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OBSERVATIONS OF TEACHING -LEARNING IN ACTUAL SCHOOL ENVIRONMENT

BEED/BSED/BPED/BTLED

FS 1

Observations of Teaching-Learning in Actual School Environment



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OBSERVATIONS OF TEACHING -LEARNING IN ACTUAL SCHOOL ENVIRONMENT

Episode 16 – On Teacher's Philosophy of Education

On Teacher's Philosophy of Education



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Episode 16 – On Teacher's Philosophy of Education



SPARK Your Interest

One thing asked of teacher applicants in the Department of Education is to write their philosophy of education. This means that they have to write their concept of the nature of the learner, how that learner learns, and how that learner ought to live to live life meaningfully. Based on these philosophical concepts, the teacher applicants describe how they ought to relate to the learner, what to teach, and how to teach so that the learner learns and lives life happily and meaningfully.

TARGET Your Intended Learning Outcome

At the end of this episode, I must be able to:

- ☐ determine prevailing philosophies of education based on DepEd Vision and Mission statements, core values and mandate, the K to 12 Curriculum Framework and Guide, and RA 10533;
- ☐ cite teacher's teaching behaviors and the philosophies of education on which these behaviors are founded; and
- ☐ articulate my philosophy of teaching.

REVISIT the Learning Essentials

We are beneficiaries of a rich philosophical heritage passed on to us by great thinkers of the past and of the present. 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.



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OBSERVATIONS OF TEACHING -LEARNING IN ACTUAL SCHOOL ENVIRONMENT


Episode 16 – On Teacher's Philosophy of Education



OBSERVE, ANALYZE, REFELCT

Activity 16.1

Analyzing DepEd's Philosophy of Education

Resource Teacher: Sir Kim Paolo Armin A. Torcelino VI Teacher's Signature: 

School: CNSC College of Education Laboratory School Grade/Year Level: Grade 9 Subject Area: Science Date: October 6, 2025

OBSERVE



- Determine prevailing philosophies of education based on DepEd Vision and Mission statements, core values and mandate, and the K to 12 Curriculum Framework and Guide.
- Study the DepEd Vision and Mission statements, Core Values, and Mandate.
- Read the features of the K to 12 Curriculum based on the Ktol2 Curriculum Framework and Guide and Sec 5 of RA 10533.
- Accomplish the Table below by answering this question: Which philosophies are expressed?
- Cite relevant statements to back up an identified philosophy of education. You are given an example.



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OBSERVATIONS OF TEACHING -LEARNING IN ACTUAL SCHOOL ENVIRONMENT

Episode 16 – On Teacher's Philosophy of Education



ANALYZE

| Philosophies of Education | Which philosophies are expressed in the DepEd Vision, Mission Statements, Core Values, Mandate? Give proof. | Which philosophies are expressed in the K to 12 Curriculum Framework and Guide and Sec 5 of RA 105337? Give proof. |
|--|--|--|
| 1. Essentialism — teach mastery of the basics; curriculum is prescribed; subject matter -centered there are universal, objective values; inculcate values in the subject matter. | Essentialism - The core values of maka-Diyos, maka-tao, maka-kalikasan and makabansa show that DepEd essentialist. DepEd believes in unchanging values that need to be inculcated. | Essentialism - List of standards and competencies that learners are expected to attain is the subject matter that students are expected to learn. —Essentialist |
| 2. Perennialism — teach those that last, the classics; there are universal values; inculcate these universal, objective values | The DepEd mission promotes a child-friendly, gender-sensitive, safe, and motivating environment. DepEd's progressive stance on, learning must adapt to the learner. | The framework emphasizes nurturing learners who acquire enduring knowledge and timeless skills, while remaining deeply connected to Filipino values and culture. |
| 3. Progressivism - very child-centered; teach 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 subjective; instead teachers help students clarify their values | DepEd's Mission highlights a child-friendly and motivating environment where students learn through experience, guided by teachers who support personal growth and help learners explore their own values. | The framework is described as learner-centered, inclusive, and developmentally appropriate, showing that learning must adapt to the needs and experiences of learners. |
| 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 | The DepEd vision of empower learners to contribute meaningfully to building the nation. It emphasizes education as a tool for societal transformation, where learners develop values and competencies that support national development and active citizenship | DepEd's collaboration with DOLE, PRC, CHED, TESDA, school associations, PTAs, and business chambers highlights education as a collective force for national transformation, aiming to produce graduates who can transform themselves and others while driving social reform and development. |



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| | | |
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| 5. Existentialism - Teachers teach learners to make a choice, to make decisions, and not merely to follow the crowd; one who does not make a choice and so simply follows others does not leave a meaningful life | Empower learners to achieve their fullest potential. The DepEd vision highlights an educational system that guides individuals toward purpose and self-direction. | The curriculum framework emphasizes the learner's autonomy, creativity, and critical thinking, reflecting the belief that education should help learners find meaning and self-direction. |
| 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. 6.g. showing a video clip on mitosis is more efficient and more effective and therefore more practical than the teacher coming up with a visual aid by drawing mitosis on a cartolina or illustration board | Education must evolve based on what works in practice. The DepEd vision continuously improves to serve its stakeholders better. It ensures that policies and programs benefit the greatest number by supervising both public and private schools, including alternative learning systems. Its vision promotes national development by helping learners reach their full potential and contribute meaningfully to society. | The framework is practical, adaptable, and grounded in research, allowing for local and cultural relevance, reflecting a focus on learning through experience and real-world application. |
| 7. Rationalism - emphasizes the development of the learners' reasoning powers; knowledge comes through reason; the teacher must develop the reasoning power of the learner | The DepEd aims to provide quality, equitable, and complete basic education for all Filipino learners. | DepEd coordinates with CHED and TESDA to harmonize curricula and avoid duplication, showing a logical, structured approach to curriculum design. |
| 8. Utilitarianism - what is good is that which is most useful (that which brings happiness) to the greatest number of peoples; | The DepEd mandate ensures education is relevant to the goals of national development. | The curriculum is structured to maximize benefits for the greatest number, preparing students for global competitiveness and higher education while supporting the national development goal. |
| 9. Empiricism - source of knowledge is through the senses; teacher must involve the senses in teaching-learning | The mandate includes supervision of institutions and maintenance of a complete system. This streamlines decisions based on observation and experience. | The curriculum is grounded in research, emphasizing learning based on evidence, observation, and experience. |
| 10. Behaviorism - behavior is shape deliberately by forces in | Teachers shape behavior through reinforcement and | The curriculum includes performance standards and |



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| 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. | guidance. The DepEd mission says teachers facilitate learning and constantly nurture every learner. The Core Values—Maka-Diyos, Maka-tao, Makakalikasan, Makabansa—align with behaviorism because they promote desirable behaviors that teachers can shape through reinforcement. | retraining of teachers, implying structured reinforcement and measurable outcomes in teaching and learning. |
| 11. Constructivism —Learners are capable of constructing knowledge and meaning; teaching and 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 DepEd Mission, which highlights that students learn best in a child-friendly, safe, and motivating environment, while teachers act as facilitators who nurture learners. It also emphasizes shared responsibility among families, communities, and stakeholders in developing lifelong learners—reflecting the constructivist belief that learning is active, social, and shaped by meaningful experiences. | Section 5 explicitly states that the curriculum uses constructivist, inquiry-based, reflective, collaborative, and integrative pedagogical approaches. |



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OBSERVE, ANALYZE, REFELCT

Resource Teacher: Sir Kim Paolo Armin A. Torcelino VI

Teacher's Signature: _____

School: CNSC College of Education Laboratory School

Grade/Year Level: Grade 9

Subject Area: Science

Date: October 6, 2025



- Observe how a teacher relates to every learner and how he/she proceeds with her teaching.
- Accomplish this Observation Sheet.

Here are philosophies of education. Find out which philosophies were manifested in class by observing what and how teacher teaches and relates to learners.

| Philosophies of Education | Teaching Behavior (State what the teacher said, taught or did). |
|--|--|
| 1. Essentialism — teach mastery of the basics; curriculum is prescribed; subject matter centered there are universal, objective values; inculcate values; subject | Sir Kim ensured students mastered basic concepts and had ideas for the lesson. |
| 2. 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 | Sir Kim encouraged experiential and collaborative learning by assigning group work, saying, "Class, form four groups with six members each," allowing students to actively engage, share ideas, and learn through doing. |
| 3. Reconstructivism - views education as a means to bring about social change and improvement; teachers guide students to discuss real-world | Sir Kim guided students to work in group presentations to explore how Earth's evolution |



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| issues and become active participants in transforming society. | has shaped the environment, species, and human society. |
| 4. Existentialism - focuses on individual freedom and personal choice; teachers help learners make decisions, take responsibility for their actions, and find personal meaning in their learning experiences. | Sir Kim allowed students to choose how they presented their work, using cartolina or creative digital formats like Canva, allowing them to express their ideas personally. |
| 5. Pragmatism - emphasizes learning through experience and practical application; teachers use real-life activities to help students discover what works best and apply knowledge in meaningful ways. | Sir Kim designed a collaborative work where students reported on assigned topics, where students presented their visual output, images, and explain their findings to the class. |
| 6. Rationalism - emphasizes the development of the learners' reasoning powers: knowledge comes through reason; teacher must develop the reasoning power of the learner | Sir Kim guided students to organize their thoughts clearly during presentations and encouraged them to ask and answer questions from their classmates. |
| 7. Empiricism - source of knowledge is through the senses; teacher must involve the senses in teaching-learning | Sir Kim engaged students' senses by having them use materials like cartolina, conduct research on digital devices, and read their textbooks, allowing them to explore and understand concepts through direct experience. |
| 8. 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. | Sir Kim provided constructive feedback and encouraged students to actively cooperate and complete assigned tasks with their classmates. |
| 9. 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 | Sir Kim facilitated student-led learning by allowing learners to construct meaning through peer interaction. The teacher said, “Go to your assigned groups, work together to understand your topic, and write your output on the cartolina.” |



ANALYZE



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1. Based on your findings and observations in Activity 16.1 and Activity 16.2, which philosophies of education are dominant in Philippine basic schools? Why do you say so?

Progressivism, Pragmatism, and Reconstructivism are the main educational philosophies guiding teaching in Philippine basic schools, as shown in Activities 16.1 and 16.2. These philosophies are reflected in learning experiences that actively involve students, connect lessons to real-life situations, and encourage critical thinking. Classrooms emphasize hands-on activities, collaborative projects, and problem-solving tasks that make learning meaningful and relevant. At the same time, education is seen as a tool to foster social awareness and responsibility, preparing students to understand and contribute to their communities. Overall, these approaches aim to develop well-rounded learners who are capable of thinking independently, applying knowledge practically, and positively impacting society.

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

Reconstructivism deserves more focus in schools and classrooms because it helps students connect their learning to real-life situations and societal challenges. This philosophy encourages learners to understand the impact of their actions on the community and promotes a strong sense of social responsibility. Classrooms that apply Reconstructivism provide opportunities for discussion, reflection, and problem-solving, allowing students to explore different perspectives and think critically about current issues. Emphasizing this approach also nurtures values such as empathy, cooperation, and justice, moving education beyond memorization and making learning more meaningful and relevant to everyday life.



Reflect

What is your philosophy of 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 of Teaching

These may be of help:

I believe that the learner (concept of the learner)

I believe that each learner is a unique individual with curiosity, creativity, and untapped potential. Every student brings distinct experiences, perspectives, and strengths that shape how they understand and



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interact with the world. Learning is not simply memorizing facts; it is a process of discovery, reflection, and growth that cultivates critical thinking, resilience, and self-awareness. I strive to create a learning environment that challenges, supports, and inspires students, empowering them to reach their fullest potential and navigate life with confidence and purpose.

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

I believe teaching should transform the classroom into a space where learning connects to real life. Students learn best when they are encouraged to think critically, solve problems, and take ownership of their progress. I aim to focus on life skills like communication, decision-making, teamwork, and time management, helping students navigate real-world situations confidently. My goal is to design lessons that thoughtfully integrate experiential learning strategies, fostering curiosity, encouraging critical inquiry, and nurturing creativity. At the same time, I aim to cultivate essential values such as responsibility, integrity, and perseverance. Education should extend beyond the mere transmission of knowledge; it should empower students to act ethically, make informed decisions, and engage as constructive, contributing members of society.

By..... (how)

I believe that teaching should go beyond academic instruction and help students develop essential life skills that prepare them for the challenges of the modern world. Skills such as critical thinking, problem-solving, decision-making, and emotional intelligence are vital for students to navigate real-life situations effectively. By embedding these in my lesson, I aim to nurture students who are versatile, ethically grounded, and equipped with a broad set of life and academic skills. My teaching focuses on active participation and learning by doing. I use group discussions, hands-on projects, and scenario-based exercises to help students explore ideas, work together, and apply concepts. Reflection, self-assessment, and goal-setting encourage them to take ownership of their learning and build self-awareness, resilience, and responsibility. I also incorporate opportunities for reflection, self-assessment, and goal-setting so students can take ownership of their learning and develop self-awareness and sense responsibility. I use diverse strategies, including visual aids, interactive exercises, and digital tools, and provide regular feedback to support each student's growth and keep all learners engaged and challenged.

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

Building strong relationships is essential to a thriving learning environment. Modeling empathy, integrity, and collaboration creates a supportive environment where everyone feels valued and



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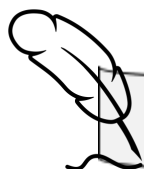
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empowered. I also encourage cooperation among colleagues and maintain transparent communication with parents and the school community to ensure a cohesive, nurturing environment. When students experience this sense of belonging and mutual respect, they are more willing to take risks, engage deeply with their learning, and develop essential life skills. This combination of life skills development, active learning, and positive relationships ensures that students are prepared to face real-world challenges with confidence, competence, civic-minded, and ethical awareness. For me, teaching is not just about delivering lessons—it's about guiding, inspiring, and growing alongside my students. Building these connections ensures a collaborative and supportive community in which everyone can thrive.



SHOW your Learning Artifacts

Accomplished Observation Sheets

| Philosophies of Education | Teaching Behavior (State what the teacher said, taught or did). |
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My Philosophy of Teaching

My Philosophy of Teaching

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Evaluate Your Work Task Field Study 1, Episode 16 -On Teacher's Philosophy of Education

Learning Outcome: determine prevailing philosophies of education based on DepEd Vision and Mission statements, core values and mandate, the K to 12 Curriculum Framework and Guide, and RA 10533; cite teacher's teaching behaviors and the philosophies of education on which these behaviors are founded; and articulate my philosophy of teaching.

Name of FS Student: Rizza Joy A. Jane.
Year & Section: 4th year Block A

Date Submitted: October 18, 2025
Program: BSEd Major in Science

| LEARNING EPISODES | | EXCELLENT 4 | | | VERY SATISFACTORY 3 | | SATISFACTORY 2 | | NEEDS IMPROVEMENT 1 | | |
|--------------------------------|-----|---|-----|------|---|------|--|------|--|-----|----------|
| ACCOMPLISHED OBSERVATION SHEET | | All observation questions/tasks completely answered/ accomplished. | | | One (1) or two (2) observation questions/tasks not answered/ accomplished | | Three (3) observation questions/tasks not answered/ accomplished | | Four (4) or more observation questions/ tasks not answered/ accomplished. | | |
| ANALYSIS | | All questions were answered completely; answers are in depth and are thoroughly grounded on theories; grammar and spelling are free from error. | | | All questions were answered completely; answers are clearly connected to theories; grammar and spelling are free from errors. | | Questions were not answered completely; answers are not clearly connected to theories; one (1) to three (3) grammatical spelling errors. | | Four (4) or more observation were not answered; answers not connected to theories; more than four (4) grammatical/spelling errors. | | |
| REFLECTIONS | | Profound and clear; supported by what were observed and analyzed | | | Clear but lacks depth; supported by what were observed and analyzed | | Not so clear and shallow; somewhat supported by what were observed and analyzed | | Unclear and shallow; rarely supported by what were observed and analyzed | | |
| LEARNING ARTIFACTS | | Portfolio is reflected on the context of the learning outcomes; Complete, well-organized, highly relevant to the learning outcome | | | Portfolio is reflected on the context of the learning outcomes. Complete; well-organized, very relevant to the learning outcome | | Portfolio is not reflected on in the context of the learning outcomes. Complete; not organized, relevant to the learning outcome | | Portfolio is not reflected on in the context of the learning outcomes; not complete; not organized, not relevant | | |
| SUBMISSION | | Submitted before the deadline | | | Submitted on deadline | | Submitted a day after the deadline | | Submitted two (2) days or more after the deadline | | |
| Comment/s | | | | | | | | | | | |
| SCORE | 20 | 19-18 | 17 | 16 | 15 | 14 | 13-12 | 11 | 10 | 9-8 | Below |
| GRADE | 1.0 | 1.25 | 1.5 | 1.75 | 2.00 | 2.25 | 2.50 | 2.75 | 3.00 | 3.5 | 5.00 |
| | 99 | 96 | 93 | 90 | 87 | 84 | 81 | 78 | 75 | 72 | 71-Below |



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KIM PAOLO ARMIN A. TORCELINO VI
2025
Signature of FS Teacher above Printed Name

October 6,
Date