

Field Study 2: Midterm Reviewer

LE 1. The School Environment

1. A physical environment conducive for learning is one that has consistent practices that:

- keep the school safe, clean, orderly and free from distraction;
- maintain facilities that provide challenging activities; and
- address the physical, social and psychological needs of the students.

2. Display boards can be powerful in communicating information about the learning environment. They help in building and establishing the school culture. These boards become one way for everyone to learn about the vision-mission, goals, and values that the school upholds.

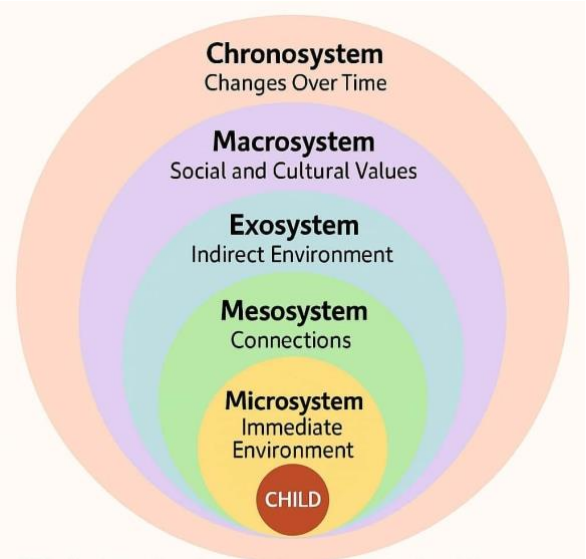
3. As a basic part of the school's visual environment, display boards have four general purposes:

- **Decorative** - They offer visual stimulation and appeal to aesthetics. They set the social and psychological atmosphere of the school.
- **Motivational** - They encourage students to perform better and have greater confidence. An example would be the display of students' outputs that show that each output is recognized and valued. The bulletin boards help celebrate the learners' growth and progress.
- **Informational** - They are used as a strategy to readily disseminate information.
- **Instructional** - They move students to respond and participate through interactive displays. They get students to think about and communicate their learning

4. The set of criteria for evaluating bulletin board displays effective effective communication, attractiveness, balance, unity, interactivity, legibility, correctness, and durability.

LE 4. Learner Diversity: The Community and Home Environment

1. Urie Bronfenbrenner's Bio-ecological Model presents the learner within the context of layers of relationship systems that make up the learner's environment. The layers are:



- **Microsystem** - includes the structure such as one's family, school and neighborhood.
- **Mesosystem** – the connection between the structures in the microsystem.
- **Exosystem**- the bigger social system which includes the city government, the workplace and the mass media.
- **Macrosystem** – outermost layer which includes cultural values, customs and laws.
- **Chronosystem** - the element of time, patterns of stability and pacing of the child's everyday life.

The model helps the teacher look into every aspect in the learner's environment to understand his behavior. The teacher's important role is not to replace what is missing at home (if any), but to work so that the school becomes an environment that welcomes and nurtures families. The teacher works to create a partnership with the family and the community to bring out the best in every learner.

2. Baumrind's Parenting Styles

- **Authoritarian.** Parents are very firm with their children and expect unwavering and unquestioning obedience. Rules are set by parents and misbehavior is met with withdrawal of affection, physical punishment or threats
- **Permissive.** Parents are not firm or controlling. They have few expectations. May be warm and caring but appear to be uninvolved and uninterested.
- **Rejecting-Neglecting.** Parents are disengaged from children. Neither demanding nor responsive to children. Provide no structure, supervision, support or guidance.

- **Authoritative.** Parents achieve a **good blend**. They are **firm yet loving**. Have clear and reasonable expectations and limits for their children. Treat children with respect and warmth. Make children understand consequence of their behavior.

Children of:

(Based on Child Development by Santrock, 2004)

- **Authoritarian Parents:** are **often unhappy, fearful, withdrawn, inhibited, hostile and aggressive**. They have low self-esteem and difficulty with peers.
- **Permissive Parents:** **believe that their parents do not care for them**. They are often impulsive, aggressive and lack self-control; may they have low levels of independence and responsibility.
- **Rejecting-Neglecting Parents:** are **found to be the least competent** in their over-all functioning and adjustment.
- **Authoritative Parents:** are **socially competent, self-reliant, and have greater ability to show self-control**. They have higher self-esteem and are better adjusted.

LE 7. Physical and Personal Aspects of Classroom Management

Classroom management refers to the **wide variety of skills and techniques that teachers use** to keep students organized, orderly, focused, attentive on tasks and academically productive in class.

Importance of Effective Classroom Management

- increases chance of student success
- paves the way for the teacher to engage students in learning
- helps create an organized classroom environment
- increases instructional time
- creates consistency in the employment of rules and regulations
- aligns management strategies with school wide standards
- decreases misbehavior in the classroom
- gives student boundaries as well as consequences

Two Aspects Of Classroom Management.

1. **Personal Classroom Management** consists of **managing your own self** to ensure order and discipline in your class. It includes:
 - 1.1. voice
 - 1.2. personal grooming

- 1.3. attendance
- 1.4. punctuality
- 1.5. personal graciousness

Managing yourself as a teacher contributes to the order and well-being of your class.

2. **Physical Classroom Management** consists of **managing the learning environment**. Attending to these physical elements of the learning environment ensures the safety, security and order in the class. It includes:
 - 2.1. Ventilation
 - 2.2. Lighting
 - 2.3. Acoustics
 - 2.4. Seating Arrangement
 - 2.5. Structure/Design Of The Classroom
 - 2.6. Physical Space/Learning Stations

Some Effective Classroom Management Strategies

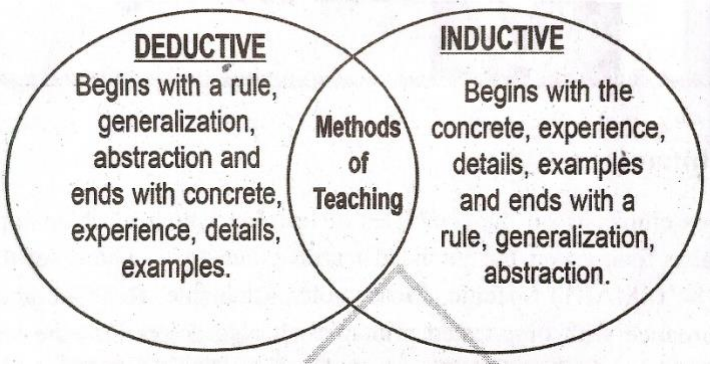
1. Model to the students how to act in different situations.
2. Establish classroom guidelines.
3. Document the rules.
4. Refrain from punishing the entire class.
5. Encourage initiative from class.
6. Offer praise and rewards.
7. Use non-verbal communication.
8. Take time to celebrate group effort.
9. Let students work in groups.
10. Interview students to assess their needs.
11. Address bad behavior
12. Consider peer teaching.
12. Continuously engage the students.
13. Assign open-ended project.
14. Write group contracts.

LE 9. Preparing for Teaching and Learning

These are the **time-tested principles of teaching and learning**:

1. **Effective learning begins with setting clear expectations and learning outcomes.**
2. **Learning is an active process.** "What I hear, I forget; what I see, I remember; what I do, I understand."
3. **Learning is the discovery of the personal meaning of ideas.** Students are given the opportunity to connect what they learn with other concepts learned, with real world experiences and with their own lives.
4. **Learning is a cooperative and a collaborative process.**

A teaching method consists of systematic and orderly steps in the teaching-learning process. It is the practical realization or application of an approach. All methods of teaching can be classified either as **deductive (direct)** or **inductive (indirect)**.



LE 10. The Instructional Cycle

These are the guiding principles in the selection and use of teaching methods:

- 1. Learning is an active process.
- 2. The more serieses that are involved, the more and the better the learning.
- 3. A non-threatening atmosphere enhances learning.
- 4. Emotion has the power to increase retention and learning.
- 5. Good teaching goes beyond recall of information.
- 6. Learning is meaningful when it is connected to students’ everyday life.
- 7. An integrated teaching approach is far more effective than teaching isolated bits of information.

Realizing the importance of these guiding principles in teaching and learning, the **Department of Education promotes Standards-and Competency-Based teaching with its K to 12 Curriculum Guide**. The **Technical Education Skills Development Authority (TESDA) has been ahead of DepEd and the Commission on Higher Education (CHED) in the practice of Competency Standards-Based teaching and Assessment**. CHED requires all higher education institutions in the country to go outcome-based education (OBE) in its CHED Memo 46, s. 2012. Outcome-Based Teaching and Learning (OBTL) is OBE applied in the teaching-learning process. It is equivalent to competency-based and standards-based teaching and learning in the Kto12 Curriculum.

When you apply OBTL you see to it that the **Teaching-learning Activities (TLAS)** and in turn

the **Assessment Tasks (ATs)** are aligned with the **intended learning outcomes**. In other words, in OBTL you first establish your intended learning outcomes (lesson objectives). Then you determine which teaching-learning activities (TLAs) and also the assessment tasks (ATs) you will have to use to find out if you attained your ILO’s.

In lesson planning, the **ILOs are our lesson objectives**, the **TLA’s are the activities** we use to teach and the **AT’s are the evaluation part**.

OBE and OBTL are not entirely new. They are importantly new. **With mastery learning of Benjamin Bloom (1971), we were already doing OBE and OBTL**.

Likewise, it is also important that teachers must be able to have a **mastery of the art of questioning and reacting techniques** to ensure the effective delivery of instruction.

Types of Questions that Teachers Ask

1. Factual /Convergent/Closed /Low-level	Who, What, Where, When questions With one acceptable answer
2. Divergent /Open-ended/High-level /Higher-order /Conceptual	Open-ended; has more than one acceptable answer
a. evaluation	
b. inference	e.g. When the phone rang and Liz picked it up, she was all smiles. What can you infer about Liz?
c. comparison	
d. application	
e. problem-solving	
3. Affective	e.g. How do you feel?

These are also some of the reacting techniques that teachers use:

- 1. Providing acceptance feedback
- 2. Providing corrective feedback
- 3. Giving appropriate and sincere praise
- 4. Repeating the answer
- 5. Explaining the answer/ expanding the answer
- 6. Rephrasing the question
- 7. Asking follow up questions
- 8. Redirecting questions to other pupils
- 9. Soliciting student questions
- 10. Encouraging through non-verbal behavior
- 11. Criticizing respondent for his/her answer
- 12. Scolding for misbehavior or for not listening
- 13. Overusing expressions such as “okay”, “right”

LE 11. Utilizing Teaching-Learning Resources and ICT

UNESCO ICT Competency Framework for Teachers Version 3 (ICT CFT v3, 2018)

The **Information and Communications Technology Competency Framework for Teachers (ICT CFT) version 3** is a comprehensive

framework guide teachers’ development on the effective and appropriate use of ICT in education. It highlights what teachers should know and do clustered in six aspects, namely:

- 1. Understanding ICT in Education;
- 2. Curriculum and Assessment;
- 3. Pedagogy;
- 4. Application of Digital Skills;
- 5. Organization and administration; and
- 6. Teacher Professional Learning.

Similar to the PPST, the ICT CFT also articulated competencies in levels which guide teachers as they develop their ICT skills from:

- Level 1. Knowledge Acquisition
- Level 2. Knowledge Deepening
- Level 3. Knowledge Creation

The Commission on Higher Education Teacher Education Curricula (2017) includes the UNESCO ICT CFT.

The Learning Resource Center

- 1. A school usually sets up a center that will provide valuable support to the teaching-learning process. Over the years the name of this center has evolved. Some of the names are Audiovisual Center, Media and Technology Resource Center, Teaching-Learning Technology Department, or Simply Learning Resource Center.
- 2. With the swift development of ICT, the natural outcome was the ever-expanding interface between the traditional library and ICT both in terms of hardware and software systems and applications.
- 3. Schools may have different set-ups when it comes to a Learning Resource Center (LRC). Some have replaced the term library with LRC. Some have a separate library, LRC, and Audio Visual or Media Center. Some only have the LRC both for teachers and students. Still some have combined their learning resource centers with maker spaces.
- 4. The common purpose among these centers is to provide print, audio-visual and ICT resources to support the teaching-learning process
- 5. The goals of the Center may include orienting and training teachers in the use of audiovisual and ICT resources, working with teachers and administrators in producing instructional materials, making available useful resources to the students, teachers, and the school community.

- 6. In order to support the philosophy and aims of the school, the Center must fulfill the following functions: center of resources, laboratory of learning, agent of teaching, service agency, coordinating agency, recreational reading center, and a link to other community resources.

Technology Integration

The Technology Integration Matrix provides a comprehensive framework for you to define and evaluate technology integration. It will provide you direction and guide you in the process of achieving effective teaching with technology. The teacher’s integration of technology in instruction can be described as progressing in 5 levels: entry, adoption, adaptation, infusion and finally transformation.

The teacher also works at creating a learning environment that encourages and enables quality technology integration. The interdependent characteristics of the learning environment are being active, collaborative, constructive, authentic, and goal-directed.

The Technology Integration Matrix connects the Levels of Technology Integration and the Characteristics of the Learning Environment.

Levels of Technology Integration into the Curriculum						
Technology Integration Matrix	Entry: The teacher uses technology to deliver information to students.	Adoption: The teacher directs students in the conventional use of tool-based software. If such software is available, this level is the recommended entry point.	Adaptation: The teacher encourages adoption of tool-based software by allowing students to select a tool and modify its use to accomplish the task at hand.	Infusion: The teacher creates a learning environment in which students use technology tools throughout the day and across subject areas.	Transformation: The teacher creates a rich learning environment in which students engage in activities that would have been impossible to achieve without technology.	
Characteristics of the Learning Environment	Active: Students are actively engaged in using technology as a tool rather than passively receiving information from the technology.	Students use technology for drill and practice and computer based training.	Students begin to utilize technology tools to create products, for example using a word processor to create a report.	Students have opportunities to select and modify technology tools to accomplish specific purposes, for example using colored cells on a spreadsheet to plan a garden.	Throughout the school day, students are empowered to select appropriate technology tools and actively apply them to the tasks at hand.	Given ongoing access to online resources, students actively select and pursue topics beyond the limitations of even the best school library.
	Collaborative: Students use technology tools to collaborate with others rather than working individually at all times.	Students primarily work alone when using technology.	Students have opportunities to utilize collaborative tools, such as email, in conventional ways.	Students have opportunities to select and modify technology tools to facilitate collaborative work.	Throughout the day and across subject areas, students utilize technology tools to facilitate collaborative learning.	Technology enables students to collaborate with peers and experts irrespective of time zone or physical distances.
	Constructive: Students use technology tools to build understanding rather than simply receive information.	Technology is used to deliver information to students.	Students begin to utilize constructive tools such as graphic organizers to build upon prior knowledge and construct meaning.	Students have opportunities to select and modify technology tools to assist them in the construction of understanding.	Students utilize technology tools to make connections and construct understanding throughout the day.	Students use technology to construct, share, and publish knowledge to a worldwide audience.
	Authentic: Students use technology tools to solve real-world problems meaningful to them rather than working on artificial assignments.	Students use technology to complete assigned activities that are generally unrelated to real-world problems.	Students have opportunities to apply technology tools to some content-specific activities and are based on real-world problems.	Students have opportunities to select and modify technology tools to solve problems based on real-world issues.	Students select appropriate technology tools to complete authentic tasks across disciplines.	By means of technology tools, students participate in outside-of-school projects and problem-solving activities that have meaning for the students and the community.
	Goal Directed: Students use technology tools to set goals, plan activities, and monitor progress, and evaluate results rather than simply completing assignments without reflection.	Students receive directions, guidance, and feedback from technology tools to set goals, plan activities, monitor progress, or self-evaluate.	From time to time, students have the opportunity to use technology to either plan, monitor, or evaluate an activity.	Students have opportunities to select and modify the use of technology tools to facilitate goal-setting, planning, monitoring, and evaluating specific activities.	Students use technology tools to set goals, plan progress, and evaluate results throughout the curriculum.	Students engage in ongoing metacognitive activities at a level that would be unsustainable without the support of technology tools.

Evaluation of ICT Resources

The **world wide web** is like an **endless network of information, ever-expanding an almost limitless**. Electronic resources come in different forms like *websites, webquests blogs, social network sites, on-line courses, a wide range of tools, and so many form of apps*.

As a future teacher, **one of the skills that will be most useful for you is the ability not only to search for information but to make decisions**, as to which ones you will take and use and which ones you will put aside. Aim to develop your skills in evaluating internet resources. You will be able to choose the best resources that will help you attain your teaching-learning objectives.

Below is a set of criteria which you can use to evaluate resources:

1. **Accuracy.** The resource material comes from a **reliable** source and is accurate, free from error and is up-to-date.
2. **Appropriateness.** The resource is **grade/level-appropriate**. The content matches what is needed by the teacher.
3. **Clarity.** The resource clearly **addresses the instructional goals** in mind.
4. **Completeness.** The content is **complete**. It has all the information needed to be able to use them.
5. **Motivation.** The resource is **engaging and rewarding to learners**. It will encourage the active participation of the learners.
6. **Organization.** The resource is **logically sequenced**. It clearly indicates which steps should be taken. The procedures or processes flow smoothly.

Education 4.0

Shwab described the **4th wave of the industrial revolution**. The unprecedented speed at which technology is evolving has disrupted many vital processes that involve how we run production, businesses and consequently how we teach and learn. The following Technology trends have huge potential to transform the ways we teach and learn (**UNESCO, 2018**):

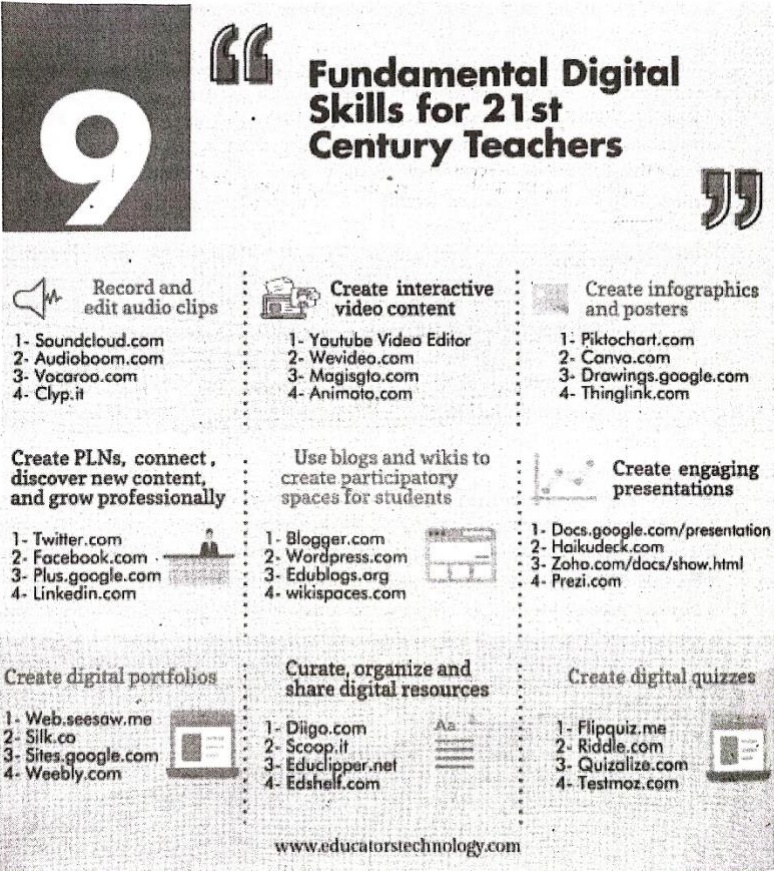
1. **Open Educational Resources (OER).** OERs are materials that can be used for teaching and learning that do not require payment of royalties nor license fees. There is an abundance of OERs in the form of textbooks course materials, curriculum maps, streaming videos, multimedia apps, podcasts, and many

others. They can have a significant impact on education as they are made available and easily accessible in the internet. Be sure to explore them to help you work on this episode.

2. **Social Networks.** Social networks have revolutionized the way we interact, learn about things and share information. Sites and apps such as Facebook, Twitter, Instagram **provide a virtual venue for teachers and learners to work together, interact among themselves and with other classrooms locally and globally**.
3. **Mobile Technologies.** Filipinos are one of the most active on the internet, and also one who sends the most number of text messages per day. This indicates the high number of mobile device users. **These devices can also be used as a learning tool by allowing teachers and students more opportunities to learn inside and even outside the classroom.**
4. **The Internet of Things.** IoT is a **system of computing mechanisms that become built-in into many everyday things, that allow sending and receiving data through the internet** A lot of things have turned "**smart**." We have smart cars that can navigate on its own. Smart houses that monitor temperature and light. Smart TVs that interface with the internet. Watches that send our vital signs to our doctors. All of these development can influence the way we teach and learn.
5. **Artificial Intelligence.** Commonly, artificial intelligence is associated when **computers or machine simulate thinking and behaviors of humans such as talking, learning and solving problems**. Virtual assistants such as Siri, Alexa, Bixby and Google assistant are near samples of AI. Among others, uses of AI in education can be in the areas of gamification and adaptive instruction for learners with special needs.
6. **Virtual Reality and Augmented Reality.** VR is a **simulation of an environment by a computer program that allows a person to visit and experience the environment virtually**. In **AR**, **images from computer programs interlay with the actual views of the real-word, resulting in an extended, expanded, or altered view of a real-world environment**. In education, among others, VR and AR programs and apps allow more exciting ways of seeing and experiencing things that add to the motivation and engagement of learners
7. **Big Data.** Through the billions of interactions and transactions are done electronically, and through the internet, **an enormous amount of data is generated and stored**. The challenge is

how to make sense of this data, through analytics and research, possibly answer pertinent questions about how to make teaching and learning most effective.

8. **Coding.** Coding is a skill necessary to create computer software, apps, and websites. Today, there are learning programs that introduce coding activities as early as kindergarten. Robotics programs in the elementary and secondary programs introduce and hone the skills of young learners. Coding helps learners develop novel ways of exploring and trying out ideas, especially when done with problem or project-based learning approaches.
9. **Ethics and Privacy Protection.** We have repeatedly heard about how quickly technology is changing and impacting our lives. Through all this, It is crucial to ensure that **human values and principles govern or guide our use of technology.** Ethical practices that protect the rights of every person need to be upheld.



Massive Open On-line Courses

Massive Open On-line Courses (MOOCs) are online courses open to a big group of people.

Below are the basic information about MOOCS. Let us focus on each word:

Massive

- MOOCs are on-line courses **designed for large number of participants**, usually larger than the number of students that can fit a regular classroom. There can be hundreds or even be a thousand students or more.

Open

- There is mostly **freedom of place, pace and time.**
- Courses **can be accessed by anyone anywhere as long as they have internet connection.**
- Courses are **open to everyone** without entry qualifications.
- Some courses are for **free.**

Online

- All aspects of the course are delivered online.

Course

The MOOC course offers a full course experience including:

- **Educational content.** May include video, audio, text, games, simulations, social media and animation.
- **Facilitation interaction among peers.** Builds a learning community through opportunities to interact.
- Some **interaction with the teacher or academic staff.**
- **Activities/tasks, tests, including feedback.** Participants are provided with some feedback mechanism. Can be automatically generated like quizzes, feedback from peers or the teacher.
- **Some kind of (non-formal) recognition options.** It includes some kind of recognition like badges or certificate of completion. A formal certificate is optional and most likely has to be paid for.
- **A study guide/syllabus.** This includes instructions as to how you may learn from the materials and interactions presented.

Based on Definition Massive Open Online Courses v1.1 licensed under Creative Commons Attribution 4.0.

There are many MOOC providers like Edx, Coursera. Udacity, Udemy, Iversity.

LE 14. The Teacher as a PERSON and as a PROFESSIONAL

“My Teacher, My Hero” was a banner during the World Teachers’ Day celebration in the Philippines in the years past.

Personal Qualities of Filipino Teachers

To be a teacher in the Philippines is a challenging profession. Teachers serve the

country just like any other hero. **To be a teacher requires a lot of personal and professional qualities.** These qualities make an excellent Filipino teacher an exceptional professional.

First, the teacher must have **innate qualities or attributes that are exemplary and are fitted to be teachers.** These are natural tendencies of a person.

Personal Qualities of Teachers and the Descriptors

1. **Lives with dignity that exemplifies self-respect, integrity and self discipline.** *This teacher is honest, has integrity, self-respect and self-discipline. Likewise, respected by students, peers and the community.*
2. **Takes care of one's physical, emotional and mental well-being.** *This teacher is physically, emotionally and mentally healthy. Clean and neat, dresses appropriately and pleasant in words and in action.*
3. **Lives a life inspired by spiritual principles and beliefs.** *This teacher behaves according to the personal spiritual beliefs that are not contrary to the norms, mores and tradition of the community.*
4. **Exhibits deep knowledge and understanding across disciplines.** *This teacher is mentally alert, makes correct decision, intelligent to be able to acquire new knowledge, skills and values needed in order to teach. She/he has the ability to learn new things, re-learn old knowledge in new ways, and un-learn knowledge, skills and values that are no longer applicable to the current times.*
5. **Recognizes own strength with humility.** *This teacher sets high goals for himself/herself, but remains humble and willing to share success. He/She is confident of doing task but does not consider self to be better than others all the time.*
6. **Perseveres in challenging situation.** *This teacher is calm in the midst of chaos, remains steadfast under pressure, does not easily give up and adjusts to different situations.*
7. **Demonstrates a natural action to work together with others.** *This teacher volunteers tasks for others, always willing to share, extends help willingly, accepts responsibility, tolerant of other people, and gives up time for the group.*

Not everyone has these qualities, hence not everyone can be a good teacher. As the old saying goes: "Teachers are born but good teachers are both born and made."

Professional Competences of Filipino Teachers

1. **Abides by the code of ethics for the profession.** *This teacher practices the rules and conduct of professional teachers.*
2. **Masters the subject matter to be taught.** *This teacher masters and updates himself/herself with subject matter content to be taught.*
3. **Updates oneself on educational trends, policies and curricula.** *This teacher keeps abreast with educational trends, policies and curricula by taking up graduate studies, attending seminars and workshops.*
4. **Uses teaching methods to facilitate student learning.** *This teacher practices different ways of teaching appropriate to the learners and the subject matter.*
5. **Builds a support network with parents and community.** *This teacher engages the cooperation of parents and stakeholders in educating the learners.*
6. **Demonstrates knowledge, understanding of the characteristics and needs of diverse learners.** *This teacher has substantial knowledge of the characteristics and needs of the learners.*
7. **Plans, prepares and implements school curriculum responsibly.** *This teacher plans, prepares, implements and innovates the day-to-day curriculum with the view in mind that learners will learn.*
8. **Designs, selects and utilize appropriate assessment strategies and tools.** *This teacher designs, selects and uses appropriate assessment tools for, as, and of learning.*
9. **Provides safe, secure, fair physical and psychological learning environment that supports learning.** *This teacher arranges the classroom to provide safe, secure psychological environment that supports and encourages learning.*
10. **Serves beyond the call of duty.** *This teacher does task and works even beyond the official time when needed.*

It is not easy to become a professional teacher. The demand is great. **A qualified professional teacher then is like a HERO.**

LE 15. Towards Teacher Quality: Developing a Glocal Teacher of the 21st Century

FILIPINO GLOCAL TEACHER

A survey of the ASEAN countries and beyond tends to show that there are three major responsibilities of teachers. These are **(1) Actual Teaching. (2) Management of Learning and (3) Administrative Work.**

While the number of actual teaching hours per day varies all over the world, in our country. **Teaching in the public schools requires six hours of actual teaching, that includes administrative work** such as management of learning per day. **The two hours of the working day is allotted to administrative work** such as scoring and recording learners outputs, making reports, filling forms, preparing for the next day's activity and performing other administrative tasks. **Teachers should be multi-literate, multi-cultural, multi-talented, innovative and creative. The future Filipino teacher like you shall act locally but think globally.**

“Teach local, reach global.” means that **the teacher brings diverse experiences in the classroom with the various skills to live and work as citizens of a global society.** What teachers do in the local communities impacts the larger community. As global citizens, the work begins, where the teachers are, thus a “glocal” teacher.

Towards Quality Glocal Teachers

Quality teachers are characterized by different attributes and skills needed in the 21st century education. **Partnership 21 identified (1) Global awareness, (2) Financial, economic, business and entrepreneurial literacy, and (4) Civic and Health Literacy** which require:

1. Learning and Innovative Skills
2. Information, Media and Technology Skills
3. Life and Career Skills

More specifically, **quality teachers are competent teachers who can demonstrate exemplary mastery of knowledge, skills, values and dispositions** relative to the following characteristics:

1. Understands one's own cultural identity and rootedness
2. Knows and integrates global dimensions in the subject area
3. Engages learners in the learning processes
4. Uses real life local and global examples
5. Values the inputs of culturally and linguistically diverse learners
6. Models social responsibilities in local and global content
7. Encourages learners to find appropriate actions to improve local and global the conditions, and
8. Creates a learning environment that encourages creativity and innovations.

The Challenges of the Quality Glocal Teachers for the 21st Century

One of the major challenges of quality teachers is to **“create a learning environment that encourages creativity and innovation among learners.”** With it, comes the management of learning in such environment. These are required skills for a global teacher.

Majority of the current classrooms provide learning spaces that can hardly prepare the 21st century learners for the development of the 21st century skills.

Since the 21st century classroom is learner-centered, **the teacher acts as a facilitator of learning.** Students no longer study each subject in isolation, but they work on **interdisciplinary projects that cover several subject areas.** Learning is no longer for memorizing and recalling of information but on learning how to learn. Thus classroom designs should respond to the 21 century learning. More so, quality teachers should be changing their roles from teaching in isolation to co-teaching, team teaching and collaboration with students and peers.

A new and creative design of classrooms by the teachers is needed as well as the management of learning. These are the two teacher qualities needed to address the new roles of teachers.

How Should A New Classroom Be?

1. Flexibility of furniture and space
2. Collaborative learning
3. Facilitation of movement
4. Foster creativity
5. Use of technology
6. Provision of light and bright colors

Quality teachers should manage learning in an enhanced classroom by seeing it to it that learners are:

- organized;
- orderly;
- focused;
- attentive;
- on task; and
- are learning.

The two important factors that may affect learning management are the **use of technology** and the **diversity of learners.**

LE 16. On Teacher's Philosophy of Education

The way teachers relate to learners and the way they teach are anchored on ***philosophies of education***.

Basic documents such as the ***vision and mission statements, core values and mandate of the Department of Education and the features of the K to 12 Curriculum as contained in Section 3 of RA 10533 and the K to 12 Curriculum Guide*** are **manifestations or expressions of the philosophies of education of the country**. They state the standards and the outcomes of education towards which all curricular activities and teaching-learning should be directed.

Philosophies of Education

1. **Essentialism** – teach **mastery of the basics**; **curriculum is prescribed**; **subject matter-centered**, there are universal, objective values; inculcate values in subject matter.
2. **Perennialism** - teach **those that last, the classics**; there are **universal values**; inculcate these **universal, objective values**.
3. **Progressivism** – very **child-centered**; teach those that **interest** the child; **one learns by experience**; learners **learn by doing** so teacher teacher's teaching is **experiential**; values are **subjective**; **no inculcation of values** since they are subjective: instead teachers help students clarify their values.
4. **Reconstructionism** – **school is agent of change**; schooling is preparing students for the **social changes**; teaching is involving the students in discussions of **moral dilemmas**.
5. **Existentialism** – teachers teach learners to **make a choice**, to **make decisions** and **not merely to follow the crowd**, one who does not make do not leave meaningful life.
6. **Pragmatism** - that which is **useful**, that which is **practical** and that **which works is what is good**; that which is efficient and effective is that which is good. *E.g. showing a video clip on mitosis is more efficient and more effective and therefore more practical than teacher coming up with a visual aid by drawing mitosis on a cartolina or illustration board.*
7. **Rationalism** – emphasizes the **development of the learners' reasoning powers**; knowledge though **reason**; teacher must develop the reasoning power of the learner.
8. **Utilitarianism** – **what is good is that which is most useful** (that which **brings happiness**) to the greatest number of people.

9. **Empiricism** - source of **knowledge is through the senses**; teacher must involve the **senses in teaching-learning**.

10. **Behaviorism** – **behavior is shaped deliberately by forces in the environment** and that the type of person and actions desired can be the product of design; **behavior is determined by others**, rather than by person's own free will; teacher must carefully shape **desirable behavior**; **drills are commonly used to enhance learning**. **Rewards reinforce learning**.