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Towards Teacher Quality: Developing a Global Teacher of the 21st
Century
BSED
THE K TO 12 GRADING SYSTEM

FS 1

Observations of Teaching-Learning in Actual School Environment



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ON BECOMING A TEACHER

Episode 15 Towards Teacher Quality: Developing a Global
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SPARK Your Interest

Moving towards teacher quality? Wanted! A Global Teacher of the 21st Century.

In 2013, a Global Status Index was determined by Varkey GEMS Foundation and revealed significant findings. There were 21 countries surveyed which represented the major continents of the world. In most countries that participated, it was found out that like the Philippines, teaching is the most sought profession. It was comparable to being a social worker, librarians, nursing and even doctors. Majority of the parents asked, answered that they encourage their children to become teachers. To them, teaching is one of the most respected and trusted professions.

However, with the change in global landscape, the 21st century teachers must have the competence to address the new learning environment, the new learning contents, the processes of learning and how these are facilitated and the new types of learners. Hence, we need the new type of teachers, a global 21st century Filipino teacher. (Global Teacher Status Index p. 123 Teaching Profession)



TARGET Your Intended Learning Outcome

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

- describe the personal qualities and competencies of a global classroom teachers of the 21st century; and
- design a learner-centered classroom for the 21st century learners with learning spaces that are safe, that allows creativity and use of ICT



REVISIT the Learning Essentials

FILIPINO GLOBAL 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.



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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. The previous Episode on the teacher, reminded us of the qualities and competencies mentioned earlier. 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 "global" teacher.

Towards Quality Global 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 conditions, and
8. Creates a learning environment that encourages creativity and innovations.

The Challenges of the Quality Global 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.



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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 21st 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? Here are some suggestions on the six elements of a new classroom:

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

With the classroom structure, a quality teacher should be able to manage learning under a very conducive learning environment. Teacher should use effective classroom management strategies that will ensure productive learning.

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.

This will take much of your skill, experience and patience. The two important factors that may affect learning management are the use of technology and the diversity of learners.



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OBSERVE, ANALYZE, REFLECT

Activity 15.1

A Day in the School Life of a Quality Teacher

OBSERVE



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

Observation 1: This activity will require you to stay in school for one school day. Special arrangement by your faculty should be made for this purpose.

Procedure

1. Secure permit to observe a quality teacher in the school for one whole class day.
2. Shadow the teacher in the three major responsibilities.
 - Actual Teaching
 - Management of Learning
 - Administrative Work
3. Use the key guide found in the matrix below.
4. Record data observed in your notebook. This will be your artifact.
5. If you missed seeing the evidence to the key guide, you may interview the teacher.
6. Make a narrative or essay of your answer entitled: "A Day in the School Life of a Quality Teacher".
7. If permitted, you may include the teacher's picture in action to your essay.

Note: Observe and record observations on the following aspects as key guide to observations.



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Teacher's Major Responsibility	Key guide for Observation (Carefully look for the indicators/behaviors of the teacher along the key points. Write your observations and description in your notebook. This will be one of our artifacts.)
A. Actual Teaching	This teacher 1. is learner-centered. 2. acts as a facilitator of learning. 3. has mastery of subject matter. 4. sees to it that learning outcomes are achieved. 5. is pleasant and fair in dealing with the learners.
B. Management of Learning	This teacher 1. allows all learners to participate in the lesson. 2. considers the needs of the learners in the seating arrangement. 3. uses instructional support materials to help learners understand the lesson. 4. sees to it that learning is achieved within the period of time. 5. dismisses the class on time.
C. Administrative Work	This teacher 1. keeps records of learner's attendance every day. 2. keeps record of formative and summative tests. 3. submits reports and other documents on time. 4. does other tasks as requested by superiors. 5. cooperates with peers and staff in the cleanliness and safety of the school.



Refer to the results of your observation to answer the questions that follow.

1. Which of the three responsibilities shows majority of the indicators being practiced? Actual Teaching? Management of Learning? Administrative Work?

- A. Actual Teaching - During class, Sir Kim demonstrates a strong learner-centered approach, actively supporting students during presentations and class activities. He acts as a facilitator of learning by elaborating on concepts, clarifying misunderstandings, and providing additional examples to ensure comprehension and retention. He asks questions that challenge students to think critically and reflect on their work, ensuring that learning outcomes are achieved.



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- B. Management of Learning - In the classroom, Sir Kim manages the learning environment very well. He encourages all students to participate actively and fosters collaboration, especially during reporting sessions. He pays attention to students' needs when arranging seating and organizing group activities, guiding them to contribute meaningfully. He also uses instructional materials to support understanding and keeps track of which students are cooperating and contributing. By ensuring that lessons are completed within the allotted time and dismissing the class punctually.
- C. Administrative work - Sir Kim demonstrates strong administrative skills by efficiently managing the tasks and responsibilities assigned by the head. He is very cooperative with both colleagues and students, always willing to assist whenever needed. He carefully follows the instructions of the head, especially when it comes to school policies. Even during his free time, he stays in his office working on tasks such as encoding grades and preparing materials for upcoming lessons. Beyond completing his duties, he communicates effectively with other teachers and actively participates in student activities, showing dedication and hands-on involvement in both academic and school-related matters.

2. Which demonstrated behavior do you find in the teacher that is worthy of emulation when you become a teacher? Describe.

I admire how Sir Kim demonstrates mastery of the lesson content. Watching him confidently explain the lesson with ease made me realize how important it is to truly understand what we teach and grasp the essence of the content, not just follow the lesson plan. The way he answers questions and clarifies particular concepts to the class showed me that deep knowledge can make learning more engaging and enjoyable for students. This inspired me to focus on developing my own mastery of lesson content but to integrate other disciplines, so that when I become a teacher, I can guide my students with the same clarity and confidence.

3. Which of the major responsibilities does this teacher find difficult to comply with? What are the reasons?

I think the major responsibilities that the teacher finds difficult to comply with are mainly administrative tasks. Specifically, the teacher has rarely recorded the learners' attendance consistently, as this requires daily attention and careful monitoring alongside teaching duties. Another challenge is keeping accurate records of formative and summative tests, which involves not only documenting scores but also students' participation in class. This may result in an incomplete or inaccurate record, making it difficult to track student progress and make informed decisions. This often arises due to the fact that administrative tasks can be time-consuming and sometimes overwhelming, especially when the teacher is focused on



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delivering lessons and supporting students' learning, and the allotted time is not enough for other tasks.



Now, that you have spent one school day to observe this teacher, it would be good for you to reflect on all your observations by answering reflective questions below.

1. Are you inspired to become a teacher after your observation? If yes, why? If no, why not?
Yes, I am inspired to become a teacher because I saw how one person's guidance and encouragement can truly shape a student's learning and confidence. Witnessing this made me want to make the same positive impact in the lives of future learners.
2. When you become a teacher in the future, how else would you do better as a professional teacher? In the future, I want to be a teacher who understands each student's strengths and challenges, continually improves through new strategies and technology, and creates a safe, supportive classroom. By reflecting on my practice and welcoming feedback, I aim to make a meaningful impact on my students' learning and growth.
3. What are some of the concerns that you foresee in the future as a quality teacher? Do you think you will be ready to address these? Give at least 2 concerns.
As a future teacher, I foresee two main concerns. First, managing a classroom with students of diverse learning style and needs, which could affect student engagement. Second, handling heavy workloads while balancing teaching responsibilities, this could affect the quality of instruction. I believe I can minimize these challenges by staying organized, continuously learning, being open to trying new strategies, and reflecting on my practice.
4. In what aspects of the teacher's day, would you like to congratulate the teacher you observed? Can you show your appreciation to this teacher by sending a Thank you card? (Include this in your artifact)



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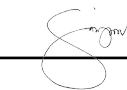
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OBSERVE, ANALYZE, REFLECT

Activity 15.2

The Creation and Management of the New Learning Environment as a Skill of the 21st Century Quality Teacher

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:	Sciences
		Date:	October 6, 2025

This activity will allow you to develop your sense of creativity and imagination in designing a classroom for the 21st century and determining how to manage learning in this classroom.



Procedure:

1. Draw or sketch the current classroom where you are observing.
2. **Indicate and label** all significant parts and furniture that you find inside including these but not limited to:
 - a. Doors, windows
 - b. Teacher Table, Demonstration table
 - c. Cabinets, chalkboard, bulletin boards/display boards, etc.
 - d. Gadgets, equipment
 - e. Plant boxes, etc.
 - f. Others not included in the list
3. Draw your vision of a classroom for the 21st century.



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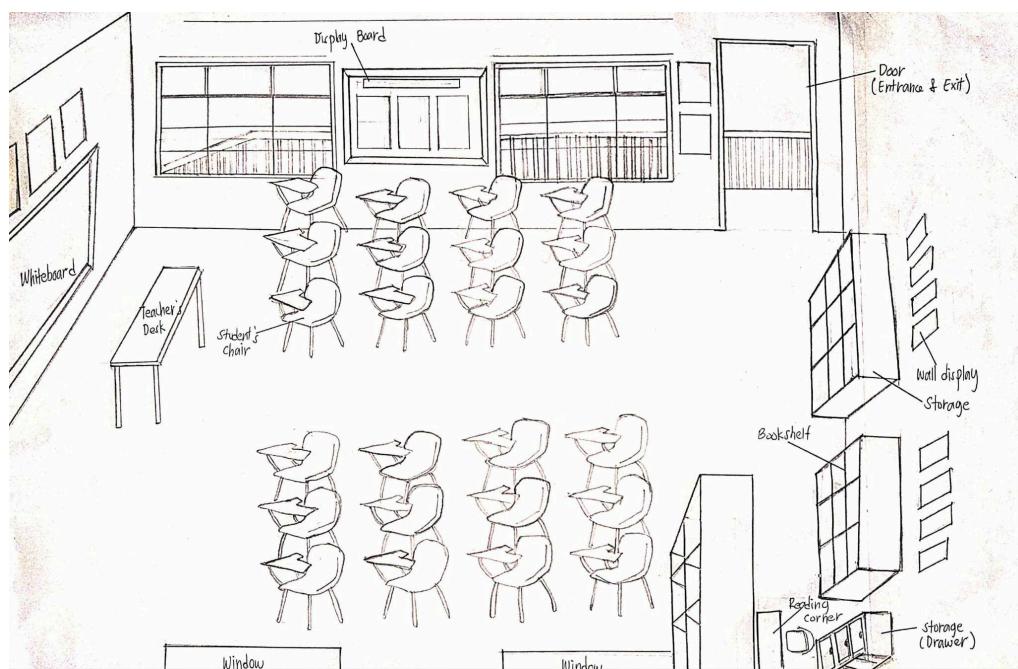
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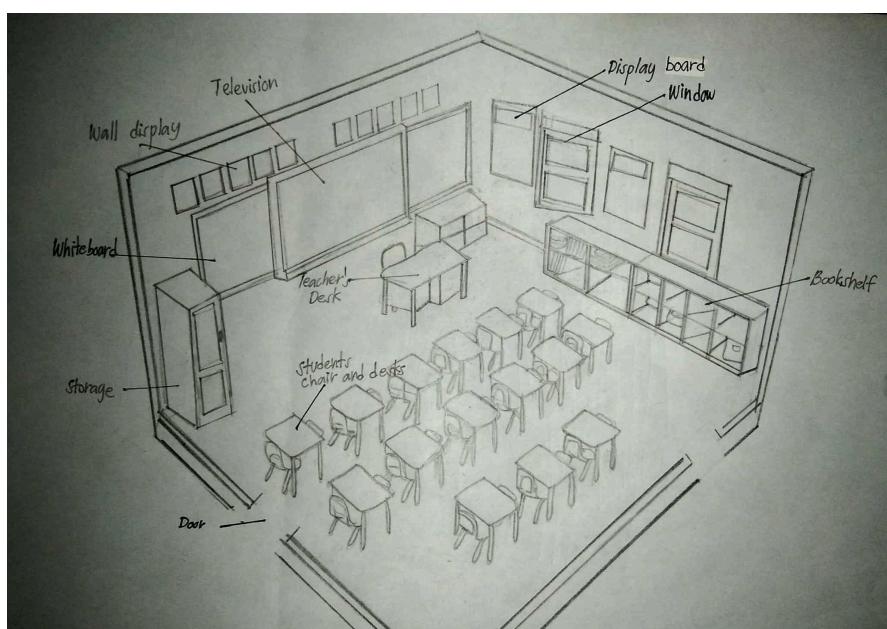
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A. Current Classroom I am Observing

Grade level _____ Grade 9 _____



B. My Classroom for the 21st Century





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Make a comparison of your drawings A and B. Describe the similarities and differences. Explain why.

Features of the Present Classroom Component	My Vision of the Future Classroom	Why the similarity? Why the differences?
Whiteboard Display board Posted (e.g., VMGO, awards) Storage Book shelves Wide window One door Teacher's desk and chair Monoblock with armdesk for student Reading Corner	Whiteboard/blackboard Tv Book shelves Storage cabinets Display board Wall display/Posters (e.g., VMGO, national Heroes etc) Teacher desk Student chair and desk Bookshelf Window Two door	Both classrooms are similar because they are designed to provide a comfortable and organized learning environment that helps with teaching and keeps students engaged. The differences come from their design and purpose. The current classroom is more traditional, with a basic setup focused on general learning. The 21st-century classroom, on the other hand, has modern and subject-focused features that use technology to enhance interaction, encourage creativity, and support hands-on learning, which aligns with today's educational standards



Based on the task that you made, what challenges await you as a future teacher? How will you manage learning in the future classroom? How will you prepare yourself to respond to 21st teaching-learning and become a global teacher?

Make a short paragraph on how will you manage teaching-learning in the 21st century classroom?



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As a future teacher, I know I will face challenges such as addressing different learning styles, maintaining student discipline, and managing large classes. To meet these challenges, I plan to use differentiated instruction, including group activities and projects, tailoring lessons to the needs, abilities, and interests of each learner so that everyone has a chance to succeed. Setting clear, mutually agreed-upon classroom rules and maintaining consistent classroom management will be essential for creating an organized, disciplined, and respectful learning environment. I also plan to integrate technology to make lessons more interactive, engaging, and connected to real-life experiences, helping students stay focused and supporting diverse learning styles. By combining these strategies, I aim to create a classroom that is supportive, motivating, and inclusive, where students feel valued and encouraged to participate. Through reflection and continuous growth, I aspire to be a 21st-century educator who inspires curiosity, confidence, and a lifelong love of learning.



SHOW your Learning Artifacts

These are the artifacts that you need to file in this Episode.

1. Activity 15.1 Report on the Observations, including evidence that go with it. (INSERT NOTES CONTAINS OBSERVATION)

Activity 15.1 Narrative on the Day in the School Life of the Quality Teacher

“A Day in the School Life of a Quality Teacher”

A day in the life of Sir Kim reflects the dedication and qualities of a truly exceptional teacher. Before class, he attends to administrative tasks like recording grades, checking assignments, and organizing materials for upcoming lessons. By noon, after lunch, he arrives on time, starts preparing himself with his neatly organized teaching materials. As students enter the classroom, he greets them warmly, immediately creating a calm, positive, and focused atmosphere. During lessons and student presentations, he guides each topic patiently, explaining concepts clearly and elaborating when necessary. When a student struggles or asks a question, he listens attentively and provides thoughtful, understandable answers, ensuring comprehension before moving on. His classroom is orderly yet comfortable, encouraging students to participate and express their ideas freely. At the end of the class, he wraps up lessons efficiently and leaves on time, ready to bring the same preparation, confidence, and care to his next class. Through his consistent preparation, patience, and ability to foster a supportive learning environment, Sir Kim exemplifies the



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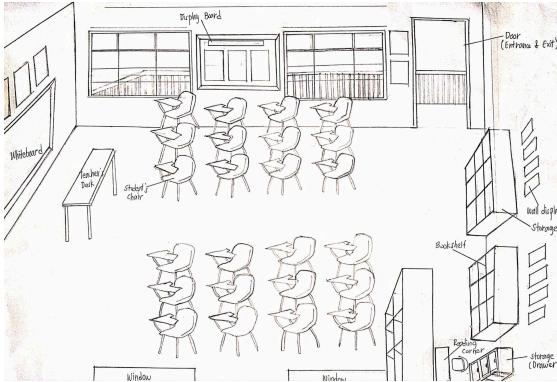
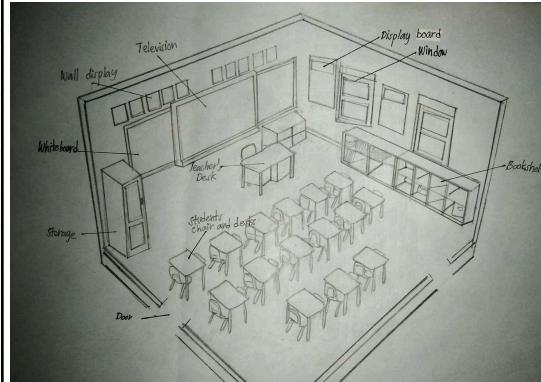
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qualities of a truly outstanding teacher.

2. Activity 15.2 Drawing of the present classroom and a Drawing of your Vision of the Classroom for the 21st Century.

Present Classroom	21st Century Classroom
	

3. Activity 15.2 Narrative on how you will manage teaching-learning in the 21st Century classroom.

As a future teacher, I know I will face challenges such as addressing different learning styles, maintaining student discipline, and managing large classes. To meet these challenges, I plan to use differentiated instruction, including group activities and projects, tailoring lessons to the needs, abilities, and interests of each learner so that everyone has a chance to succeed. Setting clear, mutually agreed-upon classroom rules and maintaining consistent classroom management will be essential for creating an organized, disciplined, and respectful learning environment. I also plan to integrate technology to make lessons more interactive, engaging, and connected to real-life experiences, helping students stay focused and supporting diverse learning styles. By combining these strategies, I aim to create a classroom that is supportive, motivating, and inclusive, where students feel valued and encouraged to participate. Through reflection and continuous growth, I aspire to be a 21st-century educator who inspires curiosity, confidence, and a lifelong love of learning.



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Activity 15.1 REFLECT

In what aspects of the teacher's day, would you like to congratulate the teacher you observed? Can you show your appreciation to this teacher by sending a Thank you card? (Include this in your artifact)





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Evaluate Your Work Task Field Study 1, Episode 15 -Physical and Personal Aspects of Classroom Management Learning Outcome: Describe the personal qualities and competencies of a global classroom teachers of the 21st century; and design a learner-centered classroom for the 21st century learners with learning spaces that are safe, that allows creativity and use of ICT

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 was 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 after the deadline
Comment/s				



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SCORE	24	23-22	21 - 20	19 - 18	17 - 16	15 - 14	13-1 2	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-Bel ow

KIM PAOLO ARMIN A. TORCELINO VI.

Signature of FS Teacher above Printed Name

October 6, 2025

Date