

# **UNIT 7 : The Teacher of the 21st Century**



## **Unit Objectives**

**At the end of the unit, the students must have:**

- 1. described the personal qualities and competencies of effective classroom teachers.**
- 2. enumerated the professional characteristics of practicing teachers observed as based on the professional standards and codes of ethics for the profession;**
- 3. described the personal qualities and competencies of a glocal classroom teachers of the 21st Century; and**
- 4. crafted one's own teaching philosophy.**



## **Topics**

- 1. The Teacher as a Person and as a Professional**



## #1 Activity: A Day in the Life of a Quality Teacher

Resource Teacher: Jean Ritzel Sulpico Signature:  School: WVSU-ILS

Grade level: 1 Subject Area: \_\_\_\_\_ Date: \_\_\_\_\_

Directions:

1. If possible, this activity will require you to observe a teacher for one day.

Special arrangement should be made for this purpose.

2. Shadow the teacher in the three major responsibilities

- ✓ Actual teaching
- ✓ Management of learning
- ✓ Administrative Work

3. Use the key guide below.

4. Record data observed on your notebook. This will be your artifact.

5. Make a narrative or essay of your answer entitled, “A Day in the School Life of a Quality Teacher”. This will be part of your artifacts.

Teacher's Major	Key Guide for Observation
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Responsibility	
Actual teaching	<p><b>This teacher:</b></p> <ul style="list-style-type: none"> <li>✓ Is learner-centered</li> <li>✓ Acts as a facilitator of learning</li> <li>✓ Has mastery of subject matter</li> <li>✓ See to it that learning outcomes are achieved</li> <li>✓ Is pleasant and fair in dealing with the learners</li> </ul>
Management of learning	<p><b>This teacher:</b></p> <ul style="list-style-type: none"> <li>✓ Allows all learners to participate in the lesson</li> <li>✓ Considers the needs of the learners in seating arrangements</li> <li>✓ Uses instructional support materials to help learners understand the lesson.</li> <li>✓ Sees to it that learning is achieved within the period of time</li> <li>✓ Follows the schedule set for online class</li> </ul>
Administrative Work	<p><b>This teacher:</b></p> <ul style="list-style-type: none"> <li>✓ Keeps records of learner's attendance everyday</li> <li>✓ Keeps record of formative and summative tests</li> <li>✓ Submits reports and other documents on time</li> <li>✓ Does other tasks as requested by superior</li> </ul>

**#2 Activity: The Creation and Management of the New Learning Environment  
as a Skill of the 21<sup>st</sup> Century teacher**

Resource Teacher: Jean Ritzel Sulpico Signature: \_\_\_\_\_ School: WVSU-ILS

Grade level: \_\_\_\_\_ Subject Area: \_\_\_\_\_ Date: \_\_\_\_\_

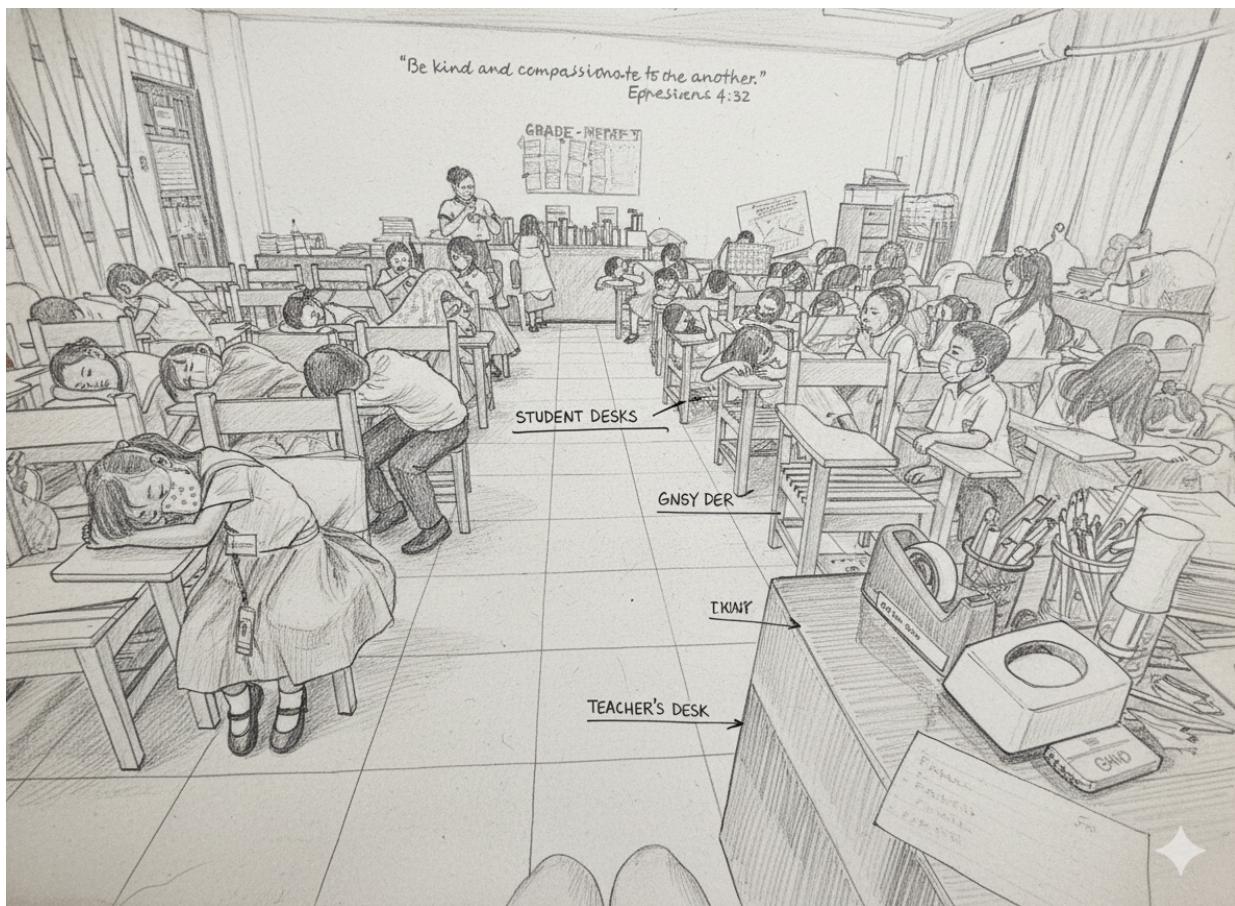
Directions:

1. Draw or Sketch the current classroom where you are observing. Indicate and label the parts and furniture that you find everything inside.
2. Draw your vision of a classroom for 21<sup>st</sup> century

**CLASSROOM I AM OBSERVING**

**GRADE LEVEL \_\_\_\_\_**





## 2. MY CLASSROOM FOR THE 21<sup>st</sup> CENTURY



### **#3 Activity: Analysing DepEd's Philosophy of Education**

Resource Teacher: \_\_\_\_\_ Signature: \_\_\_\_\_ School:

Grade level: \_\_\_\_\_ Subject Area: \_\_\_\_\_ Date:

Directions:

1. Determine the prevailing philosophies of education based on DepEd Vision and Mission Statement, core values and mandate and on the K to 12 Curriculum Framework and Guide.
2. Study the DepEd Vision and Mission Statements.
3. Read the features of the K to 12 Curriculum based on the K to 12 Framework and Guide and Section 5 of RA 10533.
4. Accomplished the table below by answering this question: **Which philosophies are expressed?**
5. Cite relevant statements to back up an identified philosophy of education. You are given an example.

## **#4 Activity: Articulating My Personal Philosophy of Teaching**

Resource Teacher: \_\_\_\_\_ Signature: \_\_\_\_\_ School:  
\_\_\_\_\_

Grade level: \_\_\_\_\_ Subject Area: \_\_\_\_\_ Date:  
\_\_\_\_\_

Directions:

1. Observe how a teacher relates to every learner and how he/she proceeds with her teaching.
2. Accomplish the Observation Sheet Below.

<b>PHILOSOPHIES OF EDUCATION</b>	<b>TEACHING BEHAVIOUR (STATE WHAT THE TEACHER SAID, TAUGHT OR DID)</b>
Essentialism – teach mastery of the basics, curriculum is prescribed; subject matter-centered there are universal, objective values, inculcate values; subject	She saw to it that the learners mastered the basic skills and concepts
Perennialism – teach those that last; the classics; there are universal values; inculcate these universal, objective values	The teacher emphasizes order and discipline through a traditional layout, reflecting a focus on universal, constant values rather than changing trends.
Progressivism- very- child centered; those that interest the child; one learns by experience; learners learn by doing so teacher's teaching is experiential; values are subjective, no inculcation of values since they are	While the desks are in rows, the teacher acts as a facilitator by allowing students to rest or work at their own pace, making the learning experiential.

subjective, instead teachers help students clarify their values.	
Reconstructionism- school is agent if agent; schooling is preparing students for the social changes; teaching is involving the students in discussion of moral dilemmas	The biblical quote "Be kind and compassionate..." on the wall serves as a moral foundation, preparing students to handle social changes and moral dilemmas.
Existentialism- teachers teach learners to make choice, to make decision and not merely to follow the crowd; one who does not make a choice and so simply follow others do not leave meaningful life.	The teacher respects the individual physical state of the students, allowing them the choice to rest, which acknowledges their personal existence and needs.
Pragmatism- That which is useful, that which is practical and that which works is what is good; that which is efficient and effective 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.	The classroom uses practical tools like an air conditioner and organized supplies on the teacher's desk to create an efficient learning environment.
Rationalism – emphasizes the development of the learner's reasoning power; knowledge comes through reason; teacher must develop the reasoning power of the learner.	The teacher uses visual aids and written quotes to help develop the students' reasoning power and moral judgment.
Utilitarianism – what is good is that which is most useful (that which brings happiness) to the greatest number of people.	The structured environment aims for the "greatest good" by providing a quiet, cool, and organized space for the majority of the students to study.
Empiricism – source of knowledge is through the senses; teacher must involve the senses in teaching-learning	Learning is supported by sensory tools: visual posters, physical notebooks, and a tangible classroom setup to help students learn through

	their senses.
Behaviourism – behaviour is shaped deliberately by forces in the environment and that the type or person and actions desired can be the product of design; behaviour is determined by others, rather than by person's own free will; teacher must carefully shape desirable behaviour; drills re commonly used to enhance learning; rewards reinforce learning.	The teacher shapes behavior by rewarding quiet conduct and using environmental cues to reinforce discipline.
Constructivism – learners are capable of constructing knowledge and meaning; teaching -learning therefore is constructing knowledge and meaning; teacher does not just “tell” or dictate but asks learners for knowledge they construct and meaning of lesson.	The teacher provides a variety of materials on the desks and walls, allowing students to construct their own meaning from the visual environment.
Other Philosophies	



## #1 Analysis: A Day in the School Life of a Quality Teacher

Resource Teacher: \_\_\_\_\_ Signature: \_\_\_\_\_ School:

Grade level: \_\_\_\_\_ Subject Area: \_\_\_\_\_ Date:

Refer to the results of your Observation #1

1. Which of the 3 responsibilities shows majority of the indicators being practiced?

The majority of indicators suggest a focus on Essentialism and Behaviorism. The traditional row-based seating and the teacher's heavy emphasis on classroom structure and organization are clear indicators of a teacher-led, prescribed learning environment.

2. Which demonstrated behaviour do you find in the teacher that is worth emulating?

The most emulatable behavior is the incorporation of moral character (Reconstructionism/Perennialism) within the physical space. By prominently displaying "Be kind and compassionate," the teacher reminds learners that education is not just about academics but also about becoming a good person. Additionally, the teacher's attention to learners comfort (Pragmatism) through air conditioning shows care for the physical learning environment.

3. From your perspective, would you consider this teacher as a quality teacher? Why?

Yes. A quality teacher balances structure with care. The teacher shows quality by Keeping a clean, organized, and climate-controlled room. Using wall space to

teach values alongside academics. Allowing learners a moment of rest indicates the teacher understands the developmental and physical needs of young learners.

## **#2 Analysis: The Creation and Management of the New Learning Environment as a Skill of the 21<sup>st</sup> Century Quality Teacher**

Resource Teacher: \_\_\_\_\_ Signature: \_\_\_\_\_ School:

Grade level: \_\_\_\_\_ Subject Area: \_\_\_\_\_ Date:

Directions:

Make a comparison of your drawings. Describe the similarities as differences.

Explain why.

Features of the present Classroom Components	My Vision of the Future Classroom	Why the similarity? Why the difference?
Traditional wooden armchair desks arranged in fixed, straight rows facing the front.	Modular, mobile furniture that can be easily rearranged for collaboration.	To move from a teacher-centered "Essentialist" model to a learner-centered "Progressivist" model that encourages teamwork.
Low-tech environment with a split-type air conditioner being the primary modern appliance.	Individual tablets/laptops for every student, high-speed Wi-Fi, and interactive smartboards.	"Pragmatism" dictates using the most efficient tools; digital tools are more practical for 21st-century information gathering.
A clear "front of the	Multiple "hubs" including	Supports

room" defined by the teacher's large desk and moral posters.	a quiet zone, a creation station with 3D printers, and a presentation area.	"Constructivism" by allowing students to construct knowledge in various ways rather than just "listening".
Curtains for light control and an AC unit for temperature management.	Large windows for natural light, indoor plants, and automated climate control for optimal comfort.	Both prioritize learners comfort ("Utilitarianism") to ensure the best environment for the most people.
Static displays like the "Grades-Matatag" board and the Ephesians 4:32 quote.	Digital walls that showcase real-time student work and rotating global moral dilemmas for discussion.	Both value moral development ("Perennialism" and "Reconstructionism") but use different media to engage learners.

### **#3 Analysis: Articulating My Personal Philosophy of Teaching**

Resource Teacher: \_\_\_\_\_ Signature: \_\_\_\_\_ School:

\_\_\_\_\_

Grade level: \_\_\_\_\_ Subject Area: \_\_\_\_\_ Date:

\_\_\_\_\_

1. Based on your answers in Analysing DepEd's Philosophy n Education and Articulating My personal Philosophy in Teaching, which philosophies of education are dominant in Philippine basic schools? Why do you day so?

Essentialism is arguably the most dominant philosophy because the Philippine

education system focuses on mastering "the basics." With the implementation of the Enhanced Basic Education Act of 2013 (RA 10533), there has been a heavy shift toward Progressivism. Behaviorism is highly evident in the management and climate of Philippine classrooms.

2. If there is one philosophy that schools and teachers should give more attention, what should that be and why?

If I were to recommend one philosophy that schools and teachers should prioritize more, it would be Progressivism, specifically through the lens of Constructivism. While Philippine schools are currently transitioning toward learner-centered models, the daily reality often remains rooted in Essentialism. Giving more attention to Progressivism would transform the classroom from a place where learners "receive" information to a place where they "create" meaning.



### **#1 Reflection: A Day in the School Life of a Quality Teacher**

1. Are you inspired to become a teacher after your observations? If yes, why? If no, why not?

Yes, I am inspired to become a teacher. Seeing how a teacher can transform a

simple room into a sanctuary for learning—using curtains to manage light, an AC unit for comfort, and moral anchors on the walls—shows that teaching is an act of designing a better world for children. It is inspiring to think that a teacher has the agency to create a space where a child feels safe enough to learn (or even to rest). It is the only profession that allows you to be an artist, a scientist, a psychologist, and a leader all at once.

2. When you become teacher in the future, how else would you do better as a professional teacher?

I would focus on bridging the gap between the traditional structure observed in current classrooms and the dynamic needs of the 21st-century learner. Being a professional teacher isn't just about mastery of subject matter; it is about the constant evolution of one's craft.

3. What are some concerns that you foresee in the future as a quality teacher? Do you think you will be ready to address this? Give at least 2 concerns.

Becoming a "quality teacher" is a journey that involves navigating significant systemic and social hurdles. Looking at the current landscape of education, I foresee two primary concerns that could challenge the effectiveness of any educator. While we envision a 21st-century classroom filled with high-tech tools, the reality is often a gap between those who have access and those who don't. Furthermore, even when technology is available, the concern shifts to digital overstimulation. As seen in the observation photo, students often carry physical and emotional exhaustion into the classroom (as shown by those resting on their desks). The future promises an increase in student anxiety, academic pressure, and social isolation.

4. In what aspect of the teacher's day, would you like to congratulate the teacher? Can you show your appreciation to this teacher by sending a thank you card? (include this card in your artifact)



I would like to congratulate the teacher on their intentional classroom management and environmental care. It is clear that this teacher doesn't just view the classroom as a room with four walls, but as a space that influences the well-being of the student.

## **#2 Reflection: The Creation and Management of the New Learning Environment as a Skill of the 21<sup>st</sup> Century Quality Teacher**

Based on the task you made, what challenges await you as a future teacher?

How will you manage leaning in the future classroom? How will you prepare yourself to respond to 21<sup>st</sup> teaching-learning and become glocal teacher?

Make a short paragraph on how you will manage teaching-learning in the 21<sup>st</sup> century classroom.

As a future teacher, a significant challenge is balancing standardized curriculum requirements (Essentialism) with the need for student-led, experiential learning (Progressivism). Managing a classroom like the one observed requires overcoming physical limitations, such as fixed seating, while addressing the diverse emotional and physical states of students who may be exhausted or overwhelmed. Additionally, transitioning from a teacher-centered "command center" to a facilitator role requires a shift in authority and classroom management styles.

### **#3 Reflection: Articulating My Personal Philosophy of Teaching**

What is your philosophy in teaching? This describes what you believed you should teach, how you should teach and how you should relate to others in school---with the learners, your colleagues, your superiors and all other stakeholders. Write them down. This is your title, " My Philosophy of Teaching."

#### **My Philosophy in Teaching**

I believe that the learner ..... (your concept of the learner)

I believe that I should teach the learners .... (what)

by .....(how)

I believe that I .... (how should you relate to learners, colleagues, superior, parents and other stakeholders)

#### **My Philosophy of Teaching**

My teaching philosophy is rooted in the belief that learning should be as natural, engaging, and profound as play. I believe that when learners "play" with ideas, materials, and collaboration, they move from being passive recipients of information to active creators of knowledge.

I believe in teaching more than just facts, I aim to cultivate holistic 21st-century competencies.

My methodology is primarily Progressivist and Constructivist, centered on the idea that the classroom is a laboratory for life.

Teaching is a relational act, and I strive to maintain "radical empathy" in all my interactions.



## Learning Artifacts

These must be included in your portfolio:

- ✓ Accomplished Observations Sheets
- ✓ My Philosophy of Teaching

**References:**

**What It Takes to Be a Teacher – Interview, Teachers, and Students –**  
StateUniversity.com <https://careers.stateuniversity.com/pages/887/What-It-Takes-to-Be-a-Teacher.html#ixzz76PLNqG3g>

**Lucas, M.R.D., Borabo, M.L., Bilbao, P.P., & Corpuz, B.B., (2020) Field Study 1: Observations of Teaching-Learning in Actual School Environment, Lorimar Publishing Inc.**