

FIELD STUDY 6

Deployment Narrative Report

Name: Jacklyn U. Bautista

School Assigned: East Central Integrated School

Grades and Sections observed: Grade I, Amorsolo

Year and Section: 3rd Year/ UP-FC1-BEED/BSEDSOC

Date of Deployment: February 27 to March 01, 2023

Submitted to:

Ma'am Irene Loresco
Field Study Adviser

Field Study 6 courses is part of the program offered by the Bachelor of Elementary Education for third year students. The purpose of field study courses is to provide students with valuable opportunities to observe and learn about the teaching and learning process in actual



classrooms. Students will also gain more knowledge and experience about the traits and behaviors of learners in real-world learning environments. Field Study also provide opportunities to the students to experience the teaching-learning process in the classroom. In the subject field study student are required to deploy in different public elementary school to conduct an observation.

On February 27, 2023, the day of our first deployment observation, we were 12 Elementary Education major FS students that were deployed in the same school, East Central School, located in the Mayombo District. The observation ended on March 1, 2023, after a total of 24 hours, which is equivalent to three days of observation. On our first day of deployment observation, I felt excited, nervous, and happy, or in other words, mixed emotions. At first, we were waiting for each other because some of us didn't know the location of the school, including me. The leader set a time and a specific place where we would meet, but sad to say, some others were late to come. Since February 27 is a Monday, at the public elementary school they have a flag ceremony, so as a FS student observer, we should also attend the flag ceremony. After the flag ceremony, we went to the principal's office together with our FS adviser, Ma'am Irene Loresco. Madam Maricris, the school principal, warmly welcomed us. They settled on us for a certain resource teacher, and with the principal and our FS adviser, they designated us as having a resource teacher. In grade 1, I assigned an amorsolo section handled by teacher Zelfa A. Tulud as their adviser. As I entered the classroom, I immediately introduced myself to her. After that, she's doing something, so when I noticed that I offered myself to do that, and while I was doing that, teacher Zelfa started discussing in front of the class the subject "Araling Panlipunan," since it is grade 1 pupil and they use Pangasinan as their mother tongue. The task that I am doing takes only a few minutes; after that, I focus on listening and observing the class. At 9:15 in the morning is their recess time, which takes only 15 minutes, so at 9:30 the recess time is over and then again, they started their class. My resource





teacher was discussing a lesson with another subject, which is MAPEH and mathematics. After she discussed it, she gave a short test to her pupils to evaluate their learning achievements. After they finished the test, my resource teacher asked me to check it and record it as well, and that is one of the good experiences that I have had. In the afternoon, before they started their proper discussion, my resource teacher asked her pupils to sing to boost their energy and avoid feeling sleepy, so as I observed, that strategy was very helpful for the whole class. After that, they proceed with discussion in the

subject of English. When the pupils are copying what's on the board, I roam around to assist them if there is anything they don't understand. My second and third days were very similar to my first day observation. The only difference was that on my second day in the afternoon, there was a PTA meeting for kindergarten to grade 3 students because they have a shifting schedule that will take place in the next week because they need to renovate one of the school's buildings, and kindergarten and grade 1 to 3 students are the affected year level. In that event, I am the one to assist the parents or guardians with their attendance. On the third day, I write on the board for their discussion, so aside from assisting the pupils during the class and helping my resource teacher if she needs help, that's all the difference between my second and third days from my first day. In addition, on the third day after the class in the afternoon, my resource teacher will call the pupils who are poor in reading, and I will be the one to assist them in reading. My resource teacher has asked me to tell the parents of that pupil regarding her capability in terms of reading when her parents fetch her. Furthermore, I gained a lot of experience during my three days of observation. I experience having to restrain pupils since they are grade 1 pupil. Some of them are messy, noisy, always standing even if they don't need to, murmuring with their seatmates, making trouble, making a lot of complaints towards their classmates, and simultaneously going to the comfort room. All that means I need to help my resource teacher address those issues with the pupils. My resource teacher uses different instructional materials, and the students have individual booklets. She shows different pictures, and she uses real objects in her discussion, and she consistently evaluates her pupils to see their learning achievements at the end of the lesson. My resource teacher and her co-teachers have good communication, and they are sharing instructional materials with each other. For the 3 days that I stayed to observe at ECIS, I realized that having a





good relationship with your colleagues is highly important, as well as with the higher authorities. At my first day, one of the students was crying, and my resource teacher noticed that. She immediately approached her and asked what her problem was. The pupil said that she had a toothache, and my resource teacher asked one of her pupils to call the mother of the pupil. The mother came right away, and my resource teacher told the mother to bring her home, and she excused her from her class, but the pupils insisted that she stay, perhaps to bear the pain of her tooth. In that situation, I see the concern and care the resource teacher has for

her pupils. Another day, one of her students cried again, and my resource teacher approached her immediately. She was crying because after her mother brought her into the classroom, she went go, and that's why she was crying. After my resource teacher approached her, I came to her to try to ask her to stop crying, and when I saw her crying, I felt sadness and worry for her. I talk to her in a good way and try my best to comfort her; after a few minutes, she stops crying, and after that, she's always come to me to ask me what time it is; she's too sweet and soft-spoken. I'm happy to see her participating in the class with no tears in her eyes. In general, my resource teacher shows care, concern, and love for her pupils. Most of the students fetch them with their parents or guardians, and I noticed how my resource teacher and the parents have a good relationship; sometimes they have small talks and my resource teacher tells them what's going on with their children inside the classroom, and my resource teacher told me that they have a group chat for them to easily reach out to each other if there are any announcements or concerns regarding her pupils. In addition, my resource teacher, according to her, has been teaching in public schools for almost 17 years, and I've proven from observing her for 3 days that she is always prepared in her teaching, as evidenced by the way she discusses, manages the noise of the pupils, and delivers the lessons smoothly so that her pupils understand their lessons. 7:30 in the morning they start their class, and 9:15 am is their recess time, which is good for 15 minutes. At 9:30, they start again the class up to 11:30 am. After lunch break, they came back to the classroom at 1:00 in the afternoon and started again the class, which lasted until 3:00 pm, which is the equivalent of 6 hours of actual classroom teaching a day. But 4:30 is the time that I'm leaving the room for the 1 hour and 30 minutes that I take to assist the pupil selected in enhancing their capabilities of reading, and some minutes are to help the cleaners clean inside and outside of the room.

Lastly, overall, this experience is an eye-opener for me when it comes to my future profession. It not only gives me an experience but also gives me a realization of the reality of the future profession that I'm taking. This is a great opportunity for me as a field study student to expose us to an actual learning environment. I am also grateful to my resource teacher for being approachable and assisting me for my three days of observation. I gained a lot of knowledge and strategies from her when it comes to the teaching and learning process. I also prove that the student

is diverse when it comes to his or her learnings, behaviors, and attitudes. I conclude that at the school where I deployed, the people are friendly, and the environment is neat and the classroom where did I assigned, I see the educational materials that see in walls or in the corners of the room which is very suitable to the grade 1 pupils.

