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## Reflections on the Demonstration Teaching

Answer the questions below.

1. What did you learn BEST from the demonstration teaching?

The best lesson I learned from Ms. Kwen's demonstration teaching was the integration of 21st-century skills (the 4Cs) with content knowledge in TLE. The "What If?" analysis (which involved Ms. Kwen integrating Science lessons in explaining the cooking process of Pan de Coco) and the focus on costing and profit identification demonstrated that even a technical subject like baking can be used to develop Critical Thinking and Entrepreneurial/Financial Literacy skills, moving the lesson beyond simple memorization of the steps in making Pan de Coco.

2. What did you like MOST about the demonstration teaching?

I liked the Thematic Contextualization the most. Ms. Kwen's use of the Encantadia-theme (props, music, activities) created an immersive, enjoyable, and highly engaging learning environment for 10th graders. This also served as a way to smoothly and seamlessly transition from the different lesson procedures. This creative effort immediately captured student interest and made the learning activities, such as grouping, more memorable and fun.

3. In what way did the teacher's philosophy influence the success/failure of the demonstration teaching?

Judging on Ms. Kwen's activities, method of teachings, and such, she had progressive and essential influences through the entirety of her demonstration teaching, which contributed to her success in her demonstration teaching.

- Progressivism: In her demonstration teaching, she has emphasized active learning, real-world application, and student interests. By using the popular "Encantadia" theme and concluding with a discussion of a practical, entrepreneurial task (costing/pricing), Ms. Kwen ensured the content was relevant and that students were actively engaged in problem-solving and collaboration.
- Essentialism: The focus on the core skills of baking (tools, ingredients, steps) and the interdisciplinary links to Science ("What if?" analysis as discussed earlier) show a commitment to Essentialism, ensuring students master the foundational, necessary knowledge for the subject.

4. What did you like LEAST about the demonstration teaching?

Honestly, there wasn't a single aspect I disliked. The demonstration teaching was well-planned and flawlessly executed, making it a warm and rich learning experience for both the students and myself. Ms. Kwen's use of thematic integration and varied activities maintained high engagement throughout her entire class period.

5. What issues or challenges did you experience during the conduct of the demonstration teaching? How did you resolve them?

The primary challenge Ms. Kwen faced was the management of cognitive demand—specifically, bridging the gap between the discussion of procedural steps through Ms. Kwen's baking video and the complex financial requirements (costing, profit margins) that were scheduled to be finalized by Dr. Castro's synthesis. Ms. Kwen resolved this by utilizing the group planning session to build a strong organizational foundation. She focused the groups on meticulously detailing the recipe steps and resource needs, ensuring the objectives were fully ingrained to the students before Ms. Castro discusses the costing side of Pan de Coco production. By actively circulating the room to visualize what would be the materials needed for the Pan de Coco practical assessment next week, she ensured the students were organized and mentally prepared to absorb and quickly apply the final, complex financial concepts Dr. Castro would soon introduce by the end of the class.

6. If you were the teacher, what philosophy will you use in teaching the topic? Why?

I would primarily use a blend of Progressivism and Existentialism for this topic.

- Progressivism: I would keep the focus on real-world problem-solving and hands-on application

(like the entrepreneurial task) because baking is a skill best learned by doing and applying knowledge in context.

- Existentialism: I would inject greater student choice to encourage personal responsibility and creativity. I'd allow students to choose a variation of Pan de Coco (e.g., adding unique flavorings or glazes) after mastering the core recipe. This empowers them to demonstrate that skills can be adapted to personal goals.

#### 7. As a conclusion, why is philosophy important in teaching?

Philosophy is important in teaching because it acts as the compass of the teacher that guides every planning and execution they choose to perform and present to their students. It answers the fundamental questions: "Why am I teaching this?" and "What kind of person am I helping the student become?"

- It ensures Coherence: A clear philosophy (like Ms. Kwen's focus on Progressivism) ensures that the objectives, activities, materials, and assessment all work together toward a unified purpose (e.g., developing baking skills which will be assessed into a practical demonstration of Pan de Coco later next week).
- It defines Success: It determines what a teacher values as a successful outcome—is it just knowledge recall (Essentialism) or is it the ability to apply that knowledge in new, meaningful, and responsible ways (Progressivism/Existentialism)?

#### Subject Matter/Topic

Technology and Livelihood Education Grade 10 – Bread and Pastry Production: Pan de Coco

PanDaria: The Enchanted Academy of Baking and Delight

Final Teaching Demonstration – Grade 10 – TLE

By Ms. Kwen Jirah G. Faelnar

BTLE ICT IV-26 – Field Study Teacher

Supervised by Dr. Lorena A. Castro

October 10, 2025, 1:00 PM to 3:00 PM

The demonstration lesson, focused on the TLE competency of baking Pan de Coco, was structured to clearly guide students from engagement to knowledge application and final synthesis.

To begin, Ms. Kwen utilized minimal classroom management before establishing a highly engaging environment, launching into Encantadia-themed activities. She used music and thematic props (like the "Brilyante ng mga elemento") for group identification, recall, and individual motivation.

For the core content delivery and Ms. Kwen's instruction, she effectively used technology, presenting procedural steps via a personally prepared video demonstration of the Pan de Coco baking process (supported by Canva visuals). Ms. Kwen developed Critical Thinking by immediately engaging students in the inquiry-based "What Ifs?" activity, linking ingredient effects to Science concepts, and tasked the groups with a planning session for the upcoming periodic assessment.

Finally, to close the instructional period, Dr. Castro provided the required synthesis of the lectures and inputs. As part of this synthesis, he introduced the complex calculations related to costing, pricing, and profit identification as salient items for the students to focus on during their preparation for the next week's evaluation.