

Teacher Induction Program (TIP)

CORE COURSE 4

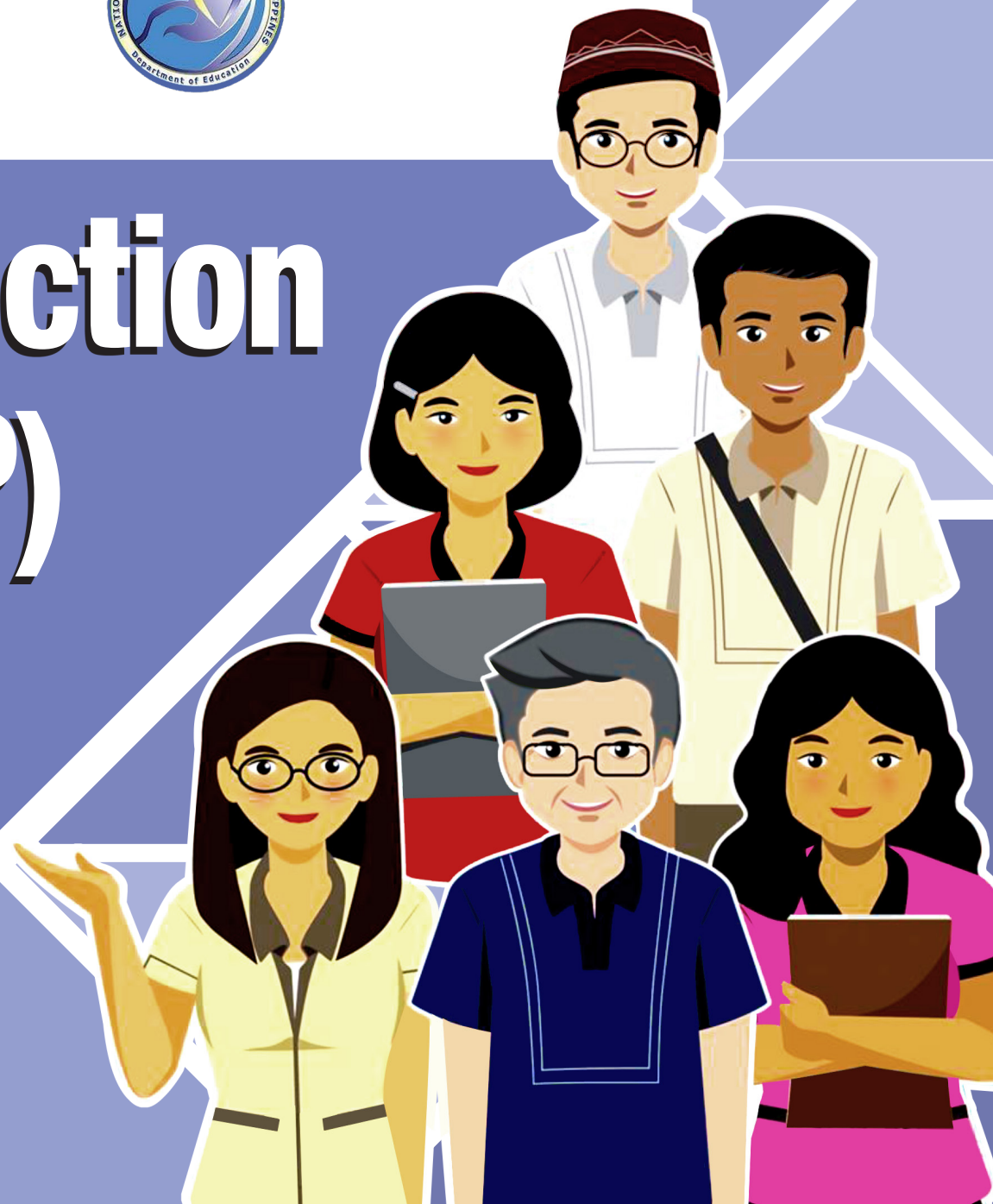
Translating the Curriculum into Classroom Practice

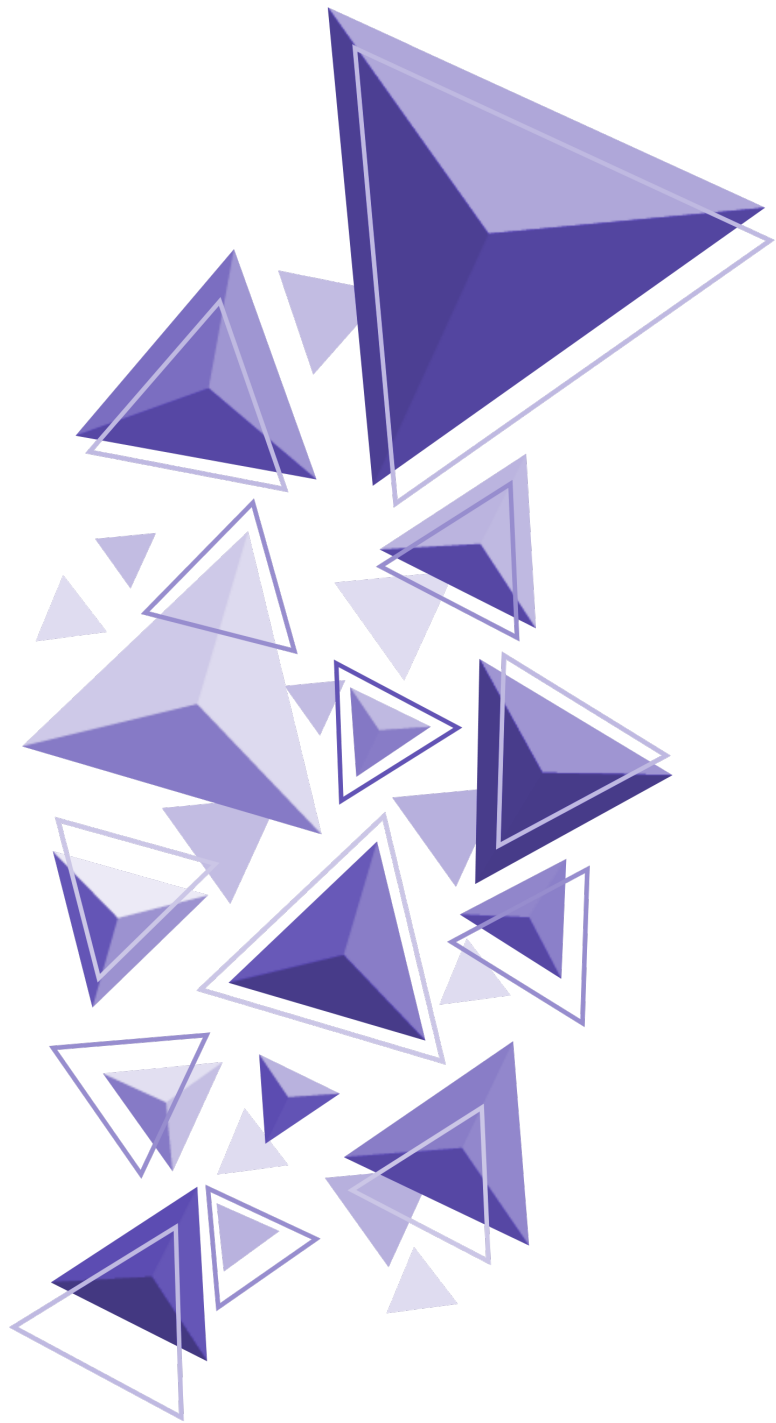
in collaboration with



Philippine National Research Center for Teacher Quality

Australian Aid





Course 4 Responding to Community Contexts

Introduction

WELCOME TO COURSE 4 of the Teacher Induction Program. This course will guide you towards building relationships with the wider school community to facilitate its involvement in the learning process. It will help you better understand the school community's context and contextualize the teaching and learning practices. This course will also guide you to comply with the policies and procedures to foster harmonious relationships with learners, parents, and stakeholders.

Intended Course Learning Outcomes

1. Build relationships with parents/guardians and the wider school community to engage them in the educative process (6.2.2)
2. Maintain learning environments that are responsive to learners' needs based on the wider school community contexts (6.1.2)
3. Comply with and implement school policies and procedures to foster harmonious relationships with learners, parents, and other stakeholders (6.4.2)
4. Plan and deliver teaching strategies that are responsive to the needs of learners in difficult circumstances (3.4.2)
5. Adapt and use culturally appropriate teaching strategies to address the needs of learners from specific community contexts, including learners from indigenous groups (3.5.2)

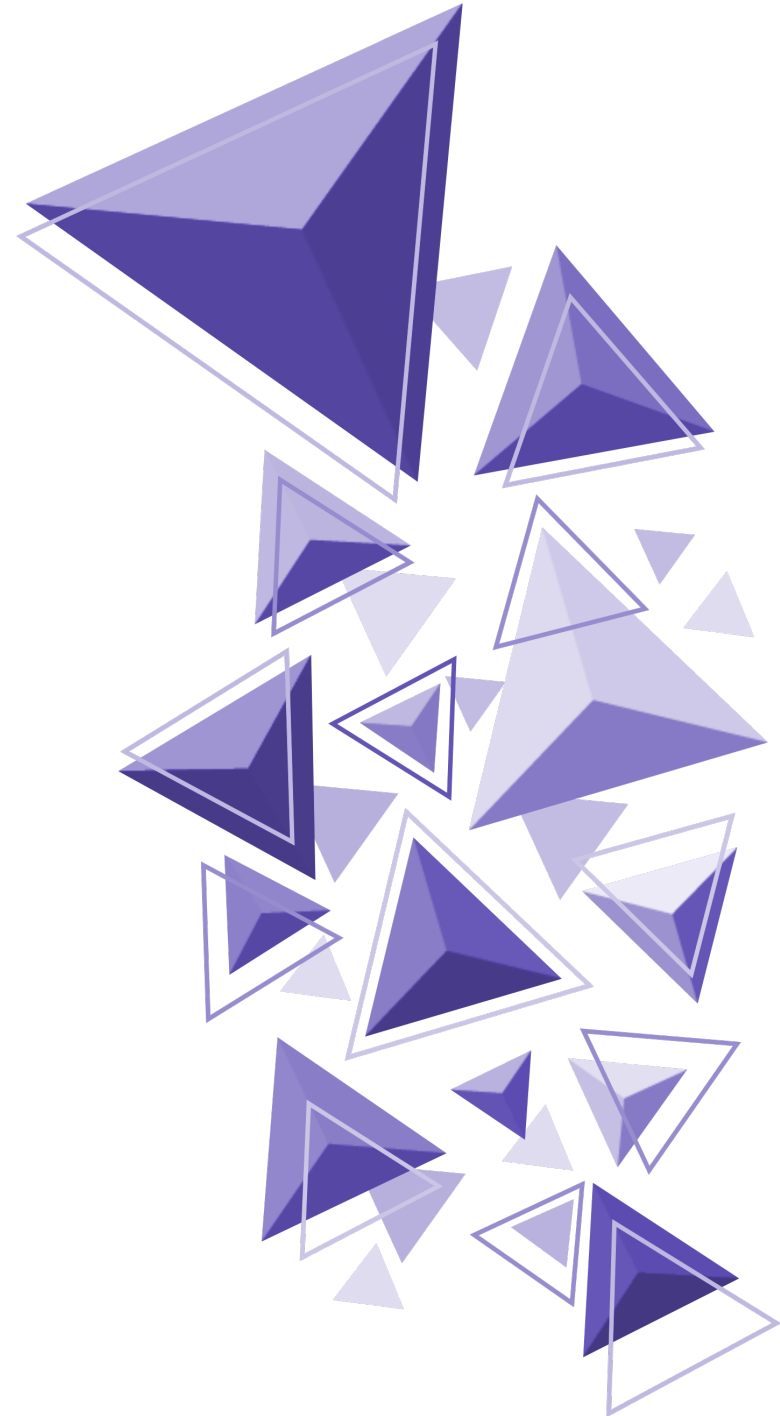
Course Outline:

Module 1: Building Relationships with the Wider School Community

Module 2: Teaching with the Context in Mind

Estimated time required: 4 hours

Portfolio Output: Action Plan (Module 1, Session 1)





Module 1 – Teaching with the Context in Mind

Intended Module Learning Outcomes:

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

1. plan and deliver contextualized/localized/indigenized teaching strategies that are responsive to the needs of learners under difficult circumstances; and
2. adapt and use culturally appropriate teaching strategies to address the needs of learners from specific community contexts, including learners from indigenous groups, through contextualization, localization, and/or indigenization.

Module Outline

Session 1: Legal Anchors of Contextualization

Session 2: Teaching Contextually

Session 3: The REACT Strategy

Estimated Time Required: 2 hours

Required Tasks:

- Scenario Analysis
- Think-pair-share
- Formative assessments

Required Resources

- DepEd Order No. 43 s. 2013 on Implementing Rules and Regulations (IRR) of Republic No. 10533
- DepEd Order 32, s. 2015 on Indigenous Peoples Education Curriculum Framework
- DepEd Order no. 42 s. 2017 on National Adoption and Implementation of the Philippine Professional Standards for Teachers (PPST).

Session 1 – Theoretical and Legal Anchors of Contextualization

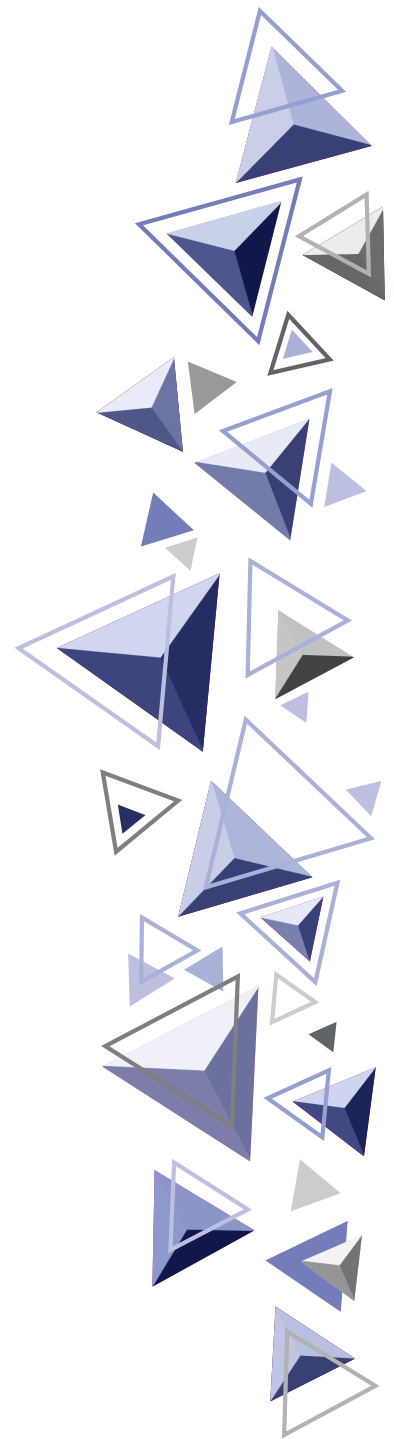
Prior Knowledge Assessment

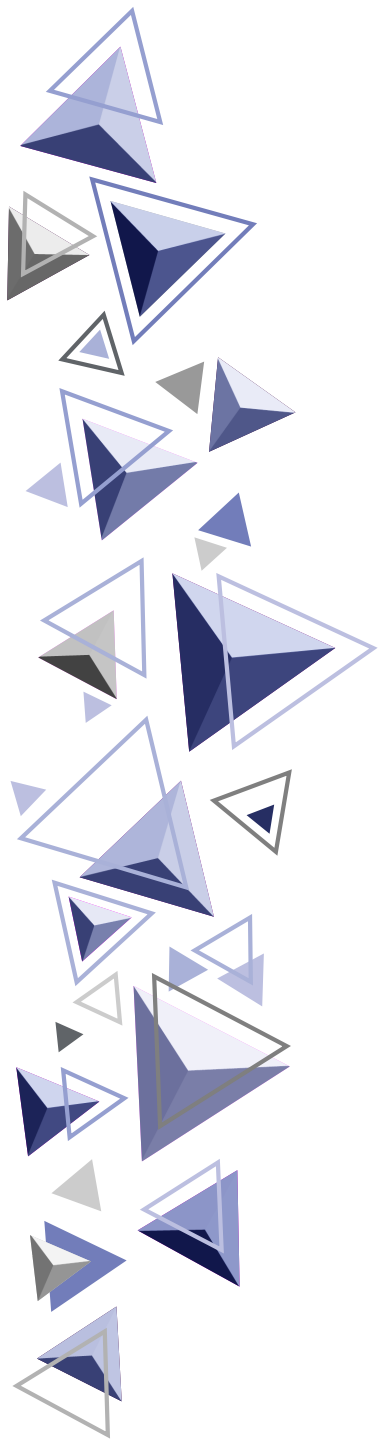
Below are statements about contextualization. Determine whether the statements are True or False.

Statements	Answers	Feedback
1. Learners relate better to concrete, tangible examples and experiences than to abstract conceptual models.		
2. Action learning is based on the premise that learners will learn from their mistakes and/or learn from one another.		
3. Contextualization is a degree of localization.		
4. When you incorporate activities that are related to the actual situation in the community and you utilize materials that are available in the locality of the school, you are already indigenizing.		
5. Contextualization is one of the main features of the K to 12 Curriculum.		
6. DepEd mission highlights that the curriculum shall be flexible enough to enable and allow schools to localize, indigenize, and enhance the curriculum based on their respective educational and social contexts.		
7. Contextualization is also one of the provisions in Republic Act 10533 or the Enhanced Basic Education Act of 2013.		
8. Zone of Proximal Development (ZPD) is the gap between what is known and what is being learned.		
9. Contextual learning should be an integrated learning process of problem-solving learning and work-based learning to encourage and stimulate a higher-level thinking.		
10. Situational learning is based on the premise that learning requires action and action requires learning.		

Key Topic 1: Legal Bases of Contextualization

Contextualization is one of the main features of the K to 12 Curriculum. When you plan for your lessons, make sure that the examples, activities, songs, poems, stories, and illustrations are based on local culture, history, and reality. This makes the





lessons relevant to the learners and easy to understand. Students acquire in-depth knowledge, skills, values, and attitudes through continuity and consistency across all levels and subjects. Discussions on issues such as Disaster Risk Reduction (DRR), Climate Change Adaptation, and Information and Communication Technology (ICT) are included in the enhanced curriculum.

There are legal documents that you need to be knowledgeable about to fully understand contextualization.

1. The 1987 Philippine Constitution particularly Article XIV Section 14 resonates with contextualization.
2. The Republic Act 10533 or the Enhanced Basic Education Act of 2013 has a provision on contextualization.
3. The Department of Education's Mission statement which highlights contextualization.

The K to 12 curriculum framework underscores the significance of context in implementing the curriculum. This will later on transcend to the teaching and learning delivery. Through contextualization, you relate the curriculum to particular settings, situations or areas of application to make competencies relevant, meaningful and useful to the learners.

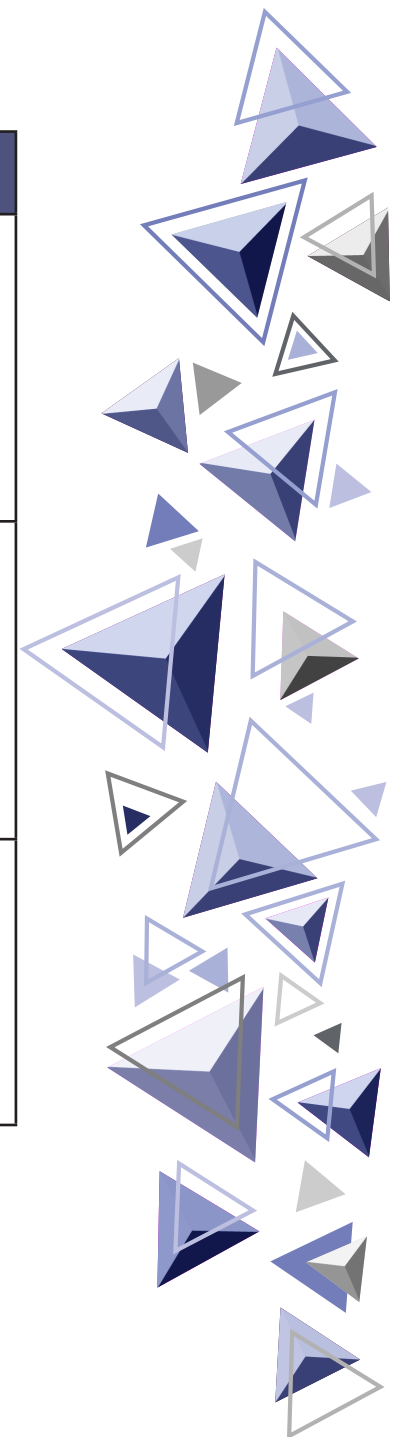
When you incorporate activities that are related to the actual situation in the community and you use materials that are available in the locality of the school, you are already contextualizing. There are different degrees in contextualization – localization and indigenization. You will learn more about this in the next session.

Read and understand the following clipped legal documents. Take note of the provisions of each legal basis. Share your understanding with your colleagues and mentor teacher.

Required Task 2: Think-Pair-Share

Using the legal bases supporting the practice of contextualized teaching, write down the phrases and clauses referring to contextualization. Discuss them with your co-newly hired teacher/s or mentor. Use the template below.

Legal Basis	Statements/phrases highlighting Contextualization	Feedback from the mentor	Insights during the Sharing
1. Article XIV Section 14 1987 Philippine Constitution	<i>Culture- based – The State shall foster the preservation, enrichment, and dynamic evolution of a Filipino national culture based on the principle of unity in diversity in a climate of free artistic and intellectual expression.</i>		
2. Republic Act 10533 Enhanced Basic Education Act of 2013	<i>The curriculum shall be contextualized and global</i> <i>The curriculum shall be flexible</i> <i>Based on their respective educational and social contexts</i>		
3. DepEd’s Mission	<i>Culture-based</i> <i>Family, community and other stakeholders are actively engaged</i>		





Key Topic 2: Contextualization in the K to 12 Curriculum

Did you know?

For more than a century, educators and research practitioners have been discussing the role of experience in education. That discussion still remains a part of John Dewey's work of the early 20th century. Although experience and context are closely related terms, the relationship between them provides some guidance on how each can be used to inform an understanding of the other. This session will help you embrace contextualization for successful teaching. Knowing the K to 12 curriculum standards allows the teachers to make their teaching contextualized. Prior to the start of the school year, unpacking of competencies helps the teachers to identify lessons and topics to be contextualized for better learning outcomes.

Contextual Teaching and Learning (CTL) incorporates several existing theories and it is based on sound pedagogical practices. In their article, Contextual Teaching and Learning for Practitioners, Hudson and Whisler (2007) explain three theories that form the basis of CTL. These three underlying theories support Contextualized Teaching Learning that will help the teachers make sound pedagogical practices.

- 1. Connection Theory** - Contextual teaching is all about helping learners make connections between the content they are learning and the context in which it will be used. Learners must first be made aware of how the work they are doing, depends on the skills that they already have. Vygotsky, as cited in Hudson et.al., (2007, p. 54-58) refers to this as the "gap between what is known and what is being learned, the Zone of Proximal Development (ZPD)." Learners draw from previous experiences to give new meaning to what they are learning. Hudson

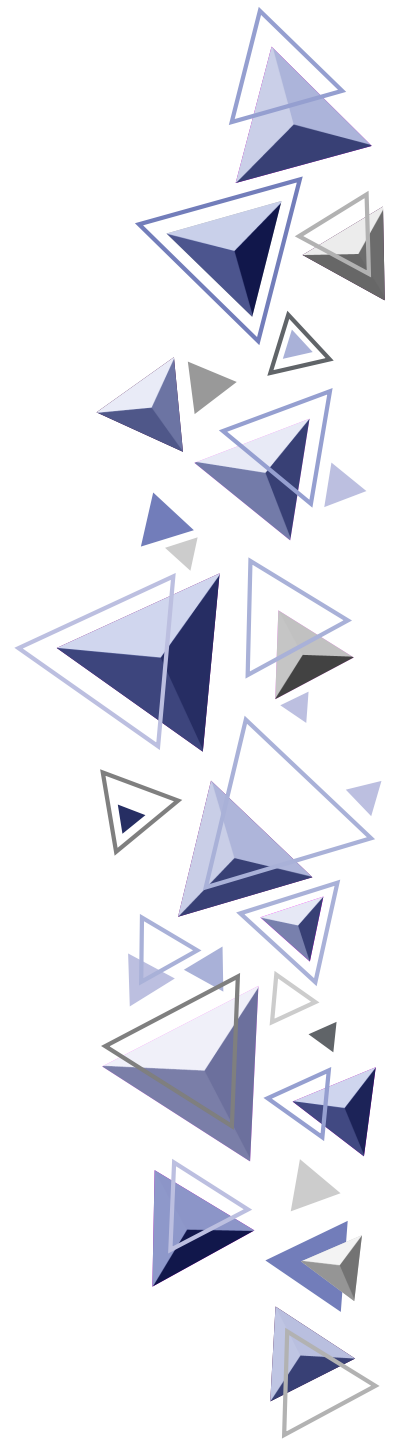
and Whisler (2007, p.54-58) noted that the ideal connection process would be three-fold. Learners review what they already know related to the new concept; they learn about and practice the new concept; and they tie what they have learned to a real-life scenario.

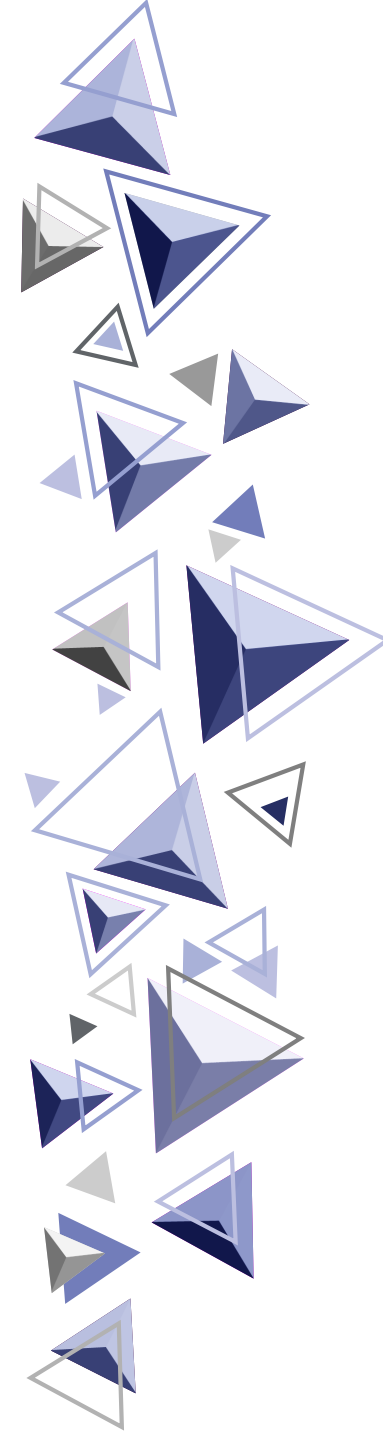
- 2. Constructivist Theory** - Contextual teaching helps to promote authentic learning and increases learners' success by allowing them to make connections as they construct new knowledge. In contextualized learning, learners use the new information they have learned and organize and combine it with information they already have so that it makes sense to them. Learners are active constructors of knowledge.
- 3. Active Learning Theory** - Chickering and Gamson, as cited in Hudson and Whisler, (2007, p. 54-58) emphasized that contextual learning should be an integrated learning process of problem-based learning and work-based learning to encourage and stimulate a higher-level thinking. Active learning, or learning by doing as it is also called, divides active learning in three categories:
 - a. Action learning** is based on the premise that learning requires action and action requires learning.
 - b. Situational learning** because learning knowledge and skill are taught in the context of how it will be used in real-world situations.
 - c. Incidental learning** is based on the premise that learners will learn from their mistakes and/or learn from one another.

Required Task 1: Scenario Analysis

In reference to the theories presented, identify and explain the theory reflected in each of the following classroom practices. Complete the task together with your mentor and/or colleagues.

Scenario	Answer	Feedback of Mentor	Insights Gained
<p>Mario, a kindergarten pupil, is learning how to read and write. He knows the alphabet letters, but cannot read or write words yet. No matter how much guidance was given, he could never read on his own. With Teacher Roselle’s help, Mario can now read and write short words like “at,” “boy” and “dog”.</p> <ul style="list-style-type: none"> a. Connection Theory b. Constructivist Theory c. Active learning 			
<p>In a carpentry class, Teacher Bryan provided this activity: “You have been hired as a carpenter to help renovate a family room. The contractor asked you to submit a cost estimate for the base molding (baseboard) around the room. You will need to include the following in your estimate:</p> <ul style="list-style-type: none"> i. the type of wood and style of olding you will use ii. the number of pieces and what lengths will be purchased iii. the cost per foot iv. the total cost of molding needed for the family room <p>In determining the cost, you will need to measure the room and make a scale drawing of the floor plan showing fireplaces, doors, and other objects that may affect the lengths of the base molding you choose to install.</p> <ul style="list-style-type: none"> a. Connection Theory b. Constructivist Theory c. Active learning 			



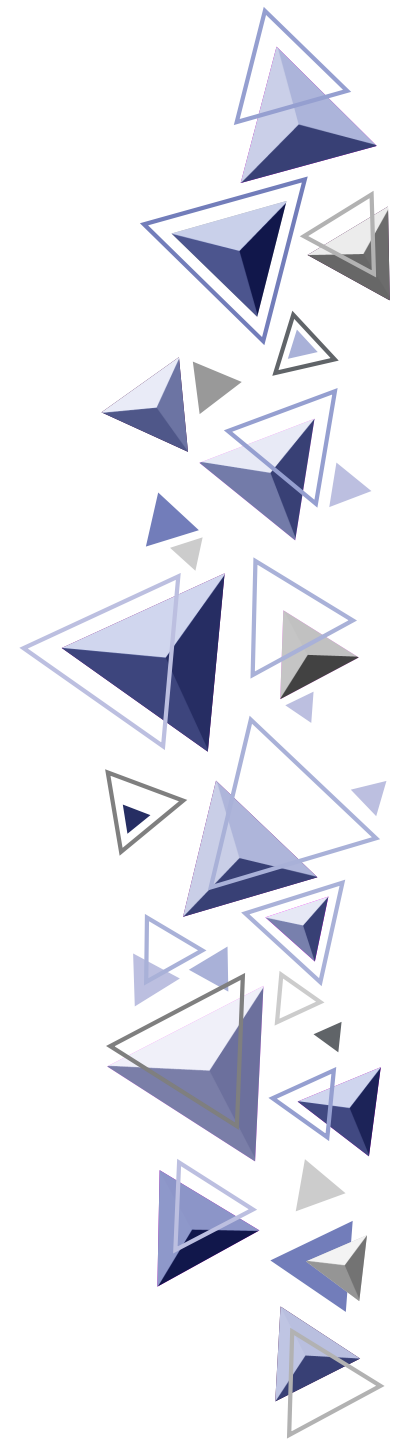


Scenario	Answer	Feedback of Mentor	Insights Gained
<p>In the Chemistry class of Teacher Paul, he showed a candle. He explained the composition and function of the candle. Later on, he asked the learners how the flame is produced and how the candle works. He encouraged the learners to discover for themselves how the candle works. They do this first by making simple observations, from which they later build ideas and hypotheses which they then go on to test. At the end, the learners successfully understand the components of combustion, an important chemistry topic.</p> <ul style="list-style-type: none"> a. Connection Theory b. Constructivist Theory c. Active learning 			

Now from the scenarios above, what is common? In teaching, you should always consider the context of your learners. You need to relate the topic or lesson to your learners. In this case, you are teaching contextually.

Summary

- Contextualization is reflected in the following legal documents:
 - Article XIV Section 14 of the 1987 Philippine Constitution
 - Republic Act 10533 or the Enhanced Basic Education Act of 2013
 - DepEd's Mission
- Contextualization is a major curriculum thrust of the K to 12 Curriculum.
- Contextualized Teaching and Learning (CTL) is anchored in these theories:
 - Connection Theory
 - Constructivist Theory
 - Active Learning Theory
- The convergence of learning theories suggests similar methods for more effective teaching and learning.





Session 2 – Teaching Contextually

Key Topic 1: Teaching Contextually

As a newly-hired teacher, can you incorporate contextualization in your teaching? Is it easy for you to think of activities that learners can easily relate with? Can you exert more effort in understanding the biographical-historical, and cultural background of your learners and the school community? Can you go beyond your limitations for the learners to appreciate the lessons more? Read the following key concepts on contextualization.

Are you teaching contextually?

Is there a best way to teach so that all learners can remember and utilize all information? How can a teacher discuss the topic effectively? How can a teacher teach contextually? These are the questions that confront teachers every day to ensure learning is happening according to the contexts of the learners. Teachers serve a diverse student population. This means that it is important for the teachers to understand the context of their learners and what life experiences they bring in the teaching-learning process. Students' learning styles, their background information and the different theories on learning will help teachers to communicate properly with learners and eventually build their trust.

Contextualized teaching is highlighted in an online article in Center for Occupational Research and Development (CORD) (2016) and recognizes the following:

1. Learning is a complex, multi-faceted process that goes beyond drill-oriented, stimulus-and-response methodologies

2. Learning occurs when learners process new information in such a way that makes sense to them in their own frame of reference.
3. The mind naturally seeks meaning in context, in relation to a person's environment, doing so by searching for relationships that make sense and appear useful.

How to Contextualize?

Contextualization is the process of matching the curriculum content and instructional strategies relevant to learners. (Deped Order no. 35, s. 2016) It happens when a teacher encourages design of learning environments that use multiple teaching modalities and incorporate different forms of learning experiences. You allow learners to discover meaningful relationships between abstract ideas and real-world applications. Students are exposed to discovery learning, reinforcement and modelling, and problem solving. While teaching is progressing, you as a teacher provide ongoing feedback that promotes further learner interaction with the content. This will enable the learners to be engaged and motivated to do well in the class.

The degree of contextualization may be described and distinguished into Localization and Indigenization.

Localization refers to the process of relating learning content specified in the curriculum to local information and materials in the learners' community. Localization happens when a learning content is taught using the local information and local materials. A teacher starts the lesson by using the examples in the locality and making instructional materials from the local materials are just ways on how to localize. **Indigenization** refers to the process of enhancing the curriculum competencies, education resources, and teaching-learning processes in relation to the bio-geographical, historical, and socio-cultural context

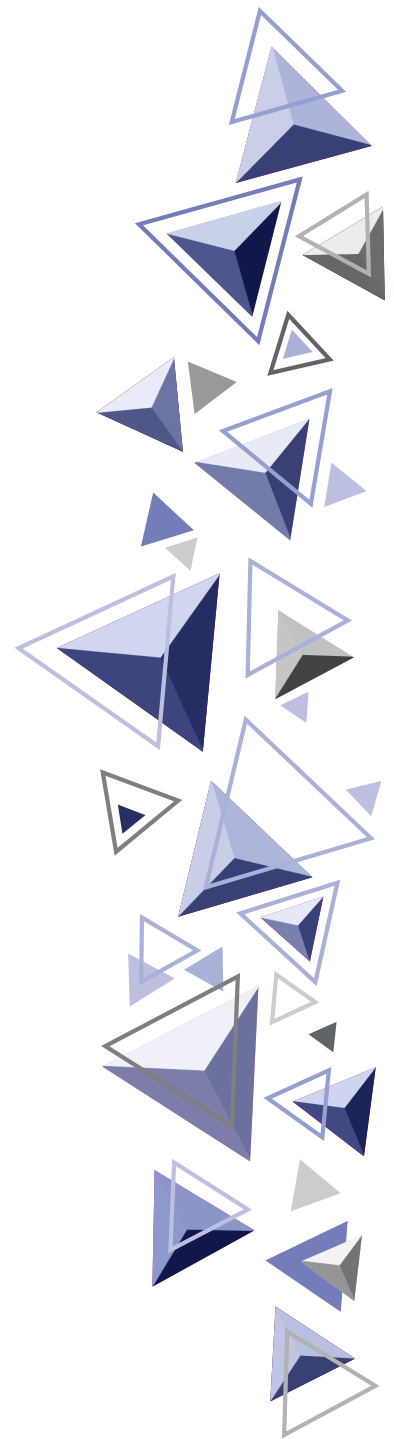
of the learners' community. Indigenization involves the enhancement of the curriculum framework, curriculum design, and learning standards of subject areas, guided by the standards and principles adhered to by the national curriculum.

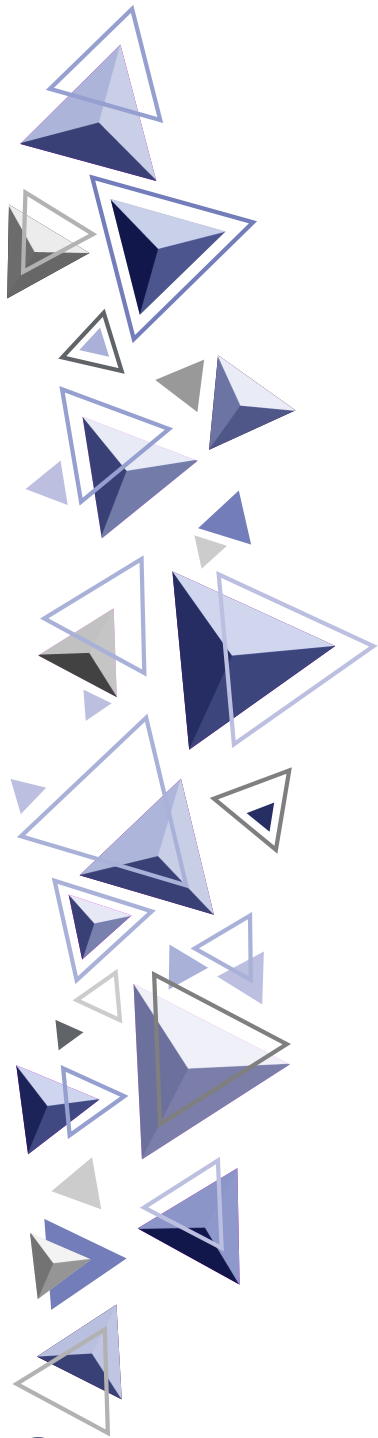
When you use either of the two you are already contextualizing. When you localize, you use information and materials in your learner's community but when you indigenize, you enhance competencies in the curriculum, the resources, and the teaching learning processes so that they suit the context of the learners' community.

Required Task 1

Give your comments on the following situations. Discuss them with your colleagues.

Topic	Scenario	Localization or Indigenization?	Insights
Visualize the ratio of two given numbers	Teacher Rommel used easily observable examples of ratio in the community such as one jeep, 4 wheels; one <i>kariton</i> , 2 wheels, one tricycle, 3 wheels	Localization Indigenization	
	Teacher Mary Ann presented the lesson by mentioning community activities or cultural practices that inherently use the concept of ratio like bringing sacks of rice to markets using carabao (one carabao to the number of sacks)	Localization Indigenization	
Identify elements of a short story	Teacher Melody instructed her learners to interview the chieftains in the villages of the learners and asked for stories of origin depicting their culture	Localization Indigenization	
	Teacher Hanadee presented the elements of a short story using a local legend "Ang Alamat ni Daragang Magayon"	Localization Indigenization	
Identify star patterns that can be seen at particular times of the year	Teacher Ailyn mentioned the community's name for prominent stars while retaining the use of the Greek constellations	Localization Indigenization	
	Teacher Lester discussed the community's own calendar of star patterns and its background before discussing the Greek constellations	Localization Indigenization	



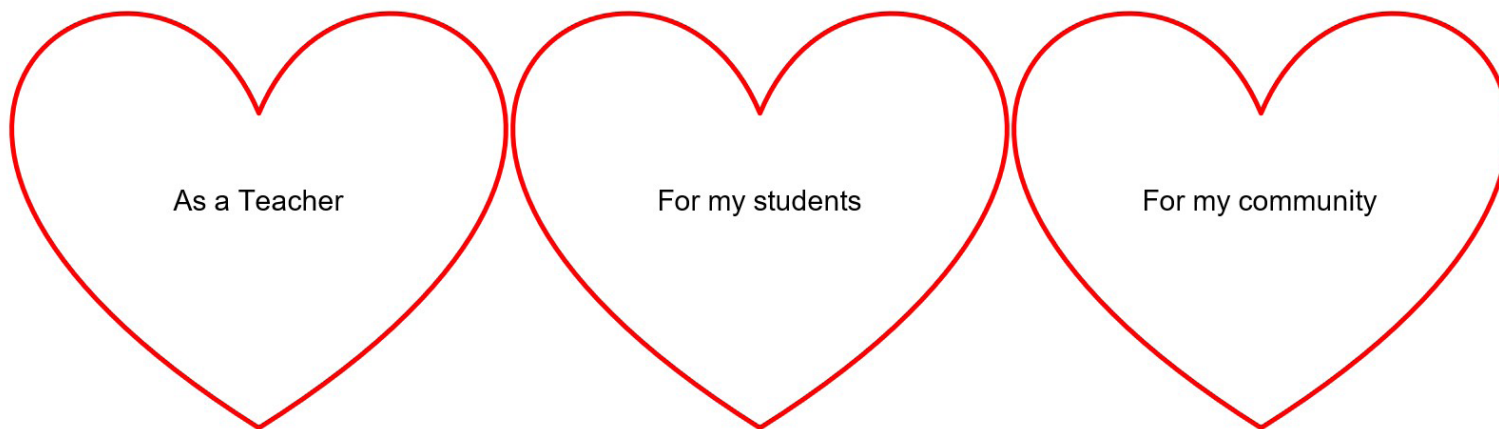


Required Task 1: Tell whether the following situations illustrate Localization or Indigenization.

Situations	Answer	Feedback
<p>1. The barangay will be having its annual fiesta. Teacher Marilou requested her students in TLE to create a business plan using the concepts discussed. The business plan is a requirement for the learners to be allowed to participate in the bazaar on the day of the fiesta.</p>		
<p>2. “Inutak” is a native delicacy of the people of Taguig and Pateros. The dish is a reflection of the early customs of the local inhabitants of Taguig and Pateros. Teacher Arnel together with his students in Araling Panlipunan will conduct a research on this. He instructed his students to interview some prominent native residents of the area and ask questions about the relationship of culture and the dish.</p>		
<p>3. In the ICT class of Teacher Rodel, after discussing video and animation, he instructed his students to produce an online advertisement using the famous local products and delicacies in their place.</p>		
<p>4. Teacher Diane is teaching in a provincial school. In her English Class, one of the activities was the reading of the short story “How My Brother Leon Brought Home a Wife” As a priming activity, she asked the learners to share their traditional customs.</p>		
<p>5. After learning the elements of a play, the class is tasked to perform a stage play for the upcoming fiesta. The story of the play revolves around a local hero during World War II named Jose Ozamis.</p>		

Required Task 2: Reflection

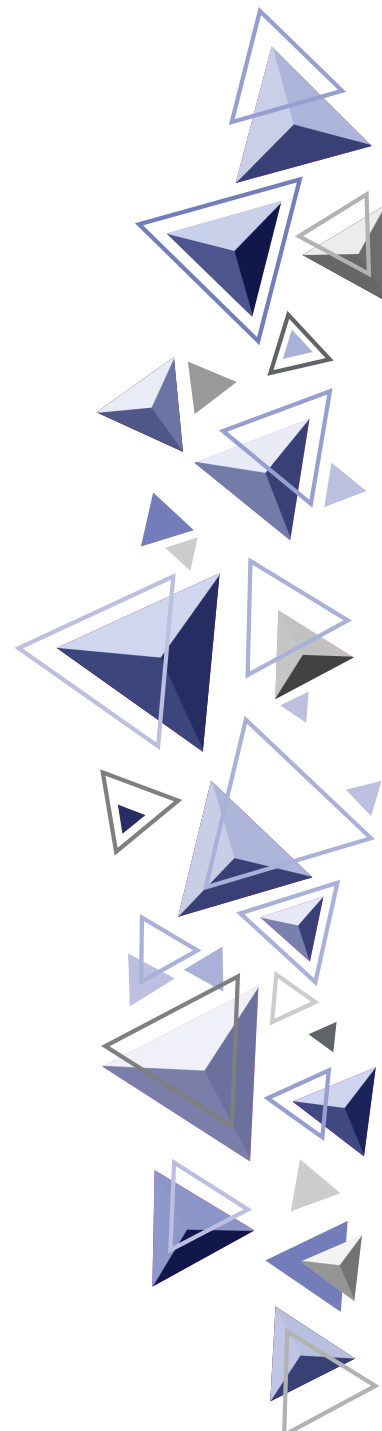
Create your #Commitment that manifests the significance of contextualization to you as a teacher, for your learners, and to the community. Write it down in the hearts below and discuss your answers with a co-newly hired teacher or mentor.



As a Teacher

For my students

For my community





Summary

- Contextualized teaching empowers teachers to make learning meaningful for the learners.
- Contextualization has two degrees namely localization and indigenization.
- Localization refers to the process of relating learning content specified in the curriculum to local information and materials in the learners' community.
- Localization happens when a teacher incorporates the following in the learning content:
 - local information
 - local materials
- Indigenization refers to the process of enhancing the curriculum competencies, education resources, and teaching-learning processes in relation to the following:
 - bio-geographical;
 - historical; and
 - socio-cultural context of the learners' community
- Indigenization enhances the curriculum framework, curriculum design, and learning standards of subject areas, guided by the standards and principles adhered to by the national curriculum.

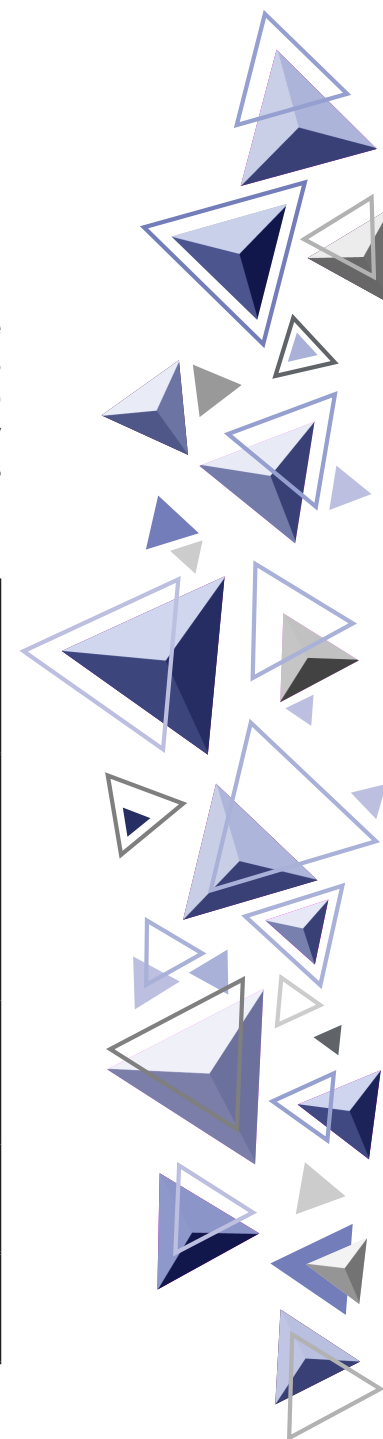
Session 3 – REACT Strategy

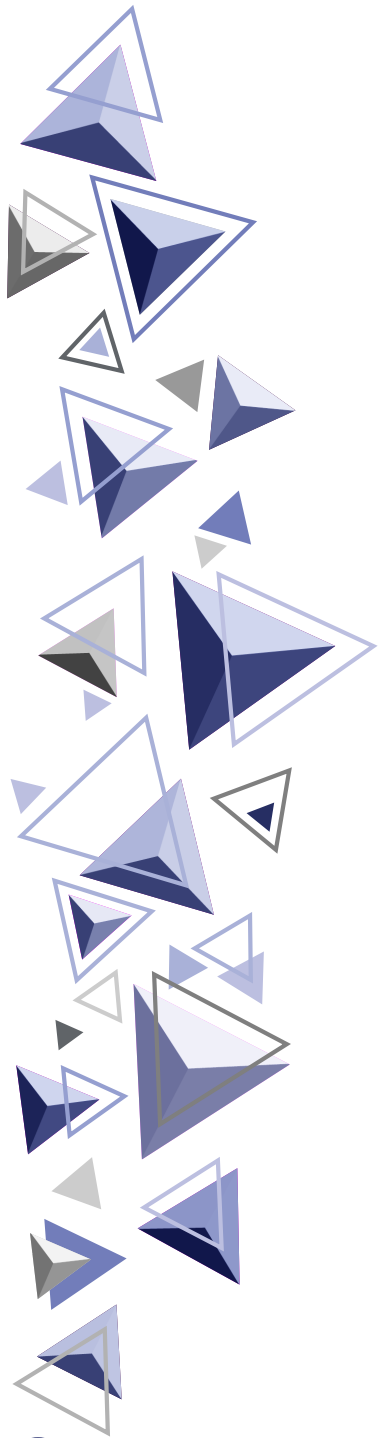
Key Topic1: The REACT Strategy

The Center for Occupational Research and Development (CORD) advocates a constructivist approach to teaching that incorporates five essential learner engagement strategies- the REACT strategy. REACT stands for Relating, Experiencing, Applying, Cooperating, and Transferring. The strategy allows the learners to learn, retain, and apply

information. Teachers use REACT strategies to ensure active participation of the learners. Teachers guide the learners to observe and record data, to communicate effectively, to build new skills and to finish the learning activity individually and as a group. The detailed explanation of the strategy is presented below.

Relating	Learning in the context of life experience, or relating, is the kind of contextual learning that typically occurs with very young children. With adult learners, however, providing this meaningful context for learning becomes more difficult. The curriculum that attempts to place learning in the context of life experiences must, first, call the student’s attention to everyday sights, events, and conditions. It must then relate those everyday situations to new information to be absorbed or a problem to be solved.
Experiencing	Learning in the context of exploration, discovery, and invention –is the heart of contextual learning. However, motivated or tuned-in learners may become as a result of other instructional strategies such as video, narrative, or text-based activities, these remain relatively passive forms of learning. Learning appears to “take” far more quickly when learners are able to manipulate equipment and materials and to do other forms of active research.
Applying	Concepts and information in a useful context often project students into an imagined future (a possible career) or into an unfamiliar location (a workplace). This happens most commonly through text, video, labs, and activities, and these contextual learning experiences are often followed up with firsthand experiences such as plan tours, mentoring arrangements, and internships.
Cooperating	Learning in the context of sharing, responding, and communicating with other learners, is a primary instructional strategy in contextual teaching. The experience of cooperating not only helps the majority of students learn the material, it also is consistent with the real-world focus of contextual teaching.
Transferring	Learning in the context of existing knowledge, or transferring, uses and builds upon what the student has already learned. Such an approach is similar to relating. Students develop confidence in their problem-solving abilities if we make a point of building new learning experiences on what they already know.





Required Task 1: Pre-assessment Activity

Before you undergo this session, take this pre-assessment activity. Determine whether the statement is stating a fact or not. Write TRUE if the statement is a fact and FALSE if not.

Statement	Answer	Feedback
1. Teachers can use the REACT Strategy in localizing the lesson.		
2. When learners take what they have learned and apply it to new situations and context, the transferring stage happens.		
3. Experiencing happens when learners solve problems as a team to reinforce knowledge and develop collaborative skills.		
4. Understanding real-world connections to course content increases student engagement which often leads to increased persistence and successful transitions.		
5. For learning to happen, the teacher allows the learners to discover meaningful relationships between concrete ideas and real-world application.		

Required Task 2

Now to fully understand REACT Strategy, read the following Classroom Observation Notes by a Master Teacher to Teacher Romano in his Science Class. Then answer the questions that follow with your colleagues and mentor.

Teacher Romano discussed “Introduction to Photosynthesis—Converting Sunlight to Food”.

He mentioned that for today’s class he will be using the REACT Strategy.

For this topic, his anticipated learning outcome is that the students will be able to describe the process and outcomes of photosynthesis and variables affecting it and relate the concepts of photosynthesis to other biological systems.

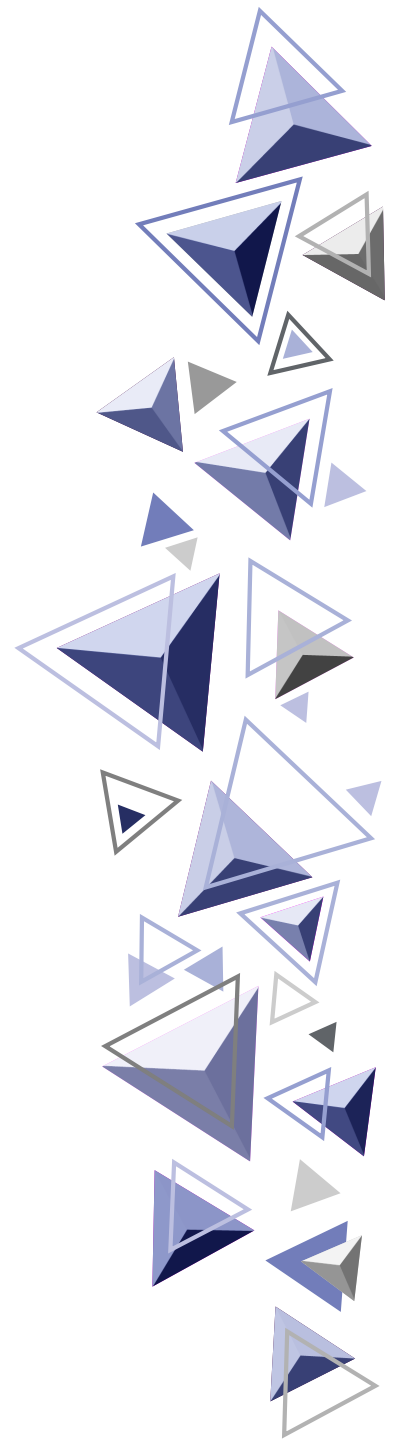
During his class, he showed different leaves that have fallen inside the school premises. He mentioned that the leaves have changed pigmentation and chlorophyll production stopped. He further introduced the topic by defining the following terms: pigmentation, chlorophyll, carotenes and other vocabularies.

The students performed an activity: Cover one leaf on a green plant with gauze, foil, or clear plastic wrap; Note the effects (The lab results should be discussed as a class and be followed by an explanation of the chemical processes involved; thriving vs. non-thriving plant characteristics and variables, etc.)

After the activity the teacher said “Assume you are a greenhouse technician. You are having trouble with plant vitality. Applying what you know about photosynthesis, troubleshoot the problem. Research and propose adjustments of shade (light intensity variable), light duration, watering, fertilizer application, temperature, humidity and ventilation to remedy the problem. Is the problem really due to a disturbance in photosynthesis or is there some other probable cause?” He then assigned specific problems—leaf yellowing, leaf dropping, wilt, brown spots, etc. to each student pair. Students will work in pairs to complete lab research activity and internet research activity. The pair will create and submit a lab journal together but each student will be responsible for writing his/her own research report.

The teacher mentioned that since it is a biology class rather than a botany or soil science, he will require the students to do a deeper exploration of chemical and environmental processes. As an additional activity, he asked the students to compare animal nutrition and associated organelles.

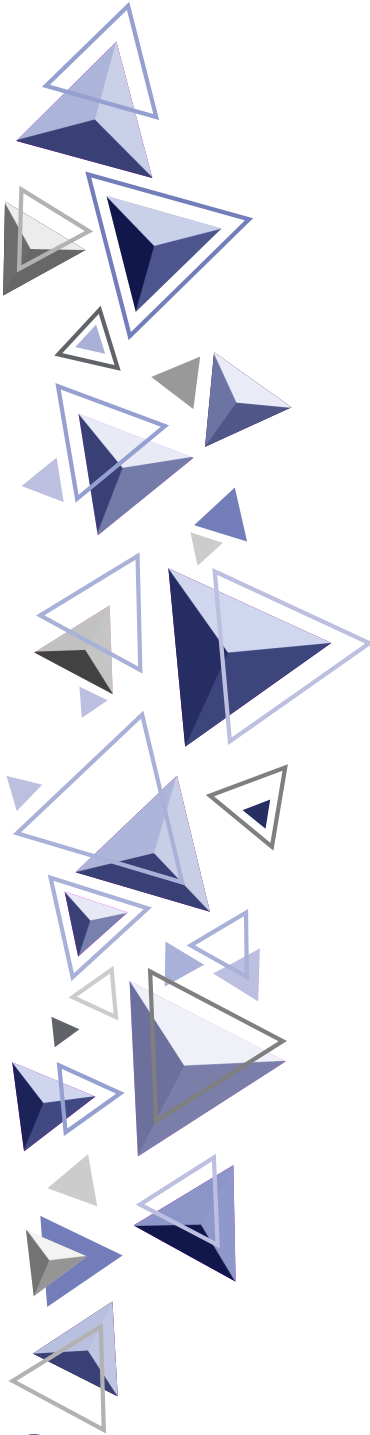
The class ended with a short recall quiz.



Now challenge your understanding by answering these questions together with your colleagues and mentor.

Discussion Questions	Answers	Feedback
Did Teacher Romano utilize contextualization?		
What degree of contextualization is presented in the sample lesson?		
Which part in Teacher Romano’s lesson showed the REACT Strategy? Outline the portions that demonstrated the REACT strategy.		
Was the anticipated learning outcome realized through the REACT Strategy?		
As a teacher, can you replicate any lesson or topic using the REACT Strategy? How?		

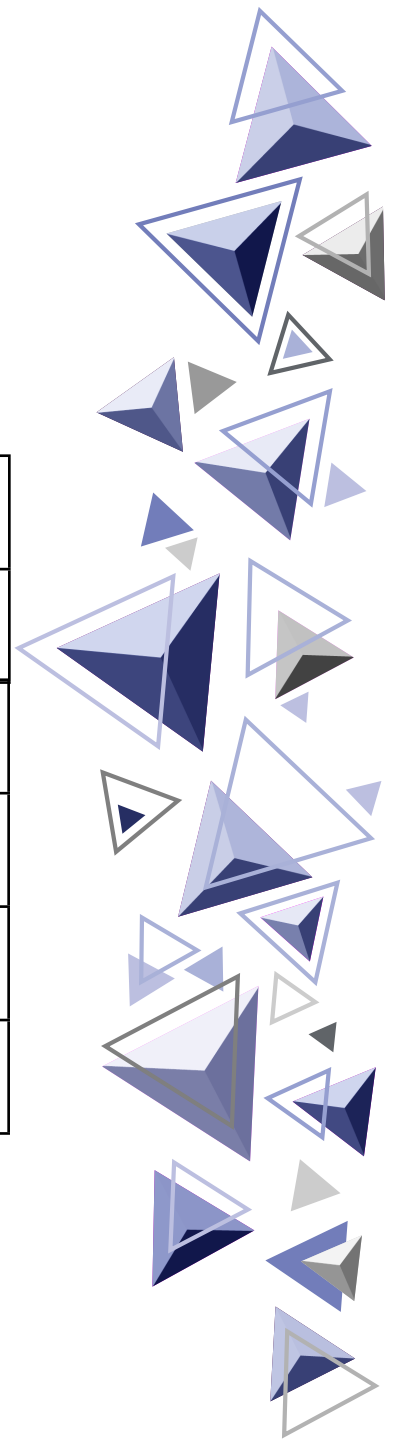
The REACT strategy helps the teachers to easily identify activities that will suit the context of the learners. Teachers establish a teaching-learning environment where problem-based and work-based approaches work. The strategy allows learners to retain the knowledge and information of the lesson. Learners establish connections between what they learn and how that knowledge can be used. The strategy increases the motivation of the learners to a higher level (CORD, 2016).



Required Task 3

You were assigned to teach in a community with learners from an indigenous group. Think of a topic that you will be discussing and Write a lesson outline using the REACT Strategy. Think of ways to promote an inclusive, culture-responsive and relevant education for your learners.. Use the template below. Be ready for a discussion with your mentor and colleagues.

Lesson Outline using REACT Strategy	Responses
Topic or Competency	
1. What kind of discussion or activity might help learners in RELATING to the concept?	
2. What kind of activity would enable learners to EXPERIENCE the concept?	
3. How can learners be shown the way that concept is applied, or they can APPLY it themselves in a way that simulates an industry situation or other real-life problem-solving scenario?	
4. How will the experience be set up so that learners have the opportunity to interact and COOPERATE in one another's learning?	
5. What steps can be taken to ensure that learners will be able to TRANSFER learning to new and unfamiliar situations?	





Summary

- REACT Strategy is a constructivist approach to teaching that incorporates five essential learner engagement strategies:
 - Relating: Relating links the concept to be learned with something the student already knows.
 - Experiencing: Experiencing allows learners to discover new knowledge through hands-on activities.
 - Applying: Applying relates learner's knowledge to the real-world situation.
 - Cooperating: Cooperating involves solving problems as a team to develop collaborative skills.
 - Transferring: Transferring paves the way for application of learning in the new situation and contexts.
- The REACT strategy helps the teachers to easily identify activities that will suit the context of the learners. Teachers establish a teaching-learning environment where problem-based and work-based approaches work. The strategy allows learners to retain the knowledge and information of the lesson. Learners establish connections between what they learn and how that knowledge can be used (CORD, 2016).

Module 2 – Building Relationships with the Wider School Community

Intended Module Learning Outcomes

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

- establish strong partnership with the wider school community and involve them in the teaching-learning process;
- maintain learning environment that are responsive to learners' needs by engaging parents and the wider school community in the educative process; and
- comply with and implement school policies and procedures to foster harmonious relationships with learners, parents, and other stakeholders.

Module Outline

Session 1: Community as a Resource in the Teaching-Learning Process

Session 2: The School and Community Relationships

Session 3: Strengthening and Sustaining Good Relationships with the Parents/ Guardians and the Wider Community

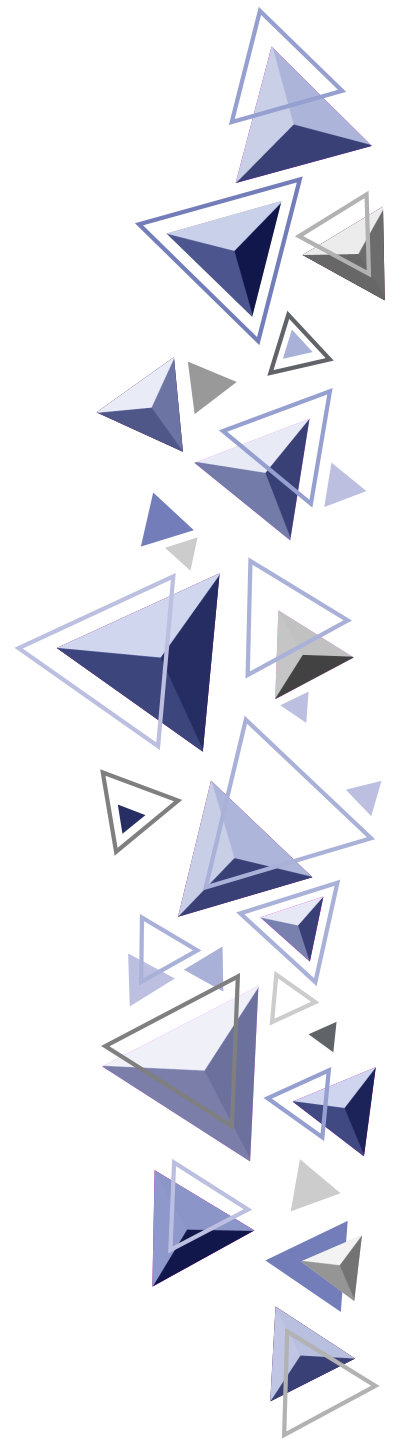
Estimated Time required: 2 hours

Required Tasks

- Scenario analysis
- Preparing an action plan (Portfolio Output)
- Formative assessments
- LAC Session

Required Resources

- DepEd Order no. 42 s. 2017 on the *National Adoption and Implementation of the Philippine Professional Standards for Teachers*.
- Republic Act no. 232 on *An Act Providing for the Establishment and Maintenance of an Integrated System of Education (year?)*
- School Governing Council manual



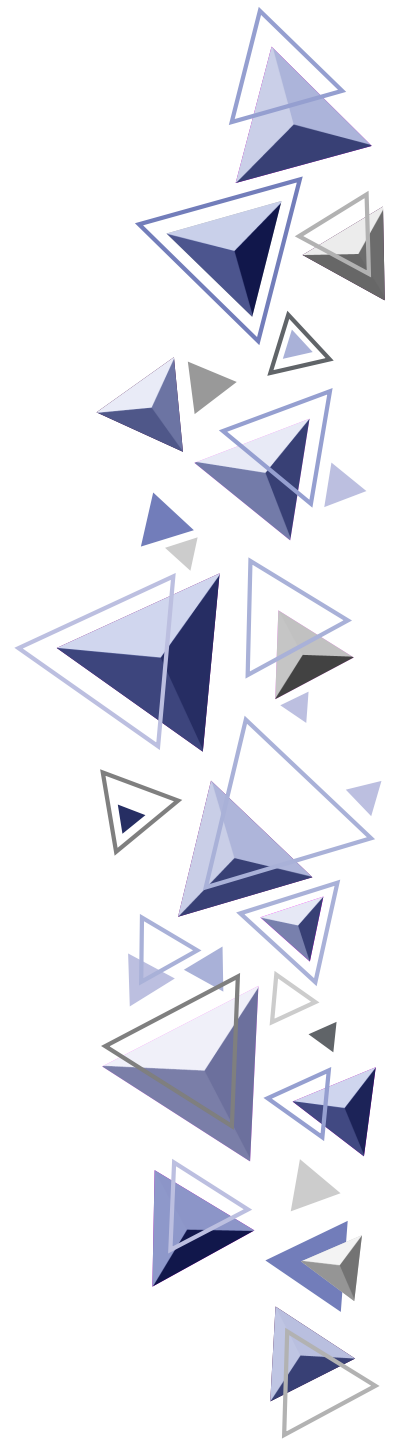
Session 1 – Community as a Resource in the Teaching-Learning Process

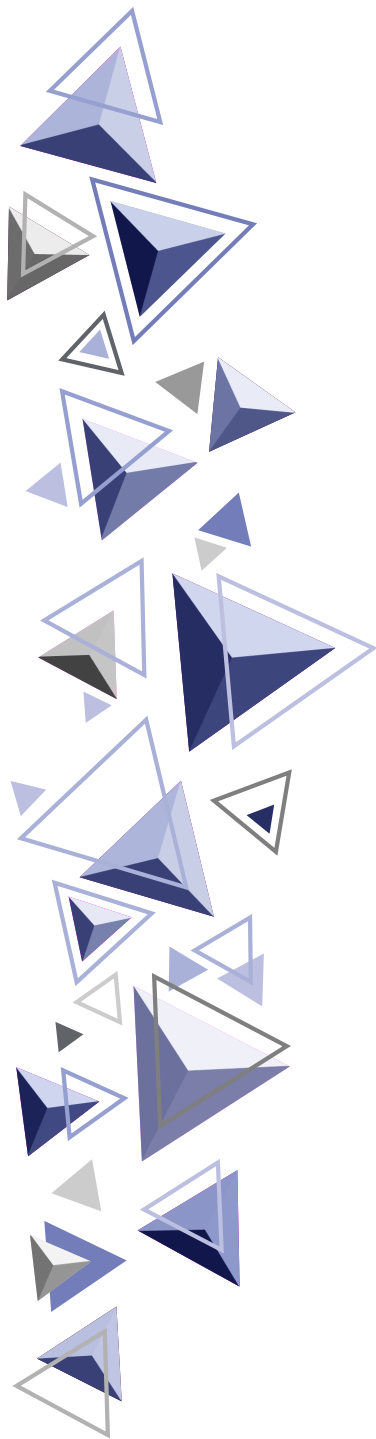
Prior Knowledge Assessment

Identify the term being referred to in the following statements. Choose the letter of the correct answer from the box below and write it on the space provided.

- | | |
|-----------------|-------------------------------------|
| A. Action Plan | D. School community |
| B. Partnership | E. School Governing Council |
| C. Stakeholders | F. Parent-Teacher Association (PTA) |

Statement	Answer	Feedback
1. It is a school association composed of parents/guardians and teachers, which serves as support groups and partners of the school for the welfare of the learners.		
2. It is composed of government agencies, NGOs, Alumni, Parents, retirees, and other sectors in the community which give support to the school in the achievement of its goals and objectives.		
3. It refers to the sustainable governance structure that operates under the principle of shared accountability and responsibility among school community stakeholders.		
4. It is a detailed list of the steps or tasks that you need to accomplish to attain the goals set.		
5. It is a relationship between the school and the community, organization, or individual who seeks a common goal, which is to contribute to the learning outcome of the children.		





Key Topic 1:

The School Community and the Teacher

Bronfenbrenner (1994) said that there are numerous factors that affect child development. Among these factors are the interaction of different social spaces that the child is exposed to such as the home, school, and communities. Epstein (2011) contends that when the dimensions of social spaces and the 'spheres of influence' overlap, development is further enhanced. As a teacher, it is very important to facilitate the interaction of the child and the school community.

According to the Australian Council for Educational Research (2013), "When partnerships are well-planned, sustainable, collaborative, and based on a mutual sharing of expertise, knowledge, resources and skills, they are effective and are able to make an impact." When different stakeholders recognize each other's contributions and learnings and are able to collaborate to create quality and relevant programs, partnership outcomes improve. Schools and business and industry groups derive mutual benefits by strengthening links with each other. Partnerships pave the way for opportunities for learners, additional training resources for teachers, and a pool of well-trained workers for industry. Through these partnerships, stakeholders and the community are able to:

- Share knowledge and expertise with schools
- Offer learning opportunities to learners
- Provide industry and career mentoring to learners

In turn, schools can contextualize and better match their programs and skill training to industry needs. They help

support adolescent and adult learners to become more productive and more involved in their communities which overall creates a positive impact on industry and the society at large.

Some concepts you must be familiar with:

- **School Community** refers to the different individuals, groups, businesses, and institutions that invest in the well-being and vitality of the public school and its community – that is, the neighborhoods and municipalities served by the school.
- **Wider School Community** – refers to both internal and external stakeholders.
- **Partnership** refers to linkage or relationship established by DepEd with other organizations to implement projects or programs aligned with the K to 12 curriculum.
- **A stakeholder** is anyone concerned in the welfare and the progress of a school and its learners, including administrators, teachers, staff, learners, parents, other LGU Officials, and Non-Government Organizations.
- **Adopt-A-School Program** refers to a program where any qualified private individual, group, organization or institution offers to provide public school assistance during a given period in a particular area of its education program.

Introductory task I or E:

Identify if internal or external stakeholder

Teachers: _____

Students: _____

LGUs: _____

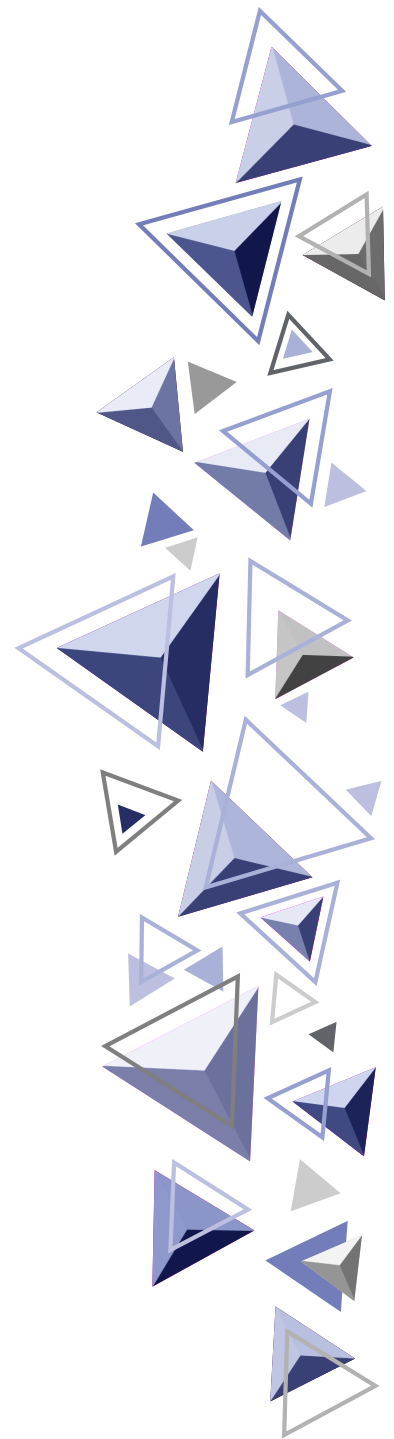
NGOs: _____

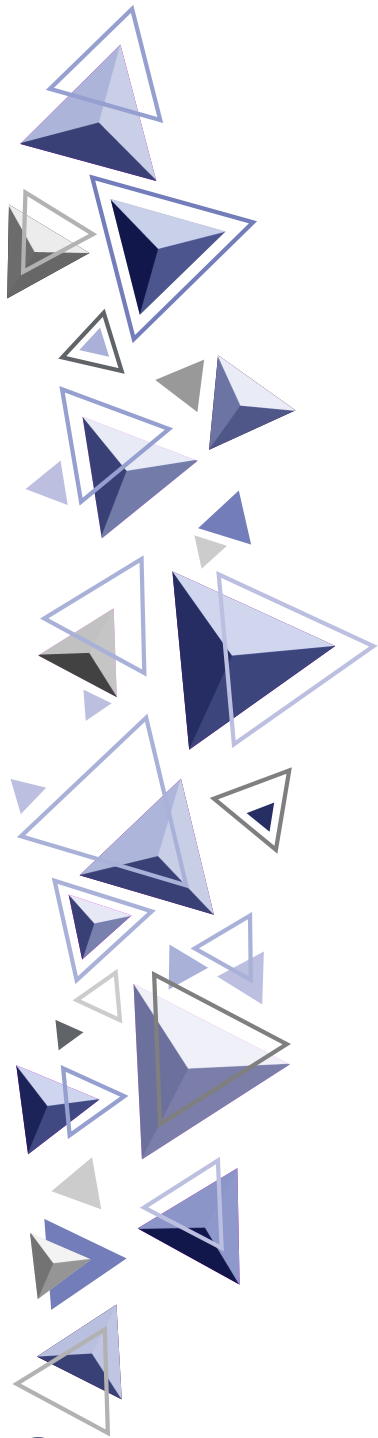
Civil Society: _____

School administrator: _____

Optional Task: Complete the table

Get to know your community. Complete the table below to get acquainted with your school community. If you have no answer for some items, you may leave it blank.





Name of School Community (School name and Barangay): _____

	Description (name, location, background, etc.)
1. Type of community (urban, rural, etc.)	
2. Topography	
3. Available establishments	
4. Tourist spots/parks	
5. Indigenous group/s (if applicable)	
6. Religion	
7. Celebration/feasts	
8. Source of income	
9. Songs/folklores	
10. Local heroes	
11. Learning Resource Centers/Learning Hub	

Required Task No. 1: Scenario Analysis

Analyze the scenario below and answer the following questions.

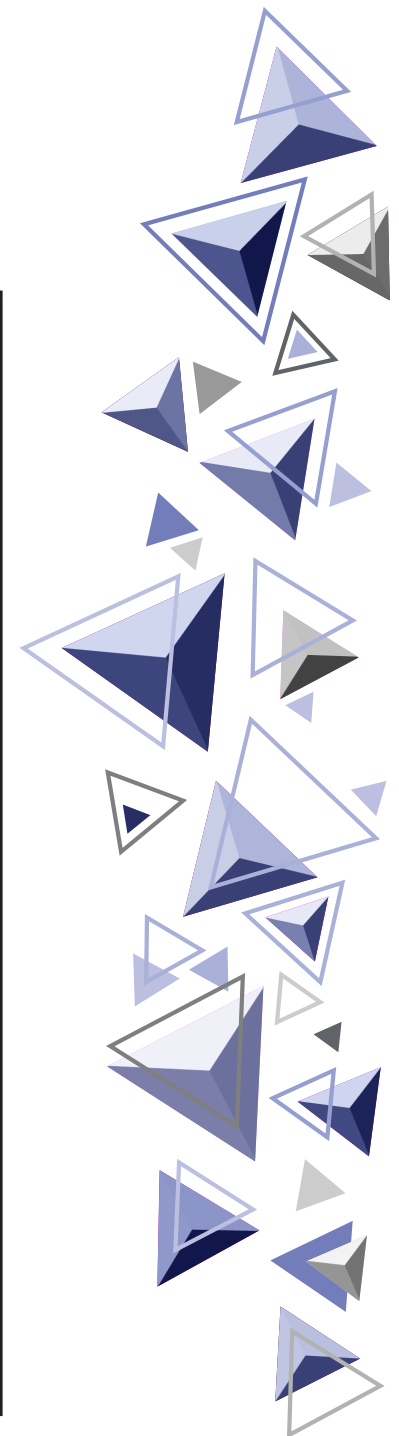
Scenario 1:

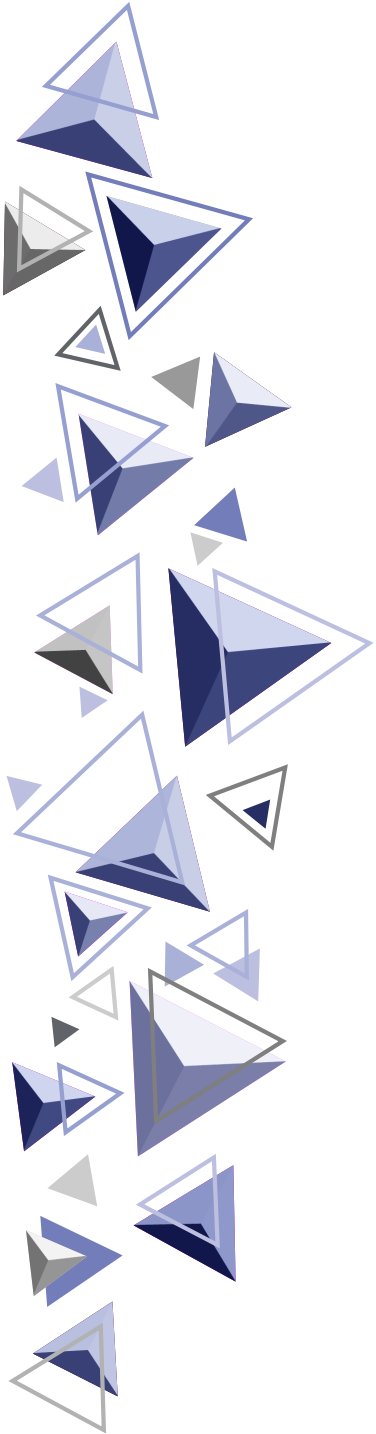
Bucaco Integrated School adopts a blended learning modality. Miss Lanie Ramos's Grade 1 class is composed of 30 pupils. Every Monday and Wednesday, Group A, which is composed of 15 pupils, comes to school for face to face class with her; while Group B stays at home and does online learning, and vice versa during Tuesdays and Thursdays. During parents' orientation on the new modality of learning, she found out that 6 of her pupils do not have any gadget at home.

On her way home one afternoon, she happened to pass by the Barangay Hall. She saw that no one was using one of the computers in the hall. She thought of borrowing it during online classes for the six learners without gadgets. She went to their School Head and asked if she could coordinate with the Barangay and ask to use the spare computers. The School Head let her arrange a meeting with the Barangay Captain as a representative of the school and asked if it would be possible to borrow the computer for their online classes. The barangay captain invited Mrs. Alma Abela, a businesswoman, who also expressed her eagerness to help the school and their learners and offered some of her computers to be donated to the Barangay. Ms. Ramos thanked the Barangay Captain and Mrs. Abela for their generosity. The next day, Ms. Ramos immediately told the School Principal about it. The School Principal prepared a Memorandum of Agreement with Mrs. Abela which was passed to The Schools Superintendent for approval. Ms. Ramos called the parents of the six pupils and they were very grateful for Ms. Ramos' initiative.

Questions:

1. Why did Ms. Ramos talk to the Barangay Captain?

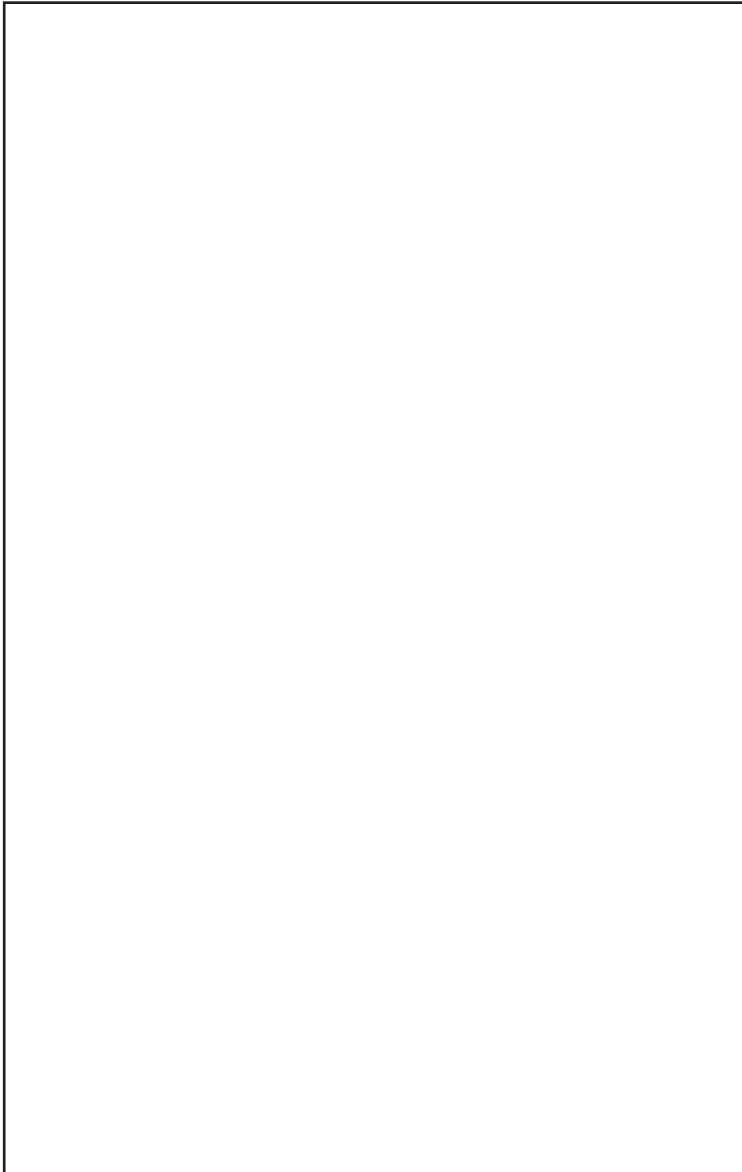




2. What was the Memorandum of Agreement the School Principal made for?

3. If you were Ms. Ramos, would you do the same? Why?

4. What will you do to show appreciation and gratitude to them?

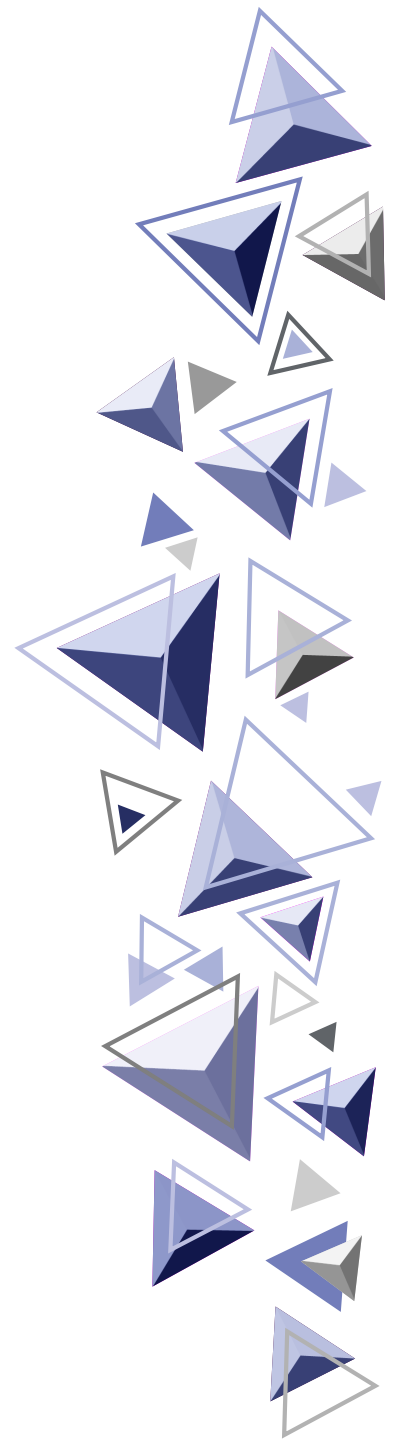


Required Task No. 2: Action Plan (Portfolio Output)

This activity will be submitted to your mentor as an output of the Course. Organize and compile this activity into a Portfolio.

The school is organizing classes through different modalities to respond to the inability to conduct face-to-face classes due to a national health crisis. Your students, who came from low-income families do not have the means to participate in classes that require gadgets and technologies. While checking your learners' Learner Enrolment and Survey Form (LESF), you found out that most of your learners' parents are incapable of providing academic guidance that affects the learners' performance in class.

Given this situation, you decided to prepare an Action Plan to identify problems and provide solutions. You also decided to involve the community with the help of the parents as well as other stakeholders.





I. Identify Problems:

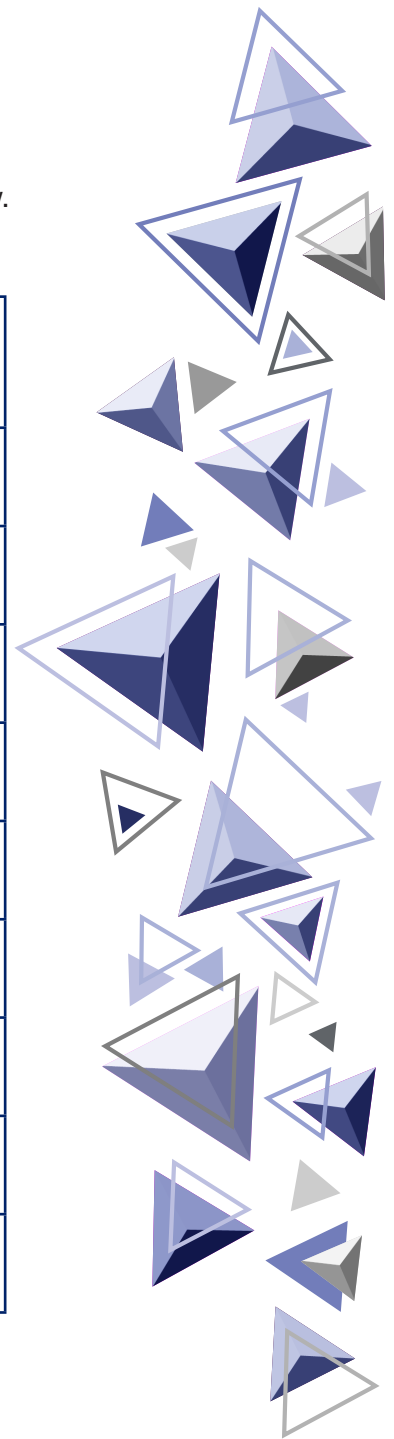
Before you make the Action Plan, you need to identify the root cause of the problems. Identify these problems and accomplish the table in a LAC Session with your mentor. You may also refer to the existing action plans from the school to accomplish the tasks.

Observable Problems: What are the problems that hinder the learning process during this time of pandemic?	Reasons: What might be the reason?	Resources: What resources do you have in your school community that you can utilize in easing out the identified problems in your school community?	Action: What can you do as their teacher?	Action: What can your school do to face the challenge? Are there any efforts your school is doing to ease the problem?

II. Make an Action Plan

The identified problems can be solved by planning before execution. Continue this activity by filling out the table below.

Action steps: What tasks should be done?	Responsible Personnel Who are the people to perform the tasks?	Time frame When should the tasks be accomplished?	Potential barriers What hinders the accomplishment of these tasks?





Summary

In this session, we learned the following concepts:

- It is important to know the profile of your school community and the roles of teachers and other stakeholders.
- There are different resources from the community which can contribute to the facilitation of learning. It is important to identify these resources and involve the community in finding solutions to problems concerning student learning.
- As a teacher, it is helpful for you to formulate an action plan to solve emerging problems in and outside of your class. Involving the parents/ guardians and the wider school community are important in the learning process.

Session 2: The School and Community Relationships

Key Topic 1: Laws and Existing Policies

Establishing good relationships with the school community bears rewarding results over time. As you transition towards being a public-school teacher, teaching will not only be your primary duty. Relating to your learners, co-teachers, colleagues, and the wider community will be essential in creating a healthy environment both for you and your learners. In this part of the module, you will learn more about existing policies that anchor to this concept.

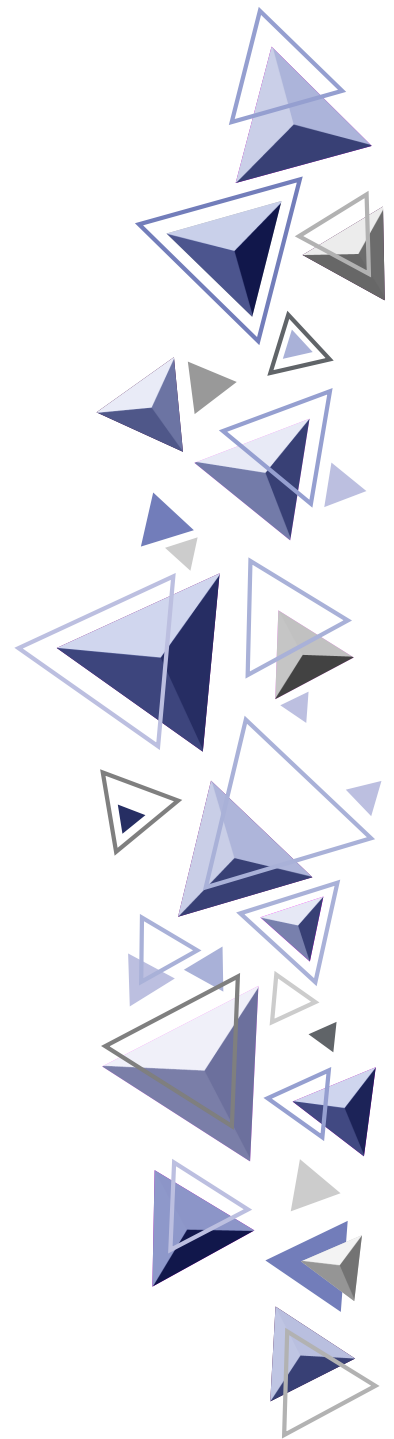
Read the following laws and policies that you need to know in alignment with establishing good relationships with your school community:

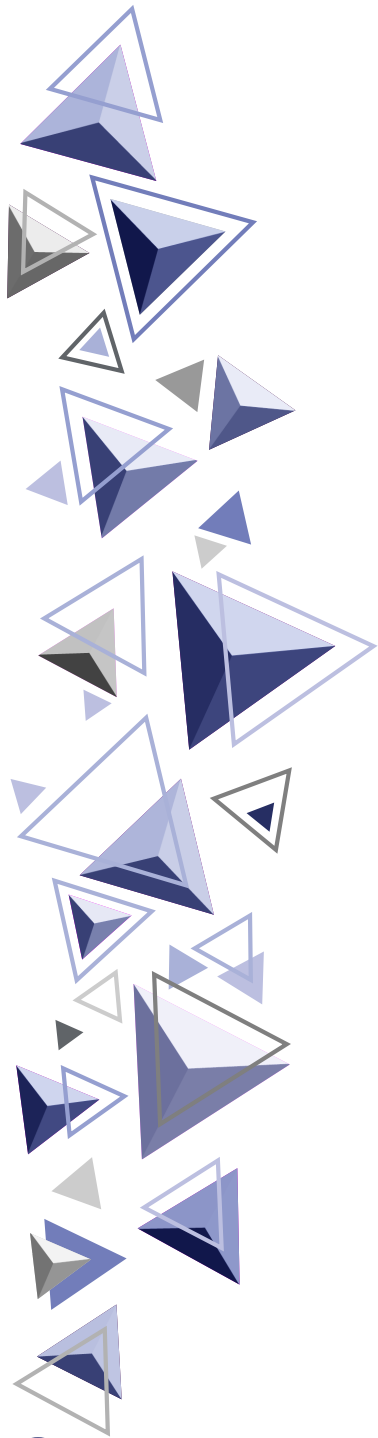
- Republic Act 9155 or the “*Governance of Basic Education Act of 2001*” Chapter 1 of Section 2, provides the principles that guide the implementation of the act and the application of its rules:
 - The parents and the community shall be encouraged for active involvement in the education of the child. The participation and coordination between and among schools, the local school boards, the Parent Teachers Associations (PTAs) must be maximized; and
 - Volunteerism from among all sectors shall be emphasized and encouraged to ensure sustainable growth and development in education.

- Batas Pambansa Blg. 232 Section 3, Chapter 2, states that it is “the policy of the state to establish and maintain a complete, adequate and integrated system of education relevant to the goals of national development”. The educational system is expected to contribute to the following national development goals:

1. To achieve and maintain an accelerated rate of economic development and social progress;
2. To ensure the maximum participation of all the people in the attainment and enjoyment of the benefits of such growth; and
3. To achieve and strengthen national unity and consciousness and preserve, develop, and promote desirable cultural, moral and spiritual values in a changing world.

The State shall encourage local initiatives for improving the quality of basic education. The State shall ensure that the values, needs, and aspirations of a school community are reflected in the program of education for the children, out-of-school youth and adult learners. Schools and learning centers shall be empowered to make decisions on what is best for the learners they serve.” In school governance, stakeholders with harmonized perspectives and experiences are crucial in improving the lives of children, youth, families and the community. These groups of stakeholders may be formally represented in a governance structure in the school system. In the SBM Framework and Standards adopted by the DepEd, these School Governance structures are called School Governing Councils (SGCs). They are composed of:





Internal Stakeholders

- Students and student organizations
- Parents of students/pupils and Parent associations
- Teachers
- Non-teaching and
- Teacher Associations in the school

External Stakeholders

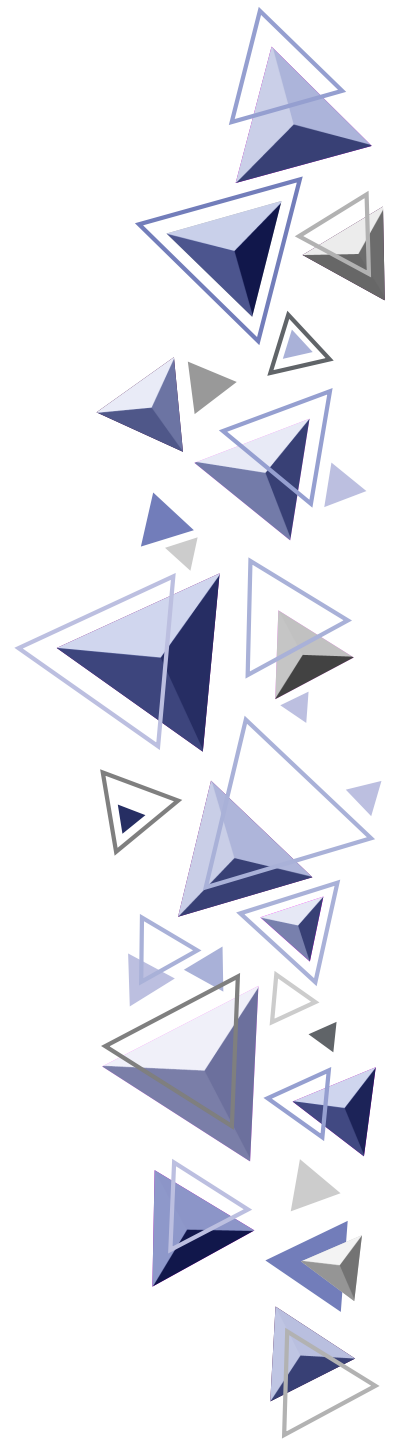
- Various Government Agencies
- Non-Government Agencies
- Civic and Social Organizations
- Alumni
- Retirees
- Professionals
- Basic Sectors: Businesses, Fisherfolks, Farmers, Indigenous People, Cultural Minority, others

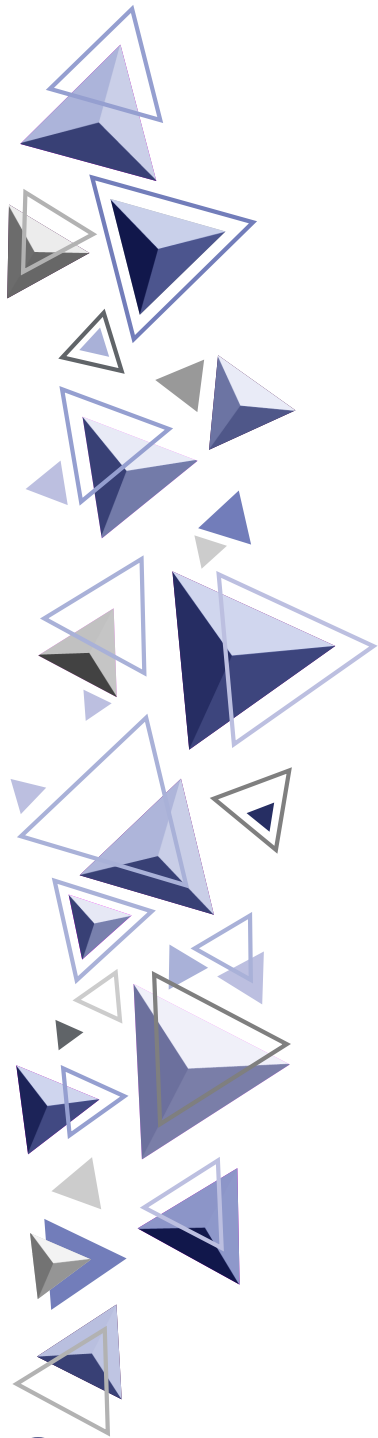
- The SGC provides a forum for parents, students, teachers, community stakeholders and the school head to work together towards continuously improving student learning outcomes. SGCs provide the opportunity and the environment to (DepEd-BESRA, 2009)
- Some of the activities that would involve the parents/guardians and the community are Brigada Eskwela, Family Day, Recognition Day, Festival Celebrations, Clean-Up Drive, Career Guidance Day and many others.

Required Task 1

Write TRUE if the statement is correct and FALSE if not.

Statement	Answer	Feedback
1. The wider school community can be a source of learning.		
2. Batas Pambansa Blg. 232 is also known as An Act Providing for the Establishment and Maintenance of an Integrated System of Education.		
3. The community is required to provide the needs of the school.		
4. The School Governing Council (SGC) is accountable to the learning of the students in the school.		
5. Frequent communication with the learners' parents/ guardians contributes to a healthy school-community relationship.		
6. A farmer or fisherman in the community is considered an Internal Stakeholder of the school.		
7. The school alone can provide for the life-long learning skills the learners need.		
8. During Family Day, teachers get the chance to know the parents/ guardians and some of the members of the family of the learner.		
9. Having open and healthy communication between the teacher and the learners' parents/ guardians has nothing to do with the academic nor in the social behavior of the learner.		
10. An established linkage between the teachers/ school and the community can help in the development of the learner.		





Required Task 2: Scenario Analysis

Read the Purpose, Mission, Statement and Guiding Principles of the School Governing Council from the Manual on School Governing Council and other relevant documents that can help you analyze the scenario such as the Magna Carta for Public School Teachers, etc. After reading, analyze the scenario below and answer the questions given:

Scenario 1

You are a newly-hired teacher following the retirement of Teacher Glenda, a teacher who devoted her life to teaching Grade 1 in your present school. Teacher Glenda was always on time for her class and as soon as she arrives in school, she prepares all her learning materials and sees to it that the entire classroom and surroundings are clean before the learners arrive. In the afternoon, she always makes sure that learners who needed remediation were attended to. She often lets those who can hardly read to stay so she can teach them to read.

Every parent in the community wants his/her child to be taught by Teacher Glenda. Upon learning that she has already retired, you heard most of the Grade 1 parents talk about transferring their children to another school.

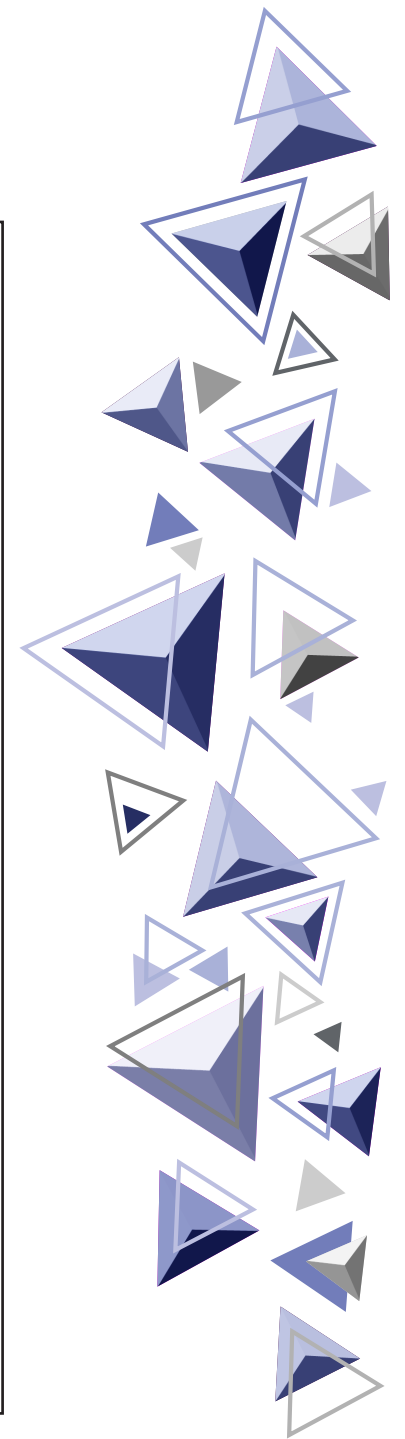
Questions:

1. As an adviser of one of the classes in Grade 1, what should you do to gain the trust and confidence of the parents and the community? Limit your answer to 200 words (maximum)

2. Who are the persons in the school community that you can tap to help you establish a good relationship with parents?



3. In what ways can you better communicate with the parents?





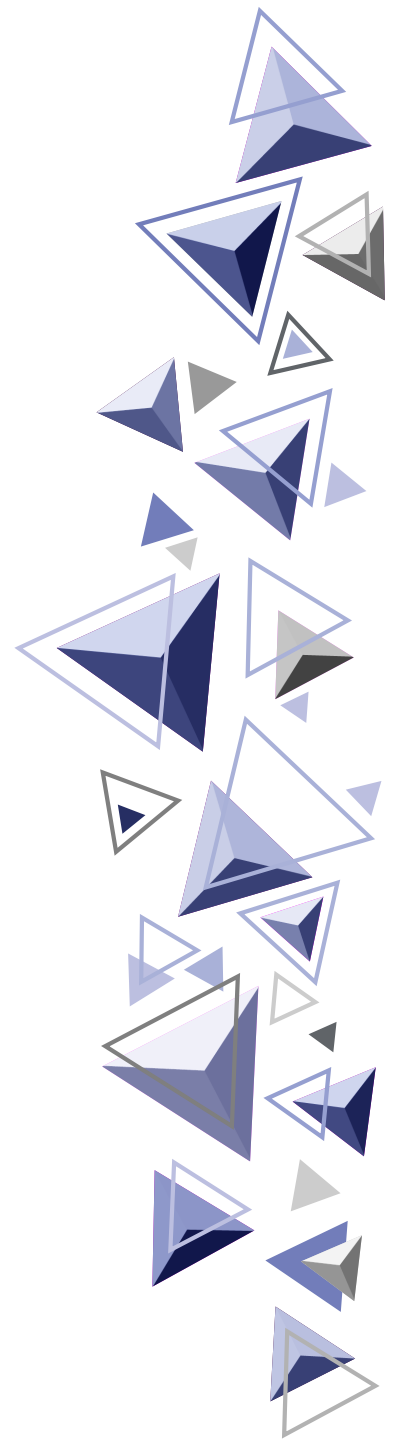
Key Topic 2: The Community Involvement Continuum

- Communication is the foundation of good relationships. It is essential to involve your learners' parents and the community in the learning process. Giving regular updates on their child's progress and involving parents in planning learning interventions will build their confidence and trust in you as a teacher.
- Plan out the involvement of the community. The framework below is helpful in planning out how you can involve and empower the stakeholders:
- In the digital age, there are so many communication platforms to choose from. It is important to survey what is available and accessible to the community. Most importantly, you need to develop and sustain a communication system where every stakeholder can be informed and updated.

Required Task 2: Complete the table

At the beginning of the school year, the Department of Education implements the *Brigada Eskwela*. As a teacher, how can you involve the school community and the school's stakeholders on this initiative of the Department? Identify appropriate approaches/activities/tasks/strategies you can use to involve the community. The first row is done for you.

Community Involvement Level	Goal	Activities/Tasks/Strategies
Inform	To provide the community with balanced, objective information to assist them in understanding the problem, alternatives and solution.	Example: Conduct information drives on certain community issues or advocacies
Infer	To obtain community feedback on analysis, alternatives, and decisions.	
Involve	To work with the community throughout the process to ensure that their concerns and aspirations are consistently understood.	
Integrate	To partner with the community in each aspect of the decision. To synergize the effort from all the stakeholders to reach the goals (to solve school problems)	
Empower (INVEST)	To provide shared leadership of community-led projects with final decision-making at the community level.	





Summary of Key Learning

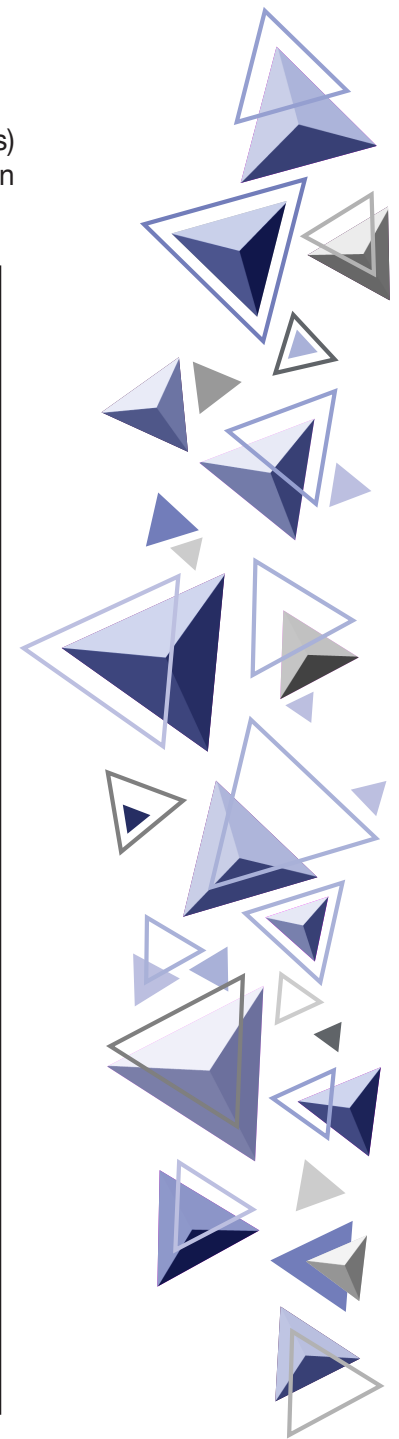
- The School Governing Council (SGC) is accountable to the school community for improved learning outcomes (A Manual on School Governing Council).
- School and community partnership are a tie between schools and community resources.
- Communication is the foundation of good relationships. Same with your learners' parents and the community, it is essential to involve them in the learning process.
- Giving regular updates of their child's progress and involving parents in planning learning interventions will build their trust and confidence in you as a teacher. Frequent communication with the learners' parents/guardians contributes to a healthy school-community relationship.
- There are levels of community involvement: (1) Inform (2) Infer (3) Involve (4) integrate (5) Empower.

Session 3 – Strengthening and Sustaining Good Relationships with the School Community

Preliminary Activity:

During your first month of teaching, were you able to get to know the parents of your learners? What were your struggles and how did you overcome them? Limit your response to 200 words.

Reach out to your colleagues (preferably newly-hired teachers) and share your thoughts with your co-teachers. Write down the ideas you got from them:





Key Topic: Role of Parents? (K Melhuish, S., E. Sammons, P. Siraj-Blatchford, & B. Taggart (2004))

Concepts:

- Research shows that parents who get involved in the learning process of their children lead to an improved learning outcome.
- Parental Engagement is the sharing of responsibility of both parents and teachers to meet the educational needs of the children.
- A healthy relationship with frequent communication between the teacher and the parents benefits both. Teachers learn about the learners' characters and attitudes through their parents and teachers get to understand their behavior. In the same way, parents learn from the teachers how his/her child behaves in school and what support they could give to the child to improve his/her learning outcome.
- Having parents who are involved in the educative process is essential in the education of the learners. Teachers find it easy to check learner's homework and evaluate the development of the learners. Having parents who are involved in the school can help in addressing the learners' needs.
- The more the parents are involved in the school activities of the learners, the more the parents feel that they are welcome and trusted. In return, the school receives more support from them through volunteerism, funding for school projects, active PTA organization and support/involvement in school activities.

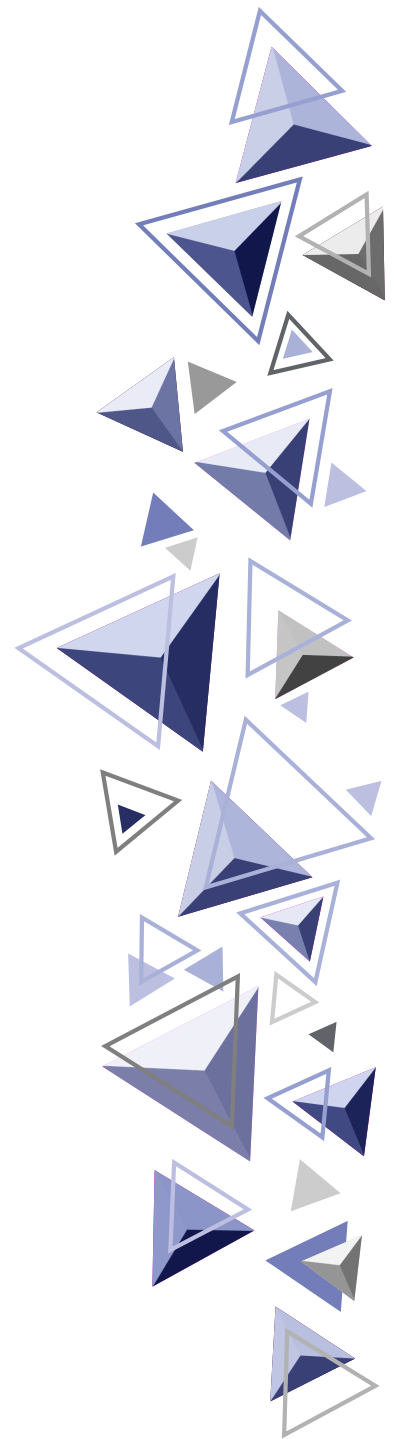
- A Parents-Teachers Association (PTA) is organized in every school to provide a forum for the discussion of issues and solutions related to the overall school program and ensure that parents cooperate fully in the effective implementation of the program (DepEd Order 54, s. 2009).
- At the end of every School Year, it is essential to give recognition to parents who actively share their time, talent, and finances in your class. Recognize the parents who fully supported their children may it be academically or in co-curricular activities.

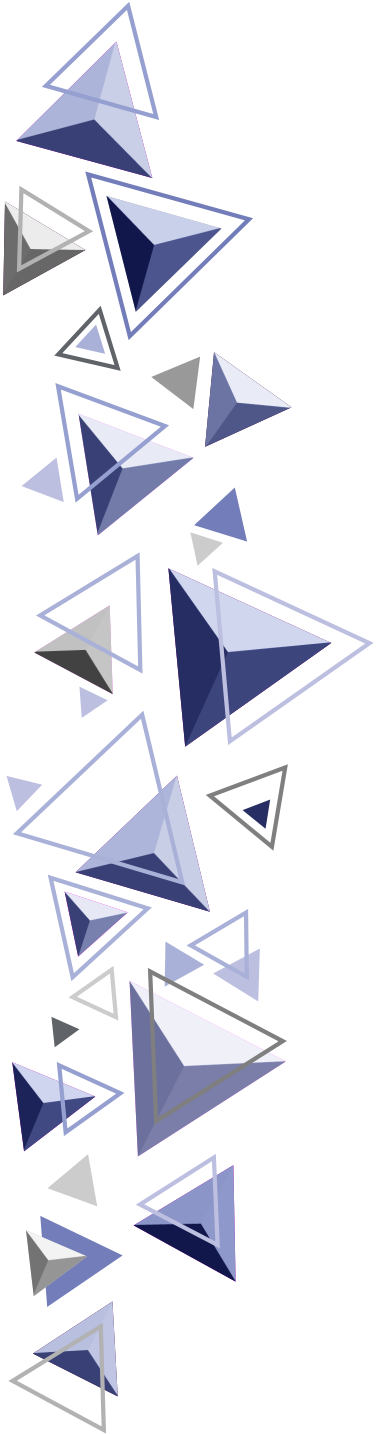
Required Task 1: Writing

The following are some common school situations. Write the strategy that you think will best suit the situation to be able to create a good relationship with the parents/guardians and the wider school community. Limit your response to 100 words for each situation.

1. Claire is always absent and you never receive an excuse letter from her parents/guardians.

2. Your lesson for tomorrow is about different professions/jobs. You want your learners to meet professionals and those working in the community. In planning the lesson, you wanted to prioritize the safety and maximize the learning experience at the same time. You thought about conducting a field trip but it will be very costly and will require rigorous planning to make sure that the activity will be safe. What is an alternative way to conduct this activity?



- 
3. Mrs. Cruz, a parent, went to your class confronting you because her daughter told her that you moved the child's seat away from her friends to make her concentrate on your lessons. Your actions were triggered by her non submission of assignment and throwing a crumpled paper at you. How will you explain your side to Mrs. Cruz?

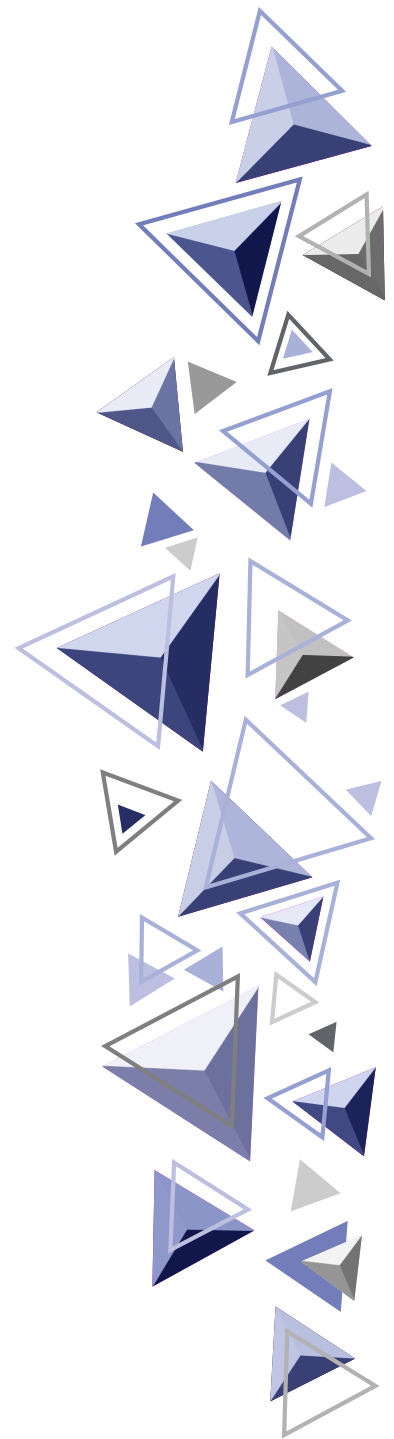
4. The general PTA meeting is fast approaching and you need to ensure at least 90 percent attendance of parents. How are you going to invite the parents to ensure their attendance and participation?

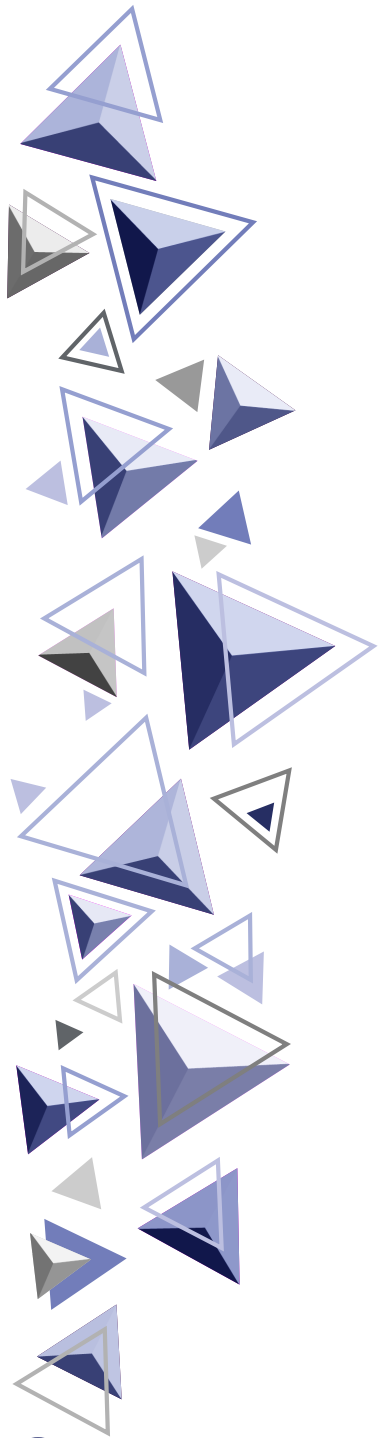
Required Task 2: Scenario Analysis

Read the following scenarios. Write YES if it tells about a healthy parent-teacher relationship and NO if otherwise.

- _____ 1. Benedick, a Grade 1 pupil, never speaks in the class of Teacher Consuelo. Teacher Consuelo seeks for advice from Benedick's previous teachers. Contrary to what she knows, the teachers said that Benedick was a talkative pupil. During the distribution of cards, she talked to the student's mother and found out that after his father's death, he got upset, which led to Benedick's disinterest in socialization. Teacher Consuelo consulted Benedick's condition with the School Guidance Counselor.
- _____ 2. Mrs. Maureen De Cello was an alumna of Bucao Integrated School and a mother of a Kinder learner in the same school. She was impressed by the improvements made in the school and expressed her willingness to contribute to the further improvement of the school. She asked the teacher of her daughter, of what else she can contribute to the school. However, nothing came into fruition.

- _____ 3. Angelo always skips class every afternoon. He never does his assignments too. He is one of the struggling learners in Ms. Bada's class. Since he has been acting this way for almost two weeks, Ms. Bada immediately called his father, Mr. Cruz and set an appointment. She told Mr. Cruz of Angelo's behavior in school and he promised that he will be watchful of Angelo.
- _____ 4. During the online class where Janna is attending, she failed to understand the instructions of the teacher because of internet connection failure. Mrs. Manza, her mother, sent a message to her teacher and asked for further discussion about the instruction because Janna was not able to get it correctly. Her teacher did not respond to her.
- _____ 5. Mrs. Hugo sent three activity sheets to Lerio's house through the Barangay Health Worker (BHW) for her to answer. As soon as Lerio finished answering, her mother brought back the activity sheets to school. She explained that she is on her way to the market so she didn't wait for the BHW to come over and get back the activity sheets. Mrs. Hugo was very grateful.





Optional task:

List down top 5 strategies to increase parental involvement in school and share it with your co-teachers.

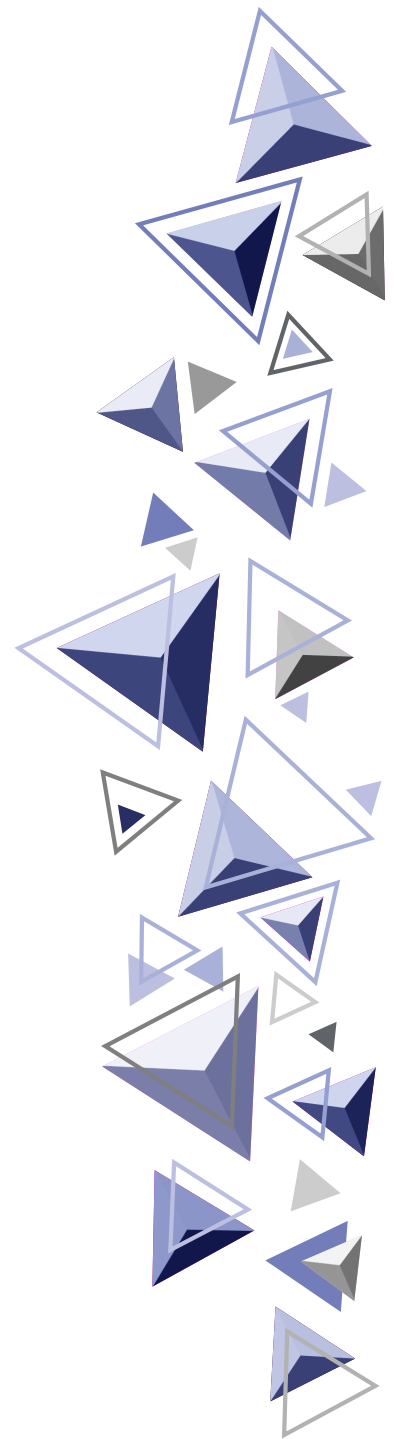
1. _____
2. _____
3. _____
4. _____
5. _____

Summary

- Parents/guardians are the first teachers of every child. Parents/guardians who involve themselves in their children’s education tend to develop a child who loves and enjoys learning. It is also the parents/guardians who can help the teachers in giving extra support to struggling learners.
- Parents play a vital role in the educative process of the child. They should be supported, assisted and empowered to take on responsibilities in the learning process.
- A Parents-Teachers Association (PTA) is organized in every school to provide a forum for the discussion of issues and their solutions related to the overall school program and ensure that parents cooperate fully in the effective implementation of the program (DepEd Order 54, s. 2009).
- Research shows that parents who get involved in the learning process of their children lead to improved learning outcomes.
- Parental Engagement is the sharing of responsibility of both parents and teachers to meet the educational needs of the children.

Glossary

Community	A barangay where the school is located. However, it may also be expanded to refer to the following; a. adjacent barangays where a significant number of children enrolled in the school come from b. Municipality/ City/Ancestral domain (DepEd Order No. 44 s. 2015). It is a shared attribute of the people and/or the strength of the connections among them which led to continuous improvement.
Contextualization	The educational process of relating the curriculum to a particular setting, situation or are of application to make the competencies relevant, meaningful and useful to all learners
Contextual Teaching and Learning (CTL)	An approach involving active learners in the learning process to discover the concepts learned through to knowledge and experience of the learners.
External stakeholders	Individuals or groups who have an interest in the product, but do not produce or consume it directly. These groups are the parents, LGUs, NGOs, alumni, private organizations, and companies.
Indigenization	A process of enhancing curriculum competencies, education resources, and teaching-learning processes in relation to the context of the learners' community
Internal stakeholders	Individuals or groups who directly produce and consume the product (education). These are the groups in the school like teachers, pupils, and staff.
Localization	The process of relating learning content specified in the curriculum to local information and materials in the learners' community
Parent-Teacher Association	An organization operating in a school both in elementary and in high school. It is composed of all parents, enrolled students, Board of Directors, School Head, Teachers, and Non- Teaching Personnel (DO 54 s. 2009)
REACT Strategy	The curricula and instruction based on contextual learning should be structured to encourage the five essential student engagement strategies: relating, experiencing, applying, cooperating, and transferring





Resources

Supply of money, materials, staff, and other assets that can be drawn on by a person or organization in order to function effectively (Merriam Dictionary).

School Governing Council

A sustainable governance structure in school to produce stable and effective leadership which underpins achievement of the school's objectives. It is composed of various gov't agencies, non- government agencies, students, civic and social organizations students organization, alumni, parents of students, parents of alumni, parents association, retirees, professionals in the school, basic sectors (business, fisherfolk, farmers, indigenous peoples, cultural minorities and others) (DepEd SGC Manual)

Stakeholder

A person who has an interest or concern in the organization at hand. In terms of education, a stakeholder is someone who has a vested interest in the success and welfare of a school or education system. This includes all parties that are directly affected by the success or failure of an educational system, as well as those indirectly affected. (Roundy, 2016).

Teaching-learning process

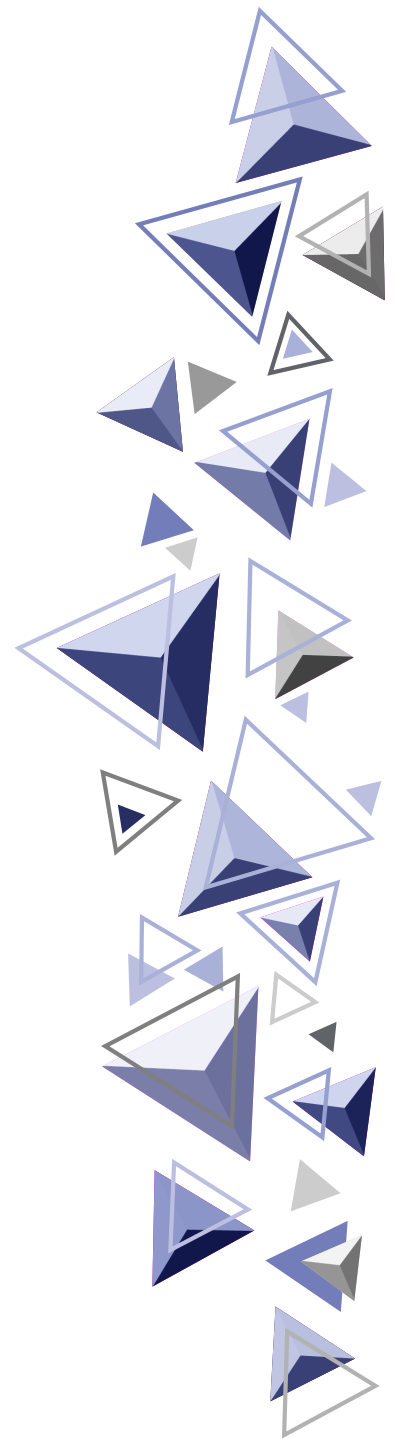
Processes by which learners acquire the necessary competencies and skills for lifelong learning

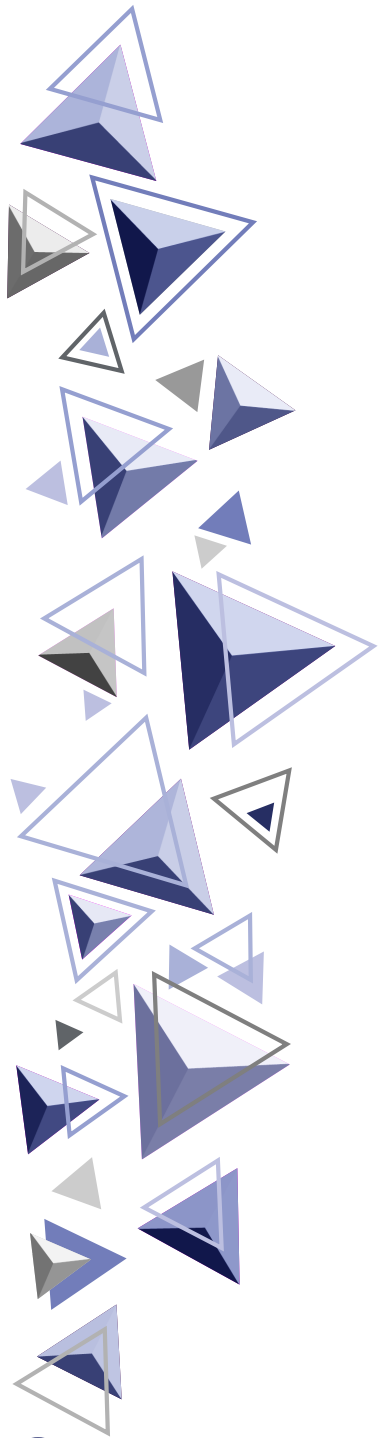
Zone of Proximal Development (ZPD)

The difference between what a learner can do without help and what he or she can do with help

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Congratulations!

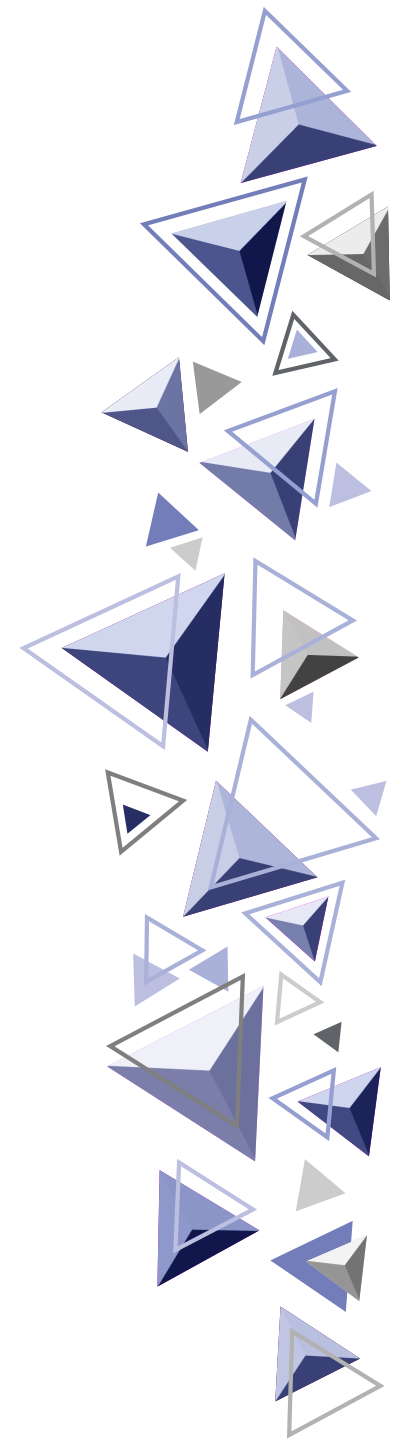
You've come to the end of this course.

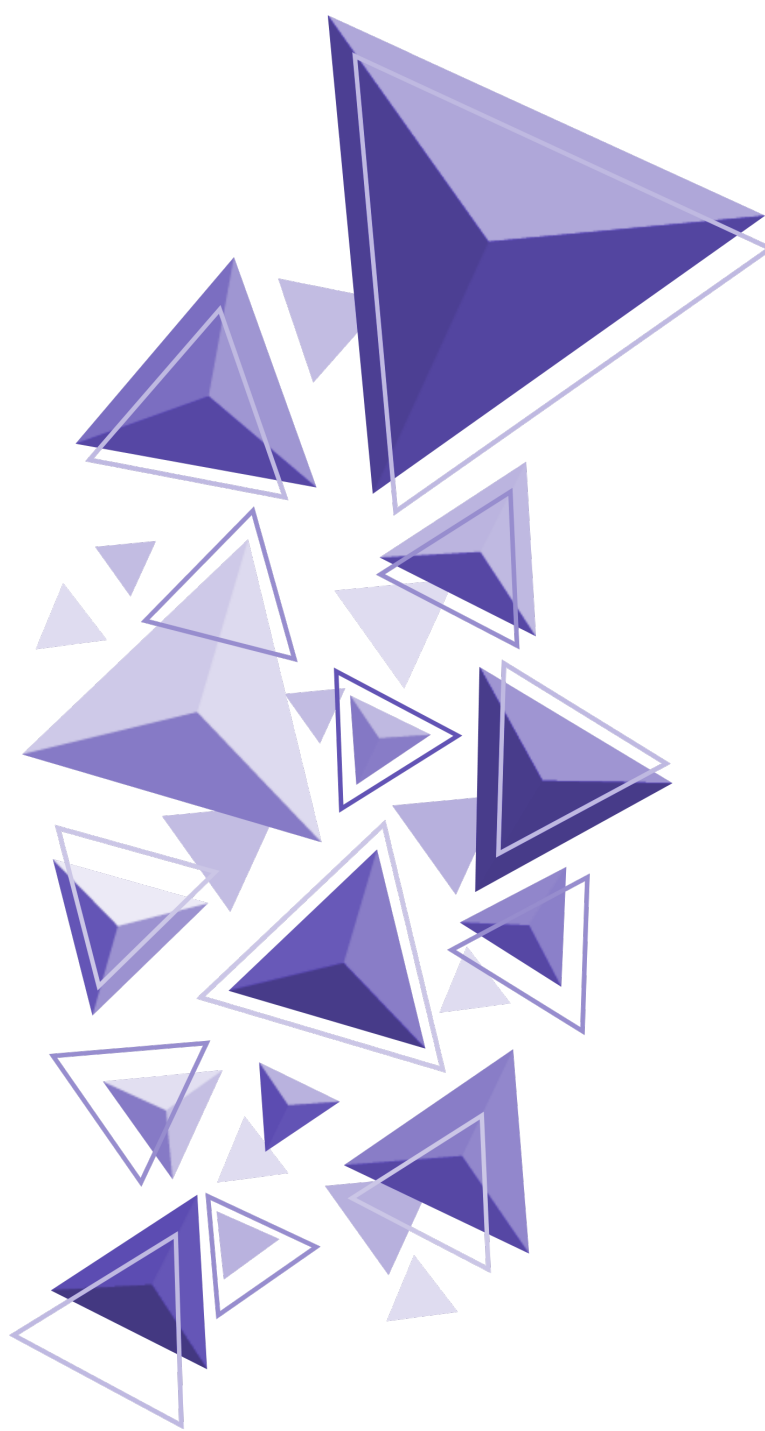
Please go to this link for the summative assessment: _____

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.





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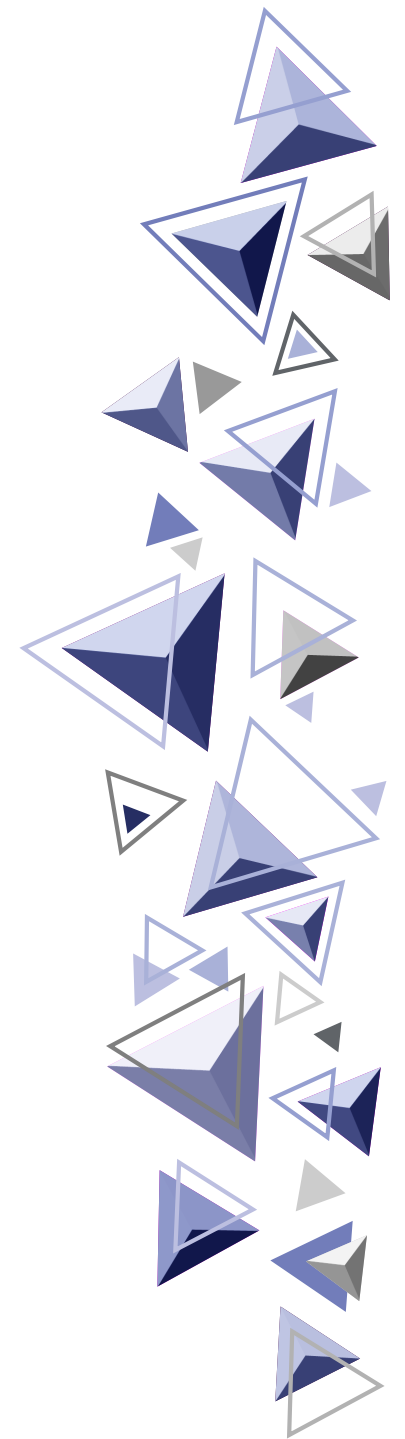
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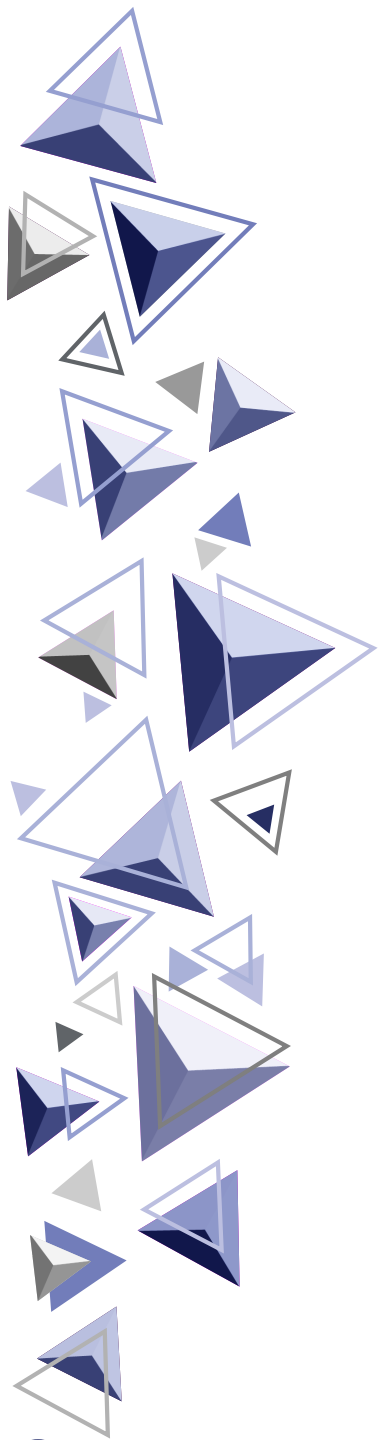
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