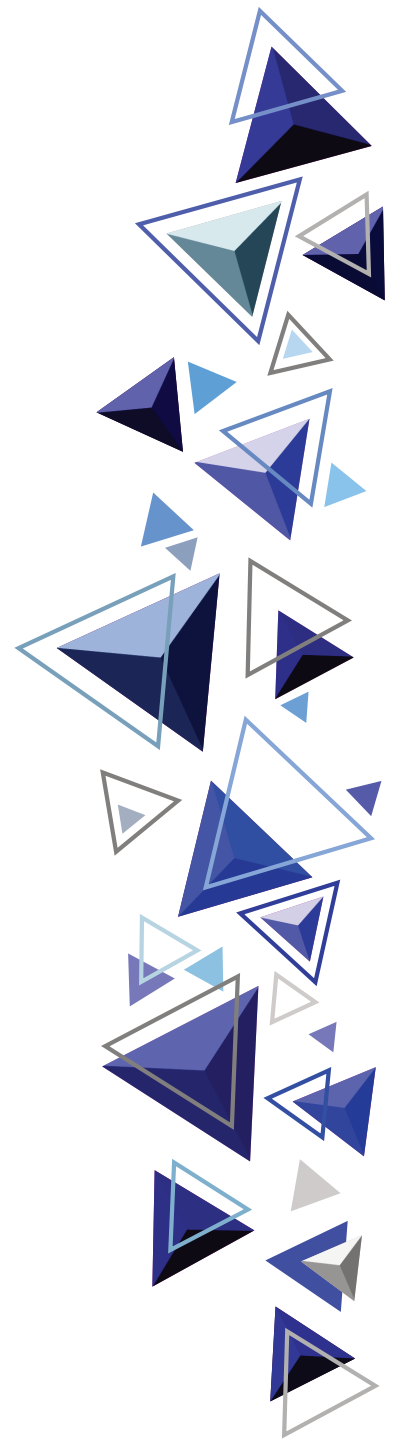
**We dream of Filipinos  
who passionately love their country  
and whose values and competencies  
enable them to realize their full potential  
and contribute meaningfully to building the nation.  
As a learner-centered public institution,  
the Department of Education  
continuously improves itself  
to better serve its stakeholders.**

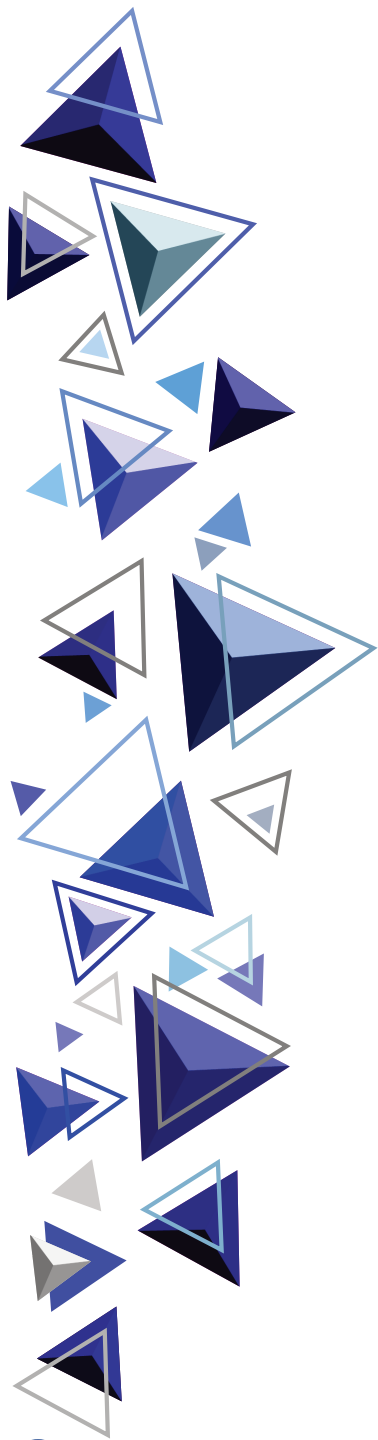
### Required Task 1: Application

Let's see how you would apply the DepEd's vision in responding to the following school scenarios. Write your answer on the space provided.

### Scenario 1:

Teacher Johanna is a Grade 7 teacher at Jacobo Z. Gonzales Memorial National High school. She encourages her learners to demonstrate their love of country through practicing acts of kindness inside and outside the school premises. Provide at least two ways of integrating this in her lessons. You may respond in 3-5 sentences.





### Scenario 2:

One of the Grade 9 advisory students of Teacher Andrew is showing interest in joining scouting. However, the student is very shy and timid. In what ways can Teacher Andrew help his learners to gain confidence and participate in scouting? You may respond in 3-5 sentences.

## Key Topic 2: DepEd's Mission

### Mission

To protect and promote the right of every Filipino to quality, equitable, culture-based, and complete basic education where:

**Students** learn in a child-friendly, gender-sensitive, safe, and motivating environment.

**Teachers** facilitate learning and constantly nurture every learner.

**Administrators and staff**, as stewards of the institution, ensure an enabling and supportive environment for effective learning to happen.

**Family, community, and other stakeholders** are actively engaged and share responsibility for developing life-long learners.

### Required Task 2: Application

Let's see how you would apply the DepEd's mission in responding to the following school scenarios. Write your answer on the space provided.

### Scenario 1:

Teacher Helga is a Grade 1 teacher at Biñan Elementary School. She is teaching Science. She wants to make sure that she can provide a child-friendly, gender-sensitive, safe, and motivating environment in her class. What should she do to achieve this? You may respond in 3-5 sentences.

## Key Topic 3: The DepEd Core Values

### Core Values

In promoting “One DepEd,” the official DepEd core values adapted the ***national motto*** as stated in the Republic Act No. 8491 (otherwise known as the Flag and Heraldic Code of the Philippines). The core values are enumerated as such:

***Maka-Diyos***

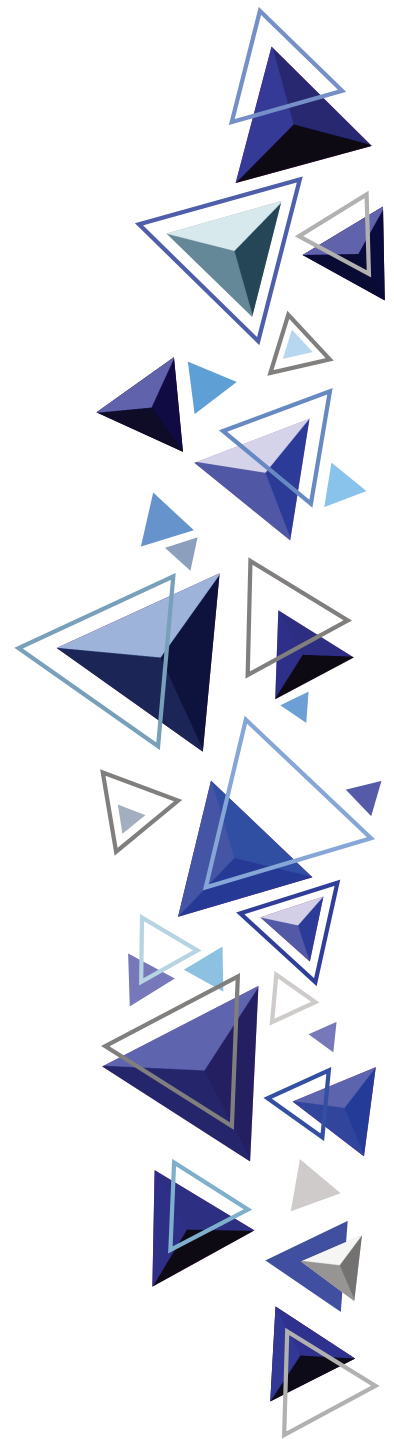
***Maka-tao***

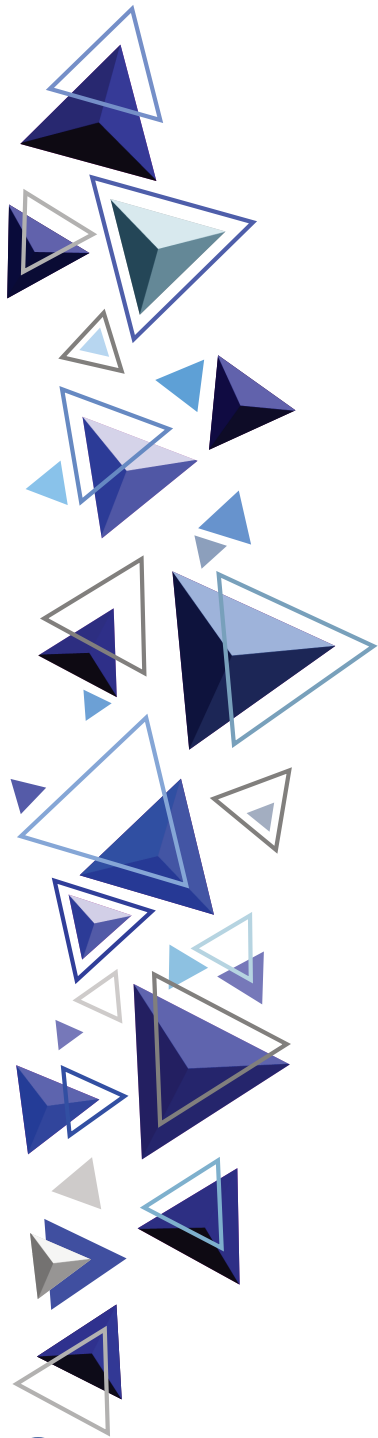
***Makakalikasan***

***Makabansa***

As an example on how we can interpret these, the DepEd core values have been elaborated further by the Division of Baguio City by translating the core values to behavioral statements with indicators.

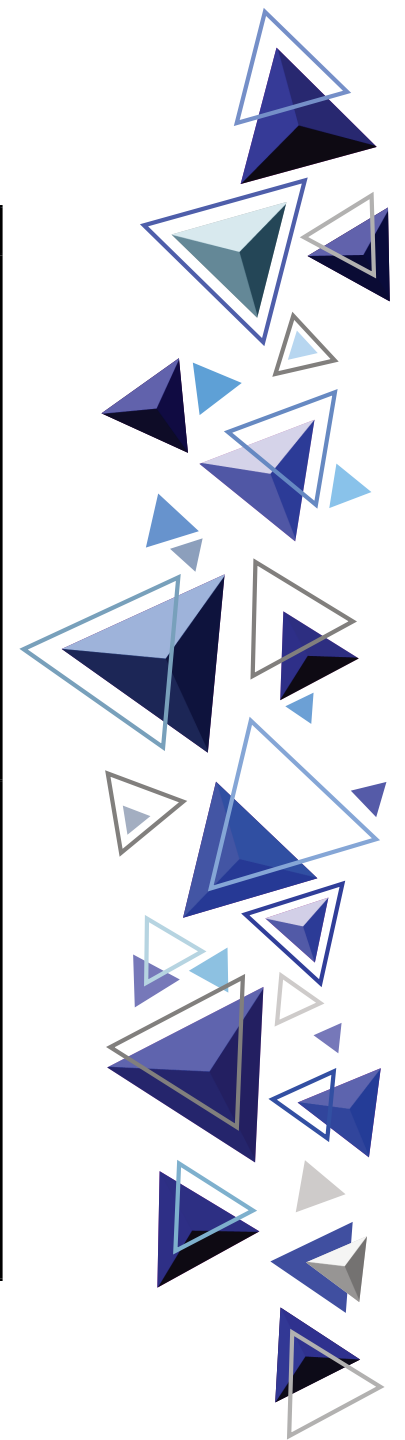
The Baguio City Division Memorandum could be accessed through this link: <http://depedpines.com/wp-content/uploads/2016/03/Division-Memorandum-No35-S.2016-DepEd-CORE-Values-Indicators-Concrete-Manifestation.pdf>

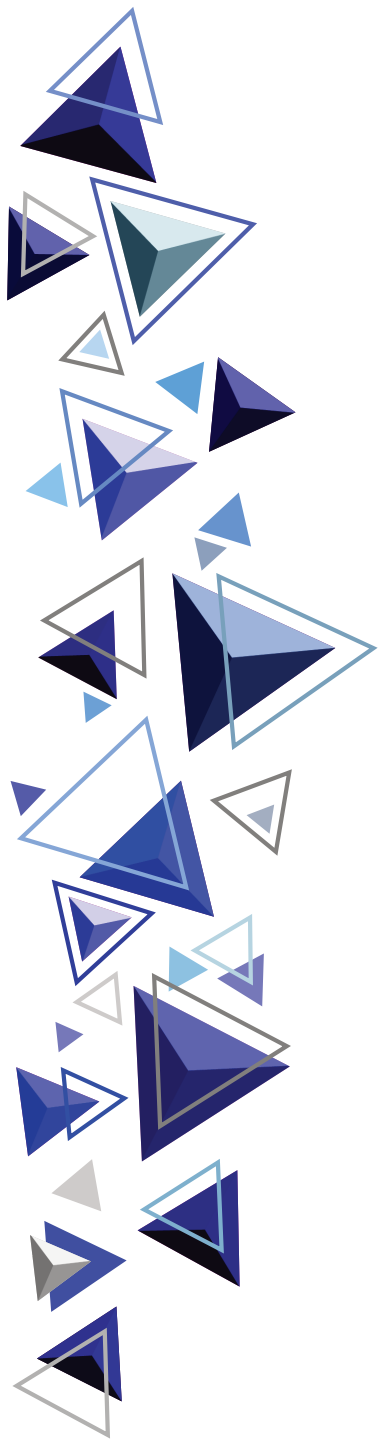




Core Values	Behavior Statements	Indicators
<p><b><i>Maka-Diyos</i></b></p>	<p>Expresses one's spiritual belief while respecting the spiritual beliefs of others</p>	<ol style="list-style-type: none"> <li>1. Engages oneself in worthwhile spiritual activities</li> <li>2. Respects sacred places</li> <li>3. Respects religious beliefs of others</li> <li>4. Demonstrates curiosity and willingness to learn about other ways to express spiritual life</li> </ol>
	<p>Shows adherence to ethical principles by upholding truth</p>	<ol style="list-style-type: none"> <li>1. Tells the truth</li> <li>2. Returns borrowed things in good condition</li> <li>3. Demonstrates intellectual honesty</li> <li>4. Expects honesty from others</li> <li>5. Aspires to be fair and kind to all</li> <li>6. Identifies personal biases</li> <li>7. Recognizes and respects one's feelings and those of others</li> </ol>

Core Values	Behavior Statements	Indicators
<b><i>Maka- tao</i></b>	Is sensitive to individual, social, and cultural differences	<ol style="list-style-type: none"> <li>1. Shows respect for all</li> <li>2. Waits for one's turn</li> <li>3. Takes good care of borrowed things</li> <li>4. Views mistakes as learning opportunities</li> <li>5. Upholds and respects the dignity and equality of all including those with special needs</li> <li>6. Volunteers to assist others in times of need</li> <li>7. Recognizes and respects people from different economic, social, and cultural backgrounds</li> </ol>
	Demonstrates contributions toward solidarity	<ol style="list-style-type: none"> <li>1. Cooperates during activities</li> <li>2. Recognizes and accepts the contribution of others toward a goal</li> <li>3. Considers diverse views</li> <li>4. Communicates respectfully</li> <li>5. Accepts defeat and celebrates others' success</li> <li>6. Enables others to succeed</li> <li>7. Speaks out against and prevents bullying</li> </ol>





Core Values	Behavior Statements	Indicators
<p><b><i>Makakalikasan</i></b></p>	<p>Cares for the environment and utilizes resources wisely, judiciously, and economically</p>	<ol style="list-style-type: none"> <li>1. Shows a caring attitude toward the environment</li> <li>2. Practices waste management</li> <li>3. Conserves energy and resources</li> <li>4. Takes care of school materials, facilities, and equipment</li> <li>5. Keeps work area in order during and after work</li> <li>6. Keeps one’s work neat and orderly</li> </ol>
<p><b><i>Makabansa</i></b></p>	<p>Demonstrates pride in being a Filipino; exercises the rights and responsibilities of a Filipino citizen</p>	<ol style="list-style-type: none"> <li>1. Identifies oneself as a Filipino</li> <li>2. Respects the flag and national anthem</li> <li>3. Takes pride in diverse Filipino cultural expressions, practices, and traditions</li> <li>4. Promotes the appreciation and enhancement of Filipino languages</li> <li>5. Abides by the rules of the school, community, and country</li> <li>6. Enables others to develop interest and pride in being a Filipino</li> </ol>
	<p>Demonstrates appropriate behavior in carrying out activities in the school, community, and country</p>	<ol style="list-style-type: none"> <li>1. Manages time and personal resources efficiently and effectively</li> <li>2. Perseveres to achieve goals despite difficult circumstances</li> <li>3. Conducts oneself appropriately in various situations</li> </ol>

### Required Task 3: Application

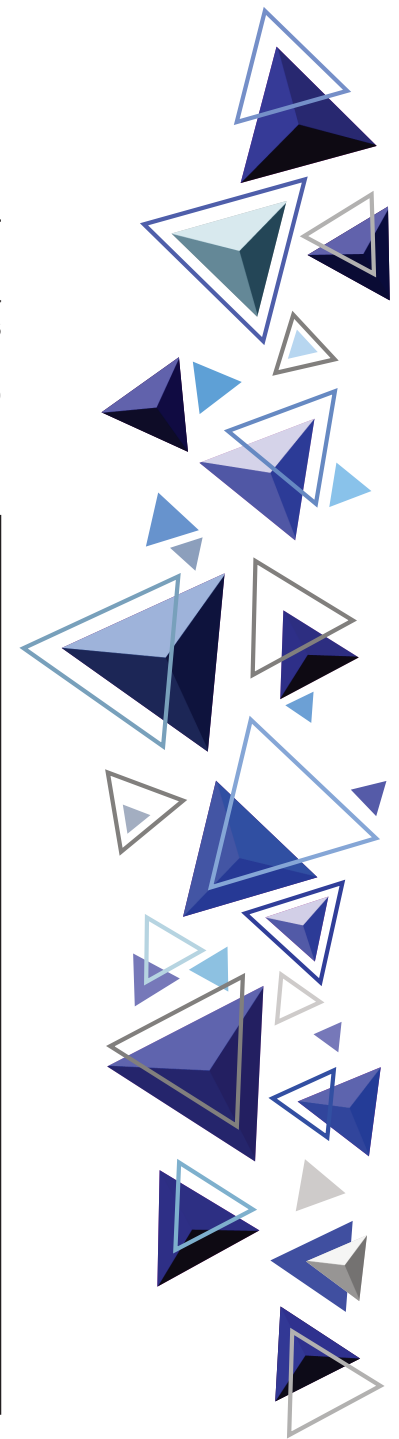
Let's see how you would apply the DepEd Core Values in responding to the following school scenarios. You may answer the following questions in 3-5 sentences. Write your answer on the space provided.

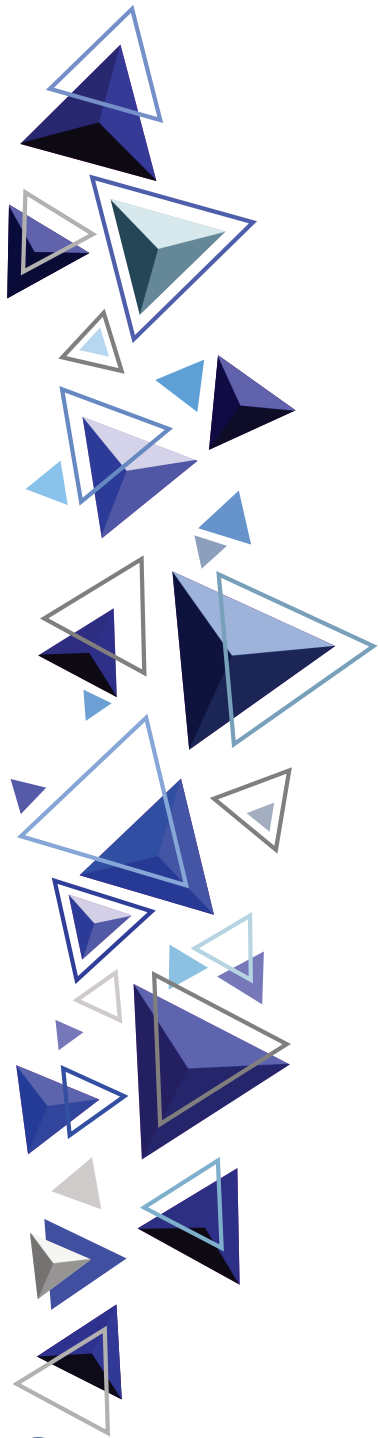
#### Scenario 1:

Teacher Luis is a Grade 10 guidance counselor and a Values Education teacher at Arellano High School. One of his classes has a diverse religious background. One day, two of the learners insisted that the class should start with a prayer led by an assigned student. This leads to a heated debate arguing about their own religious and spiritual beliefs. How can Teacher Luis mediate and help resolve the argument? (You may refer to Department Order (No. 32, s. 2013) and Department Order (69, s. 1990)).

#### Scenario 2:

The DepEd Core Values teaches us the love for God (maka-Diyos), love for fellow men (maka-tao), love for nature (makakalikasan), and love for country (makabansa). Teacher Molina inspires his Grade 2 learners to become a better version of themselves through exemplifying qualities and characters of our national heroes. What classroom management strategies can Teacher Molina employ to encourage learners to apply the DepEd core values in real life situations?





## Session 3: Strategic Directions

### Required Task 1: Vision Action Points

After you have filled-out your vision board from the previous session, write the corresponding action/strategic points which you think will help you achieve your vision as a teacher:

MY VISION BOARD		
SELF	CLASS	SCHOOL COMMUNITY
ACTION POINTS		



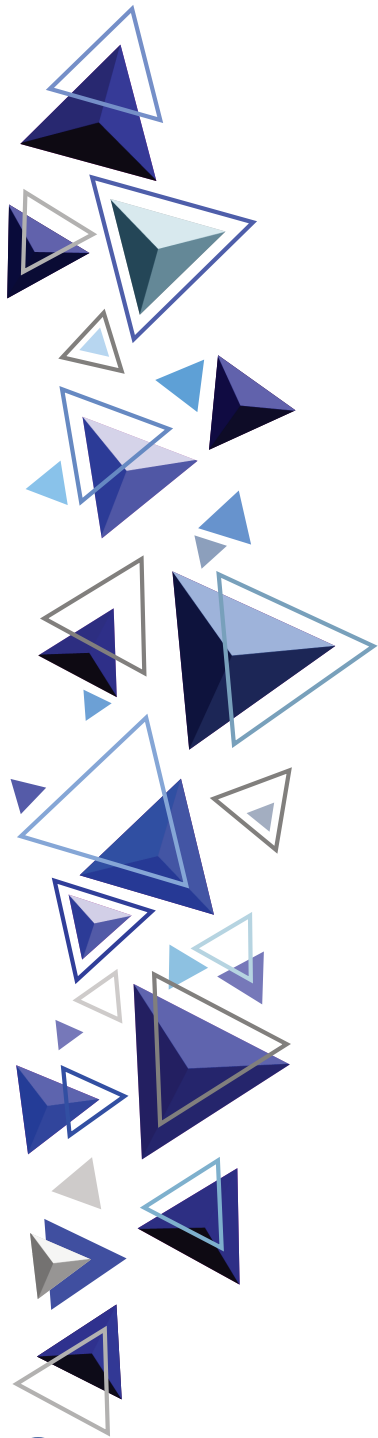
## Strategic Directions

As an agency, the Department of Education sets plans and actions to achieve its vision within a given time projected. These strategic directions are time-bound and are measured through strategic objectives.

An example is the Strategic Directions specifically for year 2017-2022 by the administration of Sec. Leonor Magtolis-Briones.



DepEd Strategic Directions, Retrieved from: <http://depedzamboangacity.ph/wp-content/uploads/2018/06/Strategic-Direction->



[ZC.pptx](#)

### Required Task 1: Identification

Identify the DepEd Strategic Goals being addressed by the following scenarios.

1. **Expand Access to Basic Education**
2. **Improve Quality and Relevance**
3. **Modernize Education Management and Governance**

Your school effectively implements a School-based Management (SBM) system that empowers your school head to make decisions that respond to your school's immediate needs.

Your Grade Level Coordinator conducts LAC sessions with all the teachers in the grade level to be knowledgeable about the concerns of teachers and learners.

Your school prepares alternative learning mode for all learners.

The Local Government Unit (LGU) provides assistance to the public schools through distributing TVs, tablets, and laptops to learners and educators.

The Division Office prioritizes training on curriculum implementation and lesson planning. They invite curriculum experts to join the teacher training and conferences.

### Required Task 2: Pledge of Commitment (Portfolio Output)

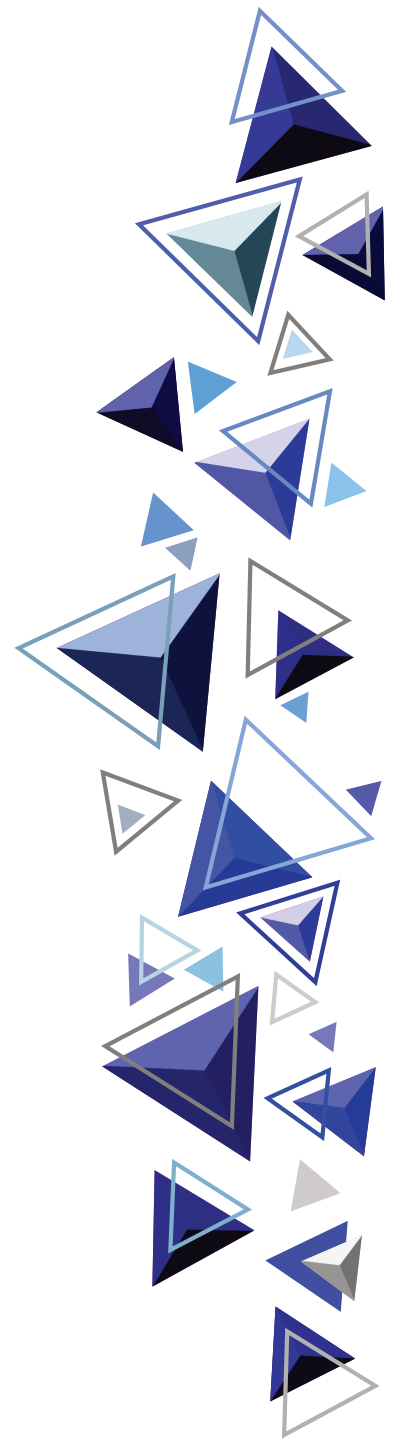
#### Pledge of Commitment

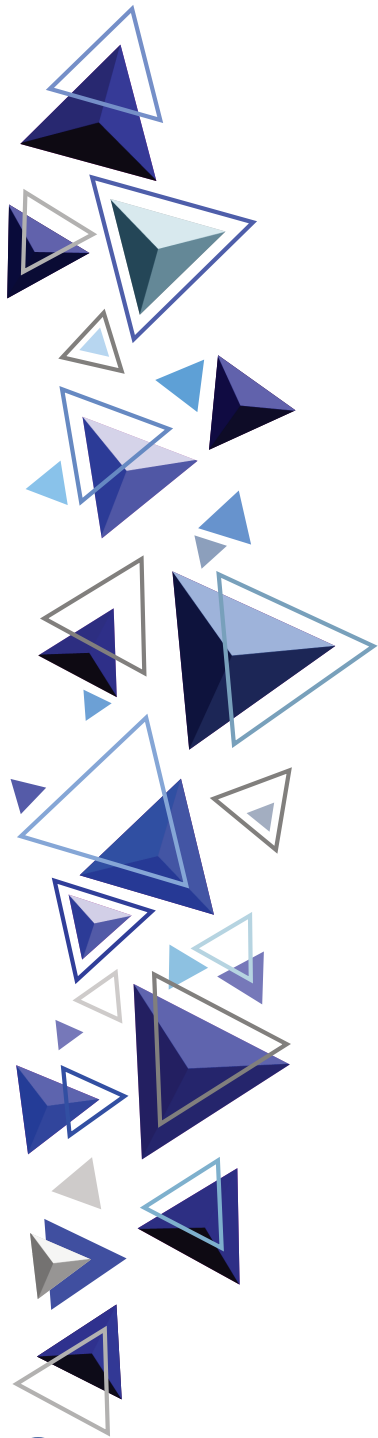
Write your own pledge of commitment in support to DepEd Strategic Directions. You may write your statements in 3-5 sentences.

### Required Task 3: Reflection

After going through this module, (DepEd Mandate, Vision, Mission, Core Values, and Strategic Directions), answer the following questions. Write your responses in 3-5 sentences.

1. In what ways has this module helped you reflect on the Vision, Mission, Core Values, and Strategic Directions of the Department of Education?





2. How has this module helped you clarify your vision and motivations in serving your learners better and in promoting a learner-centered environment for them?

3. What are your personal beliefs and values that are aligned with the DepEd's VMV (Vision, Mission, Core Values)?

## Session 4 – The Philippine Professional Standards for Teachers

### Required Task 1: Video Viewing

Click [here](#) or go to <https://www.youtube.com/watch?v=aA5cD474aIU> to watch the PPST explainer video (8:41 minutes)

Use the table below to take note of important information.

What I learned from watching the PPST explainer video	What else i want to know about the PPST/ concepts that need clarification





## Key Topic 1: Introduction to the PPST

In light of the Department of Education's vision to continuously improve itself to better serve its stakeholders, the Department is committed to developing teacher competencies that are abreast with the changing demands and needs of K to 12 curriculum, globalization and ASEAN integration. Hence, the Department released DepEd Order no. 42 s. 2017 on National Adoption and Implementation of the Philippine Professional Standards for Teachers (PPST).

The PPST:

- sets clear expectations of teachers along well-defined career stages of professional development from beginning to distinguished practice;
- engages teachers to embrace ongoing professional learning for their professional development to enhance their own teaching;
- provides a framework of uniform measures to assess teacher performance; and
- provides a basis for building public confidence in and support for the work of teachers.

DepEd Order no. 42, s. 2017 mandates that the PPST “shall be used as a basis for all learning and development programs for teachers to ensure that teachers are properly equipped to effectively implement the K to 12 Program. It can also be used for the selection and promotion of teachers. All performance appraisal for teachers shall be based on this framework” (Section 5).

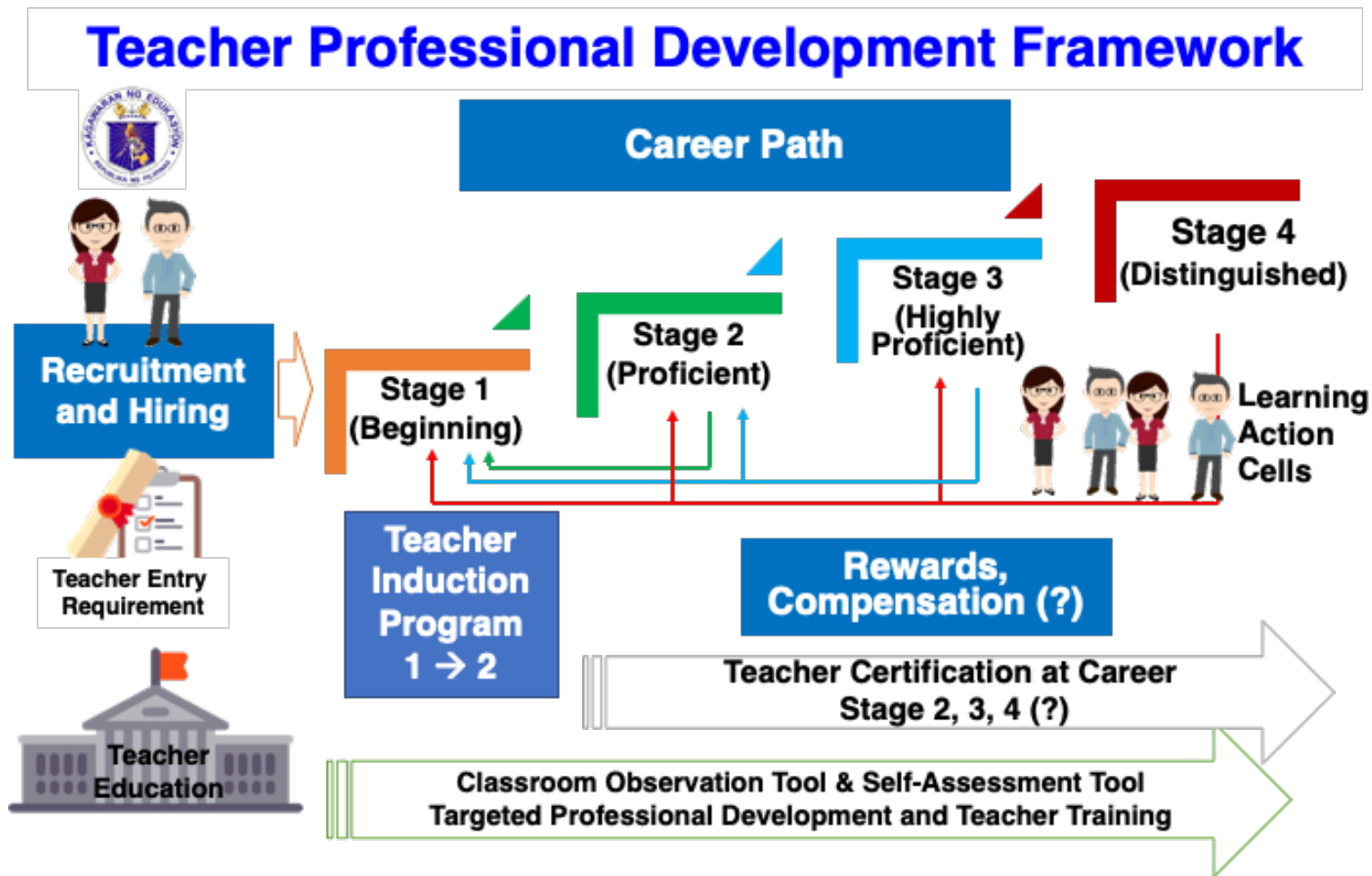
In line with the above provisions, in DepEd Order (No. 11, s. 2019) on Implementation of the NEAP Transformation, NEAP is mandated to provide standards-based professional

development programs and courses for all DepEd Teachers, School Heads and Supervisors. All professional development for teachers is to be based on the PPST. More in-depth discussions on PPST will be tackled in Course 3 of TIP.

## Key Topic 2: The Teacher Professional Development Framework

In order to help teachers seamlessly adopt and embody the expectations in the standards, the PPST has been integrated in DepEd's Professional Development Framework (see Figure 1). The framework shows the professional development path of teachers starting from the Teacher Education Institutions (TEIs) towards their career development in DepEd. Teachers' professional development is guided by the Human Resource (HR) systems which are represented in the framework:

1. **Recruitment, Selection, and Placement** (Recruitment and Hiring)
2. **Results-based Performance Management System (RPMS)** - represented in the framework by the PPST-aligned tools: Classroom Observation Tool (COT), and Self-Assessment Tool (SAT), which are used to gauge teacher practices and better target professional development and training.
3. **Learning and Development (L&D)** - represented in the framework by the Learning Action Cells and the Targeted Professional Development and Teacher Training.
4. **Rewards and Recognition (Rewards, Compensation)**



**Figure 1. The Teacher Professional Development Framework (Research Center for Teacher Quality 2018)**

This framework shows that the PPST is not only intended to set expectations of teachers. It is also integrated into the system, tools and processes of DepEd in order to ensure that it is seamlessly embedded in the teachers' life. It is not an additional requirement, but a guide towards personal and professional reflection and advancement.



## Summary

- The Department of Education (DepEd) formulates, implements, and coordinates policies, plans, programs, and projects in the areas of formal and non-formal basic education. It supervises all elementary and secondary education institutions, including alternative learning systems, both public and private; and provides for the establishment and maintenance of a complete, adequate, and integrated system of basic education relevant to the goals of national development.
- Based on DepEd Order No. 36, s. 2013, in order to promote “One DepEd”, the official DepEd VMV shall be the only Vision, Mission, and Core Values adopted by all offices and schools. As part of the Department of Education, teachers are enculturated into the DepEd professional community in order to align professional practice to the common vision and mission of the department.
- Republic Act No. 8491 states that our national Motto shall be **“Maka-Diyos, Maka-tao, Makakalikasan, at Makabansa.”**
- As an agency, DepEd has a set of plans and actions to reach its vision. These strategic directions are time-bound and are measured through strategic objectives.
- It is important for newly hired teachers to be familiar with and understand the DepEd’s mandate, vision, mission, core values, and strategic directions so that they could align their practices and professional goals with the department. This will help them better support DepEd’s endeavors towards quality education. These could be demonstrated in how teachers present themselves, how they respond to challenges in everyday teaching, and how they serve as role models to their learners, inspiring them to be life-long learners and productive citizens.
- Four career stages are articulated in the Philippine Professional Standards for Teachers (PPST). Each stage is constituted by particular professional practice that defines and locates teacher quality within a developmental continuum.



## Module 2 - Gearing up for the School Year

### Intended Module Learning Outcomes

At the end of this module, you will be able to:

1. establish safe and secure learning environments through the implementation of DepEd and school policies, guidelines and procedures on the preparation, start, and daily management of classes (2.1.2)
2. plan and manage administrative, teaching and learning processes through efficient lesson planning and accomplishment of school forms; and compliance with DepEd's policy and guidelines on lesson preparation (4.1.2)
3. manage learner behavior constructively by applying positive and non-violent discipline (2.6.2)

### Module Outline

**Session 1** - The DepEd School Calendar

**Session 2** - The School Support System

**Session 3** - Pre-opening of Classes Preparation

**Session 4** - Opening of Classes

**Session 5** - Handling Advisory Classes

**Estimated Time required: 1 hour**

### Required Tasks

- Personal School Calendar
- Reading and Reflections

### Required Resources

- Deped Order (No. 1, s. 1991)
- Deped Order (No. 109, s. 2009)
- Deped Order (No. 43, s. 2012)

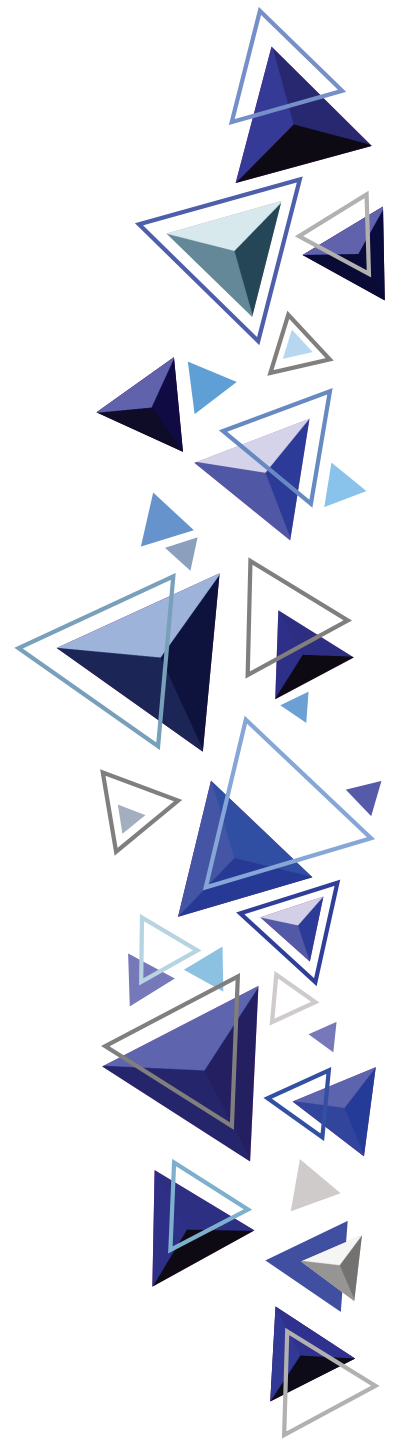
## Session 1 – The DepEd School Calendar

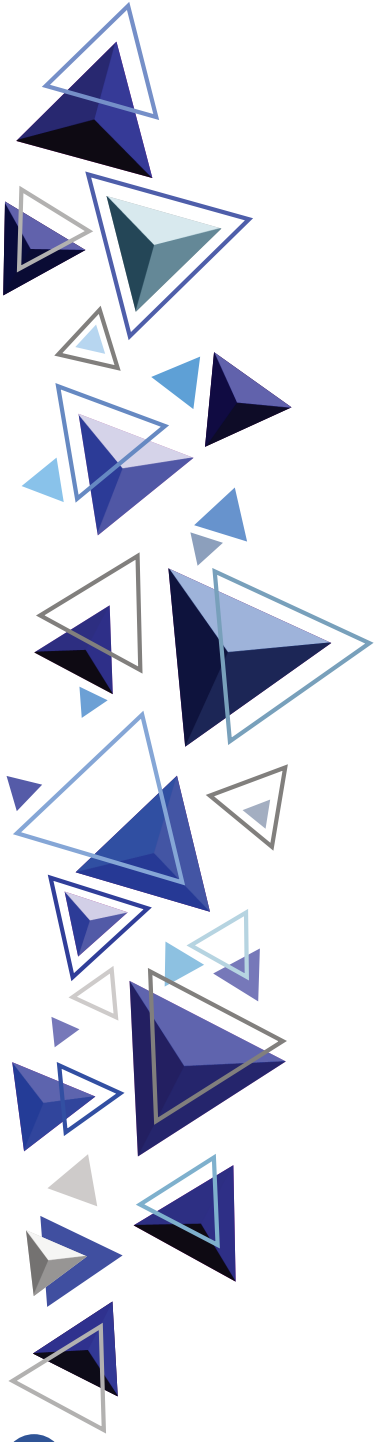
### Key Topic 1: The DepEd School Calendar

The DepEd school calendar for each school year sets the opening and closing day of classes. It also prescribes the number of school days where learners need to go to school, inclusive of the in-service training for teachers, parent-teacher conferences, and a celebration of the World Teachers' Day. As an example, you may see D.O. 7 s. 2020, **School Calendar and Activities for School Year 2020-2021**.

The DepEd school calendar also follows Republic Act 11480, which is also known as An Act to Lengthen the School Calendar from Two Hundred (200) Days to Not More Than Two Hundred Twenty (220) Class Days.

The DepEd school calendar also provides an enclosure of implementing guidelines on the school calendar. It also provides an enclosure for the calendar of activities for the current school year to enable schools to efficiently and effectively implement the school events and school activities while being supported by the regional office and the division office. Meanwhile, the schools are allowed to observe local and national celebrations provided that these activities are beneficial to learners.





Alternative delivery modes or make up classes may be undertaken to compensate for the unplanned suspension of classes due to natural calamities. The President, in coordination with the Secretary of Education and the Department of Education (DepEd), may opt to set a different date for the beginning of the school year.

## Key Topic 2: Continuity of Learning (A History)

At the height of the Gulf crisis in the Middle East, DepEd Order (No. 1, s. 1991) ordered a system of continued learning despite the apparent war. Its content clearly specified that “the continuing education of the youth remains the utmost priority.”<sup>1</sup> The order also envisioned mechanisms for home-based learning, utilization of self-learning kits (both reinforcement and enrichment), and application of various multimedia platforms.

While the Gulf crisis did not escalate as it was expected, DepEd shows that it has the contingency plan in place in case a disruption of classes ensues. Moreover, our geographical location as a country makes us vulnerable to tropical storms and volcanic eruption. These natural factors directly affect continuation of the school calendar. Hence, there is DepEd Order No. 43, s. 2012 that provides a protocol for cancellation of classes according to PAGASA’s weather bulletin.<sup>2</sup> Another document, DepEd Order no. 109, s. 2009, lays out the post-calamity education set-up which gives provision for

<sup>1</sup> Isidro D. Carino, “Deped Order (No. 1, s. 1991) – Guidelines For the Implementation of the Education Sector Contingency Plans for All Levels.” (Department of Education, 1991), 1.

<sup>2</sup> Armin A. Luistro, “Deped Order (No. 43, s. 2012) – Guidelines on the implementation of Executive Order No. 66 (Prescribing Rules on the Cancellation or Suspension of Classes and Work in Government Offices Due to Typhoons, Flooding, Other Weather Disturbances, and Calamities).” (Department of Education, 2012), 1.

recovery of missed school days and provides guidance in choosing appropriate modalities that can be used to fit to a rehabilitating context.<sup>3</sup> All of these important documents show that the education department is serious in living out its mandate to deliver continuous learning.

When the threat of the pandemic heightened, the Department of Education (DepEd) temporarily suspended classes and adjusted the current school term in an effort to save learners, teachers, and school staff from possible exposure to COVID-19. For months, DepEd contemplated what to do and continued to plan for the future. Eventually, in August Secretary Briones announced that classes would continue in October. The announcement came after numerous schools were asking for different extensions and possible class opening dates. DepEd opted to adjust classes by introducing modules and the use of online video conferencing applications such as Zoom.

DepEd also introduced its “Basic Education Learning Continuity Plan” (BE-LCP) as its plan so learners are still able to continue their learning despite any ongoing disasters like calamities, pandemics, etc. There are four important aspects to the plan: communication, materials, learning activities and assignments, and assessments. Communication involves ways of providing teaching whether it be answering questions, discussion of a topic, relaying instructions, or anything about the course. Materials include the lessons, references, and other things needed for learning activities. Learning activities and assignments are activities that facilitate learning and come in many different forms or done through a variety of methods depending on the teaching style of the teacher or what is specified by the lesson plan. Assessments are methods to gauge a student’s progress.

<sup>3</sup> Jesli A. Lapus, “Deped Order (No. 109, s. 2009) – Make-Up Classes for Lost Schooldays.” (Department of Education, 2009), 1.

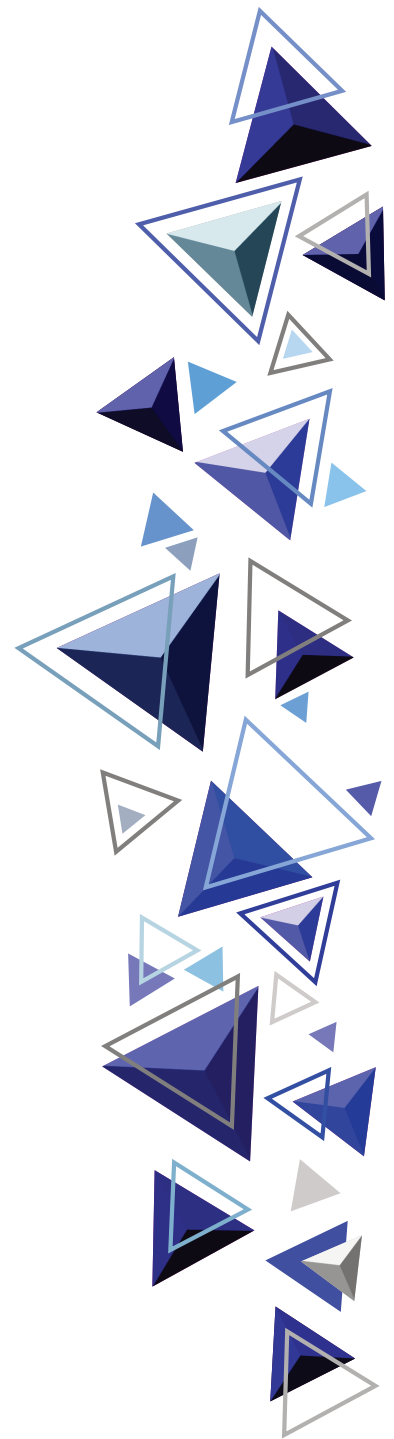
### Key Concept 3: Implementing Guidelines

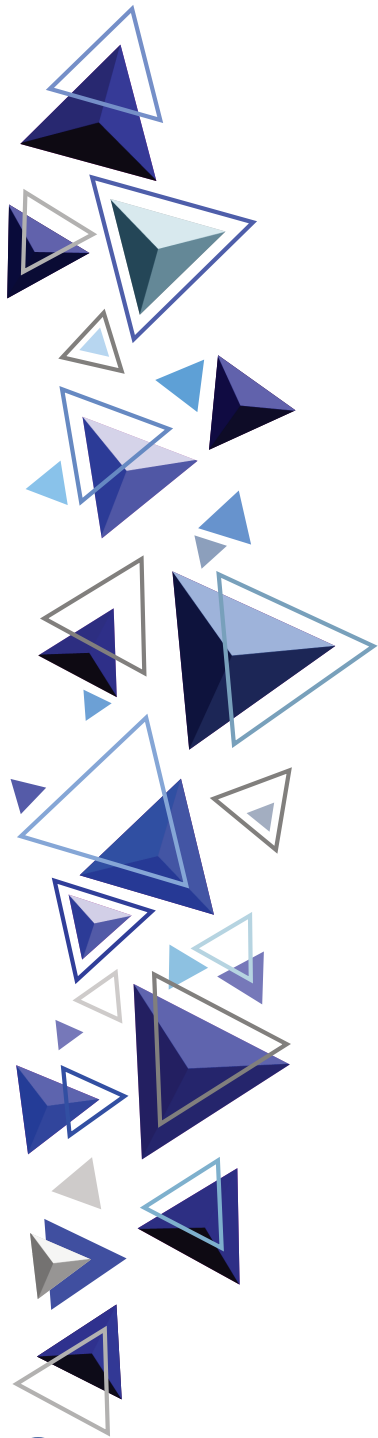
#### Required Task 1: Reading and Reflection

Study the rationale of the Implementing Guidelines of the DepEd School Calendar for the current school year. Write your insight on the space provided below. Limit your response to 150 words.

The DepEd School Calendar contains the guidelines that should be observed in schools nationwide, including school programs, curricular non-classroom-based activities, and parent-teachers conferences. Some of the important dates to be observed include a general assembly, deworming of children, career guidance, in-service training, Christmas break, standardized tests spearheaded by Bureau of Education Assessment (BEA), summer classes, and end of school year rites.

As a teacher who works in the Department of Education, you are enjoined to be familiarized with the DepEd School Calendar because it will affect school-based calendar and your professional work within the school year. It is important to mark the dates on your own calendar, so that it gives you a heads up on how you plan your activities throughout the year.





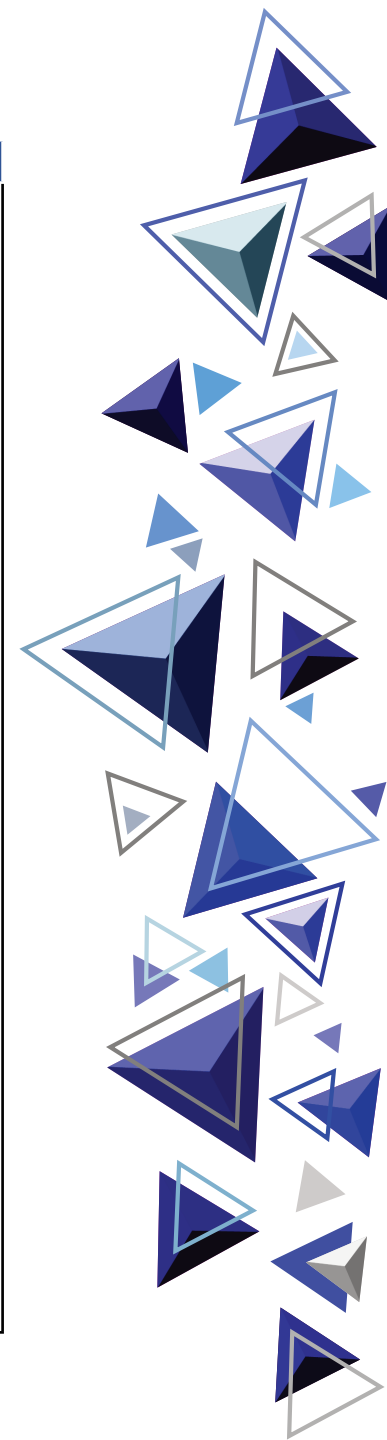
### Required Task 2: Personal School Calendar (Output for Portfolio)

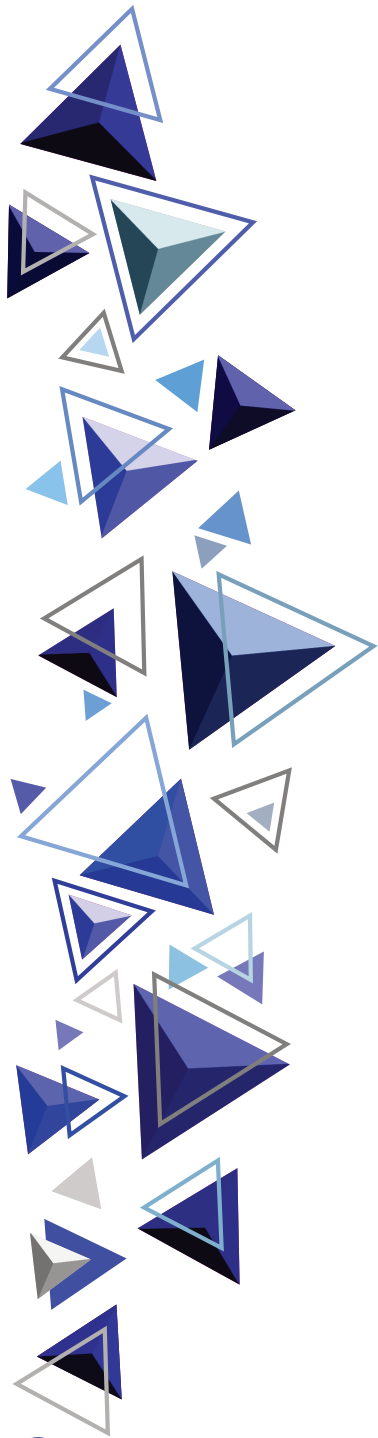
Get a copy of the latest DepEd School Calendar. In the space below, write your personal activities, reconciling them with the important dates set by DepEd throughout the school year.

School Year: \_\_\_\_\_

June	July	August	September	October	November

December	January	February	March	April	May





### Required Task 3:

Write TRUE if the statement is correct; write FALSE if otherwise.

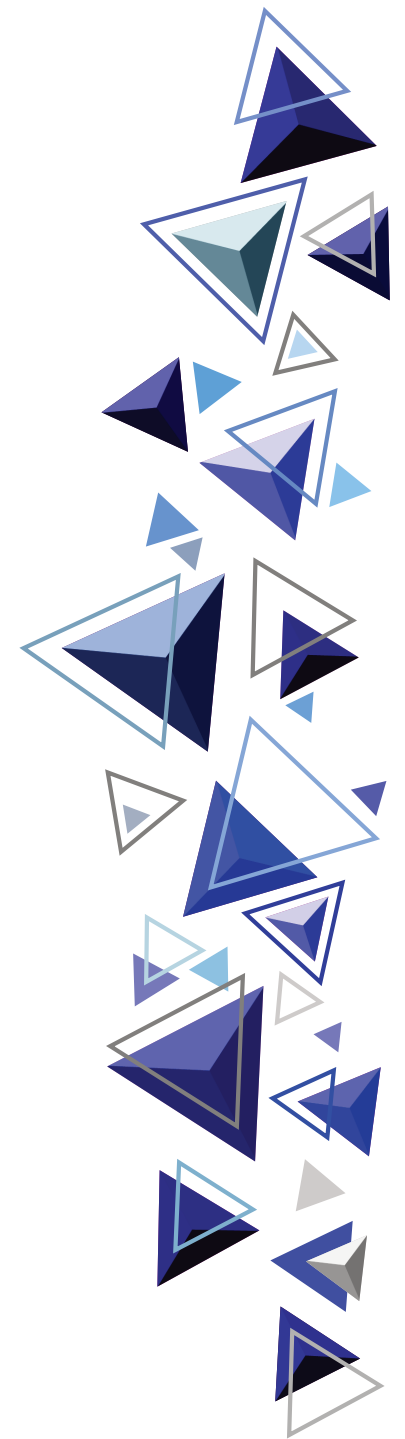
QUESTION	ANSWER	REMARKS
The DepEd school calendar for each school year does not set the specific dates for the opening and closing day of classes.		
Republic Act 11480, which is also known as An Act to Lengthen the School Calendar from Two Hundred (200) Days to Not More Than Two Hundred Twenty (220) Class Days.		
The in-service training is inclusive of the number of days required for learners to be in school.		
The parent-teacher conference is inclusive of the number of days required for learners to be in school.		
Alternative delivery modes or make up classes are not allowed to be undertaken to compensate for the unplanned suspension of classes due to natural calamities.		
The Basic Education Learning Continuity Plan (BE-LCP) is a plan that aims to allow learners to continue their learning despite any ongoing disasters like calamities, pandemics, etc.		

### Summary

- The DepEd school calendar for each school year sets the opening and closing day of classes, as well as the activities

throughout the school year.

- In times of class interruptions due to typhoons, other natural calamities, or threats to safety and health, the following DepEd Orders are the institutional protocols for disruption-free education and continuity of learning:
  1. Deped Order (No. 1, s. 1991)
  2. Deped Order (No. 109, s. 2009)
  3. Deped Order (No. 43, s. 2012)





## Session 2: The School Support System

### Key Topic 1:

Schools and Learning Centers (LCs) serve as frontline services of the department. These are accountable for education and learner outcomes. Consistent with the national educational policies, plans, and standards, the school or learning center has the following functions:

- take accountability in achieving higher learning outcomes;
- implement the curriculum and be accountable for higher learning outcomes;
- provide equitable opportunities for all learners in the community;
- develop an education program and school improvement plan;
- create an environment conducive to teaching and learning;
- lead and manage itself and its resources; and
- establish and manage linkages with stakeholders.

There shall be a school head for all schools and LCs. The school head, who may be assisted by an assistant school head, shall be both an instructional leader and administrative manager. The school head shall form a team with the school teachers/learning facilitators for delivery of quality educational programs, projects, and services. A core of non-teaching staff shall handle the school's administrative, fiscal, and auxiliary services.



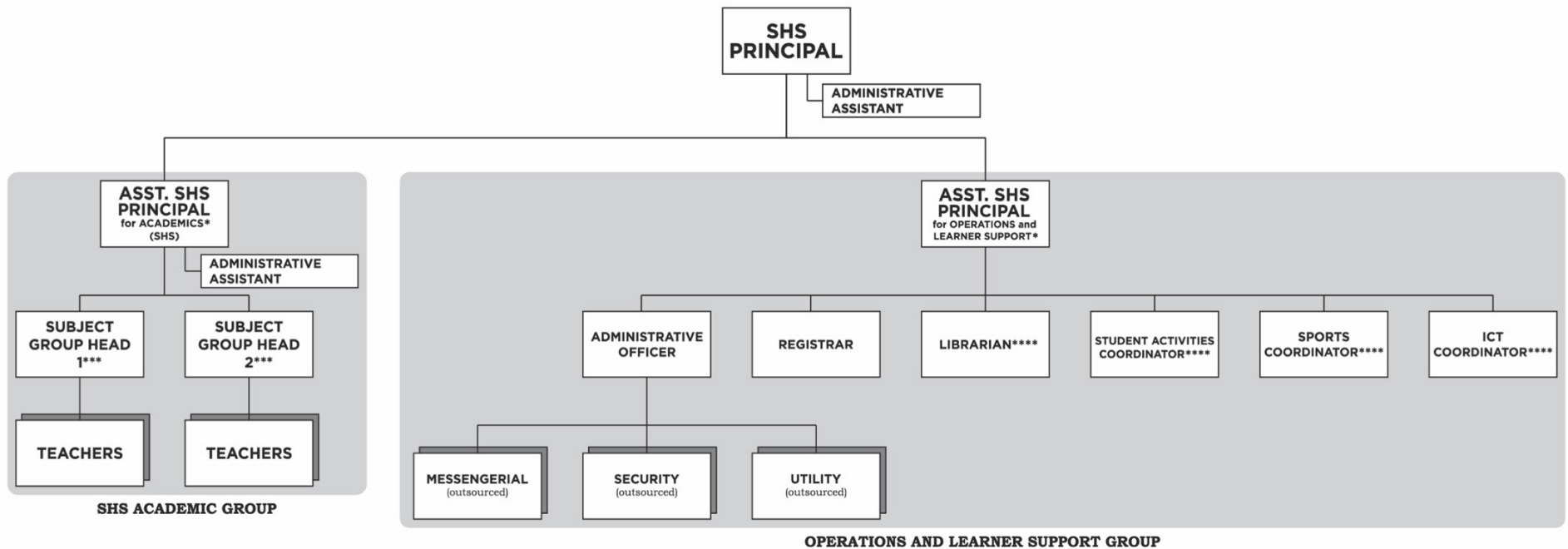


Fig. 4. Organizational Structure of a Large Stand-alone Senior High School

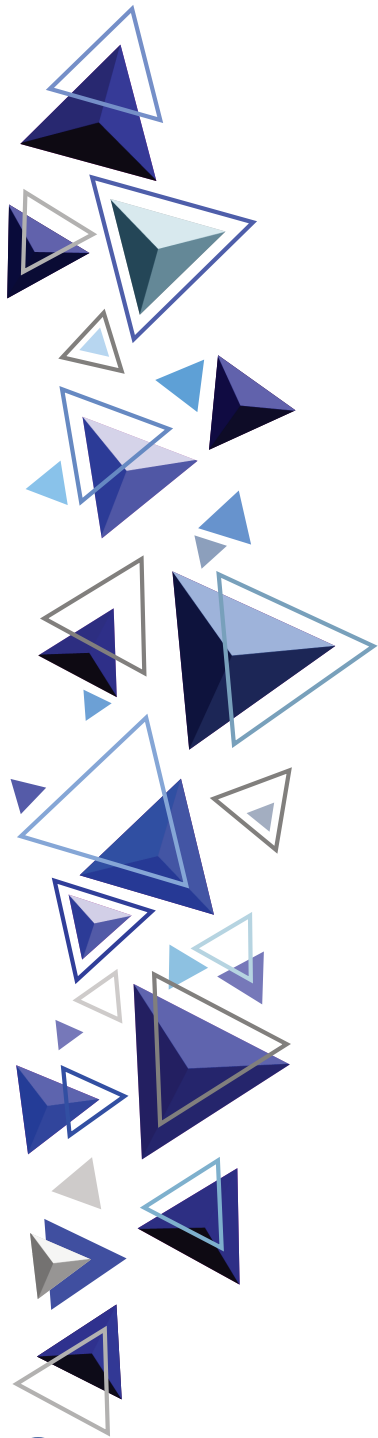
DO 19, s. 2016, Guidelines on the Organizational Structures and Staffing Patterns of Stand-alone and Integrated Public Senior High School (SHS)

### Required Task 1: Policy Reading

Read through the **DepEd Order (No. 19, s. 2016)** on Guidelines on the Organizational Structures and Staffing Patterns of Stand-alone and Integrated Public Senior High School (SHS) and read the following scenarios to identify the services provided and its function in the schools and learning centers. Determine the teaching or the non-teaching staff who does the service portrayed.

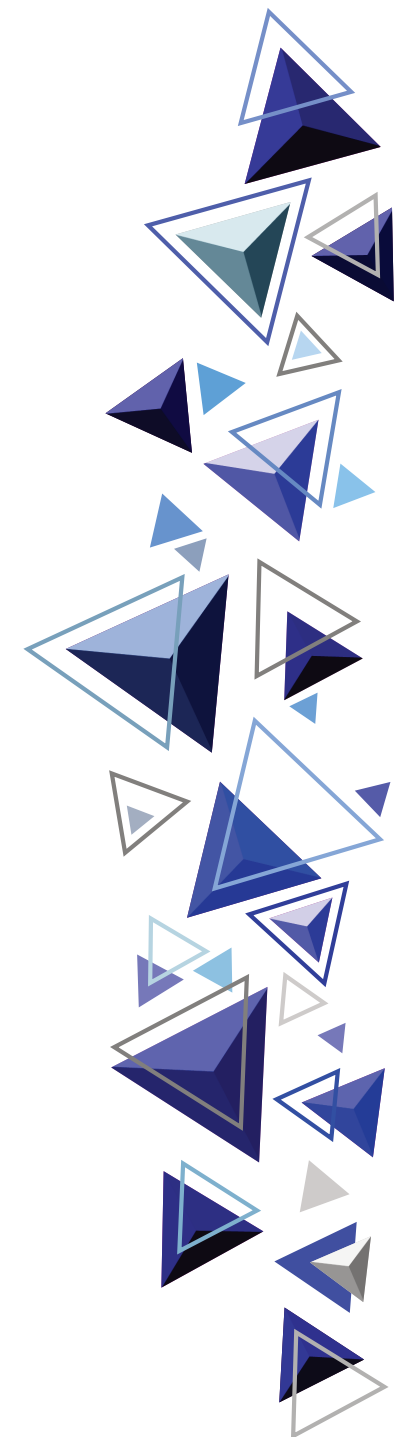
You may access the DepEd Orders through this link:

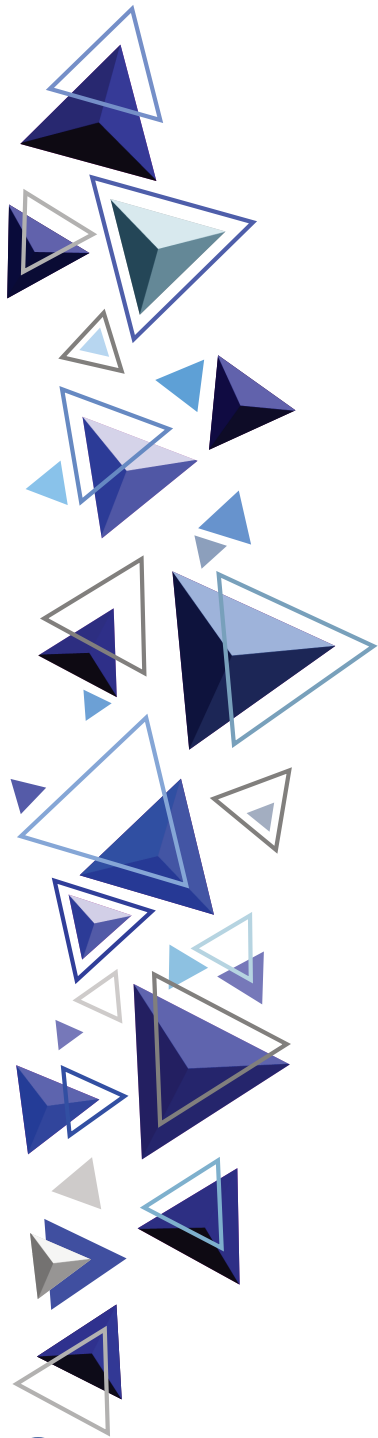
DepEd Order (No. 19, s. 2016): <https://www.deped.gov.ph/orders/do-19-s-2016>



Scenario	Answer	Feedback
<p>1. Teacher Leo creates activities to make sure that learners and teachers access the place where reading materials and learning resources are kept. He also crafts a schedule of the classes that could visit the place. He coordinates with the School Head for the selection, acquisition, organization, and maintenance of reference and reading materials.</p> <ul style="list-style-type: none"> <li>a. Librarian/LRMDS Coordinator</li> <li>b. Guidance Coordinator/Teacher</li> <li>c. Guidance Counselor</li> <li>d. Subject/Learning Area Coordinator/ Department Head</li> </ul>		
<p>2. Teacher Lorraine is handling a case of some Grade 7 learners who were caught cheating by their adviser. She calls the attention of the parents and reports to them what the learners did. Since it is the first incident, the learners are reprimanded and reminded of the importance of honesty and of not cheating.</p> <ul style="list-style-type: none"> <li>a. Librarian/LRMDS Coordinator</li> <li>b. Guidance Coordinator/Teacher</li> <li>c. Guidance Counselor</li> <li>d. Subject/Learning Area Coordinator/ Department Head</li> </ul>		

Scenario	Answer	Feedback
<p>3. Teacher Steffi is conducting a career guidance and advocacy seminar to Grade 12 learners focusing on the four exits envisioned for SHS graduates—namely, higher education, entrepreneurship, employment, or middle-level skills development. Afterward, she gives them a survey to answer on what they plan for their career development after SHS.</p> <ul style="list-style-type: none"> <li>a. Librarian/LRMDS Coordinator</li> <li>b. Guidance Coordinator/Teacher</li> <li>c. Guidance Counselor</li> <li>d. Subject/Learning Area Coordinator/ Department Head</li> </ul>		
<p>4. Mark Anthony is preparing a budget plan for the continuous improvement of the school for the month of August. He is also preparing the financial report for the month of July. Both reports are subject to the approval of the School Head.</p> <ul style="list-style-type: none"> <li>a. Guidance Coordinator/Teacher</li> <li>b. Librarian/LRMDS Coordinator</li> <li>c. Guidance Counselor</li> <li>d. Administrative Officer</li> </ul>		

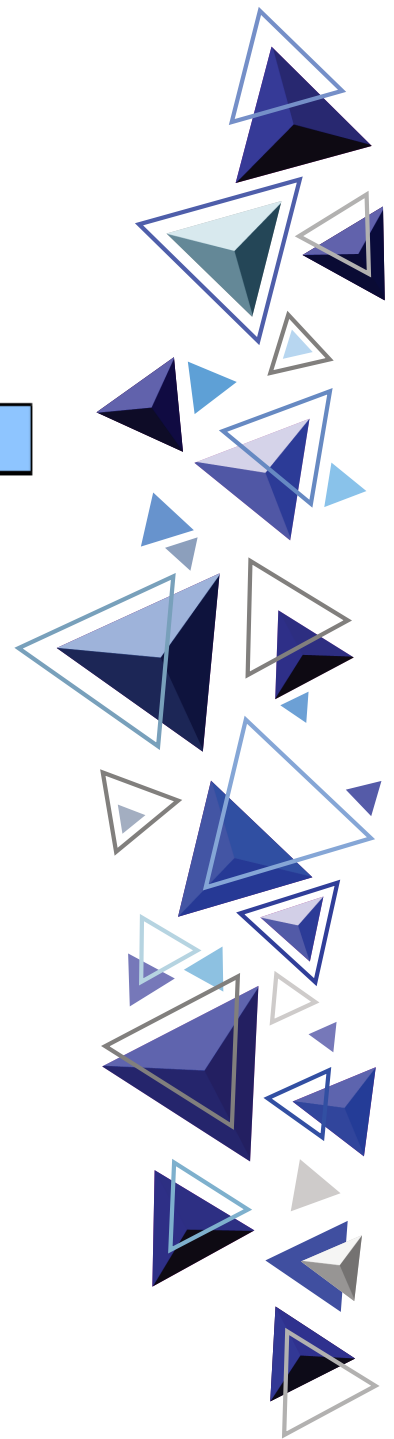
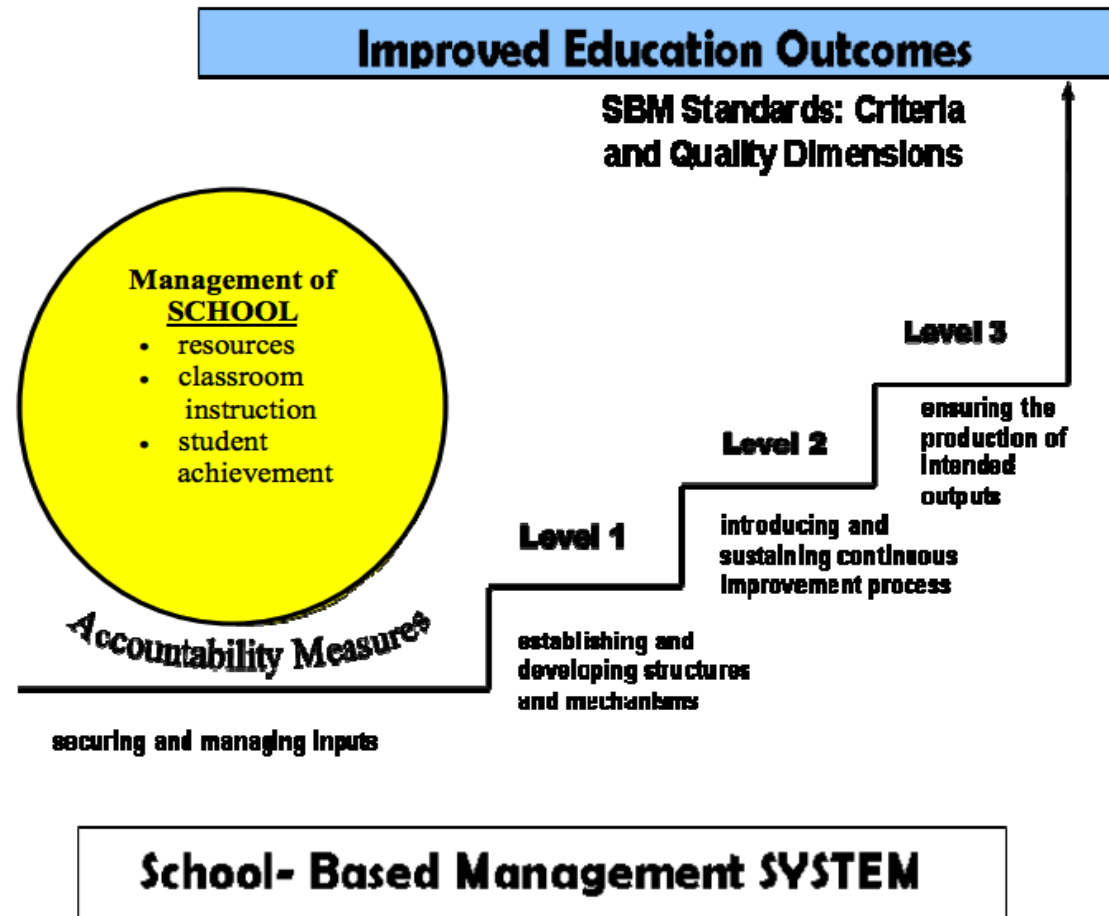


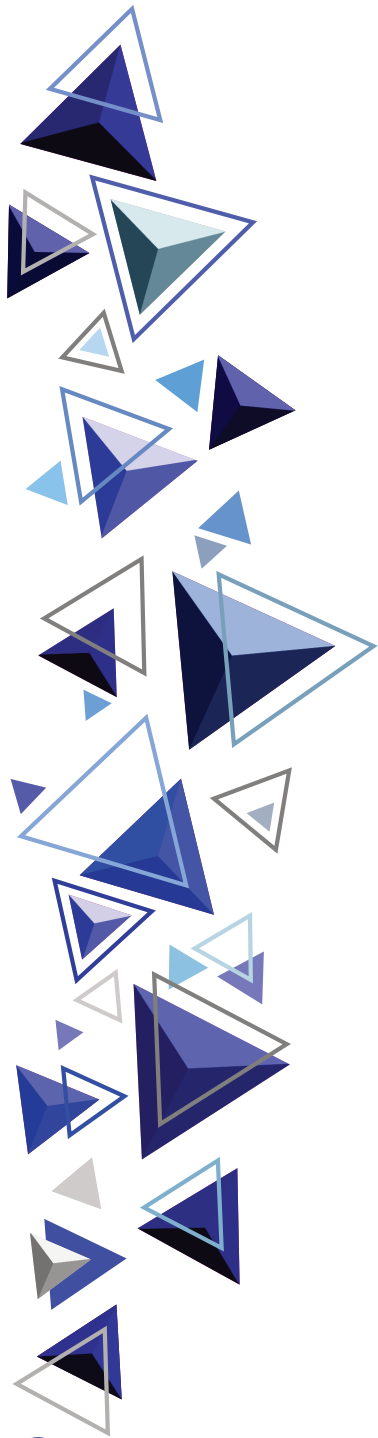


Scenario	Answer	Feedback
<p>5. Miss Rhea prepares the receipt, issuance, maintenance, and safekeeping of supplies, materials, and equipment and other properties and facilities of the school. She also conducts and maintains the inventory of properties and prepares the required reports for the School Head's reference.</p> <ul style="list-style-type: none"><li>a. Librarian/LRMDS Coordinator</li><li>b. School Nurse</li><li>c. Property Custodian</li><li>d. Feeding Program Coordinator</li></ul>		

## Key Topic 2: School-based Management (SBM)

The School-based Management (SBM) is an initiative of the Department of Education to decentralize and empower the school communities to enable them to actively participate in the continuous improvement of schools towards the attainment of higher pupil/student learning outcomes. With SBM, the school is regarded as a key provider of education. The SBM empowers the school's key officials to make informed and localized decisions based on their unique needs toward improving our educational system (DepEd Memo (No. 386, s. 2009)).





## Required Task 2: Scenario Analysis

To foster harmonious relationships with the wider school community, it is important to involve learners, parents, and other stakeholders in identifying and resolving issues and concerns in the school community. Discuss how you can help in each scenario and involve some key personnel who can help you resolve the following challenges.

### Scenario 1

Teacher Lozano, the mother of one of your advisory students, visited you in the school because of a bullying incident that you are not aware of. She was very angry and disappointed about what happened because the incident was not addressed and resolved properly. Her daughter is still afraid and decided not to go to school that day. The incident happened during Science time because the teacher was late to enter the class. You also had other classes to attend to and had no chance to meet your advisory class during that time. Who should you seek help to?

### Scenario 2

Teacher Mary Ann, a fellow teacher whom you consider a friend, messaged you on Facebook and told you that she will be absent tomorrow. She asked you to substitute all her five classes. Without letting you respond, she already sent you the learning materials for her lessons tomorrow. However, you also have classes to attend and your learners are expecting to deliver a performance task that they prepared for. What are you going to do as a colleague and who should you direct her to?

### Scenario 3

Lito, the class president of your advisory class, was elected as the president of the Supreme Student Government (SSG). After three months, his subject teachers are having trouble with his class standing because of his frequent absences and non-submission of required written and performance tasks. Lito is getting overwhelmed with the various school activities he manages. What are you going to do as the adviser?

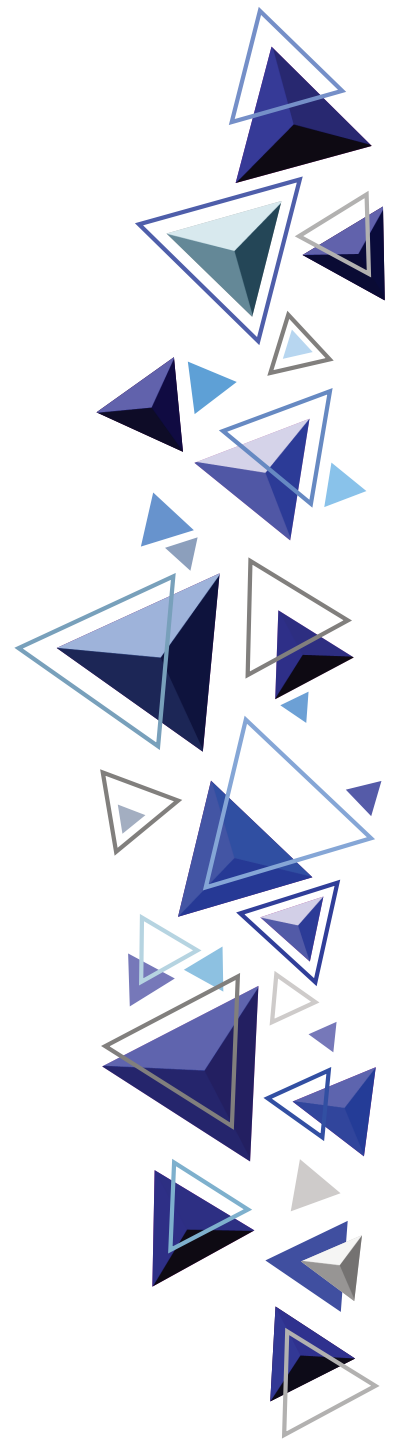
## Session 3 – Pre-opening of Classes Preparation

### Key Topic 1: Preparations for pre-opening of classes

Now that you have familiarized yourself with the DepEd school calendar and the school support system, it is time to get ready with the preparations for the pre-opening of classes. Planning ahead for the opening of classes is important so that you can efficiently and effectively prepare for the school year. In this session, you will determine how to get to know the school structure, available resources/equipment, etc. and set up the classroom.

Your first year of teaching in the public school system would probably be one of the most rewarding and unforgettable experiences that you will have as a teacher. Expect that you will have grounding experiences, as well as a myriad of challenging circumstances that will test your character. Hence, it is important that before you prepare your classroom and your lesson, you also need to prepare yourself physically, mentally, and emotionally.

You can do journal writing to reflect on your teaching practice. This will help you make wiser decisions as you deal with your situations inside the classroom. In this way, it will help you reflect objectively when untoward incidents happen. Whenever you make mistakes or failures, you need to be patient with yourself. Bear in mind that your school head or head teacher considers that you are a new teacher in the school and will definitely give you the kind of understanding that you need.





## Key Topic 2: Getting to Know the School Structure, Available Resources/Equipment, etc.

As a new teacher, you must familiarize yourself with your work environment. It doesn't only mean knowing the fastest way to get to your school, but it also entails your knowledge in and out of the school. Below are general tips in getting to know your school to start with your professional journey as a public school teacher.

1. As a faculty member, you are expected to know the different offices and units in your school, as well as the designated teachers who run each office. You also need to know the school's tailored Teachers' Handbook, which contains the rules, regulations, expectations, and all other necessary information that you need to know about your job in your new school. Make sure that you read it thoroughly and understand everything because you are expected to observe all of them as you work.
2. The provisions written on the handbook are not the only ones that are being observed in the school. As you work every day, you will begin to recognize casual rules and principles that the school follows. Be able to notice them. Hence, gather as much information as you can before the beginning and during the first few weeks of the school year.
3. Know your school organizational chart. Introduce yourself to your fellow teachers when you have an opportunity. It is known to everyone that you are a "newbie", and probably you are shy to get along with your new colleagues; but you have to overcome the anxiety so that you can establish rapport with your fellow teachers.
4. Get acquainted with safety concerns in the school. In every school, there is a unit designated for Disaster Risk Reduction Management (DRRM). You have to know the safety procedures for emergencies, like when disasters occur during the school year. You may need to know where the fire exit is or where to lead learners when an earthquake occurs.
5. Know the proper decorum in submitting paper works or turning in reports.
6. Your breaktime schedule also matters, so early on you may already take different options for spending your breaktime. Bear in mind that teachers, both seasoned and new, have their own way of utilizing their break time. While most teachers use it for eating, some teachers use it for rest, reflection, checking learners' outputs, doing paper works, or speaking with colleagues. Whatever you choose, make sure that you will be able to use your time well and respect how other teachers use theirs.

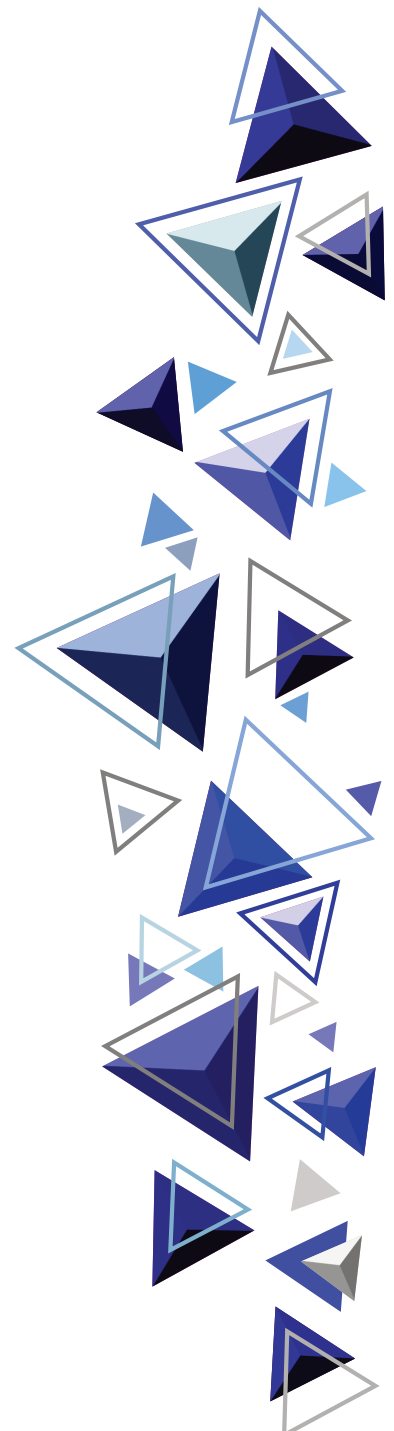
Before you set up your room, you have to check the available resources. In each school, the principals allocate funds for supplies such as cleaning materials, instructional materials, and other paraphernalia that may be used in preparing the classroom at the beginning of the school year. Should there be missing or insufficient supplies or if damages are found, you must immediately report it to the principal.

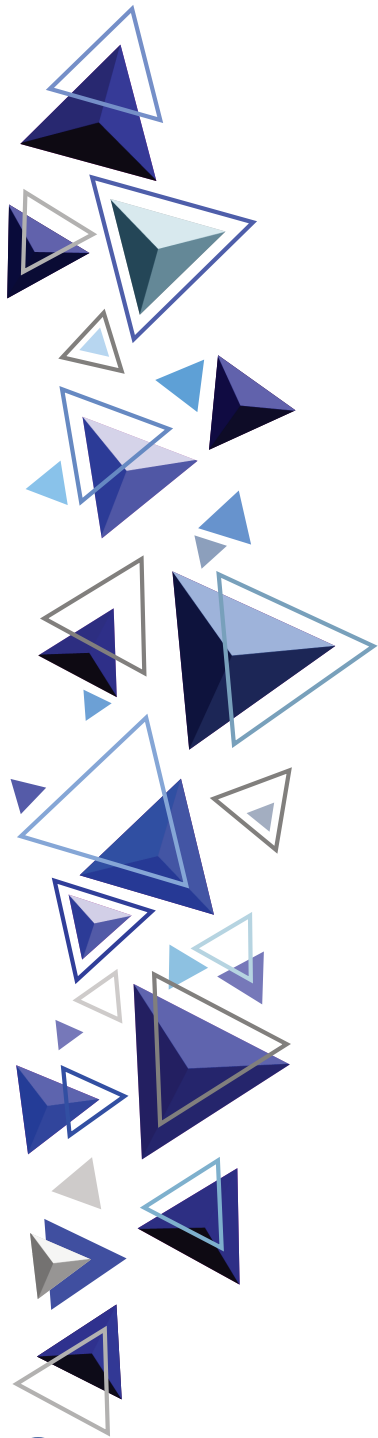


**Required Task 1:**

List down the different departments/offices/units in your school, and write the corresponding people or personnel in-charge.

Department/Office/Unit	Personnel In-Charge





### Key Topic 3: Setting up the classroom

In setting up your classroom, you need to think about how to arrange a learning environment that is conducive and friendly. Take some time to imagine how the learners would be sitting and how the classroom would appear when the learners finally arrive on the first day. Make sure that the image that you create is student-centered; that means, the floor plan or layout actually allows convenient movement for teaching and learning. Examine the room and look around and find the things that you can still utilize. Some classrooms already have bulletin boards, cabinets, boxes for cleaning materials, etc. You may decide if you will keep them or find a place where it can be kept. Be reminded that whatever you use in your classroom are recorded in an inventory of physical equipment in the classroom, and it is usually submitted during the beginning of the school year. Make sure that you consider up to the smallest fixture in your classroom.

When you arrange the chairs in your classroom, consider the different types that you learned in college such as traditional rows, rows of desks facing each other, horseshoe arrangement, clustered seating arrangement, fishbowl design, and so on. Your seating arrangement may probably be adopted by other subject teachers. Make sure that this arrangement is efficient and flexible. Probably, you may consider a more stable arrangement to aid you in familiarizing your new learners. Above all, free your classroom from hazards that may disrupt learning or may cause harm to your learners.

The COVID-19 pandemic has forced everyone to adjust to the new measures of the “new normal” to ensure that everyone stays safe. Physical classrooms have applied the social distancing rule to the setup of the chairs in the classroom and have also opted to schedule frequent classroom disinfections. Some classrooms have moved online to platforms such as Zoom or Google Meet.

### Summary

- Preparing for the pre-opening of classes is important so that you will be able to accomplish your job effectively and reduce the possible stress because of lack of preparation.
- It is important that before you prepare your classroom and your lesson, you also need to prepare yourself physically, mentally, and emotionally.
- Learning your way around your new work environment – your school assignment would allow you to work efficiently within your designated workstation and the DepEd system

## Session 4 – Opening of Classes

### Key Topic 1: What to do on the First Day of Classes

First days are always exciting. It would help if you exude confidence and positivity to do what is needed. To be successful in your first day of class, you have to consider the following:

- setting a good first impression to learners, co-teachers, parents, etc.
- getting to know your learners; and
- setting rules and routines.

First impressions are important. Get the attention of the class as you speak. Make sure that everyone is listening to you. Project your voice in such a way that everyone will hear and understand what you are talking about. Make sure that you show your presence with authority and openness to your learners. Most importantly, establish yourself in such a way that your learners feel that you care for their well-being, future, and their lives in the school. Set a good first impression on your learners, their parents, and your co-teachers. One tip is to practice what you want to say to help you have more confidence in class.

The best thing to do is to always come prepared. Make sure that you spend time in preparing your lessons and other tasks in school. This is your first year of teaching in the public school, it is important to demonstrate professional disposition and discipline in the discharge of your professional duties.

Kottler, Kottler, & Kottler (1998) shared a guide for the first day of classes.

#### A Guide for the First Day of Classes

##### A. Welcome

- State your name.
- Identify the room and subject.

##### B. Introduction of Yourself

- Say who you are and where you came from
- Tell something about how you came to be a teacher.
- Mention interests related to the subject and outside of school.

##### C. Introduction to the class.

- Describe the topics of study.
- List typical activities.
- Show a sample of projects or products.
- Show the textbook.

##### D. Introducing the learners to each other through an activity

- Have learners share outcomes with the class or collect written responses.

##### E. Class Rules

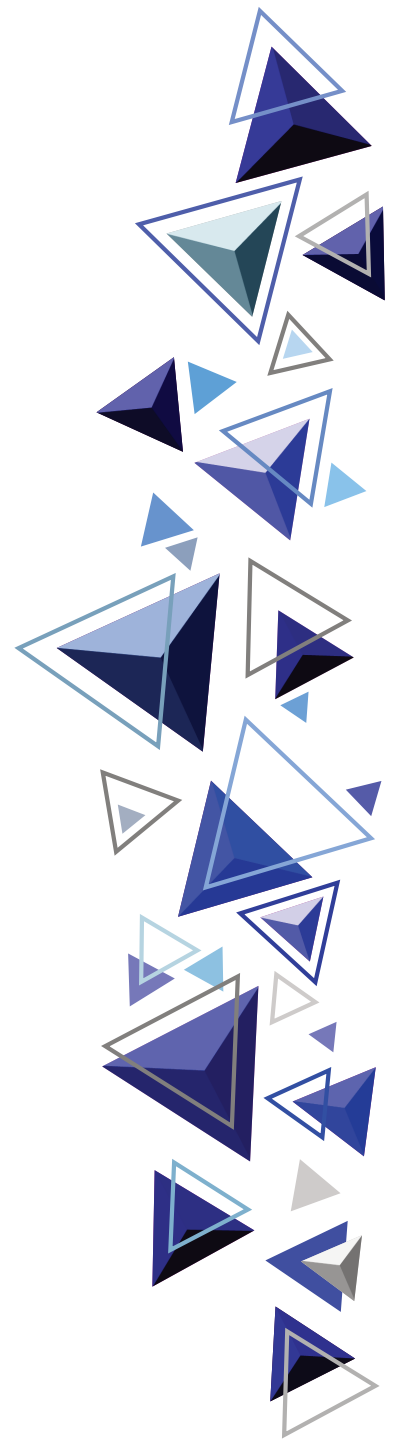
- Present them.
- Structure time for learners to develop their own rules.

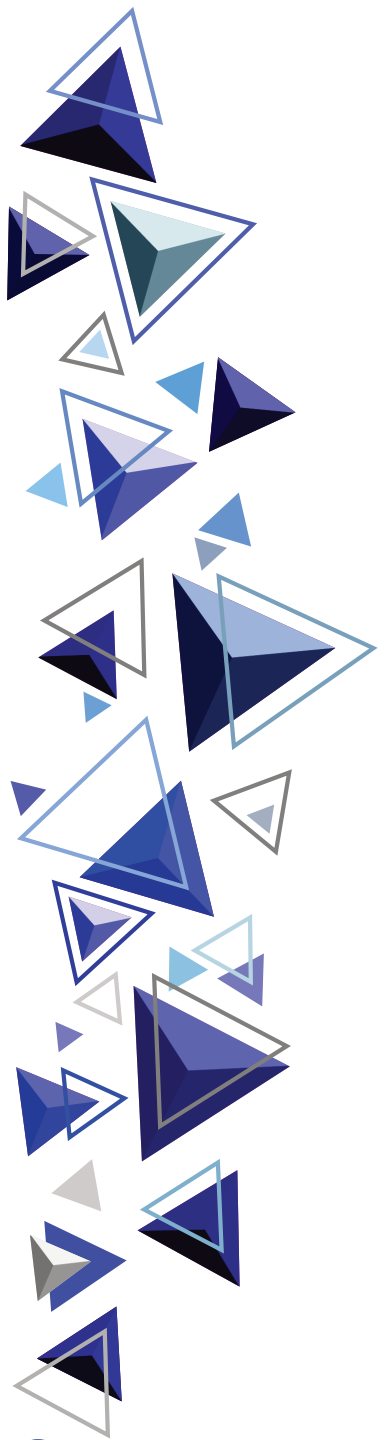
##### F. Distribution of the grade level standards.

##### G. A quick lesson

##### H. Dismissal – Goodbye

*Source: Kottler, Ellen; Kottler, Jeffrey; and Kottler, Cary. 1998. Secrets for Secondary School Teachers: How to Succeed in Your First Year. California: Corwin Press, Inc. (pp 34-35)*





## Key Topic 2: Getting to Know Your Learners

You will be meeting a lot of learners who possess unique characteristics and personalities with varying learning needs. Your first task is to get to know them by their names, so make sure that you pronounce them correctly. Although knowing your learners name is a preliminary task as a teacher, remember that you also need to be knowledgeable about your learners' background. Knowing this information will guide you to better inform your planning on what appropriate teaching approaches and strategies are best utilized to cater their learning needs.

The most common way of collecting information from your learners is by asking them to write it on an index card or a sheet of paper. You may also use technology in consolidating information through online forms and surveys. Ask your learners to write their name and the name they wanted to be called. On the succeeding lines, ask the learners the information that you think will benefit you in the future like in preparing and contextualizing your lesson, addressing the student's concern, or contacting the parents. This information may include your learners' interest, hobbies, abilities, parents' contact information, and even the information that your learners may not probably tell you face-to-face. Above all, it is important to inform your students the purpose of gathering their personal information. As professionals, we must strictly follow the data privacy act as applied to students and observe ethics in using this information.

At the beginning of the school year, you may ask the learners to introduce themselves to you and to the class. To make it successful, you should model how it is done. Tell something about yourself that you think will matter so that learners will get to know you better as a teacher. Focus on what you want to accomplish with your learners this year. Tell the learners what your class or subject is all about and what are the

different activities that you will do in the coming days. Spark a feeling of awe and excitement among your learners, so that they will look forward to going to school for the coming days. Emphasize that you will be with them in this new journey. In this activity, maintain mutual respect and interest. Games and icebreakers may also be appropriate.

## Key Concept 3: Setting Rules and Routines

Rules play a significant aspect in helping to define the classroom situation. Rules are mostly based on moral, personal, legal, safety and educational concerns. Sample rules are presented below.

### Sample Classroom Rules

1. Students should be in their seats when class is about to begin
2. Homework is due at the beginning of the period
3. Textbooks are to be brought to class every day
4. Raise your hand and wait to be recognized before speaking
5. Be courteous and considerate to all students and faculty

Source: Kottler, Ellen; Kottler, Jeffrey; and Kottler, Cary. 1998. *Secrets for Secondary School Teachers: How to Succeed in Your First Year*. California: Corwin Press, Inc.

Aside from rules, your success as a teacher in managing the classroom also depends on the routines that you introduce to the class.

Some of these routines may involve entering and leaving the classroom, having work checked, leaving their chairs and moving around the classroom, maintaining discipline and attention, changing activities, catching up on incomplete or missed work, activities for students who finish work early, going to the toilet, using materials in the classroom, and dismissal. It is a good practice for teachers to go over some parts of the provided student handbook to remind the students and to make sure they are aware of sections such as the rules and the punishment for their violation.

### Sample Classroom Routines (for Elementary students)

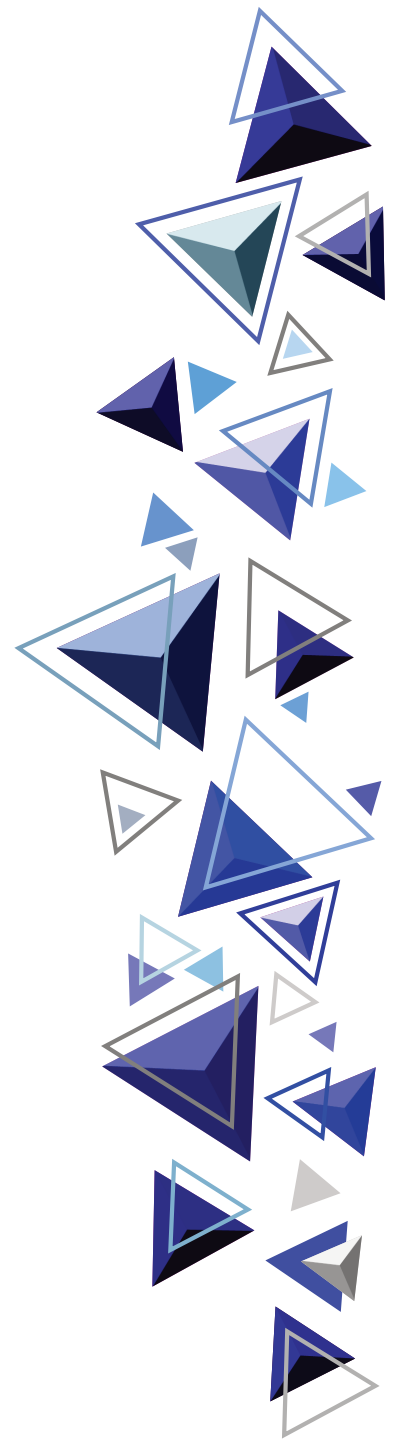
#### OPENING ROUTINES

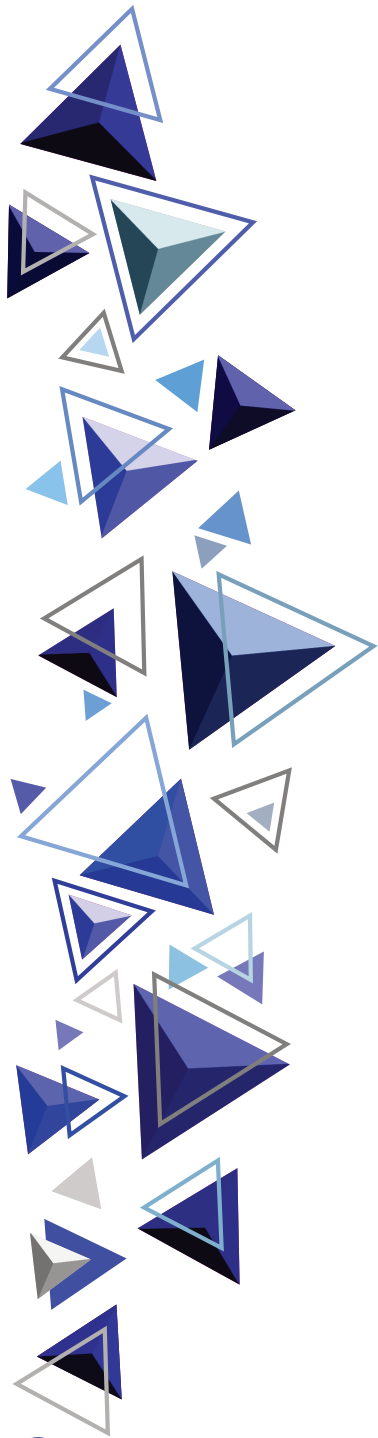
- Share One Word: Ask students to share one word about how they are feeling that day.
- The Reading Minute: Find a passage online or in a book—an excerpt of a poem, essay, article, or story—and read it aloud. It might be humorous, interesting, angering, or beautiful, exhibiting great writing. After you read it, students open their notebooks and write either a one-sentence summary to remember what they just read, or a thesis statement.

#### CLOSING ROUTINES

- Rate the Learning or Lesson: This exit slip can be accomplished in a matter of minutes. Ask students to rate—on a scale of 1 to 10—how well they understood the learning that day.
- Closing Statement or Question: Ask students to first turn and talk in pairs or in a triad and discuss questions such as: What did you learn? What surprised you? What is unclear? What do you want to know more about? Then ask them to come up with a closing statement or question about the content and write it down.

Source: Alber, Rebecca. "6 Opening and Closing Routines for New Teachers." Edutopia. George Lucas Educational Foundation, August 17, 2016. <https://www.edutopia.org/blog/6-opening-and-closing-routines-new-teachers-rebecca-alber>.





It is important to set these rules and routines on the first day of the school year.

### Required Task 1: Article Reading

Read an article from Association for Supervision and Curriculum Development (ASCD) entitled *Power in the Classroom: Creating the Environment*. You may access the article through this link: <http://www.ascd.org/publications/books/104020/chapters/Power-in-the-Classroom@-Creating-the-Environment.aspx>

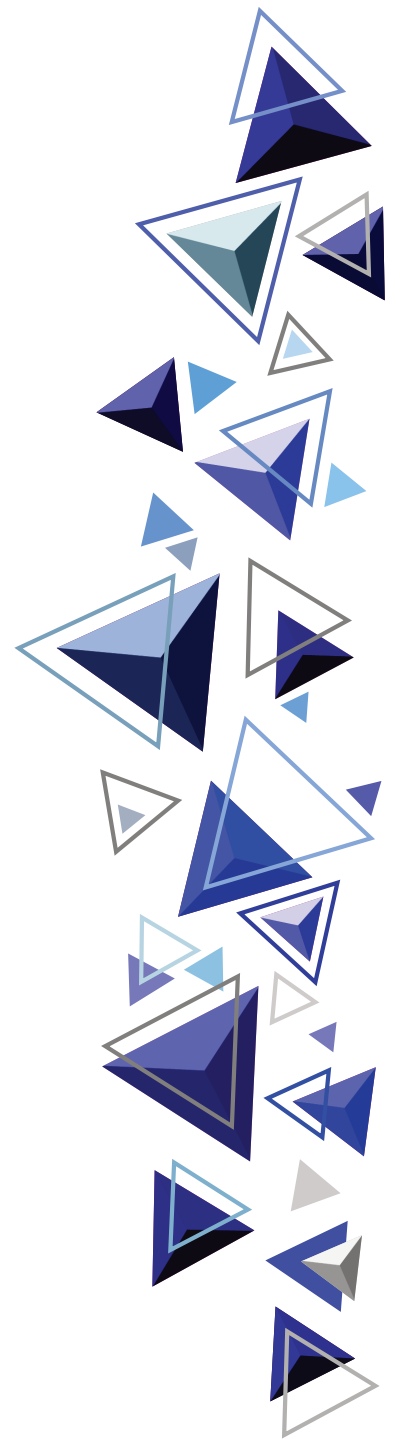
After reading the article, finish the table below:

Concepts I learned from the article	My thoughts about these concepts	How I will apply these concepts to my class

## Required Task 2: True or False

Write TRUE if the statement is correct; write FALSE if otherwise.

QUESTION	ANSWER	FEEDBACK
1. First impressions are really important, so you have to set a good first impression to your learners, their parents, and your co-teachers.		
2. In your first contact with your learners, co-teachers, and parents, you need to display confidence and show that you know what you are doing even in things that you are not so sure about.		
3. You should only do what is instructed for you to do at the beginning of the school year.		
4. You should model how to introduce oneself at the beginning of the school year.		
5. Rules play a significant aspect in helping to define the classroom situation.		





## Summary/Key Learning

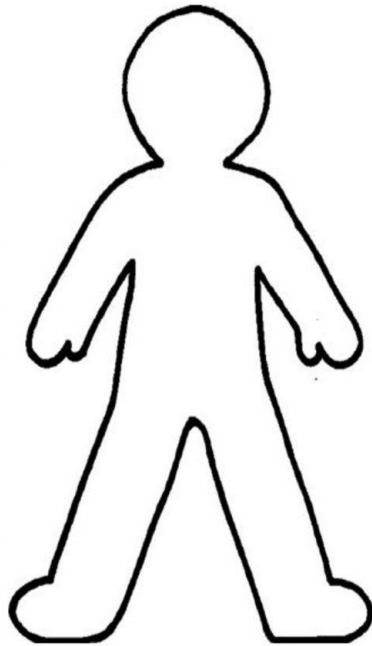
- Coming to school prepared would not only help you in building your confidence in fulfilling your role as a DepEd teacher; it would also enhance your classroom management skills that would ensure a safe and conducive learning environment for your learners.
- For a short period of time, you will be meeting a lot of learners who possess unique characteristics and individual needs. As a teacher, it would be beneficial if you model good behavior to your learners.
- Rules play a significant aspect in helping to manage the classroom situation.



## Session 5 – Handling Advisory Classes

### Required Task 1: Introductory Activity

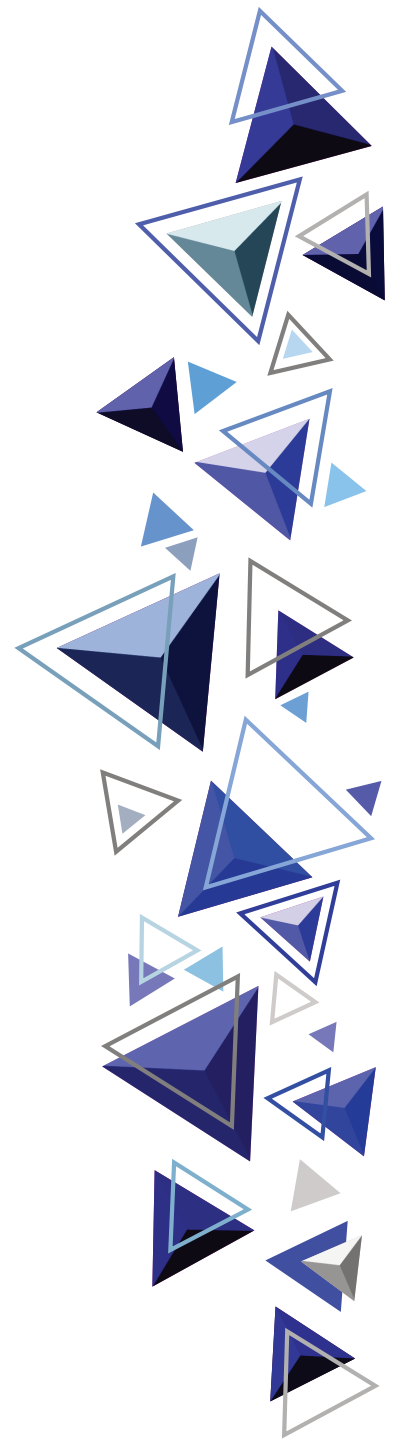
There is no playbook that sums up your task as a classroom adviser. Apart from equipping young people with knowledge, skills, and values to succeed in this vastly demanding society, teachers must also strive to build their morale. Learners who enter their classrooms must discover how to believe in themselves, exert effort to accomplish their goals, and persist despite all challenges. It may be ambitious and daunting, but we should always give them platforms where they can express their ideas so they can shine in the most brilliant way possible.

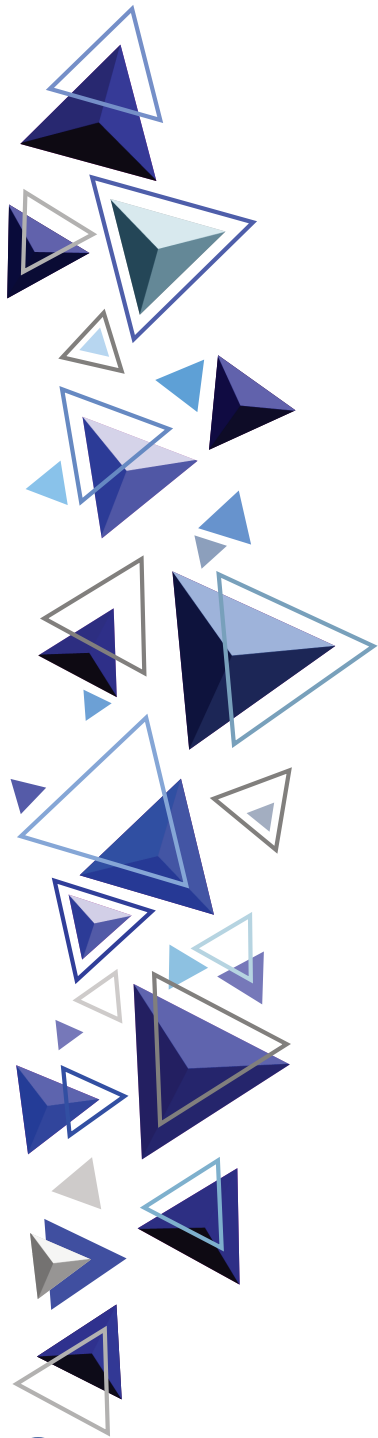


As you go over the activity, write your reflections below by answering the questions that follow. Limit your answers to all the three questions below into a maximum of 600 words.

Guide Questions:

1. What is the role of a teacher to his/her learners?
2. How do you think are those roles manifested in being a classroom adviser?
3. So far, how was your experience as a classroom adviser?





## Key Topic 1: Being a Class Adviser

Being a teacher is both a privilege and a responsibility. You will have the opportunity to meet students from different experiences and backgrounds, and you will definitely enrich your knowledge by celebrating diversity. It is very rewarding for you as a teacher to recognize your learners' narratives. Nevertheless, you may be designated as a class adviser by the principal to manage a particular class. As a class adviser, you are tasked to do important assignments such as connecting to learners with counseling, keeping school records and monitoring attendance, doing homeroom activities, promoting harmonious relationships and resolving conflicts, capturing and maintaining learners' interest, respecting learners' religious beliefs, maintaining a well-kept and conducive classroom, accomplishing and submitting reports on time and communicating with parents.

As the classroom adviser, it is also your task to capture and maintain your learners' interest in school. Here are some ways to get the interest of the learners (pp 47-50):

1. Involve the learners.
2. Decorate your room.
3. Introduce your subject.
4. Instigate questions.
5. Inscribe thought-provoking quotes.
6. Introduce variety.
7. Integrate with other disciplines.
8. Incorporate carefully planned games.
9. Invite guest speakers and parents to your room to share their real-life experiences.
10. Initiate correspondence.
11. Use multiple resources.
12. Include rewards.

## Conducting Homeroom Activities:

As indicated in DECS Order 52, s. 1998, also known as Guidelines on the Implementation of the Revitalized Homeroom Guidance Program (RHGP) and the System of Rating and Reporting Student Performance Under the RHGP, schools are empowered to conduct a homeroom guidance program.

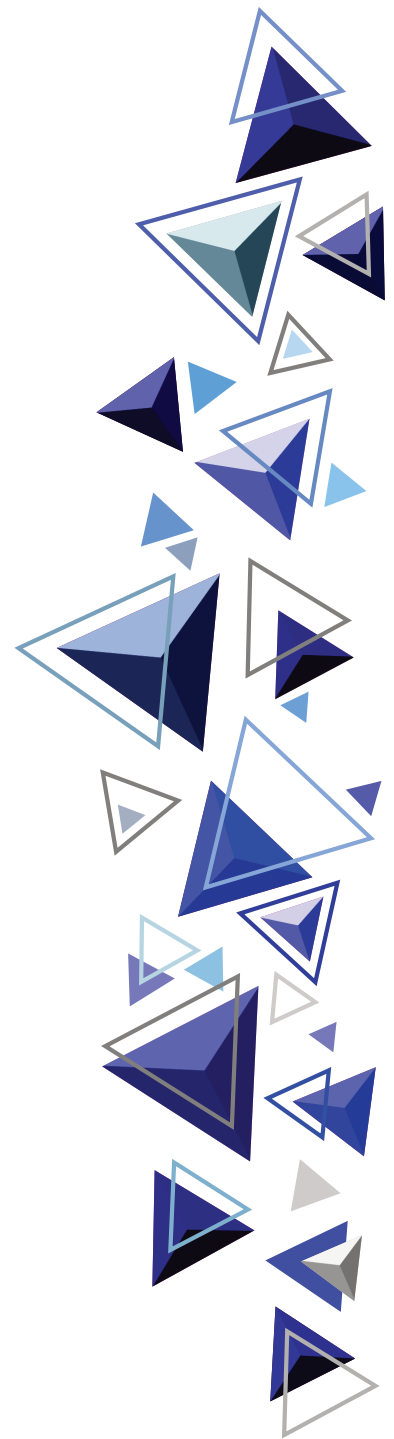
There is a guidance program handbook that is reproduced for teacher use, but you may also craft your own activities depending on the needs of the learners in your class. Login to your DepEd Learning Portal and see the modules below. Choose ONLY ONE module to study and create a homeroom guidance plan based on these modules:

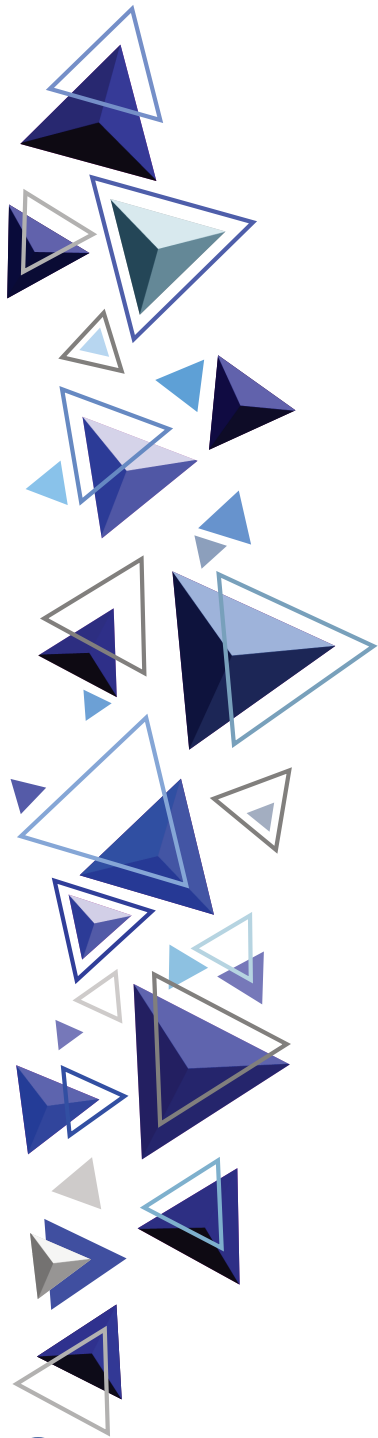
- Homeroom Guidance K-3 Quarter 1, Module 2: <https://lrmds.deped.gov.ph/detail/18647>
- Homeroom Guidance Grade 4-6: Quarter 1, Module 2: <https://lrmds.deped.gov.ph/detail/18668>
- Homeroom Guidance Grade 7-10: Quarter 1, Module 2: <https://lrmds.deped.gov.ph/detail/18687>
- Homeroom Guidance Grade 11-12: Quarter 1, Module 2: <https://lrmds.deped.gov.ph/detail/18689>

### Required Task 1: Homeroom Guidance Plan

Using the module provided above, create a Homeroom Guidance Plan for the first quarter of the school year.

<b>Date</b> When is Homeroom Guidance scheduled? You may consult with your mentor.	<b>Activities</b> What activities do you plan to do in your Homeroom Guidance? You may consult with your mentor.	<b>Outputs</b> What are the expected outputs from learners and/or documentation of evidence?





## Key Topic 2: Connecting with Learners

As a class adviser, you need to connect with your learners. Apart from delivering your subject matter, it is also important to make connections with your learners and let them realize that what they learn in your class can be used in real life. This will help you understand your learners more and recognize where they are coming from. It would be a good idea to note the information gained from casual conversations with the learners through the Anecdotal Records for future need. The following are things to remember when connecting with learners:

- Listen carefully without interrupting.
- Listen not only for what the student is saying but also try to understand the meaning of the non-verbal gestures.
- Stay neutral and do not judge the student, or trust may be breached.
- Communicate with your body, face, eyes, your whole being, that you are intensely interested in what learners are saying.
- Show compassion and empathy in your manner and style.
- Whenever possible, do not let yourself be interrupted or distracted when a student is confiding in you.
- Prove that you have understood what was said by occasionally responding with reflections of feeling and content that you heard.
- Avoid giving advice or telling learners what to do with their lives.
- Make yourself as visible and accessible as you can.

- If you must ask questions, do not interrogate kids; instead, ask open-ended inquiries that encourage them to elaborate.
- Look carefully for signs of severe distress; if a student does seem to be in danger of harm or abuse, you must report it to the administration.
- At the end of a conversation, summarize what you heard and ask the student to do the same.
- Make appropriate referrals to the counselor or other professionals when a student could profit from such help.
- Follow up on the conversations by remembering to ask learners how they're doing and what they've done since you last talked.

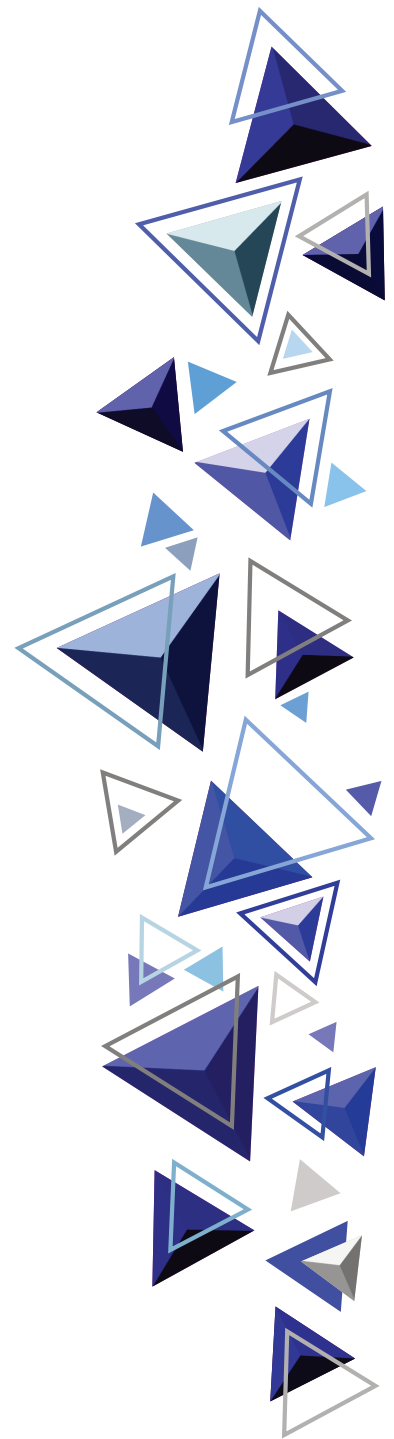
### Optional Task

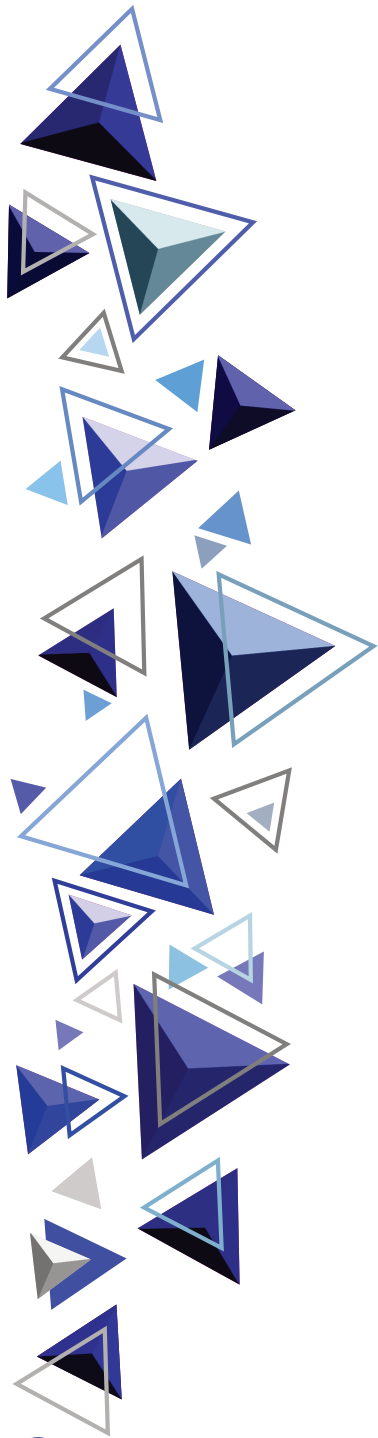
Choose five (5) tips on how to connect with your learners and identify ways on how to apply this to your class:

Tips to connect with your learners (Kotler, et. al. 1998)	How to apply to your class
1	
2	
3	
4	
5	

Even if you already do your job in an exemplary manner, expect that there are learners in your class advisory that need special attention. Kotler et al. (1998) identify these kinds of learners (pp.60-61):

- The angry student looks sullen, with a chip on his shoulder. No matter what you do, he will resist your efforts.
- The withdrawn student is certainly not a behavior problem; quite the opposite, she may sit passively in the back of the room or even sleep with her head on the desk.
- The quiet student just does not talk at all. He may or may not be paying attention; you really cannot tell. No matter what you do to try and draw him out, he is so shy that he just smiles enigmatically.
- The student who is in over her head feels like she is so far behind there is no point in even trying to cooperate in class. She has given up all hope.
- The procrastinator continually plays games with you. He always has excuses for why he does not have his work completed. He may be wickedly charming, but he manages to avoid doing much that is useful.
- The addicted student is strung out on drugs or alcohol. Her attention is, at best, fleeting. She sits in the back of the room with a glassy-eyed stare.
- The overly social student is always flirting or disturbing others around him. You stop him a dozen times, but he does not seem to respond to the corrections.
- The class clown may be motivated by either a sense of humor or something more perverse. Regardless of his intentions, he is constantly the center of attention.





The list could be longer. There will be time that you may feel discouraged and frustrated. Keep on exerting effort to reach out to these kinds of learners. However, remember you may not be able to help almost everyone in your class.

It is said that all teachers are guidance counselors. You are placed there to help learners in resolving their personal issues that affect their academic life. Since you are the teacher who has the closest contact to your learners, you are in a position to know very well the concerns that linger among your learners. All in all, you have to be able to show that you “care” about them.

## Summary

- The class adviser is tasked to do important assignments such as connecting with learners and counseling, keeping school records and monitoring attendance, doing homeroom activities, promoting harmonious relationships and resolving conflicts, capturing and maintaining learners’ interest, and communicating with parents. You should be the adviser who “cares”.
- Advisers are the assigned person to keep and manage the school records of the learners that are assigned to you. It is also a task of the adviser to monitor the daily attendance of learners.

## Module 3: Creating an Engaging Physical and Virtual Learning Environment

### Intended Module Learning Outcomes

At the end of this module, you should be able to:

1. manage learner behavior constructively by applying positive and non-violent discipline to maintain trust and fairness in the classroom (2.6.2, 2.2.2);
2. Identify basic concepts related to classroom management and positive discipline (2.3.2);
3. determine actions in building good relationships with the learners (2.2.2; 2.4.2); and
4. apply positive and non-violent discipline to ensure learning-focused environments (2.6.2).

### Module Outline

Session 1: Positive Discipline in Physical and Virtual Learning Environment

Session 2: Positive Teacher-Student Relations

Estimated Time Required: 1 hour

### Required Tasks

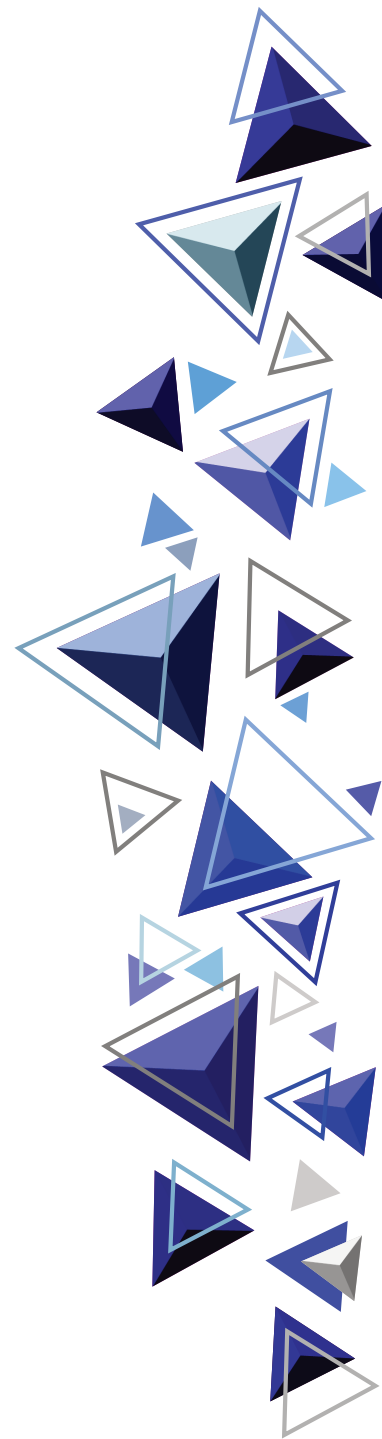
The following are the tasks in this module.

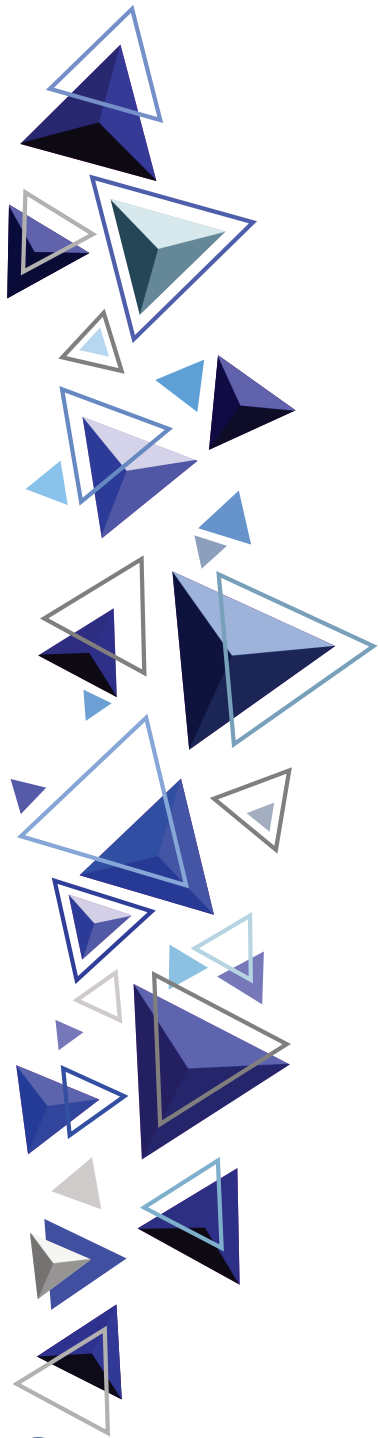
- Scenario Analyses

- Reading Activities
- Reflections
- Writing activities
- Checklist
- Quizzes
- Outputs for Portfolio: Oath of Promoting Trust and Fairness

### Required Resources

- Department of Education. *DepEd Child Protection Policy (DO. 40 s. 2012)*. Pasig City: DepEd Orders, 2012.
- Department of Education. *Positive Discipline In Everyday Teaching: A Primer for Filipino Teachers*. Pasig City: DepEd Orders, 2015.
- Save the Children. *A Toolkit on Discipline with Particular Emphasis on South and Central Asia*. Sweden: Save the Children, 2007.
- UNESCO. *Embracing Diversity: Toolkit for Creating Inclusive, Learning-Friendly Environments Specialized Booklet 1: Positive Discipline in the Inclusive, Learning-Friendly Classroom: A Guide for Teachers and Teacher Educators*. France: UNESCO, 2015.
- PPST Resource Package Module 15: Establishing safe and secure learning environment to enhance learning through the consistent implementation of policies, guidelines and procedure





## Session 1: Positive Discipline in Physical and Virtual Learning Environment

### Key Topic 1: Establishing Safe and Secure Learning Environment

Establishing a safe and secure environment for learners is one of the important roles of a classroom teacher. As classroom managers, you have the responsibility to provide our learners with a learning environment that is free from harm or risks to promote their well-being and support their learning (Marzano & Pickering, 2003). You also have to build their sense of community, improve academic performance, and to prepare learners to be productive individuals. Creating safe learning environments involve every aspect of creating a positive experience for learners. The physical space is one important element, but equally important are the relationships between learners, teachers, and the learning community as a whole (UNHCR and IRC, 2010). Furthermore, in times of disruptions that may necessitate emergency remote teaching (ERT), reasonable protocols in virtual learning environments must also be taken into consideration. In virtual space, constructive relationships can be developed by allowing the learners to have virtual time out that is efficiently communicated with the learners and parents/guardians as scheduled. The virtual time out may allow the learners to be in their personal space in order to cool down and reflect. With this, learners will do better for their next online access in virtual space.

It is equally essential that proper behaviors must develop within our learning environments -- both physical and virtual. Thus, creating and reinforcing discipline in classrooms or virtual learning spaces and maintaining constructive relationships will further secure safe learning environments for our learners.

### Positive Discipline

Discipline is the practice of teaching a person to observe rules or a code of behavior in both the short and long terms. On the other hand, punishment is a penalty that aims to control behavior through negative means (UNESCO, 2015). As a teacher, you need to be knowledgeable of ways on how to lead your learners to exhibit positive behavior. Discipline is positive and constructive because it involves setting goals and conceptualizing constructive and creative solutions to challenging situations. Every teacher should respect a learner's developmental level, their rights to dignity and integrity, and their right to participate fully in their learning.

Effective teachers should manage learner behavior constructively by applying positive and non-violent discipline, as anchored in the Philippine Professional Standards for Teachers (PPST) under Domain 2, which *centers on creating an environment that is learning-focused and in which teachers efficiently manage learner behavior in a physical and virtual space*. It has Strand 2.1.2, which is to *establish a safe and secure learning environment to enhance learning through the consistent implementation of policies, guidelines, and procedures*. The use of positive discipline ensures a learning-focused environment and to encourage positive behavior and motivate learners to feel good about themselves and the decisions they make. With positive and non-violent discipline, our learners will see a connection among their behavior, the personal consequences, and the impact of their actions to others. You may refer to the PPST Resource Package 2.1.2.



## Developing Positive Behaviors

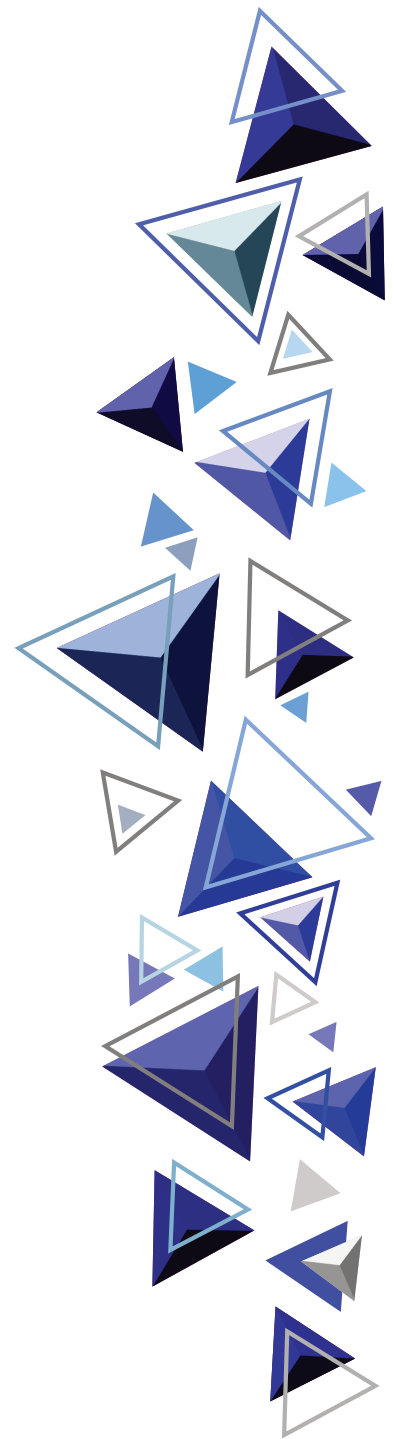
The behaviors that you value and want to encourage need to be known to your learners, and you need to make a concerted effort to teach and strengthen these behaviors. Some strategies that you can use to help your learners learn positive behaviors include the following<sup>4,5</sup>:

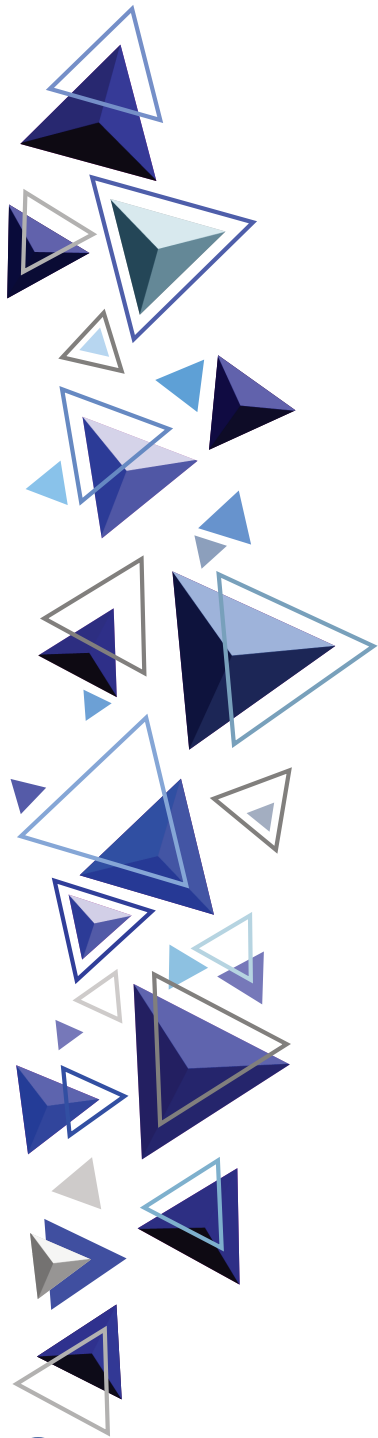
- **Give positive statements.**
- **Listen carefully** and help them learn to use words in expressing their feelings, not destructive actions.
- **Provide your learners with opportunities to make choices** and help them learn to evaluate the potential consequences of their choices.
- **Reinforce emerging desirable behaviors** with frequent praise and ignoring minor misdeeds.
- **Model** orderly, predictable behavior, respectful communication, and collaborative conflict resolution
- **Use appropriate body language** – nod, smile, and look directly at the student.
- **Restructure the environment** – remove objects that invite misbehavior.

4 UNESCO. Embracing Diversity: Toolkit for Creating Inclusive, Learning-Friendly Environments Specialized Booklet 1: Positive Discipline in the Inclusive, Learning-Friendly Classroom: A Guide for Teachers and Teacher Educators. France: UNESCO, 2015.

5 Berman, G. and Dubinski, A. (2021). Managing Students' During Remote or Hybrid Learning: Tips for teachers in an uncertain time. Child Mind Institute, Inc.

- **Redirect behavior positively** – for example, when a student bounces a ball around the classroom, “You can bounce your ball outside on the playground where there is more space to play.” On the other hand, in the virtual environment immediately respond to the student(s) unusual virtual actions or reactions by calling their attention. Be mindful that your goal is to encourage and redirect positive behavior among the learners.
- **Make connections** - online learning is all about making effective communication with the learners as well as their parents/guardians both for positive and negative development during online classes, this can effectively done during town hall meetings.
- **Establish routines, rules and procedures and student engagement** to create an online teaching and learning direction such as a strategic pre-planned schedule of screen time activities based on your lesson plan.



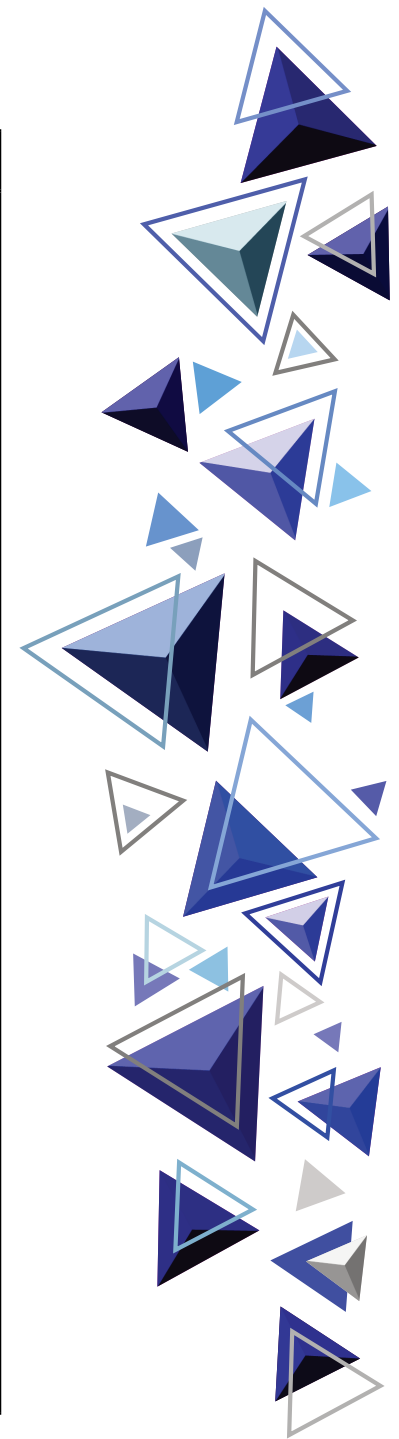


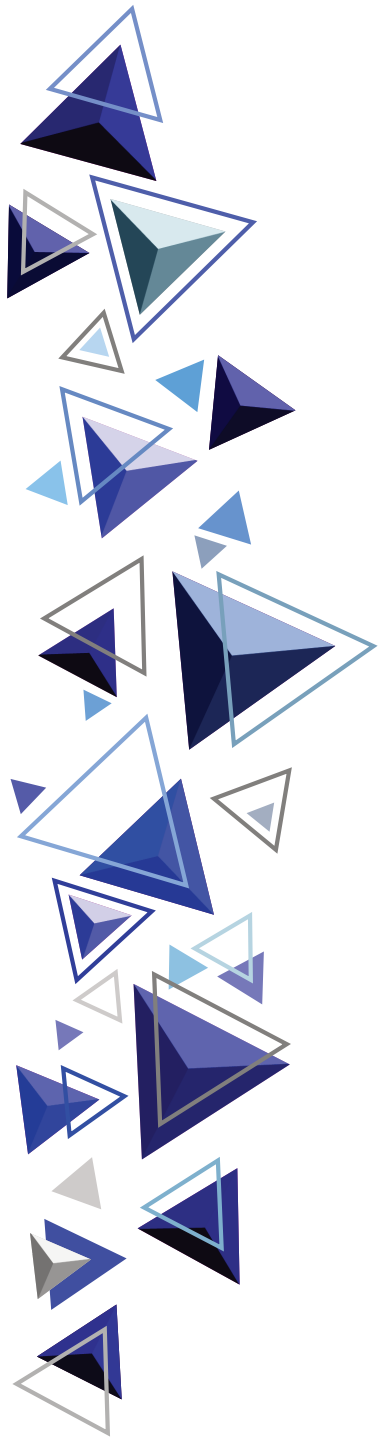
### Required Task 1: Scenario Analysis

Read and analyze each scenario. Try to identify different methods of developing discipline among learners by answering the questions after every case.

Scenarios	Possible Answer and Points for Feedback
<p><b>Case 1 : On Being Tardy</b></p> <p><b>Rhea:</b> I live a few kilometers away from my school. In the morning, sometimes I have to fetch water and cook food for my siblings before I can go to school. I have no money for transport, so I walk to school. Learners in our school get late slips when we don't arrive on time. I don't want to get too many.</p> <p><b>Rhea's teacher:</b> I have to make sure the children understand that coming late to school is not acceptable. They have to know that there are consequences for their tardiness. I always give them punishment. Some of them are even used to it. They just offer themselves up because they know I don't listen to any excuses.</p> <p>What alternative/s to corporal punishment could suggest to the teacher?</p>	

Scenarios	Possible Answer and Points for Feedback
<p><b>Case 2: On Disruptive Behavior</b></p> <p><b>Marcus:</b> I am feeling good today. I am telling funny stories, and everyone is laughing. The teacher tries to tell me to stop talking, but I want to show everyone that I am not afraid. I am tough and cannot be bossed around by a teacher.</p> <p><b>Marcus' teacher:</b> I have to ensure that the class is well-behaved. Otherwise, they will just get out of control and I will not be able to teach. The learners will take over and other teachers will laugh at me. I will put Marcus in his place by embarrassing him publicly. I will make an example out of Marcus so that learners will not dare to show disrespect by making noise in my class.</p> <p>What alternative action/s could you offer to the teacher in order to promote positive discipline?</p>	

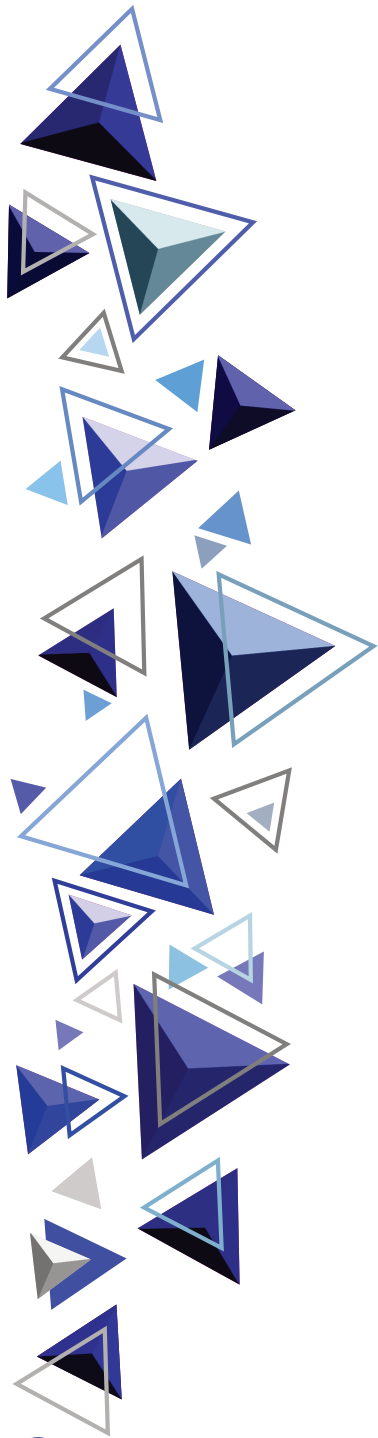




Scenarios	Possible Answer and Points for Feedback
<p><b><u>Case 3: On Giving a Wrong Response to a Question</u></b></p> <p><b>Clark:</b> I am so nervous in class. I am afraid that the teacher is going to ask a question when I don't know the answer. Even if the answer is obvious, sometimes when the teacher looks at me, I can't speak. I become scared and just remain quiet. I know everyone is staring at me and laughing, but what can I do? I just can't risk giving the wrong answer. Even in tests, I feel so afraid and always fail because I don't know how to answer the questions. I just don't understand anything that is being taught, and I don't want to be laughed at. The best thing is to stay quiet or just leave that question blank on the test.</p> <p><b>Clark's teacher:</b> This boy is insulting me by not paying attention. How many times have I taught this thing? Is he not listening? I am tired of trying hard when a student in a class does not care. Last week, he failed the test and now he doesn't even know the answer to this simple question. I am going to reprimand this boy so that everyone will learn that when I teach, they have to pay attention. They should know the right answer before I ask the question!</p> <p>What alternative action/s could you suggest in order to promote positive discipline?</p>	

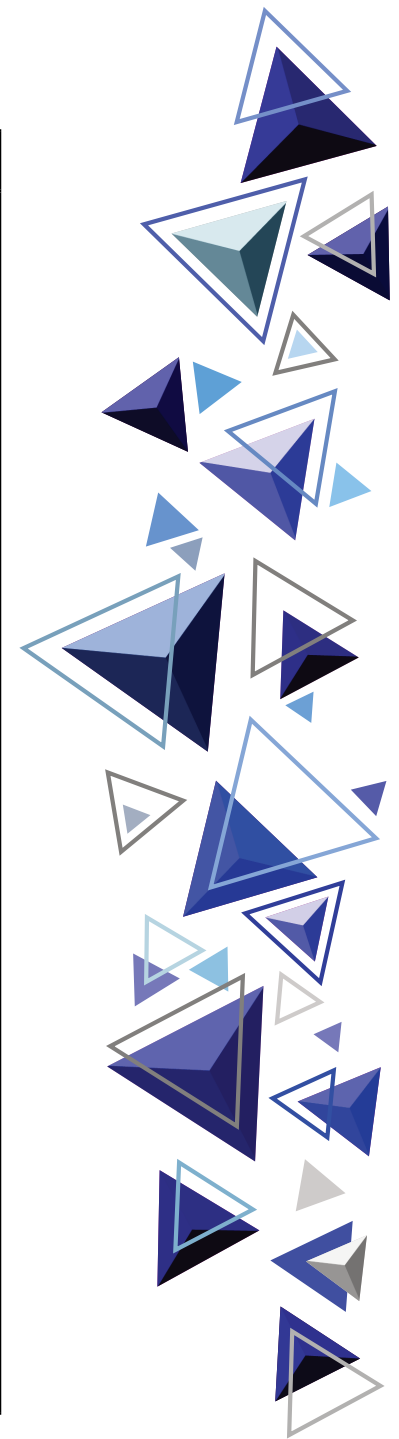
Scenarios	Possible Answer and Points for Feedback
<p><b>Case 4: On Absenteeism</b></p> <p><b>Elna:</b> Sometimes my mother sends me to sell things at the market and I can't go to school. Sometimes I feel bored on the way to school and visit my friend instead of going to school. Sometimes I don't like being in a class where the teacher always asks me questions and looks at me in a funny way. I know that I am not going far after the 2<sup>nd</sup> year High School, so what's the point? I might as well do what I want.</p> <p><b>Elna's teacher:</b> We can't have learners missing class whenever they want. Her case should serve as an example so that her behavior doesn't spread. In the morning assembly, I will reprimand her, and give her a final warning. If she doesn't listen, she will be recommended to drop out of this school. We can't have learners undermining authority at this school.</p> <p>What alternative action/s do you suggest in order to promote positive discipline?</p>	

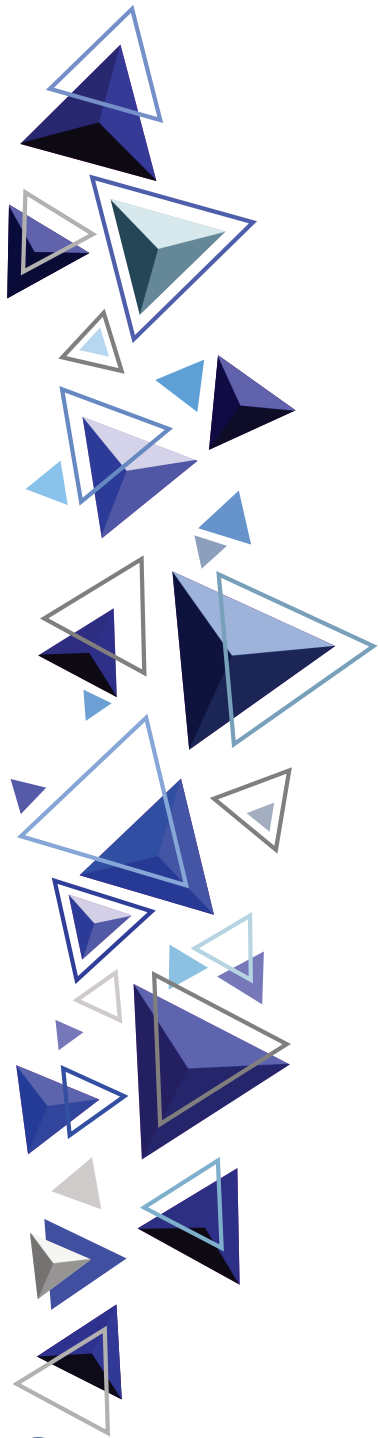




Scenarios	Possible Answer and Points for Feedback
<p><u>Case 5: On Bullying</u></p> <p><b>Kurt:</b> I am the toughest boy in this school. Everyone fears me, and I need to make sure that no one gets away with undermining my status. I keep others' respect by showing them what might happen if they don't fear me. I tease small girls, and sometimes rough up an annoying boy. Everyone in school knows not to cross me. They know my father is tough at home and I am tough at school.</p> <p><b>Kurt's teacher:</b> This boy is a problem. He is making other children miserable and giving our school a bad name. Today in assembly, I will announce to all learners that we do not tolerate such behavior. I will send him to the guidance counselor. I will warn him that if he persists, we will expel him from school.</p> <p>What alternative action/s do you suggest in order to promote positive discipline?</p>	

Scenarios	Possible Answer and Points for Feedback
<p><b>Case 6: On Adaptability Struggle</b></p> <p><b>Janelle:</b> Online learning is new to me. I am used to face to face classes. I will inform my teacher that I can not attend online classes regularly and I can not submit my requirements on time.</p> <p><b>Janelles's teacher:</b> This student may just be making an excuse for not attending our online classes and not submitting on time. As their teacher, I need to be able to communicate to my class that I will not tolerate complacency and that this rule must equally and strictly apply to all.</p> <p>What alternative action/s could you suggest in order to promote positive discipline?</p>	





Scenarios	Possible Answer and Points for Feedback
<p><b>Case 7: Technical Issues</b></p> <p><b>Allen:</b> I really wanted to pass the subject, attend our online classes on time and learn our lessons well. But because of my poor internet connection and I am only using a mobile phone, it is difficult for me to catch up with the discussions as well as with the required tasks. Everyone is doing a great job except me. I think I should just drop out from school.</p> <p><b>Allen's teacher:</b> I noticed that Allen is having difficulty with internet connection since he keeps signing on and off during our online classes. If this continues, there's no way for him to understand our lessons as well as other students in the class. However, I have to treat my students equally to avoid favoritism. I should not give him special treatment</p> <p>What alternative action/s could you suggest in order to promote positive</p>	



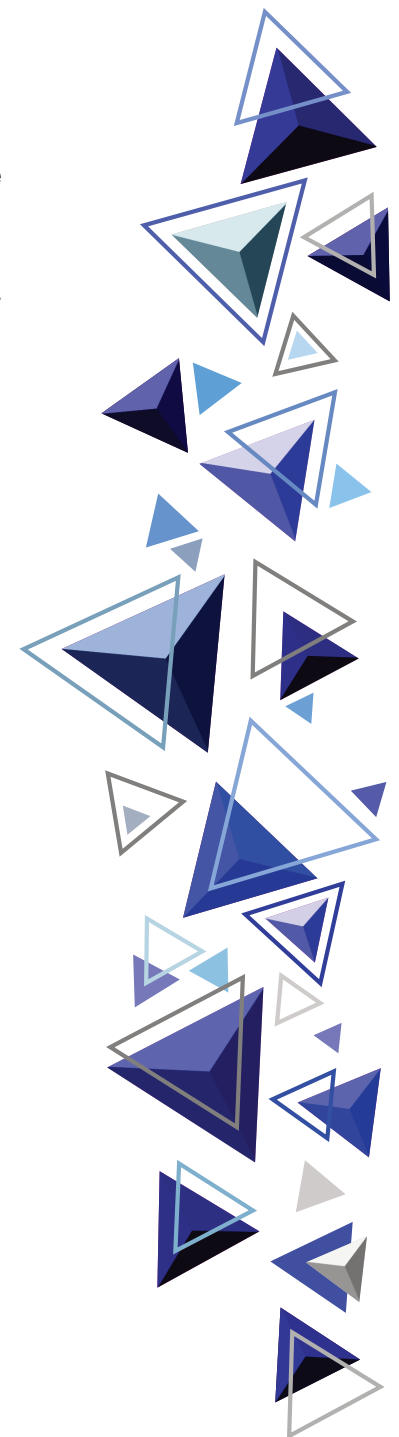
## Key Topic 2: Reinforcing Positive Discipline

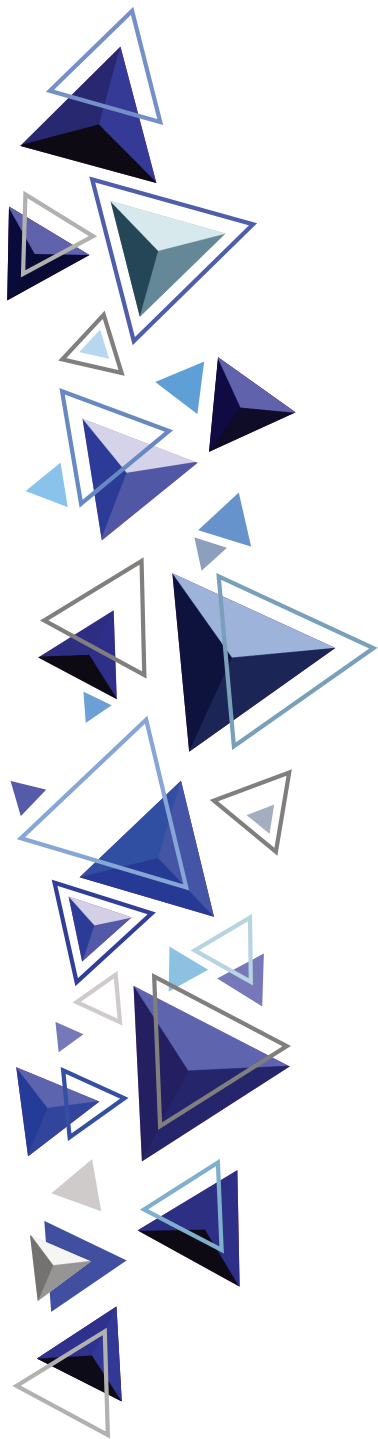
While punishment is a single act, positive discipline is a process that recognizes and rewards appropriate behavior. Positive discipline is something that could be developed on a day-to-day basis. This process is effective for individual children. Moreover, for teachers who are working in large classes, it can also be effective for groups of children. The key is to make the children feel they are on a “winning team”

(the class as a whole) and to praise each child’s efforts in being a good team member. The core of positive discipline is to catch learners doing the right thing and reward them immediately.

The following are statements that could be believed in by some teachers, but were labeled as myths on disciplining learners (UNESCO, 2015, 14-18).

Statement	Remark
1. <b>“It happened to me and did no harm.”</b>	“People who use this argument often do it to reduce the guilt they have for using corporal punishment on their children today. In their minds, they are defending their violent actions against their children.”
2. <b>“Nothing else works!” or “They asked for it!”</b>	“The problem is the disciplinary approach, not the misbehavior of the children. Justifying that a child has asked for violence is really intended to make the perpetrator feel less guilty and transfer the blame to the victim.”
3. <b>“Corporal punishment works best. Other methods don’t.”</b>	“Corporal punishment creates a sense of distrust and insecurity in the child, it destroys the teacher-child relationship. Children become angry at why someone who is supposed to teach and care for them is instead threatening, beating, or insulting them.”
4. <b>“I only do it as a last resort. I had no choice!”</b>	“This argument is not acceptable; besides, it is quite common for parents and teachers to result in physical punishment at the first instance not as a last resort.”
5. <b>“It’s the only way I can control the children in my class. I have too many!”</b>	“This excuse is common among teachers who face large classes. It usually arises because the classroom has no set rules or routines; the children do not know what is expected of them and the consequences for misbehaving; and the teacher did not take the time to build a positive relationship with the children.”





The following are statements that could be believed in by some teachers in a virtual environment. Sambolt (2020) suggest the following on how to design positive reinforcement systems online.

Statement	Remark
<p>1. <b>“Group reinforcement can not be applied in an online class.”</b></p>	<p>“Though there might be limited time to devote to reinforcement systems, encouraging positive group behavior during online classes is rewarding together with individual reinforcement systems to engage the learners.”</p>
<p>2. <b>“Positive reinforcers are costly and difficult to administer.”</b></p>	<p>“There are positive reinforcers that have little cost or no cost which require minimal time and effort to administer. As a teacher, you need to devote time to effectively select the type of positive reinforcers appropriate to your online class setting. For example, social reinforcers can be done by giving praise or verbal recognition to the learners during online activities and praise for the submitted tasks on time. Another example is the activity reinforcers, which can be done by assigning highly engaged learners to monitor chat questions or by allowing the learners to have breakout sessions in unstructured time to discuss among themselves about a specific topic in the lesson.”</p>
<p>3. <b>“I can stick with one type of positive reinforcers in my online class.”</b></p>	<p>“Learners find different types of reinforcement motivating. To ensure that all learners engage in an online class, provide a variety of layers of reinforcement such as praise and token systems.”</p>
<p>4. <b>“When I plan online activities, I do not need to consider the learners.”</b></p>	<p>“Positive reinforcement in a virtual environment requires the students’ understanding. In order to gather students input, the teacher may use group discussion, chat box and online polling. ”</p>
<p>5. <b>“The learners in an online class do not need rewards.”</b></p>	<p>“To increase the motivating reinforcement system among learners, the teacher can provide progressive rewards through a badging system. The teacher may provide badges to activity which can be done both in synchronous and asynchronous classes. With combined badge systems the learners are motivated to spend more time to finish the assigned tasks and develop self regulation to complete asynchronous assignments. ”</p>

### Optional Task: Reading

Read the Seven Principles for Constructive Child Discipline, pp. 93-96 of the book, *Eliminating Corporal Punishment: The Way Forward to Constructive Child Discipline* by F. C. Power, J. Durrant, P. Newell, and S. Hart (insert publication year). The book can be accessed through the link:

[https://unesdoc.unesco.org/ark:/48223/pf0000139209\\_eng](https://unesdoc.unesco.org/ark:/48223/pf0000139209_eng)

The book's section will provide you a set of principles as guidelines for the selection or construction of discipline orientations and practices.

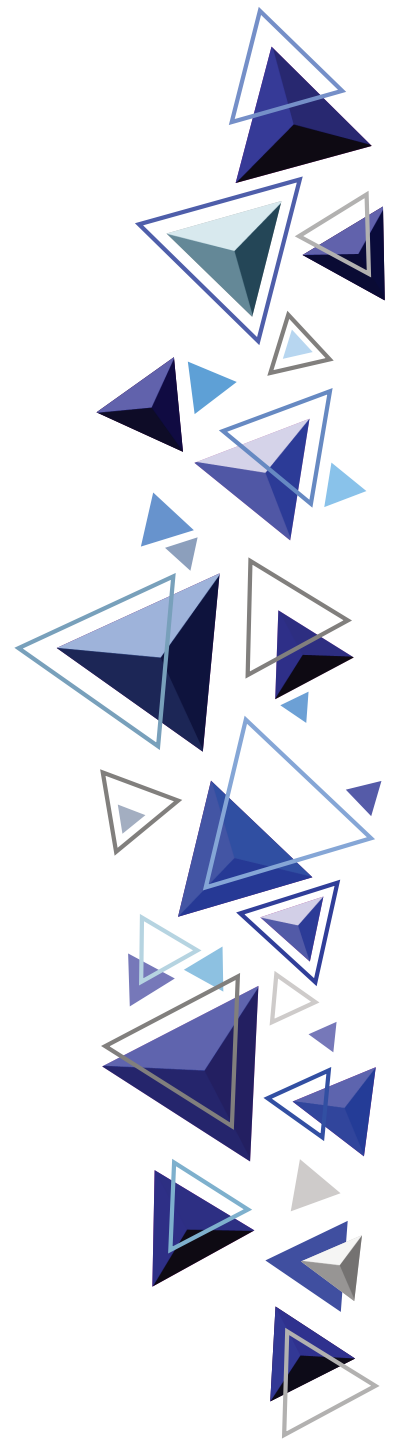
### Required Task 2: Scenario Analysis

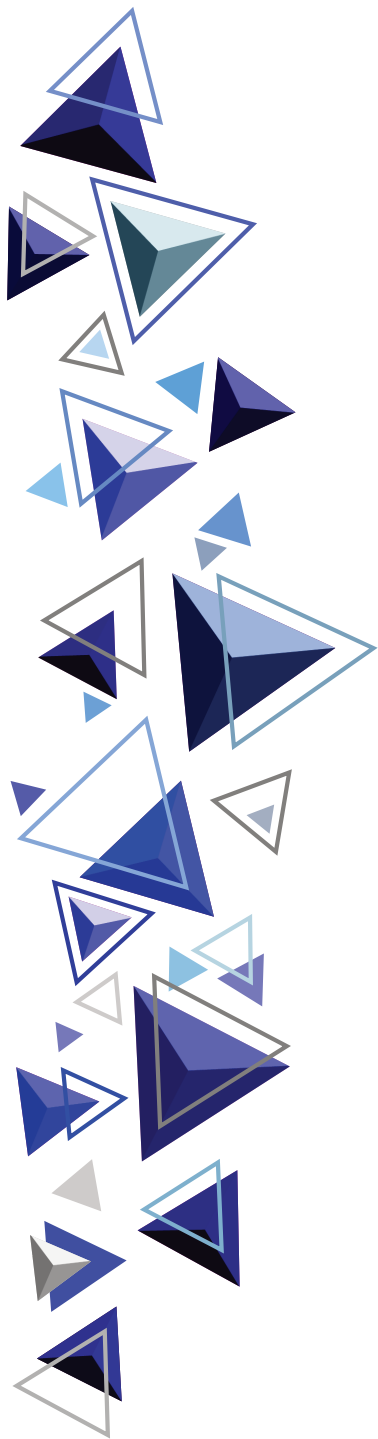
Read the following scenarios and identify the issue/s portrayed. Determine what principle/s for positive child discipline<sup>6</sup> could be used to address the/those issue/s. You may write the letter of possible responses below and you may choose as many responses as possible.

- a. Respect the child's dignity
- b. Develop prosocial behavior, self-discipline, and character
- c. Maximize the child's active participation
- d. Respect the child's developmental needs and quality of life
- e. Respect the child's motivation and life views
- f. Assure fairness (equity and non-discrimination) and justice
- g. Promote solidarity

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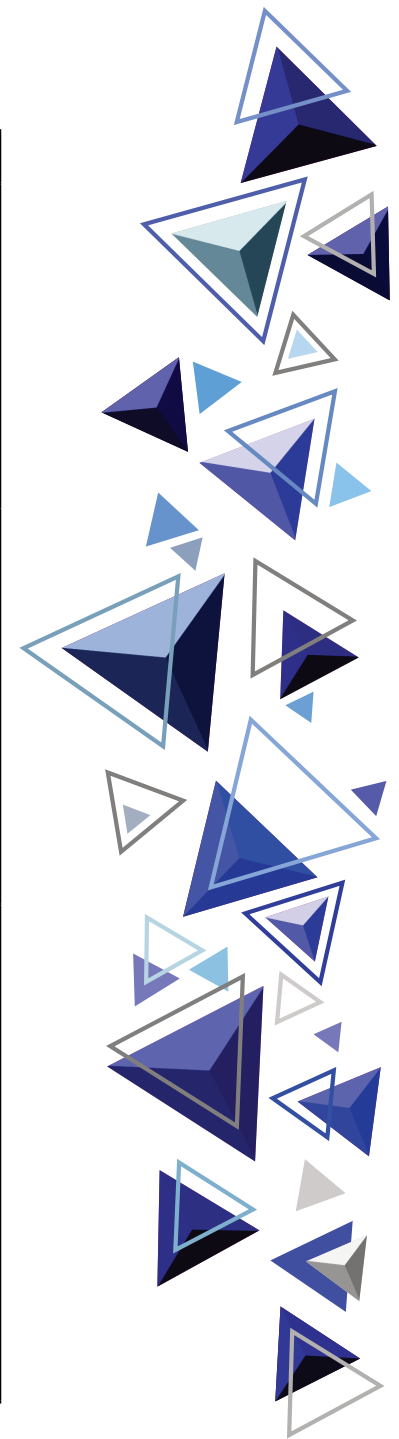
6 Power, F. Clark and Hart, Stuart N. "The Way Forward to Constructive Child Discipline," in: Hart, Stuart N (ed.), *Eliminating Corporal Punishment: The Way Forward to Constructive Child Discipline*. Paris: UNESCO Publishing, 2005.

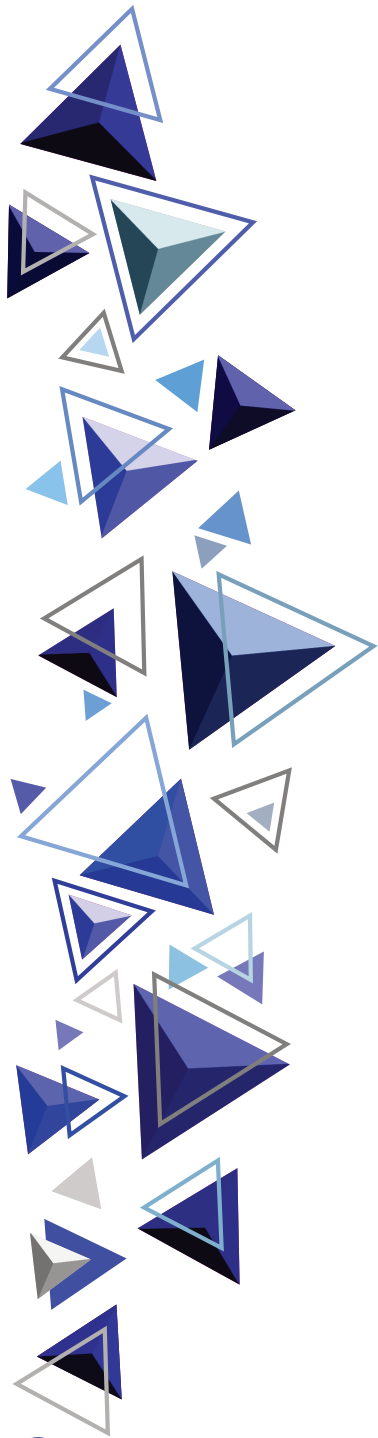




Situations	Answers	Feedback
<p>1. During the group activity of Teacher Justin for his Classroom Observation (CO), two of his pupils started arguing with each other, which caused noise and distracted their classmates. Teacher Justin then told them to stay away from each other and that he will deal with the both of them after class.</p>		
<p>2. Teacher Gemma prepared a very engaging group activity for his Grade 7 during her CO. Because of the learners' enthusiasm and excitement, Teacher Gemma exceeded her time allotment for the said activity, and therefore affected the remaining parts of the lesson.</p>		
<p>3. During the class of Sir Christopher, there was an on-going group activity for his learners. Most of the pupils were quiet except for this one group wherein two pupils were talking about unrelated topics loudly, disrupting the other groups. He approached them and with a soft voice he said to them, "It seems that you forgot our rules during class activities, just wait until our class is finished and see what happens then". The two suddenly quieted down and went on with their activity.</p>		

Situations	Answers	Feedback
<p>4. During the General Mathematics class of Ma'am Princess, she noticed that Gian was sleeping. "Rise and shine, Gian! It's time for your breakfast", Ma'am Princess shouted and the whole class giggled. Immediately, Gian sat properly and became attentive for the whole duration of Ma'am Princess's class.</p>		
<p>5. Ma'am Trisha scheduled her First CO in her Grade 4 MAPEH Class. During their discussion, she noticed that among the learners, Carl was the most attentive and participative. After asking a question, she then called Amy to answer, "I don't know", Amy replied nervously. Then Ma'am Trisha told her pupils that they should be more like Carl to be able to answer as much as possible.</p>		
<p>6. Teacher Cora records the learners performances and outputs during synchronous and asynchronous activities. She noticed some incomplete activities compiled by the learners. During her online class, Teacher Cora asked the learners to share their online experiences. After some important sharing they proceed to the activities where Teacher Cora prepared. Teacher Cora called for the learners who have concerns based on record to actively participate and give immediate feedback to the participation.</p>		





### Required Task 3: Quiz

A. *Positive or Negative*: Determine each teacher's action if it signifies positive disciplinary action or negative disciplinary action.

Actions	Answers	Feedback
1. Acting in the way that you want the children to act (modelling)		
2. Forming small groups in online synchronous activities		
3. Getting the student's attention before you begin class		
4. Making assumptions on student abilities without evidence or data		
5. Using physical force		

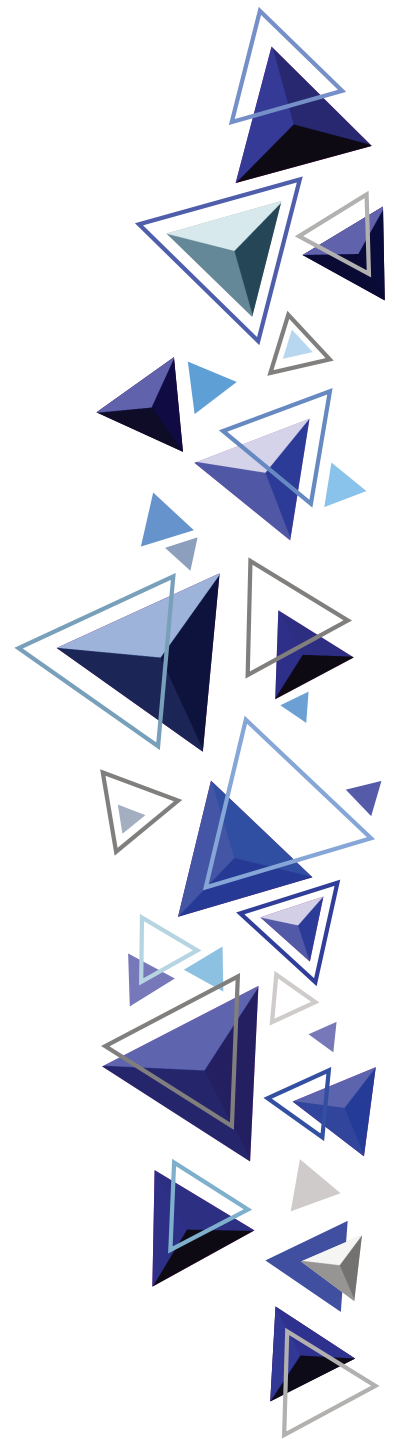
Positive discipline is a way not only to reduce misbehavior but also motivate learners (UNESCO 2015, 80). It is based on the premise that behavior that is rewarded is behavior that will be repeated. The most critical part of positive discipline involves helping learners learn behaviors that are effective in promoting positive social relationships and help them develop a sense of self-discipline that leads to positive self-esteem.

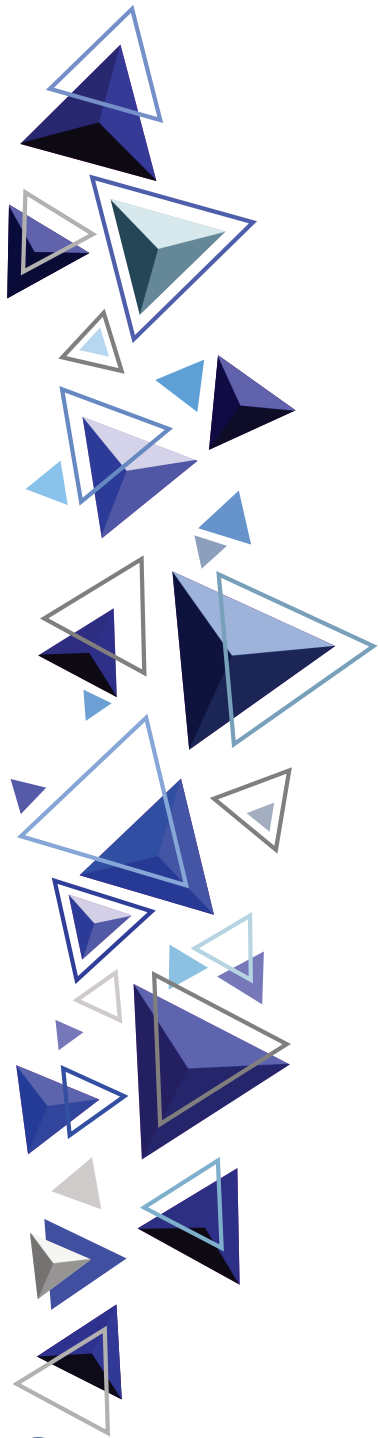
#### Required Task 4: Reflection

The following are some ways that can help you create a motivating and conducive environment. How are you going to illustrate these ways in your own classroom? Limit your response to 100-150 words per question.

- a. Hold and communicate high behavioral expectations for your learners and yourself.

- b. Establish clear rules and procedures and instruct learners on how to follow them. Give primary-level learners, in particular, a great deal of instruction, practice, and reminding.





## Summary

Discipline shapes learners' behavior and helps them to learn self-control when it provides encouragement, not painful, meaningless consequences (UNESCO 2015, 21). You should use classroom discipline positively by believing in your learners' abilities and communicating affection and respect for them. When you are willing to observe your learners and respond in ways that encourage positive behavior, you help them become responsible for their own behaviors and they reduce the likelihood of misbehaving in the classroom.

An effectively managed classroom is the one that motivates learners while creating and supporting positive behaviors. In order to do this, you need to make sure that:

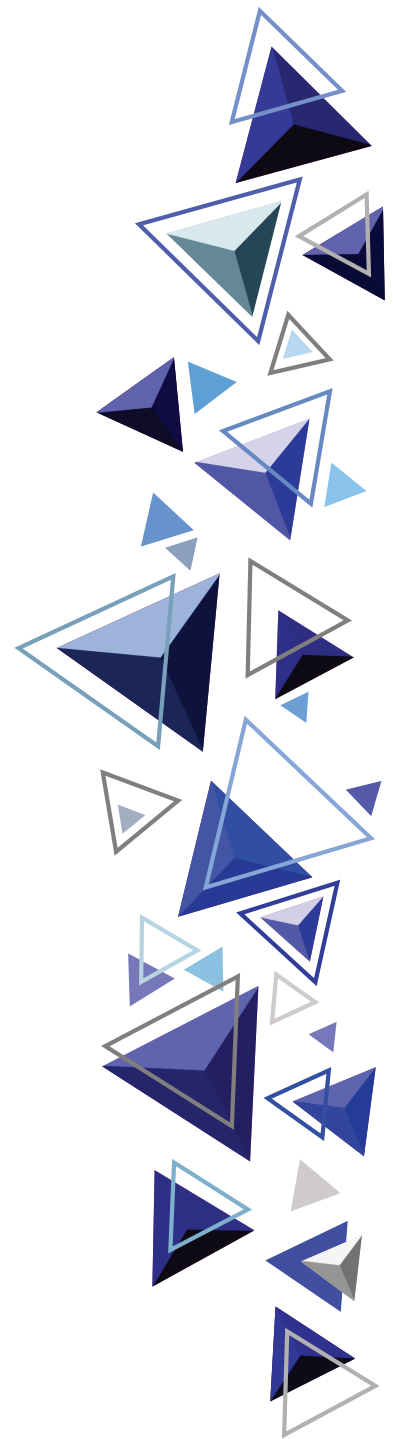
- a. Your expectations are clear.
- b. Instruction is interesting for your learners.
- c. Your learners see a purpose and value to what is being taught.
- d. Instruction relates concepts and skills to a learner's experience and is meaningful within his or her daily life.
- e. Your teaching strategies are varied. Learners can become bored, even if the topic is interesting, if you constantly use the same teaching methods.

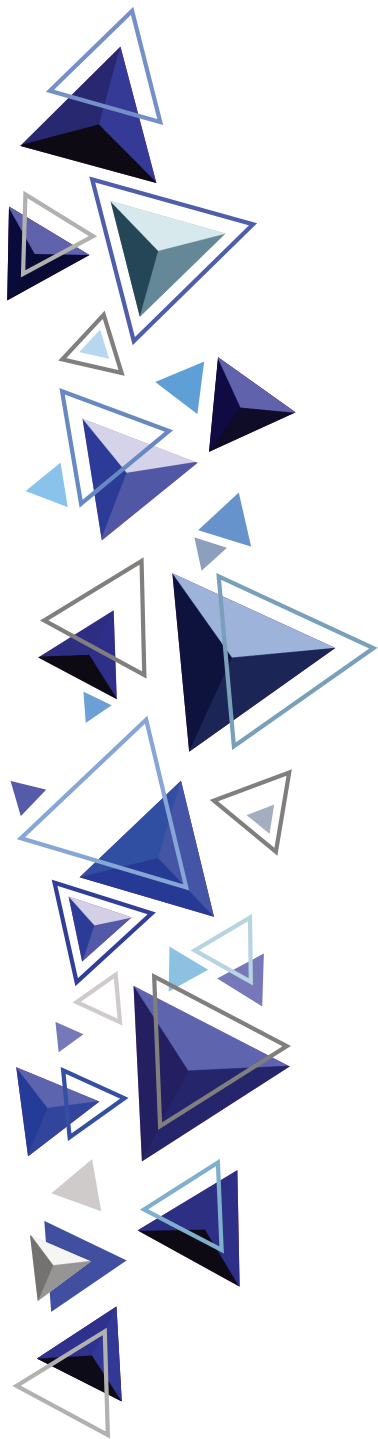


**Required Task 3: Quiz**

*True or False.* Write TRUE if the statement used positive discipline, or FALSE if it did not.

Scenario	Answers	Feedback
1. At the very first day of the school year, Teacher Joy enforces classroom rules promptly, consistently, and equitably.		
2. Ma'am Carol believes that it is a waste of time to devote time in teaching self-monitoring skills.		
3. Teacher Michael ensures that he maintains instructional pace of his lesson for the day and makes smooth transitions between activities.		
4. Monitor classroom activities and give learners feedback and reinforcement regarding their behavior.		
5. Evelyn makes sure that there would be one item in her quizzes that would be very difficult for learners to answer in order to discriminate the very good learners from the rest.		





## Session 2: Positive Relationships

### Optional Task: Learn from Others

Ask a colleague, either a fellow newly hired teacher or a fellow subject area teacher, on which they think are the best ways to build relationships with their learners. Write your findings on the space provided. Limit your response to 100-150 words.

## Key Topic 1: Building Positive Relationships with Learners

Positive learning communities and relationships contribute to a great extent to learners' engagement in face-to-face or virtual classroom activities. Indeed, relationships are key-- which includes teacher-to-learner and learner-to-learner interactions. To build a positive relationship with your learners, you should know the importance of understanding and empathy. Some of the conditions that are especially important in encouraging positive learner behavior as part of the relationship building process are:<sup>7</sup>

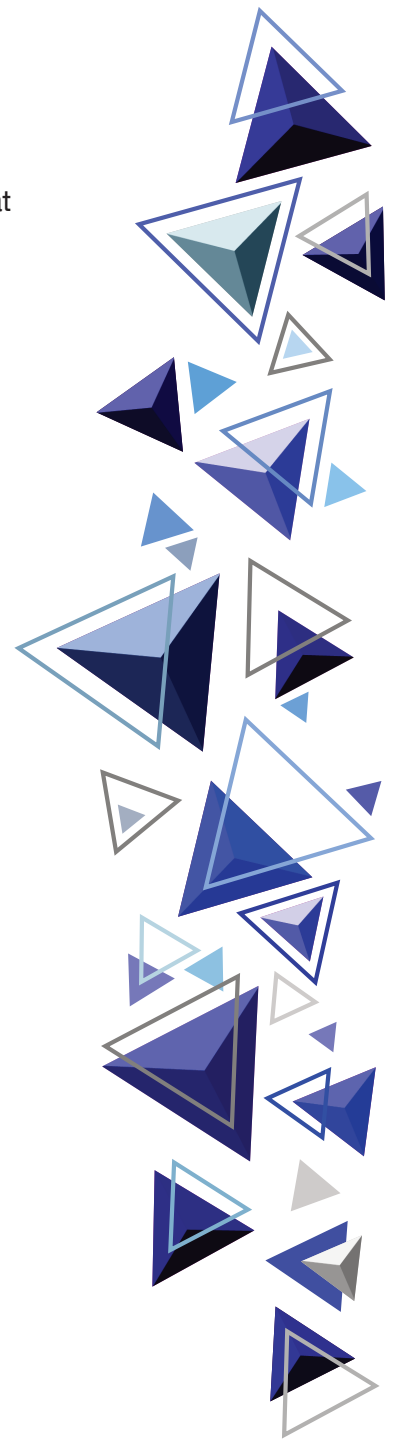
- **Maintaining a positive emotional tone** in the classroom.
- **Providing attention** to the learner to increase positive behavior.
- **Providing consistency** in the form of regular routines for daily activities and interactions to make unexpected, negative experiences less stressful.
- **Responding consistently** to similar behavioral situations – both positive and negative.
- **Being flexible**, particularly with older learners and adolescents.
- **Treat mistakes as lessons.** Tell your learners that we only learn by making mistakes.
- **Building confidence.** Promote positive self-talk.
- **Focusing on past successes.**
- **Making learning meaningful.** Modify your instructional methods.

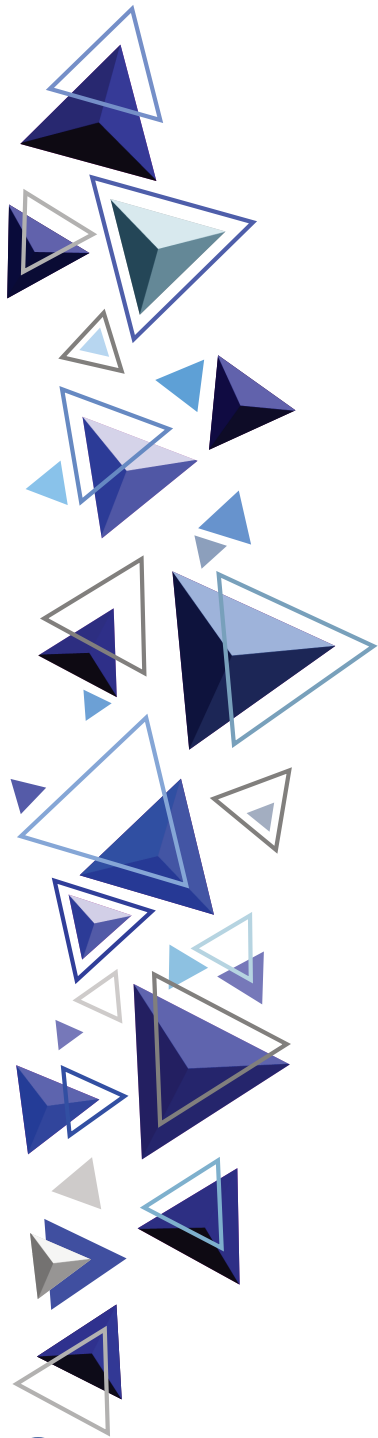
<sup>7</sup> American Academy of Pediatrics, Committee on Psychosocial Aspects of Child and Family Health. Guidance for effective discipline. American Academy of Pediatrics. Committee on Psychosocial Aspects of Child and Family Health [published correction appears in Pediatrics. 1998;102(2, pt 1):433]. Pediatrics. 1998;101(4, pt 1):723–728.

Required Task 2: Checklist

What practices should be done by teachers to build good relationships with learners? Put a check (✓) next to the statements that reflects good practice and an “X” mark if otherwise.

Statements	Answers	Feedback
1. Interacting respectfully and sensitively are only important to elementary school learners.		
2. Treating the learners kindly and respectfully in the classroom is enough to bolster academic achievement.		
3. Taking no notice of relationships during the teaching and learning process.		
4. Awareness of explicit and implicit messages given to learners is important.		
5. Modelling behavior to learners, whether intentional or unintentional, is important.		





## Key Topic 2: Maintaining Trust and Fairness in the classroom

Some of the characteristics that learners appreciate in a teacher and their co-learners, and should form a core part of monitoring our own behaviors, are:<sup>8</sup>

### **Fairness**

Learners see this as the most important trait of teachers. It means being fair in activities such as making assignments, settling disputes, giving help, and choosing learners to be assistants or to participate in special activities.

### **Humor**

The ability to respond lightheartedly to learners.

### **Respect**

This involves showing regard for the rights and feelings of learners.

### **Courtesy**

This is another sign of respect.

### **Openness**

Learners need to relate to their teacher. The teacher needs to explain clearly his or her feelings and the circumstance that caused the feelings.

### **Active Listening**

This means being attentive and responding when a learner speaks. You need to show that you have heard the learner and to give him or her a chance to correct a misunderstanding or interpretation. You might try re-stating what has been said or a use of body language to show empathy.

These characteristics may model to learners how they would also interact with each other. This would enhance learner-to-learner relationships.

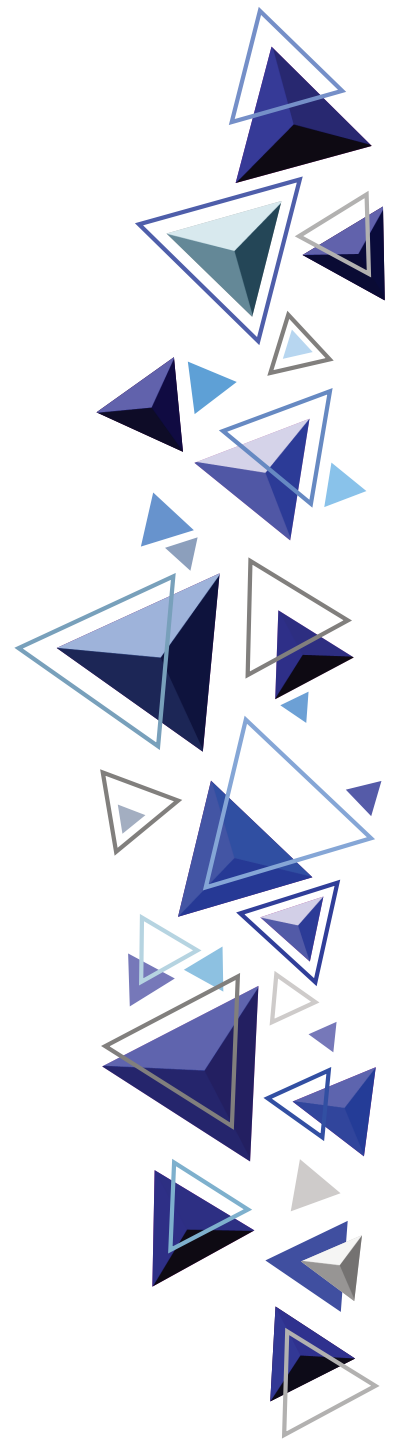
<sup>8</sup> Lawrenz, Frances & Huffman, Douglas & Gravely, Amy. (2007). Impact of the Collaboratives for Excellence in Teacher Preparation Program. *Journal of Research in Science Teaching*. 44. 1348 - 1369. 10.1002/tea.20207.

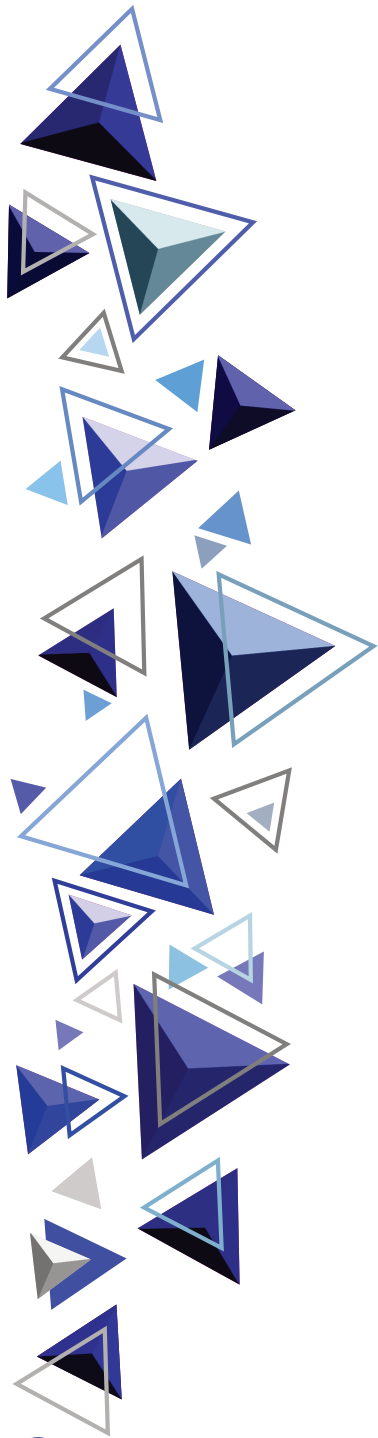
### Required Task 3: Reflection

List down the routines you set for your classroom both as an adviser and a subject teacher and ask a colleague to share his/her own rules he/she has in his/her own class.

<b>My Classroom Routine as an Adviser</b>	<b>My Routines I Set as a Subject-Teacher</b>	<b>The Routines my Colleagues Set in Class</b>

You have listed down the rules you set in class as an adviser and a subject-teacher and the rules set by a colleague. Take note that these rules should be agreed upon with the learners to promote trust and fairness. Hence, classroom rules set the standards of behavior for our learners, but we, as teachers, must also have standards. After all, we are important role models for our learners.





Required Task 4: Oath of Promoting Trust and Fairness  
(Output for Portfolio)

Accomplish the oath below and write three tasks you intend to do that will help you promote trust and fairness in your own classroom.

**OATH OF PROMOTING TRUST AND FAIRNESS**

I, \_\_\_\_\_, a newly hired teacher, do solemnly swear to abide by the following tasks on promoting trust and fairness to my learners:

- a. \_\_\_\_\_  
\_\_\_\_\_
- b. \_\_\_\_\_  
\_\_\_\_\_
- c. \_\_\_\_\_  
\_\_\_\_\_

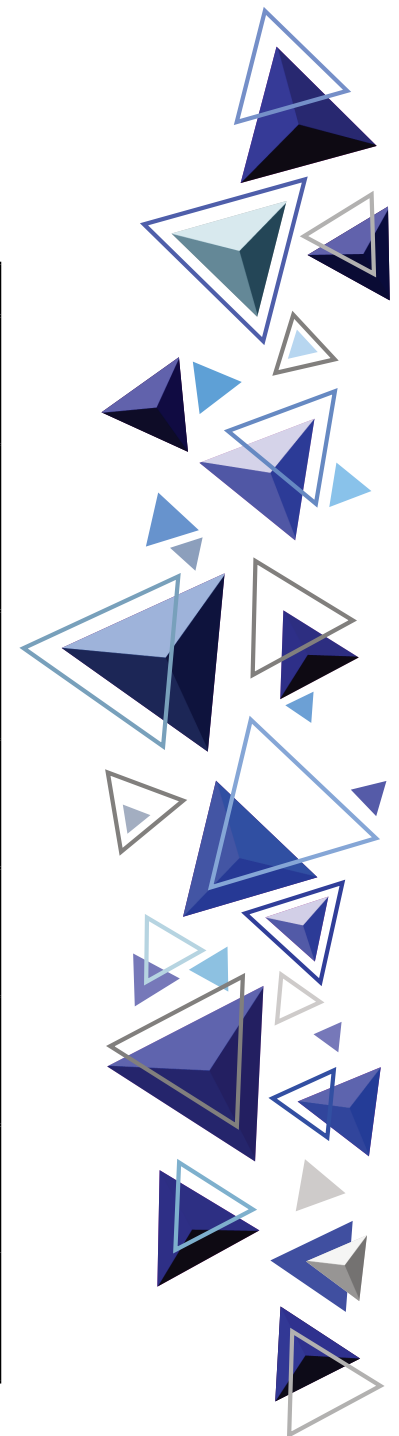
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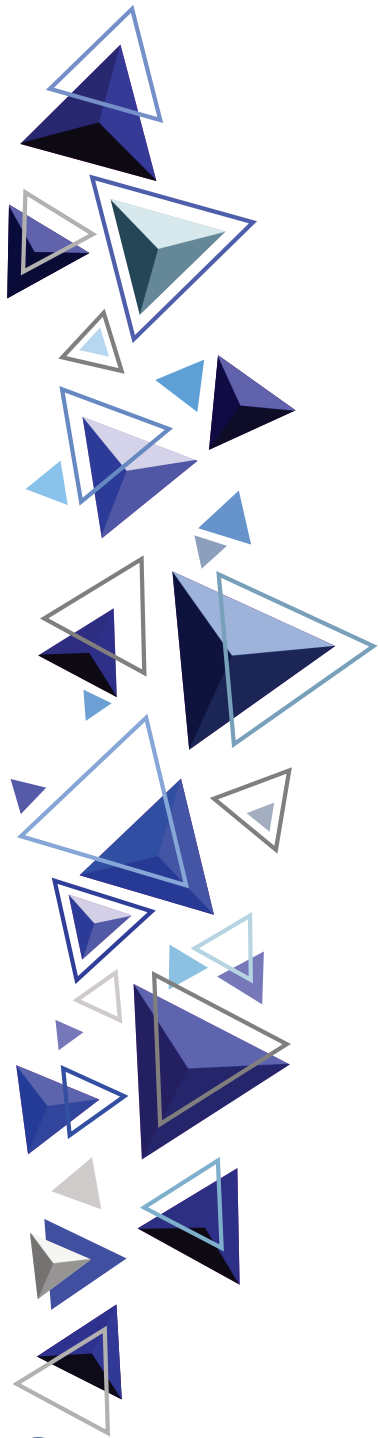
(Signature over Printed Name)

## Required Task 5: Agree or Disagree

Read each statement and identify if you agree or disagree with it. Share your thoughts on the next column.

Statements	Answer
1. We should tell our learners how we expect everyone to behave in class (our learners and ourselves) and discuss these expectations regularly.	
2. We must inform our school's administrators, other teachers, and parents about our classroom rules, so they can help to monitor them and to avoid conflicting expectations.	
3. The rules we develop with our learners must be applied consistently with no favoritism.	
4. We must constantly be aware of what is going on in and outside of our classrooms, and our monitoring must be subtle and preventative.	
5. We cannot get angry or lose self-control, but be role models for good behavior, and follow the rules.	
6. When discipline is necessary, it focuses on the learner's behavior, not the learner. The learner's dignity is maintained.	
7. We need to encourage learners to monitor their own behavior, such as by keeping diaries. They also need to monitor each other's behavior with respect.	
8. In teaching, we should not use ambiguous or vague terms. Activities should be sequenced clearly and with as few interruptions as possible.	





## Summary

- Building a good relationship with your learners will help you ensure positive student behavior and discipline. Thus, an effective educator who fosters positive relationships with their learners creates classroom environments more conducive to learning and meet learners' developmental, emotional and academic needs.
- In order to maintain trust and fairness in the classroom, teachers should always bear in mind the characteristics that learners appreciate. These characteristics should form a core part of monitoring our own behaviors: fairness, humor, respect, courtesy, openness, and active listening. Modeling these characteristics to learners also positively reinforces good learner-to-learner relationships.



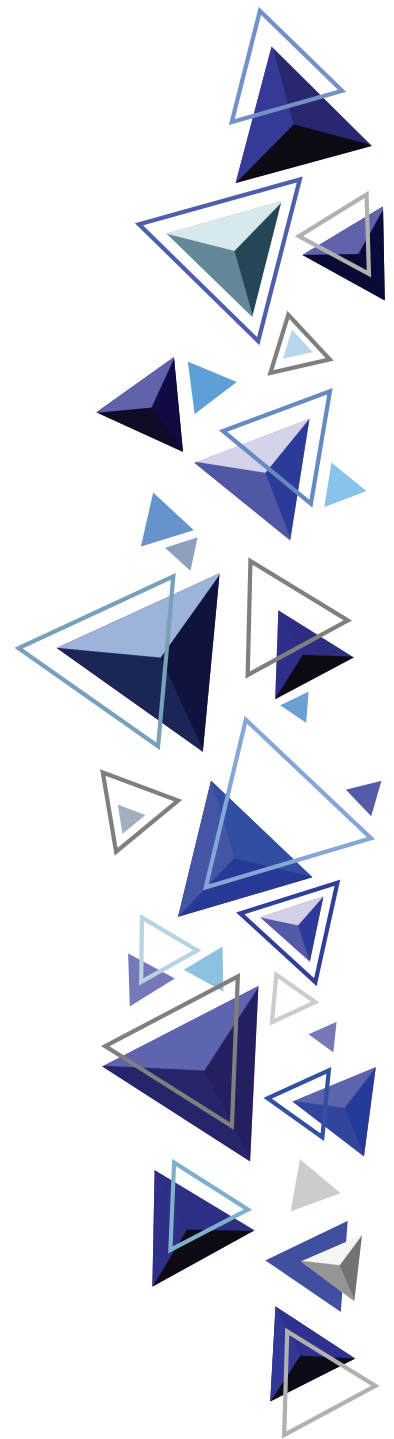
Congratulations! You've come to the end of Teacher Induction Program Course I: The DepEd Teacher. Please go to this link for the summative assessment:

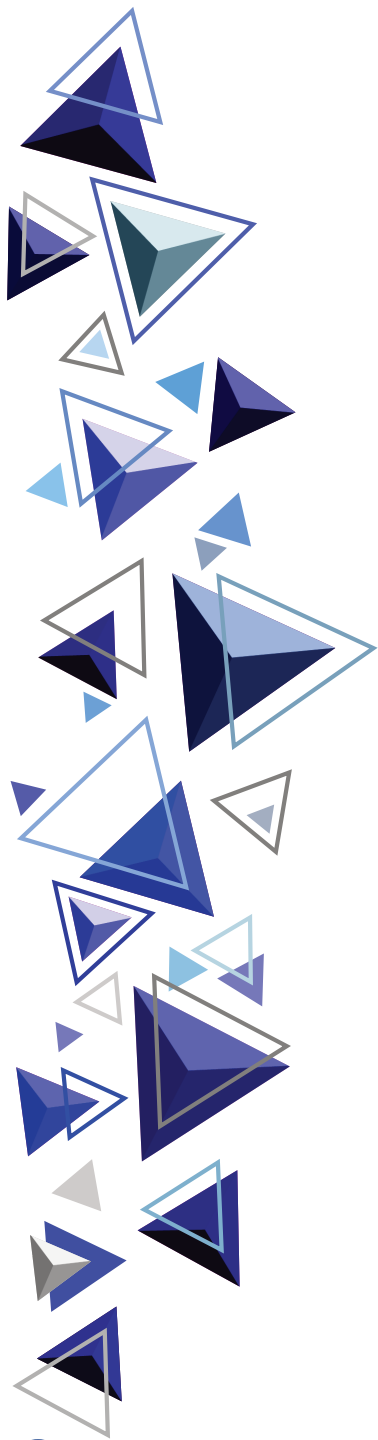
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Don't forget to take a **screenshot of your score**. It will be submitted to your mentor for verification and recording purposes.

Once you're done, kindly input your score here: [Input your score here.]

Additional reminder: Compile your portfolio output/s and make sure that your mentor has checked your coursebook.





## Glossary

### **Central Office**

The Governance Level that focuses on policy making, standards-setting, and overall leadership of the department.

### **Class Adviser**

is a teacher assigned to manage a particular class throughout the school year.

### **Curriculum and Instruction**

The strand that focuses on the delivery of a relevant, responsive, and effective basic education curriculum around which all other strands and offices provide support.

### **DepEd School Calendar**

contains implementing guidelines and list of activities to be followed throughout the school year.

### **Discipline**

The practice of teaching or training a person to obey rules or a code of behavior in both the short and long terms.

### **Elementary School**

The first part of the educational system that includes the first six years of compulsory education after compulsory pre-school education called Kindergarten.

### **Junior High School**

The first part of the secondary level of education that covers four years from Grades 7 to 10. This level is compulsory and free to all learners attending public schools.

### **Learner Behavior**

This refers to the learner's manner of conducting himself/herself involving action and response to stimulation. It emphasizes the crucial link between the way in which learners learn and their social knowledge and behavior.

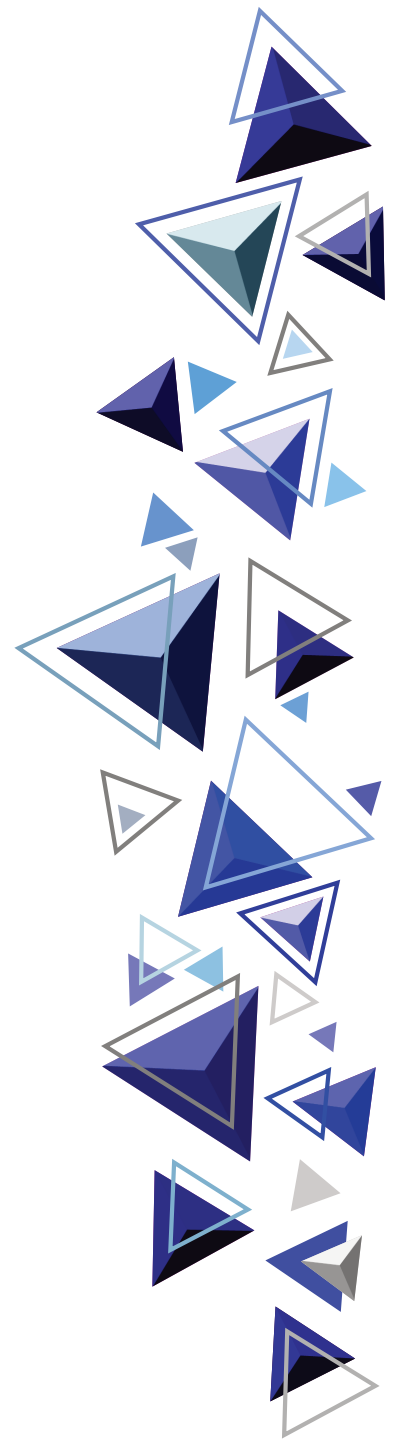
### **Learning-Focused Environment**

This refers to a classroom atmosphere that encourages maximum learner participation free from disruptions by unpleasant learners' behavior.

### **Learning Center (LC)**

A physical space to house learning resources and facilities of a learning program for out-of-school youth and adults. It is a venue for face-to-face learning activities and other learning opportunities for community development and improvement of the people's quality of life.

<b>Mandate</b>	an obligation enforced by law.
<b>Mission</b>	a declaration of an organization's core purpose and focus that is normally unchanged over time.
<b>Office of the Secretary (OSec)</b>	The office that provides overall leadership and direction at the national level.
<b>Positive and Non-Violent Discipline</b>	This involves constructive discipline through non-violent, respectful and diplomatic means. It is a way of disciplining a learner or managing learner behavior through dialogue and counseling. It avoids the use of punishment such as spanking, verbal abuse and humiliation.
<b>Punishment</b>	An action (penalty) that is imposed on a person for breaking a rule or showing improper conduct.
<b>Rationalization</b>	a move to transform the Executive Branch into a more effective and efficient government that aims to focus government efforts on its vital functions and channel government resources to these core public services and improve the efficiency of government services, within affordable levels, and in the most accountable manner.
<b>School</b>	an educational institution, private and public, undertaking educational operation with a specific age-group of pupils or learners pursuing defined studies at defined levels, receiving instruction from teachers, usually located in a building or a group of buildings in a particular physical or cyber site.
<b>Strategic Direction</b>	a course of action that leads to the achievement of organizational goals.
<b>Strategic Management</b>	The strand that enables the organization to focus on long-term directions and interface with the internal and external environment and stakeholders.
<b>Values</b>	are the principles the Department adheres to in pushing the programs into action.
<b>Vision</b>	an aspirational description of what an organization would like to achieve or accomplish. It is intended to serve as a clear guide for choosing current and future courses of action.





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The resources listed can also be found in the TIP repository folder that can be accessed through this link: <https://drive.google.com/drive/folders/1UEnwl5TUJBDz4PAM0igc3UWMfJNG75o?usp=sharing>

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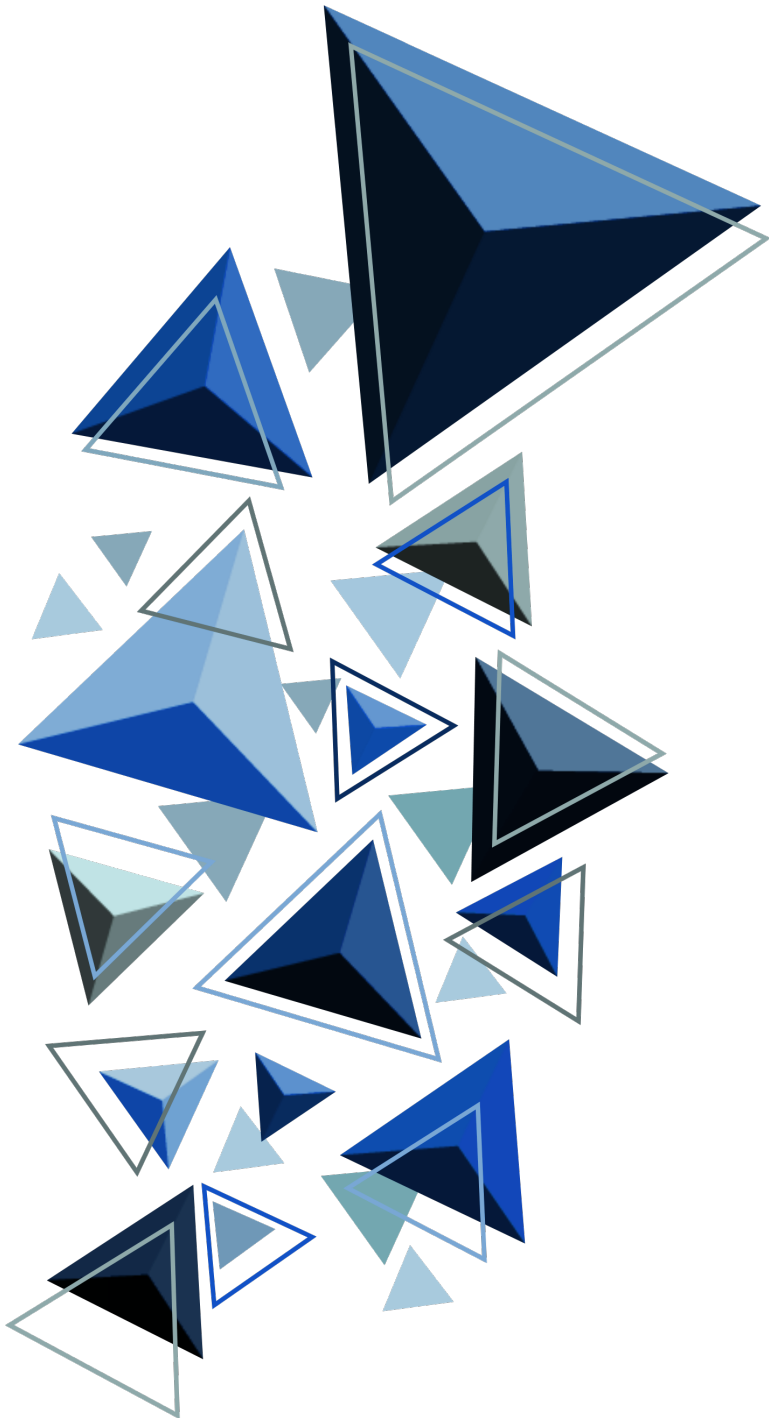
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## Acknowledgments

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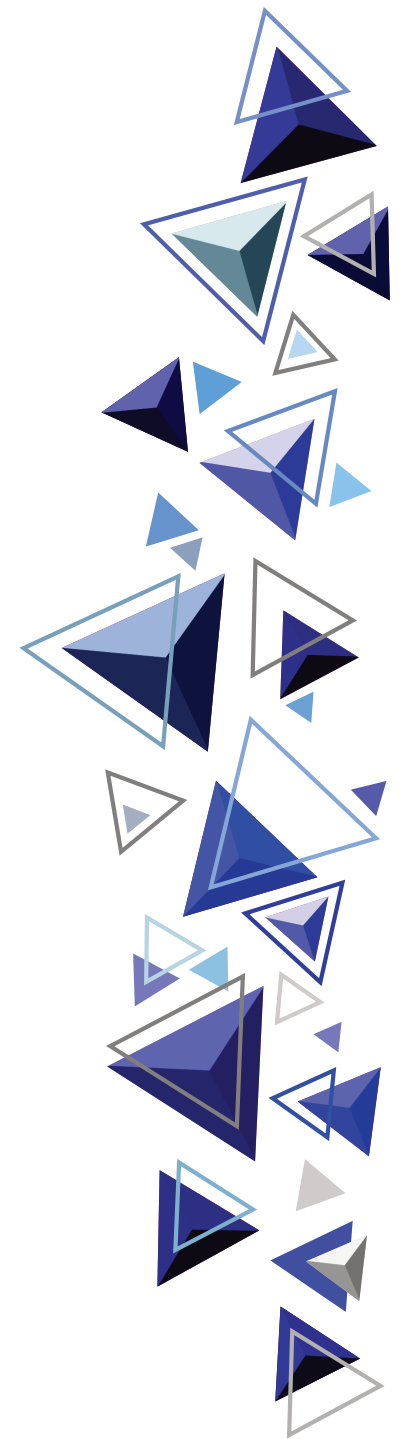
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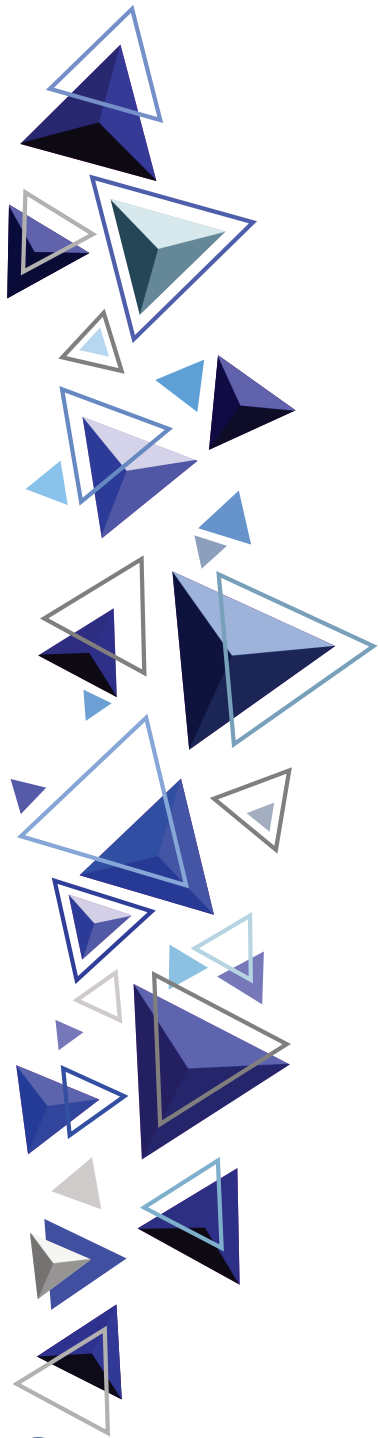
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