

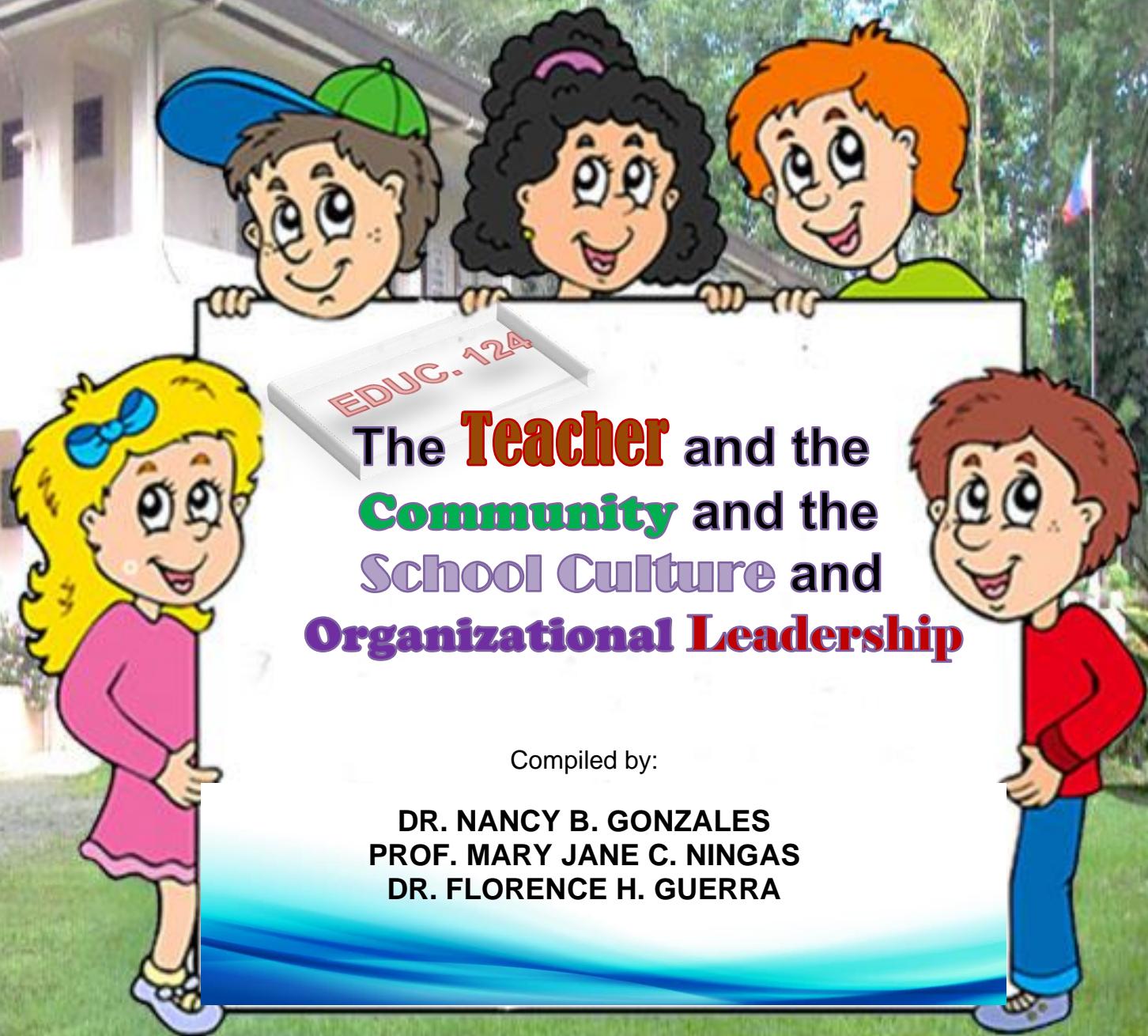


University of Southeastern Philippines
College of Teacher Education and Technology

The Teacher and the Community and the School Culture and Organizational Leadership

Compiled by:

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College of Teacher Education and Technology
Apokon, Tagum City
January 2021**



EDUC 124 (The Teacher and The Community and the School Culture and Organizational Leadership) course pack is designed to make sure that there is a continuous flow of learning even if face-to-face learning is not available. With this, it focuses on the concept of school and community partnership anchored on the school is a creation of society. Also, it intends that the pre-service teacher to be and become a teacher has developed a real and sincere heart in his/her profession and will establish a smooth and lasting relationship with the stakeholders in the community where they will be destined.

May the blessings of God be with us along the way in studying this course.

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UNIVERSITY OF SOUTHEASTERN PHILIPPINES

VISION

Premier Research University in the ASEAN.

MISSION

USeP shall produce world-class graduates and relevant research and extension through quality education and sustainable resource management.

GOALS

At the end of the plan period, the University of Southeastern Philippines (USeP) aims to achieve five comprehensive and primary goals:

1. Recognized ASEAN Research University
2. ASEAN Competitive Graduates and Professionals
3. Vibrant Research Community
4. Proactive Research-based Economic Empowering Extension Services
5. Capacity for Innovative Resource Generation



LEADERSHIP SKILLS

Creates and inspires positive changes in the organization; exercises responsibility with integrity and accountability in the practice of one's profession or vocation.

CRITICAL AND ANALYTICAL THINKING SKILLS

Demonstrates creativity, innovativeness, and intellectual curiosity in optimizing available resources to develop new knowledge, methods, processes, systems, and value-added technologies.

SERVICE ORIENTED

Demonstrates concern for others, practices professional ethics, honesty, and exemplifies socio-cultural, environmental concern, and sustainability.

LIFELONG LEARNING

Demonstrates enthusiasm and passion for continuous personal and professional development.

PROFESSIONAL COMPETENCE

Demonstrates proficiency and flexibility in the area of specialization and in conveying information in accordance with global standards.

CORE VALUES OF THE UNIVERSITY

**UNITY
STEWARDSHIP
EXCELLENCE
PROFESSIONALISM**





THE COURSE OVERVIEW

COURSE TITLE : EDUC. 124-The Teacher and the Community and School Culture and organizational Leadership

Pre-requisite : None

CREDIT : 3 units

SEMESTER : Second Semester

TIME FRAME : 54 hours

COURSE DESCRIPTION: This course focuses on society as a context upon which the schools have been established. Educational philosophies that are related to the society as a foundation of schools and schooling shall be emphasized. Further, principles and theories on school culture, and organizational leadership shall be included to prepare prospective teachers to become school leaders and managers.

COURSE OUTCOMES :

On the completion of the course, student is expected to be able to do the following:

	Course Outcome	Graduate Outcome Aligned to
CO1	Demonstrate understanding on the educational philosophies in societal contexts.	GO 1 Demonstrate in-depth understanding of the diversity of learners in various learning areas with critical considerations to psychological, sociological, and emotional levels of maturity
CO2	Demonstrate understanding on the significance of the profile of schools' stakeholders that affect educational culture.	GO 4 Manifest skills in communication, higher order thinking and use of tools and technology to accelerate learning and teaching.
CO3	Synthesize the situational analysis of stakeholder's roles in shaping educational culture.	GO 5 Demonstrate positive attributes of a model teacher, both as an individual and as a professional to exemplify collegial leadership qualities
CO4	Apply the standards and career skills on concurrent issues affecting the participation of stakeholders in shaping educational culture and design an activity plan that enjoins the community in strengthening educational culture based on the gap analysis made.	GO 6 Manifest a desire to continuously pursue personal and professional development by being reflective of one's own practices to share insights to colleagues and community.



Learning Evidence and Measurement Rubrics

As evidence of attaining the above learning outcomes, the student has to do and submit the following:

	Learning Evidence	Description and other Details	Course Outcomes it represents
LE1	Academic Periodic Papers	You are required to write an academic papers that explains the educational philosophies in societal contexts and to make and submit periodic papers which would include reflective journals, simple action research, library work: worksheets, timeline, short film, and the like.	CO1, CO2, CO3, CO4
LE2	E- Case Portfolio	You required to submit e- case portfolio compilation as applications of what you had taken in class that contains the following reflective journals, presentation of e-reports, library work outputs, paper analysis, activity plan and photos/e-documentations.	CO1, CO2, CO3, CO4
LE3	Simplified Action research	<ul style="list-style-type: none">• You are required to present a concurrent issue on selected school profile, short/film and photo/video documentations to manifest your understanding on the concepts discussed..	CO1, CO2, CO3, CO4

Learning Evidence/Output to Assess: LE1: Academic Periodic Papers

Area to Assess	Unacceptable (1-4)	Acceptable (5-9)	Satisfactory (10-13)	Expected (14-17)	Beyond Expectation (18-20)
Clarity (20)	There are frequent lapses in clarity. Concepts are either not discussed or are presented inaccurately.	Minor, infrequent lapses in clarity. Abstract concepts are explained fairly accurately.	More precise and unambiguous wording, clearer sentence structure. The language is that clear and expressive. The reader can somewhat create a mental picture of the situation being described.	Mostly precise and unambiguous wording, mostly clear sentence structure. The language is that clear and expressive. The reader often create a mental picture of the situation being described.	The language is clear and expressive. The reader can create a mental picture of the situation being described. Abstract concepts are explained accurately.
Relevance (20)	The print media show poor thought and effort. Most of the reflection is irrelevant to student and/or unit learning goals.	The print media show some thought and effort. Student makes attempts to demonstrate relevance, but the relevance is unclear in reference to unit learning goals.	The print media show some thought and effort. The learning experience being reflected upon is somewhat relevant and meaningful to student and unit learning goals.	The print media show more thought and effort. The learning experience being reflected upon is usually relevant and meaningful to student and unit learning goals.	The print media show tremendous thought and effort. The learning experience being reflected upon is relevant and meaningful to student and unit learning goals.
Analysis (20)	Student makes attempts at applying the learning experience to and/or course concepts but fails to demonstrate depth of analysis.	Student demonstrates/attempts to analyze the experience but analysis lacks depth.	The print media reflects student attempts to analyze the experience but reflect an analysis and little depth.	The print media reflects student attempts to analyze the experience and reflect an analysis more depth.	The print media moves beyond simple description of the experience to an analysis of how the experience contributed to student understanding of the course concepts.
Self-Criticism (20)	There is some attempt at self-criticism, but the self-reflection fails to demonstrate a new awareness of personal biases, etc.	The print media ability of the student to question their own biases, stereotypes, preconceptions. New modes of thinking not evident.	The print media demonstrates ability of the student to question their own biases, stereotypes, preconceptions. New modes of thinking is somewhat evident.	The print media demonstrates ability of the student to question their own biases, stereotypes, preconceptions. New modes of thinking is usually evident.	The print media demonstrates ability of the student to question their own biases, stereotypes, preconceptions, and/or assumptions and define new modes of thinking as a result.
Total Score					

Learning Evidence/Output to Assess: LE2: E- Case Portfolio

Area to Assess	Unacceptable (1-4)	Acceptable (5-9)	Satisfactory (10-13)	Expected (14-17)	Beyond Expectation (18-20)
Organization (20)	Sloppy, poorly organized. Items are loose, not in appropriate section, or missing. Pages are not in professional format. Few, if any, artifacts are clearly labeled.	Difficult to follow or locate some items. Few artifacts are clearly labeled. Pages are not in professional format. Sloppy, poorly organized. Items are loose.	Neatly organized with consistent format. Most artifacts are clearly labeled. Pages are created in a professional format.	Satisfactorily organized with consistent format. Most artifacts are satisfactorily labeled. Pages are created in a professional format.	Well organized and clearly tabbed. Artifacts clearly labeled. Pages created in a professional format.
Completeness of Content (20)	6 or more elements missing or “thin”; labels or sequence unclear.	4-5 key elements missing or “thin”; elements labeled somewhat clearly	2-3 key elements missing or “thin”; most or all elements clearly labeled.	1 key element is missing or “thin”; most or all elements clearly labeled.	All key elements (title page, introduction, table of contents, individual/group presentation output, activities, journals, photo documentations, references)
Quality of Evidence (20)	Portfolio elements for which a rubric was provided conform to that rubric by 72-77%; few or no artifacts clearly demonstrate the skills of their section	Portfolio elements for which a rubric was provided conform to that rubric by 78-82%; some artifacts/ evidence clearly demonstrate the skills of the section in which they are included	Portfolio elements for which a rubric was provided conform to that rubric by 83-88%; more artifacts/ evidence clearly demonstrate the skills of the learning outcome section in which they are included	Portfolio elements for which a rubric was provided conform to that rubric by 89-94%; most artifacts/ evidence clearly demonstrate the skills of the learning outcome section in which they are included	Portfolio elements for which a rubric was provided conform to that rubric by 95-100%; all artifacts/evidence clearly demonstrate the skills of the learning outcome section in which they are included
Mechanics & Spelling (20)	Text contains numerous grammatical, spelling, logical, formatting, typing, or linking errors that hinder comprehension/ neatness/	Text contains several and/or major grammatical, spelling, logical, formatting, or typing errors	Text contains more and/or major grammatical, spelling, logical, formatting, or typing errors	Text is mostly free of major grammatical, spelling, logical, formatting, or typing errors	Text written in the portfolio is free of grammatical, spelling, logical, formatting, or typing errors
Total Score					

Learning Evidence/Output to Assess: LE3: Simplified Action Research

Area to Assess	Unacceptable (1-4)	Acceptable (5-9)	Satisfactory (10-13)	Expected (14-17)	Beyond Expectation (18-20)
Background-introductory and concluding part (20)	Background details are random, unclear collection of information. The case is vague and unclear. Conclusion is not effective and does not summarize main points.	Introduction adequately explains the background, but may lack detail. Case states the topic, but key elements are missing.	Introduction creates interest. The case states the position. Conclusion usually summarizes the topic.	Introduction expressively creates interest. The case mostly states the position. Conclusion usually summarizes the topic and usually wraps up and the topic.	There is a well-developed introduction that grabs the reader's interest and continues to engage until the case's concluding statement. The case statement clearly state and re stresses the experience and importance of the case.described as well as the effect on the writer.
Body Content/Knowledge (20)	One idea/main point is explained and/or poorly developed. The case tells; it doesn't show the event. Student does not have grasp of information; student cannot answer questions about subject.	Two main points are present, but lack details in describing the event. Little descriptive language is used. Student is uncomfortable with information and is able to answer only rudimentary questions.	Three main points relate to the case, but lack details. The analysis shows events from the author's point of view, but could not use more descriptive language. Student is at ease with expected answers to all questions, but fails to elaborate.	Four main points relate to the case, but some may lack details. The analysis usually shows events from the author's point of view, but could use most descriptive language. Student is more at ease with expected answers to all questions, but fails to elaborate.	Well-developed main points/topic sentences that relate directly to the case. Supporting examples are concrete and detailed. The analysis is developed with an effective point of view. Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.
Organizational structure, transitions and synthesis of the case (20)	Writing is not organized. The transitions between ideas are unclear or non existent. Audience cannot understand presentation because there is no sequence of information.	Organization is clear. Transitions are present at times, but there is very little variety. Audience has difficulty following presentation because student jumps around.	Usual progression of ideas. Transitions are present throughout the essay, but less presentations of variety. Student presents information in logical sequence which audience can follow.	Logical progression of ideas. Transitions are present throughout the essay, but lacks variety. Student presents information in more logical sequence which audience more likely to follow.	Logical Progression of ideas with a clear structure that enhances the case. Transitions are effective and vary throughout the paragraph, not just in the topic sentences. Student presents information in logical, interesting sequence which audience can follow.
Mechanics (20)	Case presentation has thirteen or more misspellings or grammatical errors. Student uses superfluous infographics or no infographics	Case presentation has ten to twelve misspellings or grammatical errors. Student occasionally uses info graphics that rarely support text and presentation.	Case presentation has seven to nine misspellings and/or grammatical errors. Student's infographics relate to text and case presentation.	Case ppresentation has four to six misspellings and/or grammatical errors.	Student's case presentation has one to three spelling errors and/or grammatical errors. Student's infographics explains and reinforces screen text and case presentation.
Total Score					

AA2- Modules Deliverables
E-Report

Area to Assess	Unacceptable (1-4)	Acceptable (5-9)	Satisfactory (10-13)	Expected (14-17)	Beyond Expectation (18-20)
Preparation (20)	Rarely prepared with required materials and preparation for work discussion	Often prepared with required materials and preparation for work discussion	Usually prepared with required materials and preparation for work discussion	Almost always prepared with required materials and preparation for work discussion	Always prepared with required materials and preparation for work discussion
Introduction (20)	The introduction does not orient the audience to what will follow.	The introduction does not create a strong sense of what is to follow.	The introduction is often clear and coherent and evokes interest in the topic.	The introduction is almost all clear and coherent and evokes interest in the topic.	The introduction is compelling and provides motivating content that hooks the viewer from the beginning of the video and keeps the audience's attention.
Accuracy of information presented (20)	Information had several inaccuracies or was usually not clear	Most information presented in the discussion was rarely clear and accurate, but was not usually thorough.	More information presented in the discussion was clear and accurate, but was not usually thorough.	Most information presented in the discussion was clear and accurate, but was not usually thorough.	All information presented in the discussion was clear, accurate, and thorough.

Narrative Report

Area to Assess	Unacceptable (1-4)	Acceptable (5-9)	Satisfactory (10-13)	Expected (14-17)	Beyond Expectation (18-20)
Background-introductory and concluding part (20)	Background details are random, unclear collection of information. The case is vague and unclear. Conclusion is not effective and does not summarize main points.	Introduction adequately explains the background, but may lack detail. Case states the topic, but key elements are missing.	Introduction creates interest. The case states the position. Conclusion usually summarizes the topic.	Introduction expressively creates interest. The case mostly states the position. Conclusion usually summarizes the topic and usually wraps up and the topic.	There is a well-developed introduction that grabs the reader's interest and continues to engage until the case's concluding statement. The case statement clearly state and re stresses the experience and importance of the case.described as well as the effect on the writer.
Body Content/Knowledge (20)	One idea/main point is explained and/or poorly developed. The case tells; it doesn't show the event. Student does not have grasp of information; student cannot answer questions about subject.	Two main points are present, but lack details in describing the event. Little descriptive language is used. Student is uncomfortable with information and is able to answer only rudimentary questions.	Three main points relate to the case, but lack details. The analysis shows events from the author's point of view, but could not use more descriptive language. Student is at ease with expected answers to all questions, but fails to elaborate.	Four main points relate to the case, but some may lack details. The analysis usually shows events from the author's point of view, but could use most descriptive language. Student is more at ease with expected answers to all questions, but fails to elaborate.	Well-developed main points/topic sentences that relate directly to the case. Supporting examples are concrete and detailed. The analysis is developed with an effective point of view. Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.
Organizational structure, transitions and synthesis of the case (20)	Writing is not organized. The transitions between ideas are unclear or non-existent. Audience cannot understand presentation because there is no sequence of information.	Organization is clear. Transitions are present at times, but there is very little variety. Audience has difficulty following presentation because student jumps around.	Usual progression of ideas. Transitions are present throughout the essay, but less presentations of variety. Student presents information in logical sequence which audience can follow.	Logical progression of ideas. Transitions are present throughout the essay, but lacks variety. Student presents information in more logical sequence which audience more likely to follow.	Logical Progression of ideas with a clear structure that enhances the case. Transitions are effective and vary throughout the paragraph, not just in the topic sentences. Student presents information in logical, interesting sequence which audience can follow.
Mechanics (20)	Case ppresentation has thirteen or more misspellings or grammatical errors. Student uses superfluous infographics or no infographics	Case ppresentation has ten to twelve misspellings or grammatical errors. Student occasionally uses info graphics that rarely support text and presentation.	Case ppresentation has seven to nine misspellings and/or grammatical errors. Student's infographics relate to text and case presentation.	Case presentation has four to six misspellings and/or grammatical errors.	Student's case presentation has one to three spelling errors and/or grammatical errors. Student's infographics explain and reinforce screen text and case presentation.
Total Score					

Video/ Short Film/ Photo Documentation

Area to Assess	Unacceptable (1-4)	Acceptable (5-9)	Satisfactory (10-13)	Expected (14-17)	Beyond Expectation (18-20)
Knowledge/Understanding (20)	Demonstrates limited understanding of the overall theme and meaning of the video.	Demonstrates some understanding of the overall theme and meaning of the video.	Demonstrates more understanding of the overall theme and meaning of the video.	Demonstrates considerable understanding of the overall theme and meaning of the video	Demonstrates thorough understanding of the overall theme and meaning of the video.
Insights (20)	Critically analyzes specific themes with little effectiveness. Makes few connections between specific themes and personal insights/experiences	Critically analyzes specific themes with some effectiveness. Makes some connections between specific themes and personal insights/experiences	Critically analyzes specific themes with considerable effectiveness. Makes good connections between specific themes and personal insights/experiences	Critically analyzes specific themes with more considerable effectiveness. Makes stronger connections between specific themes and personal insights/experiences.	Critically analyzes specific themes with great effectiveness. Makes strongest connections between specific lyrics and personal insights/experiences.
Relevance (20)	The reflections show poor thought and effort. Most of the reflection is irrelevant to student and/or unit learning goals.	The reflections show some thought and effort. Student makes attempts to demonstrate relevance, but the relevance is unclear in reference to unit learning goals.	The reflections show more thought and effort. Student makes attempts to demonstrate relevance, but the relevance is clearer in reference to unit learning goals.	The reflections show some thought and effort. The learning experience being reflected upon is somewhat relevant and meaningful to student and unit learning goals.	The reflections show tremendous thought and effort. The learning experience being reflected upon is relevant and meaningful to student and unit learning goals.
Total Score					

Reflective Journal

Areas to Assess	Performance Standards				
	Unacceptable (1-4)	Acceptable (5-9)	Satisfactory (10-13)	Expected (14-17)	Beyond Expectation (18-20)
Understanding of the question or issue and the key concepts involved	Response is rather off the track	A few principles are used to analyze experiences/ issues covered; lacks depth of understanding of the question	Most of principles are used to analyze current experiences/ issues.	In depth knowledge and understanding of experiences/ issues and the key concepts involved.	Thoughtful reflection; the analysis of practice is grounded to theories and effective practices.
Depth of analysis and/or critique in response to the task	Arguments presented are more of report rather than a reflection	Evidence/ reflections are organized but not effective in showing strengths and weaknesses of experiences/ issues	Evidence/ reflections are organized to reveal strengths and weaknesses of own experiences/ issues	Evidence/ reflections are organized and connections to research and effective practices are made	Evidence/ reflections are organized and accounts opposing views to reveal insightful strengths and weaknesses of practices
Structure and organization of response <ul style="list-style-type: none"> • appropriateness of overall structure of response • clarity and coherence of organization 	Introduction Too brief; does not present the position as an argument. Body Topic sentences lack clear ideas and are not supported; Conclusion Illogical, ambiguous and unsupported	No thesis statement; no background or context stated; aims and purpose of the essay is unclear Topic sentence are broad and vague; paragraphs do not offer distinct points; most of the supporting details are dated; reasoning is faulty; Too general and is applied beyond the scope of the assessment task	Thesis statement is imprecisely worded; little context and background are provided Topic sentence offers an argument but lacks focus; some of the paragraphs are poorly developed, hence weakens the essay; Each argument does not build up from the previous paragraph Phrased as a mere repetition of the arguments in introduction	Thesis statement offers argument but lacks focus; context and background are provided All topic sentences contain clear arguments but some are poorly supported; some of the paragraphs contain more information from research rather than own idea. Stated as a logical extrapolation from the analysis	Thought-provoking introduction; topic moves from general idea to specific arguments; sufficient context and background are provided; aims and purpose are clearly stated Each topic sentence contains a clear argument; transitions of each argument build from the preceding paragraph; majority of the texts in each paragraph is own's thought; focus of the essay is developed and maintained in all paragraphs. Compelling final statement and draws a call for action or proposes a change in practice
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length for a personal reflection 	Contains many spelling, punctuations and grammar errors; sentence structures do not vary- too long and too short; does not meet the word limit	Contains a few spelling, punctuations and grammar errors; many jargons/slangs and inappropriate use of words; use of contractions; does not meet the word limit	Well written for the most part, without spelling, punctuations or grammar error but with jargons and inappropriate word choices; within the word limit	Well written for the most part, without spelling, punctuations or grammar error; appropriate words are used; within the word limit	Sentences vary in length and structure; academic tone; adheres to the word limit; words used are intelligent and precise; effective use of transition signals

Paper Analysis

Area to Assess	PERFORMANCE INDICATORS			
	Expert (16-20)	Skilled (11-15)	Emergent (6-10)	Novice (1-5)
Purpose & Supporting Details	The graphic organizer compares and contrasts items clearly. The paper points to specific examples to illustrate the comparison. The paper includes only the information relevant to the comparison.	The graphic organizer compares and contrasts items clearly, but the supporting information is general. The paper includes only the information relevant to the comparison.	The graphic organizer compares and contrasts items clearly, but the supporting information is incomplete. The paper may include information that is not relevant to the comparison.	The graphic organizer compares or contrasts, but does not include both. There is no supporting information or support is incomplete.
Organization	The graphic organizer breaks the information into whole to-whole, similarities - to-differences, or point by-point structure. It follows a consistent order when discussing the comparison.	The graphic organizer breaks the information into whole-to-whole, similarities –to differences, or point-by-point structure but does not follow a consistent order when discussing the comparison.	The graphic organizer breaks the information into whole-to-whole, similarities –to differences, or point-by-point structure, but some information is in the wrong section. Some details are not in a logical or expected order, and this distracts the reader.	Many details are not in a logical or expected order. There is little sense that the writing is organized.
Transitions	The graphic organizer moves smoothly from one idea to the next. The paper uses comparison and contrast transition words to show relationships between ideas. The paper uses a variety of sentence structures and transitions.	The graphic organizer moves from one idea to the next, but there is little variety. The paper uses comparison and contrast transition words to show relationships between ideas.	Some transitions work well; but connections between other ideas are fuzzy.	The transitions between ideas are unclear or nonexistent.
Grammar & Spelling (Conventions)	The graphic organizer has no errors in grammar or spelling that distract the reader from the content.	The graphic organizer has 1-2 errors in grammar or spelling but does not distract the reader from the content.	The graphic organizer has 3-5 errors in grammar or spelling that distract the reader from the content.	The graphic organizer has more than 5 errors in grammar or spelling that distract the reader from the content.
Final Score	/80			
General Comment				

Timeline

Area to Assess	Poor (5-9)	Acceptable (10-13)	Satisfactory (14-17)	Expected (18-20)
DOCUMENTATION OF EVENTS	Contains less than 5 significant events: date and description in own words.	Contains at least 6 significant events date and description in own words.	Contains at least 8 significant events; date and description in own words.	Contains more than 10 significant events: date and description in own words.
CONTENT/FACTS	Facts were often inaccurate for the events that were reported on the timeline.	Facts were accurate for most (—65%) of the events reported on the timeline.	Facts were accurate and detailed for almost all events reported on the timeline.	Facts were accurate and detailed for all events reported on the timeline.
ACCURACY	Less than 50% of the dates are accurate or sequences are in the per order.	At least 50% of the dates are accurate or sequences are in the proper order.	At least 75% of the dates are accurate or sequences are in the proper order.	All dates indicated on timeline is correct and are sequenced in the proper order.
SENTENCE FLUENCY	Events are described using vague language or inaccurate information.	Events are not described well and language is often vague or inaccurate.	Events are described well, but language is sometimes vague or inaccurate.	Events are clearly described using accurate, vivid and original language.
STYLE & ORGANIZATION	The time period covered was inappropriate. Yearly divisions were not uniform.	The timeline was set up to cover most of the relevant time period; contains appropriate yearly gradations.	The timeline was set up to cover the relevant time period; contains yearly gradations, but not at set intervals.	The timeline was set up to cover the relevant time period; contains appropriate yearly gradations of set intervals

OTHER REQUIREMENTS AND ASSESSMENTS (AA)

Aside from the final output, the student will be assessed at other times during the term by the following:

Assessment Activity		Description and other Details	Course Outcomes it represents
AA1	Worksheets /Other Activities	You are required to answer the worksheets which are given at the end of specified module. The worksheets require you to recall facts, analyze situations and use your knowledge, understanding of the concepts of the course. These are student outputs/ answers of all exercises and activities of every part of specified module.	CO1, C02, CO3, CO4
AA2	Modules Deliverables (E-report, Narrative e-report, video/documentations of selected school, Reflective journal, Paper Analysis, Timeline)	You are to make E-report, Narrative e-report, video/documentations of selected school, Reflective journal, Paper Analysis, Timeline. You are to compile all these for me to determine your learning gaps, and /or attainment of your learning outcomes per lesson.	CO1, C02, CO3, CO4

GRADING SYSTEM:

The final grade in this course will be composed of the following items and their weights in the final grade computation:

Assessment Item	Grade Source (Score or Rubric Grade)	Percentage of Final Grade
AA1	Long Quizzes/ Worksheets (Score)	20%
AA2	Modules Deliverables (Rubric and Score)	20%
LE1	Academic Periodic Papers (Rubric and Score)	15%
LE2	E-Case Portfolio (Rubric and Score)	15%
LE3	Simplified Action Research (Rubric and Score)	30%
TOTAL		100%

Module 1

- Lesson 1 Philosophical Thoughts on Education
- Lesson 2 Historical Foundation of Education
- Lesson 3 Social Science Theories and their Implications to Education

THE TEACHER AND THE COMMUNITY, SCHOOL CULTURE AND ORGANIZATIONAL LEADERSHIP

Module 2

- Lesson 1 The Strengths and Weaknesses of the Filipino Character: A Social Cultural Issue
- Lesson 2 The School as a Cultural Institution
- Lesson 3 Global Issues that Concern Schools and Society
- Lesson 4 The Why and How of School and Community Partnership

Module 3

- Lesson 1 The Teacher and the Community: Teacher's Ethical and Professional behavior
- Lesson 2 Organizational Leadership
- Lesson 3 The School Head in School-Based Management (SBM)
- Lesson 4 School Policies and Their Functions

OUTCOME

The Students who demonstrate understanding on the significance of the teacher, community, school culture and organizational leadership.



Module Overview:

Welcome my dear students!

Your challenge in this course lies in your determination to pursue in exploring the course content of module 1. It enhances your leadership skills and management style in creating a positive school culture. It helps you to become a school head or principal in the future. This course pack is anchored on the school is a creation of society. Good luck!

Module Outcomes:

Upon completion of this module, you shall be able to:

- define philosophy and philosophy of education;
- explain the different philosophical roots of education;
- discuss how educational philosophies are used in education;
- synthesize a concept through writing a reflective journal on the different philosophy of education and its use in teaching;
- reflect on the different philosophy of education and its use in teaching;
- explain the meaning of socialization as a function of schools;
- state the relationship of society and school;
- identify that schools transmit cultural values by stating facts from education history in the world and in the Philippines;
- make a timeline in tracing the development of educational system in the world and Philippines.
- identify the different social science theories;
- discuss the social science theories and their implication to education; and
- synthesize a concept through writing an academic paper on social science theories.

This module contains the following lessons:

Lesson 1. Philosophical Thoughts on Education

Lesson 2. Historical Foundation of Education

Lesson 3. Social Science Theories and their Implications to Education



LESSON 1: PHILOSOPHICAL THOUGHTS ON EDUCATION

Time Frame: 3 hours

Introduction

Lets start here, you are going to know the different philosophical roots of education. With this, you are empowered. Also, the preparation of this lesson is an opportunity for you to improve yourself upon knowing the philosophical roots of education. Shall we start now!

Learning Outcomes

At the end of this lesson you will:

- define philosophy and philosophy of education;
- explain the different philosophical roots of education;
- discuss how educational philosophies are used in education; and
- synthesize a concept through writing a reflective journal on the different philosophy of education and its use in teaching.



ACTIVITY – Let's Read These

Do you have an idea about the education philosopher?

Education Philosophers	Remarks/ Description
John Locke	Empiricist
Spencer	Utilitarianist
John Dewey	Experience
George Counts	Building a social order
Theodore Brameld	Social Reconstructionist
Paulo Freire	Critical pedagogy vs. Banking method



ANALYSIS – Let's Analyze

What does the word “philosophy” mean?

How you conceptualize “philosophy of education”?



ABSTRACTION – Let's Conceptualize

The Summaries of Thoughts of Education Philosophers

Education Philosopher	Remarks/ Description
John Locke	Empiricist
Spencer	Utilitarianist
John Dewey	Experience
George Counts	Building a social order
Theodore Brameld	Social Reconstructionist



LESSON 1: PHILOSOPHICAL THOUGHTS ON EDUCATION

Paulo Freire	Critical pedagogy vs. Banking method
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What should be taught and how learners should be taught:

1. JOHN LOCK (1632-1704)

Acquire knowledge about the world through the senses - learning by doing and by interacting with the environment.

Simple ideas become more complex through comparison, reflection and generalization-inductive method

Questioned the long traditional view that knowledge came exclusively from literary sources, particularly the Greek and Latin classics

Opposed the "divine right of kings" theory which had that the monarch had the right to be an unquestioned and absolute ruler over his subjects

Political order should be based upon a contract between the people and the government

Aristocrats are not destined by birth to be rulers. People were to establish their own government and select their political leaders from among themselves; civic education is necessary

People should be educated to govern themselves intelligently and responsibly (Orrstein, 1984)

In view to this:

According to John Locke, Education is not acquisition of knowledge contained in the Great Books. It is learners interacting with concrete experience, comparing and reflecting on the same concrete experience, comparing. The learner is an active not a passive agent of his/her own learning.

Another from the social dimension, education is seeing citizens participate actively and intelligently in establishing their government and in choosing who will govern them from among themselves because they are convinced that no one person is destined to be a ruler forever.

2. Herbert Spencer (1820-1903) : Utilitarian Education

Spencer's concept of "survival of the fittest" means that human development had gone through an evolutionary series of stages from the simple to the complex and from the uniform to the more specialized kind of activity.

Social development had taken place according to an evolutionary process by which simple homogeneous societies had evolved to the more complex societal systems characterized with humanistic and classical education.

Industrialized society require vocational and professional education based on scientific and practical (utilitarian) objectives rather than on the very educational goals associated with humanistic and classical education.

Curriculum should emphasize the practical, utilitarian and scientific subjects that helped human kind master the environment.



LESSON 1: PHILOSOPHICAL THOUGHTS ON EDUCATION

Was not inclined to rote learning; schooling must be related to life and to the activities needed to earn a living.

Curriculum must be arranged according to their contribution to human survival and progress.

Science and other subjects that sustained human life and prosperity should have curricular priority since it aids I the performance of life activities.

Individual competition leads to social progress. He who is fittest survives. (Ornstein, 1984)

In view to this:

Specialized Education of Spencer vs. General Education

To survive in a complex society, Spencer favors specialized education over that of general education. We are in need of social engineers who can combine harmoniously the findings of specialized knowledge. This is particularly true in the field of medicine.

The expert who concentrates on a limited field is useful, but if he loses sight of the interdependence of things he becomes a man who knows more and more about less and less. Of course, we do not prefer the other extreme, the superficial person who knows less and less about more and more.

Spencer's Survival of the Fittest

He who is fittest survives. Individual competition leads to social progress The competition in class is what advocates of whole-child approach and Social-emotional Learning (SEL) atmosphere negate. The whole child approach a powerful tool for SELF-focused schools has as tenets – “each students learns in an environment that is physically and emotionally safe for students and adults” and “each student has access to personalized learning and is supported by qualified and caring adults..’ (Frey, N. 2019)

The highlighted words point to no competition for competition works against an emotional safe environment.

3. John Dewey (1859-1952) Learning through Experience

Education is a social process and so school is intimately related to the society that it serves.

Children are socially active human beings who want to explore their environment and gain control over it.

Education is a social process by which immature members of the group, especially the children, are brought to appreciate in the society.

The school is a special environment established by members of society, for the purpose of simplifying, purifying and integrating the social experience of the group so that it can be understood, examined and used by its children.



LESSON 1: PHILOSOPHICAL THOUGHTS ON EDUCATION

The sole purpose of education is to contribute to the personal and social growth of individuals.

The steps of the scientific or reflective method which are extremely important in Dewey's educational theory are as follows:

The learners has a "genuine situation of experience" involvement in an activity in which he/she is interested.

Within this experience the learner has a "genuine problem" that stimulates thinking.

The learner possesses the information or does research to acquire the information needed to solve the problem.

The learner develops possible and tentative solutions by applying them to the problem. In this one way one discovers their validity for oneself.

The fund of knowledge of the human race-past ideas, discoveries and inventions was to be used as the material for dealing with problems. This accumulated wisdom of cultural heritage has to be tested. If it served human purpose, it becomes part of a reconstructed experience.

The school is social, scientific and democratic. The school introduces children to society and their heritage. The school as a miniature society is a means of bringing children into social participation.

The school is scientific in the sense that it is a social laboratory in which children and youth could test their ideas and values. Cultural heritage, customs, and institutions are all subjects to critical inquiry, investigation and reconstruction.

School should be used by all, it being a democratic institution. No barrier of custom or prejudice segregate people. People ought to work together to solve common problems.

The authorization or coercive style of administration and teaching is out of place because they block genuine inquiry and dialogue.

Education is a social activity and the school is a social agency that helps shape human character and behaviour.

Values are relative but sharing, cooperation and democracy are significant human values that should be encouraged by schools. (Ornstein, A. 1984)

Furthermore:

The Fund of Knowledge of the Human Race

Dewey does not disregard the accumulated wisdom of the past. These past ideas, discoveries and inventions, our cultural heritage, will be used as the material for dealing the problems and so will be tested. If they are of help, they become part of a reconstructed experience. This means that the ideal learner



LESSON 1: PHILOSOPHICAL THOUGHTS ON EDUCATION

for Dewey is not just one who can learn by doing e.g. conduct an experiment but he one who can connect accumulated wisdom of the past and present.

Schools are For the People and By the People

Schools are democratic institutions where everyone regardless of age, ethnicity, social status is welcome and is encouraged to participate in the democratic process of decision-making. Learners and stakeholders practice and experience democracy in schools.

4. George Counts (1889-1974): Building a New Social Order

Education is not based on eternal truths but is relative to a particular society living at a given time and place.

By allying themselves with groups that want to change society, schools should cope with social change that arises from technology.

There is a cultural lag between material progress and social institutions and ethical values.

Instruction should incorporate a content of a socially useful nature and a problem –solving methodology. Students are encouraged to work on problems that have social significance.

School become instrument for social improvement rather than an agency of preserving the status quo.

Teachers should lead society rather than follow it. Teachers are agent of change.

Teachers are called on to make important choices in the controversial areas of economics, politics and morality because if they failed to do so, others would make the decisions for them.

Schools ought to provide an education that afford equal learning opportunities to all students. (Ornstein,A. 1984)

In connection to this:

Schools and Teachers as Agents of change

For George Counts, schools and teachers should be agents of change. Schools are considered instruments for social improvement rather than as agencies for preserving the status quo. Whatever change we work for should always be change for the better not just for the sake of change.

Teachers are called to make decisions on controversial issues not to make a decision is to actually making a decisions.

Like Dewey, problem solving, should be the dominant method for instruction.



LESSON 1: PHILOSOPHICAL THOUGHTS ON EDUCATION

Lag Between Material Progress and Ethical Values

Counts asserts that "there is a cultural lag between material progress and social institutions and ethical values". Material progress of human kind is very evident but moral and ethical development seem to have lagged behind. A friend once wrote: "The Egyptians had their horses. Modern man has his jets but today it is still the same moral problems that plague humankind." Indeed with science and technology, we have become very powerful and yet powerless. We have conquered a number of diseases and even postponed death for many, we have conquered aging, the planets, the seas but we have not conquered ourselves.

5. Theodore Brameld (1904-1987) – Social Reconstructionism

Social reconstructionism is a philosophy that emphasizes the reformation of society. The social reconstructionist contend that:

...humankind has moved from agricultural and rural society to an urban and technological society...there is a serious lag in cultural adaptation to the realities of a technological society. Humankind has yet to reconstruct its values in order to catch up with the changes in the technological order, and organized education has a major role to play in reducing gap between the values of the culture and technology. (Ornstein,1984)

Social reconstructionist asserts that school should:

Critically examine present culture and resolve inconsistencies, controversies and conflicts to build a new society do more than reform the social and educational status quo.

It should seek to create a new society.

Humankind is in a state of profound cultural crisis.

If schools reflect the dominant social values then organized education will merely transmit the social ills that are symptoms of the pervasive problems and afflictions that beset humankind...

The only legitimate goal of a truly human education is to create a world order in which people are in control of their own destiny. In an era of nuclear weapons, the social reconstructionist see an urgent for a society to reconstruct itself before it destroys itself. (Ornstein,1984)

Technological era is an era of interdependence and so education must be international in scope for global citizenship.

For the social reconstructionist , education is designed "to awaken students' consciousness about social problems and to engage them actively in problem solving." (Ornstein,1984)

Social reconstructionist are firmly committed to equality or equity in both society and education. Barriers of socio-economics class and racial discrimination should be eradicated

They also emphasized the idea of an interdependent world. The quality of life needs to be considered ad enhanced on a global basis. (Ornstein,1984)



LESSON 1: PHILOSOPHICAL THOUGHTS ON EDUCATION

In addition,

Like Dewey, and Counts, Social reconstructionist Brameld believe in active problem solving as the method of teaching and learning.

Social reconstructionists are convinced that education is not a privilege of the few but a right to be enjoyed by all.

Education is a right that all citizens regardless of race and social status must enjoy.

6. Paulo Freire (1921-1997)

Critical Pedagogy and Dialogue vs. Banking Model of Education

Paulo Freire, a critical theorist, like Social reconstructionists believed that system must be changed to overcome oppression and improve human conditions.

Education and literacy are the vehicle for social change. In this view, humans must learn to rest oppression and not become its victims, nor oppress others. To do so require dialogue and social consciousness, the development of awareness to overcome domination and oppression.

Rather than “teaching as banking” in which educators deposits information into students’ heads Freire saw teaching and learning as a process of inquiry in which child must invent and reinvent the world.

Teachers must not see themselves as the sole possessors of knowledge and their students as empty receptacles. He calls this pedagogical approach the “banking method” of education.

A democratic relationship between the teacher and her students is necessary in order for the conscientization process to take place.

Freire’s critical pedagogy is problem-posing education.

A central element of Freire’s pedagogy is dialogue. It is love and respect that allow us to engage people in dialogue and discover ourselves in the process and learn from one another.

By its nature, dialogue is not something that can be imposed. Instead, genuine dialogue is characterized by respect of the parties involved toward one another.

We develop a tolerant sensibility during the dialogue process, and it is only when we come to tolerate the points of view and ways of being others that we might be able to learn from them and about ourselves in the process.

Dialogue means the presence of equality, mutual recognition, affirmation of people, a sense of solidarity with people and remaining open to questions.

Dialogue is the basis for critical problem-posing pedagogy as to oppose to banking education, where there is no discussion, only the imposition of the teacher’s ideas on the students.



LESSON 1: PHILOSOPHICAL THOUGHTS ON EDUCATION

More so, education philosophers point to the need of interacting with others and of creating a “community of inquiry” as Charles Sanders Peirce put it. The community of inquiry is “a group of persons involved in inquiry, investigating more or less the same question or problem and developing through their exchanges a better understanding both of the question as well as the probable questions.” (Lee, 2010). A community of inquiry will engage learners in active problem solving.

Wrap-Up

Philosophers	Contribution to education..
JOHN LOCKE- THE EMPIRICIST	<p>Education is not acquisition of knowledge contained in the Classics. It is learners interacting with concrete experience. The learner is an active not a passive agent of his own/her own learning.</p> <p>From the social dimension, education is seeing citizens participate actively and intelligently in establishing their government and in choosing who will govern them from among themselves. They are of the thinking that no one person is destined to be ruler forever. This is in keeping with the Anti-Political Dynasty Bill.</p>
SPENCER- THE UTILITARIANIST	<p>To Survive in a complex society, Spencer favors specialized education over that of General education.</p> <p>The expect who concretes in a limited field is useful, but he loses the sign of interdependence of things he becomes a man who knows more and more about less and less, must be warned of the early Peril of over-specialism. Of course, we do not prefer the other extreme, the superficial person who every day knows less and less about more and more.</p> <p>Who is fittest survives. Individual competition leads to social progress.</p> <p>The competition in class is what advocates of whole-child approach and Social-emotional Learning (SEL) atmosphere approach and Social-emotional Learning(SEL) atmosphere negate. The whole child approach, a powerful tool for SEL-focused schools has as tenets – “each student learns in an environment that is physically and emotionally safe for students and adults” and each student has access to personalized learning and is supported by qualified for competition works against an emotionally safe environment.</p>
JOHN DEWEY- experience	<p>Dewey does not disregard the accumulated wisdom of the past. These past ideas, discoveries and invention, our cultural heritage, will be used as the material for dealing with problems and so will be tested. If they are of help, they become part of a reconstructed experience. If they are not</p>



LESSON 1: PHILOSOPHICAL THOUGHTS ON EDUCATION

	<p>totally accurate, they will still be a part of a reconstructed experience. This means that the ideal learner for Dewey is not just one who can learn by doing e.g. conduct experiment but one who can accumulated wisdom of the past and present.</p> <p>Schools are for the people and by the people. Schools are democratic institution where everyone regardless of age, ethnicity, social status is welcome and is encouraged to participate in the democratic process of decision-making Learners and stakeholders practice and experience democracy in schools.</p>
GEORGE COUNTS- BUILDING a new social order	<p>Schools and teachers should be agents of change. Schools are considered instruments for social improvement rather than as agencies for preserving the status quo. Whatever change we work for should always be change for the better not just change for the sake of change.</p> <p>Problem solving, like Dewey, should be dominant method for instruction.</p> <p>"There is a cultural lag between material progress and social institutions and ethical values." Material progress of human kind is very evident but moral and ethical development seem to have lagged behind.</p> <p>Is very evident but moral and ethical development seem to have lagged behind.</p>
THEODORE BRAMELD – THE SOCIAL RECONSTRUCTIONIST	<p>Social reconstructionist critically examine present culture and resolve inconsistencies, controversies and conflicts to build a new society not just change society.</p> <p>Technological era pedagogy and dialogue in contrast to the banking system of education.</p>
PAULO FREIRE – Critical pedagogy vs. Banking method	<p>Employ critical pedagogy and dialogue in contrast to the banking system of education.</p> <p>Learners are not empty receptacles to be filled.</p>

Reading Source: Pawilen, Reyes, Rivera, and Sison (2019). *The School and the Community, School Culture and Organizational Leadership*. Rex Bookstore. Quezon City



APPLICATION

Make a table summary of the philosophies of education. (AA1)

Philosopher	Philosophy on Aim/s and Method/s of Education	Classroom/ Application	School



LESSON 1: PHILOSOPHICAL THOUGHTS ON EDUCATION

You may read on the web sites for an additional source.

A. You will synthesize the concepts presented in module 1 through writing a reflective journal.

B. Directions: In writing your (Font 11, Arial, 1.5 spacing, long bond paper only) kindly follow this format reflective journal.
(supported with references/theory/journals)

C. Title of your Reflective Journal (AA1)

D. (Title)

Submitted by: **JUAN DELA CRUZ**

Date:

Submitted to: **NANCY B. GONZALES, ED.D.**

The Reflective Journal is composed of a Word copy which includes the following: A) Introduction of your topics selected(at least 3), arranged and made your own operational definition; B), Body, discussion of each topic; C) Conclusion of your presentation. See rubrics for your guidance.



Closure

Amazing! I appreciate your hard work in this lesson. The next lesson will help you understand the historical foundation of education. Enjoy your next task!



LESSON 2: THE HISTORICAL FOUNDATION OF EDUCATION

Time Frame: 3 hours

Introduction

In this lesson, you will be acquainted with the different countries and periods regarding the history of education as well as the history of Philippines educational system was adapted and developed. Thus, it will you more equipped and prepared in your chosen career.

Learning Outcomes

At the end of this lesson, you will:

- explain the meaning of socialization as a function of schools;
- state the relationship of society and school;
- identify that schools transmit cultural values by stating facts from education history in the world and in the Philippines; and
- make a timeline in tracing the development of educational system in the world and Philippines.



ACTIVITY- Let's Read These

Read the quote from the famous John Dewey then answer the following questions:

“When a school introduces and trains child of society into membership within such a little community, saturating him with the spirit of service, and providing him with the instruments of effective self-direction, we shall have the deepest and best guaranty of a larger society which is worthy, lovely and harmonious.”



ANALYSIS – Let's Analyze

Answer the following questions:

What is the function of schools according to John Dewey's statement?

Who creates schools?



LESSON 2: THE HISTORICAL FOUNDATION OF EDUCATION

What is the relationship between schools and society?



ABSTRACTION – Let's Conceptualize

Education or school is an institution created by society. Education is a function of society. Education is a function of society and as such arises from the nature and character of society itself. Society seeks to preserve itself and to do this it maintains its functions and institutions, one of which is education, to assure its survival, stability and convenience.

As John Dewey claimed, it is the school that "introduces and trains each child of society into membership within such a little community, saturating with the spirit of service, and providing him with the instruments of effective self-direction..." when schools succeed to do this, in the words of Dewey "we shall have the deepest and best guaranty of a larger society which is worthy, lovely and harmonious".

This is called the **Socialization process**. **Socialization** is the process of learning roles, statutes and values necessary for participation in social institutions.."(Brinkerhoff,D.,1989)

Socialization is a lifelong process. It occurs primarily during the early childhood but as we progress from infancy to old age we shed old roles and adopt new ones. Role learning that prepares us for future roles is termed anticipatory socialization. (Brinkerhoff,D.,1989) Because of anticipatory socialization most of us are more or less prepared for our future roles like spouse, parent, professional teacher.

The family is the most important agent of socialization. Psychology tell us that the self-concept formed during childhood has lasting consequences. Besides, .." the parents; religion, social class and ethnicity influence the child's social roles and self-concept which in turn influence the expectations that others have for the child, and they determine the groups with which the child will interact outside the family". (Brinkerhoff,D.,1989)

The school is also an important agent of socialization. It is an institution charged by society to impart specific knowledge and skills necessary in functioning in a society. They are also charged with the task of transmitting society's cultural values.

Further, **A keys in Educational History**. this is devoted to how schools (formal and informal) did their task as agents of socialization in different periods of history.

Education in Primitive Society

Brinkerhoof (1989) explains further:

In primitive societies, preliterate persons faced the problem of survival in an environment that pitted them against natural forces and wild animals. To survive, human beings needed food, shelter, warmth and clothing. To transform a hostile environment into one that is life - sustaining, humankind developed life skills that eventually became cultural patterns.

These life skills included:

1. tool or instrument making
2. adherence to the moral behaviour code of group life
3. language



LESSON 2: THE HISTORICAL FOUNDATION OF EDUCATION

Early humankind found security in group life based on kinship and tribal patterns. Life in a human group was educational as children observed and learned from the elders as they were deliberately taught by their parents and elders. For these cultural patterns continue, the adult had to teach these skills and values to their children. This is **socialization**, a function of education in society.

Socialization is the process by which individuals internalize the norms and values of society and so social and cultural continuity are attained. This is also informal education in action.

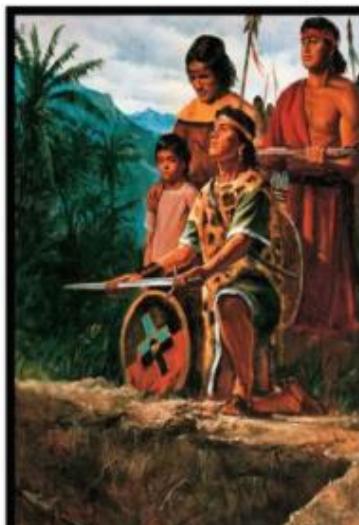
As abstract thinkers, human beings could create, use and manipulate symbols. They could communicate with one another through gestures, sounds and words. These symbols were expressed in signs, pictographs, letters. The creation and introduction of oral and written language made a great leap in literacy which in turn had tremendous educational consequences which citizens of a civilized society like netizens of the 21st century now enjoy.

Reading Source: Pawilen, Reyes, Rivera, and Sison (2019). *The School and the Community, School Culture and Organizational Leadership*. Rex Bookstore. Quezon City

A Keys in Educational History

Key periods in educational history from 7000 B.C. to AD 1600. Study the presentations here. This makes you see that education and school are a function of society and schools reflect the nature and character of society itself. What society considers important is what education focuses on to preserve society.

5000 BC - 7000 BC (Before Writing)



- Pre-literate Societies
- Educational Goals:
 - To teach survival skills, Teach group harmony
- Students: Their Children
- Instructional Methods:
 - Informal, Children imitates adults
- Curriculum:
 - Practice Hunting, Fishing, Songs, Poems and Dances
- Agents:
 - Parents, Tribal elders, Religious leaders
- Influence in Education:
 - Informal, Transmission of skills



LESSON 2: THE HISTORICAL FOUNDATION OF EDUCATION



CHINA
3000 BC - 1900 AD



☰ Details

- **EDUCATIONAL GOALS:**

- Prepare the Elites to govern the empire according to Confucian principles

- **STUDENTS:**

Males of upper class

- **INSTRUCTIONAL METHODS:**

Memorization and Recitation

- **CURRICULUM:**

Confucian Classics

- **AGENTS:**

Government Officials

- **INFLUENCE ON EDUCATION:**

Written Examination for Civil

Service

Relationship in Education

-The social structure of China begins from the **feudal society** of Imperial China and has four classes as represented in the Chinese flag as the **four classes**.

-The teaching of Confucius taught of five basic relationships in life and education:

- 1) **Father to son**, 2) **Older sibling to younger sibling** 3) **Husband to wife**
- 4) **Friend to friend** 5) **Ruler to structure**

The first noted person(s) in the relationship was always superior and had to act as a guide and leader/ role model to the second noted person(s), as the second person was to follow.

- Qin to Qing dynasty (221 BC-AD 1840)
- Han Dynasty (202 BC-220 AD)



LESSON 2: THE HISTORICAL FOUNDATION OF EDUCATION

Ex: Father; 1st noted, Son; 2nd noted.

Early Imperial Period

From the Qin Dynasty to the late Qing Dynasty (221 BC-AD 1840), the Chinese government divided Chinese people into four classes: **landlord, peasant, craftsmen, and merchant**. Landlords and peasants constituted the two major classes, while merchant and craftsmen were collected into the two minor. Theoretically, except for the position of the Emperor, nothing was hereditary.

During the 361 years of civil war after the Han Dynasty (202 BC-220 AD), there was a partial restoration of feudalism when wealthy and powerful families emerged with large amounts of land. They dominated important civilian and military positions of the government, making the positions available to members of their own families and clans.



EGYPT
3000 BC - 300 BC

EDUCATIONAL GOALS:

- To prepare priests according to scribe for the empire

STUDENTS: Males of upper class

INSTRUCTIONAL METHODS: Memorizing and Copying texts

CURRICULUM: Religious or Technical texts

AGENTS: Priests and Scribes

INFLUENCE ON EDUCATION: Restriction on Educational controls to priest elites



LESSON 2: THE HISTORICAL FOUNDATION OF EDUCATION

Relationship in Education

-Ancient Egyptian education was a system which was reserved for children from royal and rich backgrounds especially **male upper class**.

-Common subjects were reading, writing, mathematics, religious instruction and morals.

-**Girls** were not sent to school-mother were the source of education for the girls and their education was conducted at home. Teaching various disciplines such as sewing, cooking and reading.

-People of **lower class** usually could not send to schools because of limited number of schools.

-The Ancient Egyptian education system was elaborately formed and was structured to the current social and political needs of society. Hierarchy of social status and classes was maintained in education for nobles and royals.



A painting depicting Egyptian Hieroglyphics the common language and writing form in ancient Egypt.



Much of the Egyptian education was based around learning to read and write.



GREEK 1600 BC - 300 BC



Clip art

- EDUCATIONAL GOALS: To cultivate civic responsibility
- STUDENTS: Male children ages 7 - 20
- INSTRUCTIONAL METHODS: Memorization and recitation in primary schools, lecture, discussions, dialog in higher schools.
- CURRICULUM:
 - ATHENS: Reading writing arithmetic, drama, poetry, music
 - SPARTA: Drill, Military Songs and Tactics
- AGENTS:
 - ATHENS: Private Teachers and Philosophers
 - SPARTA: Military Teachers
- INFLUENCE ON EDUCATION:
 - ATHENS: Well rounded, liberally educated
 - SPARTA: Concept of Military State



LESSON 2: THE HISTORICAL FOUNDATION OF EDUCATION

Relationship in Education

-Two forms of **education** in ancient Greece: formal and informal. **Formal education** was attained through attendance to a public school or was provided by a hired tutor (for male and non-slave). **Informal education** was provided by an unpaid teacher, and occurred in a non-public setting. Education was an essential component of a person's identity.

1. Athenian system

1.1 Classical Athens (508-322 BCE)

- 1.1.1 Classical Athenian Educators
 - Isocrates (436 - 338 BCE)
 - Plato (428 - 348 BCE)
 - Aristotle (384 - 322 BCE)

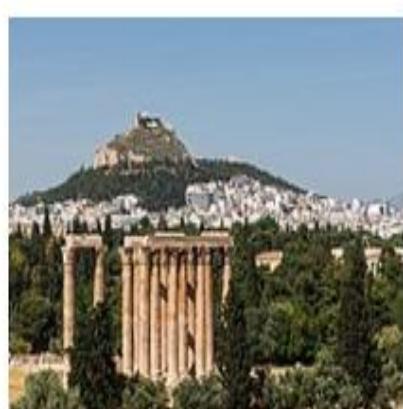
2. Spartan system

2.1 Agoge

2.2 Ephebe

Old Education in classical Athens consisted of two major parts - intellectual and physical, or what was known to Athenians as "gumnastike" and "mousike."

Gumanstike was a physical education that mirrored the ideals of the military - strength, stamina, and preparation for war. Initially, they would learn from a private teacher known as a *paidotribe*. Boys would begin training at the *gymnasium*. Physical training was seen as necessary for improving one's appearance, preparation for war, and good health at an old age.



Mousike was a combination of modern-day music, dance, lyrics, and poetry. Mousike provided students with examples of beauty and nobility, as well as an appreciation of harmony and rhythm.



LESSON 2: THE HISTORICAL FOUNDATION OF EDUCATION

The Spartan society desired that all male citizens become successful soldiers with the stamina and skills to defend their polis as members of a Spartan phalanx.

- **Agoge-** military dominance was of extreme importance to the Spartans of Ancient Greece. In response, the Spartans structured their educational system as an extreme form of military boot camp, which they referred to as agoge. The pursuit of intellectual knowledge was seen as trivial, and thus academic learning, such as reading and writing, was kept to a minimum.
- The students would graduate from the agoge at the age of eighteen and receive the title of **ephebes**. Upon becoming an ephebe, the male would pledge strict and complete allegiance to Sparta and would join a private organization to continue training in which he would compete in gymnastics, hunting and performance with planned battles using real weapons. After two years, at the age of twenty, this training was finished and the now grown men were officially regarded as Spartan soldiers.



ROMAN

750 BC - 450 AD



Details

- **EDUCATIONAL GOALS:**
 - Cultivate religious commitment to Islamic beliefs; expertise in mathematics, medicine and science.
- **STUDENTS:** Male children of upper class ages 7-20
- **INSTRUCTIONAL METHODS:** Memorizing and recitation in primary schools, imitation and discussion in higher schools
- **CURRICULUM:** Reading, Writing, Arithmetic, Literature, Scientific Studies
- **AGENTS:** Mosques, Court schools
- **INFLUENCE ON EDUCATION:** Arabic numerals and computation, medicine and science materials



LESSON 2: THE HISTORICAL FOUNDATION OF EDUCATION

Relationship in Education

The only children to receive a formal education were the children of the rich. The very rich families employed a private tutor to teach their children. Those that could not afford to do this used either slaves or sent their children to a private school. Children of poor families, those living in the country or those whose parents were slaves were not educated at all.

A Roman school would be one room with one teacher. Teachers were very badly paid and worked long hours. Children learned to read and write. It was important to be able to read and write because words were everywhere. If a boy answered a question with the wrong answer, the teacher would beat him with a cane. If he spoke in class without permission he would be dragged to the front of the class and beaten with a cane or a whip.



ARABIC 700 AD - 1350 AD



Digitized

- **EDUCATIONAL GOALS:**
 - To prepare priests according to scribe for the empire

- **STUDENTS:** Males of upper class
- **INSTRUCTIONAL METHODS:** Memorizing and Copying texts

- **CURRICULUM:** Religious or Technical texts
- **AGENTS:** Priests and Scribes
- **INFLUENCE ON EDUCATION:** Restriction on Educational controls to priest elites

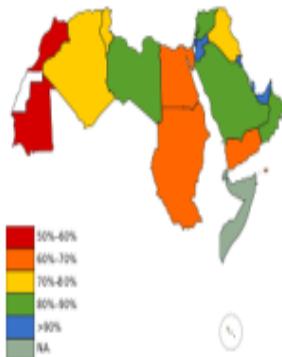




LESSON 2: THE HISTORICAL FOUNDATION OF EDUCATION

The Arab League includes Algeria, Bahrain, Comoros, Djibouti, Egypt, Iraq, Jordan, Kuwait, Lebanon, Libya, Mauritania, Morocco, Oman, the Palestine Liberation Organization, Qatar, Saudi Arabia, Somalia, Sudan, Syria, Tunisia, the United Arab Emirates, and Yemen.

- The Koran serves as a comprehensive blueprint for both the individual and society and as the primary source of knowledge.
- Arab society had enjoyed a rich oral tradition, but the Koran was considered the word of God and needed to be organically interacted with by means of reading and reciting its words. Hence, reading and writing for the purpose of accessing the full blessings of the Koran was an aspiration for most Muslims. Thus, education in Islam unequivocally derived its origins from a symbiotic relationship with religious instruction.
- The Arabic language has three terms for education, representing the various dimensions of the educational process as perceived by Islam. The most widely used word for education in a formal sense is ***ta'lim***, from the root *'alima* (to know, to be aware, to perceive, to learn), which is used to denote knowledge being sought or imparted through instruction and teaching. ***Tarbiyah***, from the root *raba* (to increase, to grow, to rear), implies a state of spiritual and ethical nurturing in accordance with the will of God. ***Ta'dib***, from the root *aduba* (to be cultured, refined, well-mannered), suggests a person's development of sound social behavior



Ancient Period	Educational Goals	Students	Instructional methods	Curriculum	Agents	Influence in Education
45000-7000 BC Pre-Literate Societies	Survival skills and group harmony	Their children	Informal, children imitates adult	Hunting, fishing, songs, poem and dances	Tribal leaders, religious leaders and parents	Informal and transmission of skills
China 3000 BC-1900 AD	Prepare the elites to govern the empire according to Confucian principle	Males of upper class	Memorization and recitation	Confucian classics	Government officials	Written examination for civil service
Egypt 3000-300BC	To prepare priests according to scribe for the empire	Male upper class	Memorizing and copying texts	Religious or technical texts	Priests and scribes	Restriction on educational controls to priest elites
Greek 1600-300BC	To cultivate civic responsibility	Male children ages 7-20	Memorization and recitation in primary schools, lecture, discussions, dialogue in higher schools	Athens: reading, writing, arithmetic, drama, poetry, music Sparta: drill, military songs and tactics	Athens: private teachers and philosophers Sparta: military teachers	Athens: well-rounded, liberally educated Sparta: concept of military state
Roman 750-450 AD	Cultivate religious commitment to Islamic beliefs; expertise in mathematics, medicine and science	Male children of upper class ages 7-20	Memorizing and recitation in primary schools, imitations and discussion in higher schools	Reading, writing, arithmetic, literature, scientific	Mosques, court schools	Arabic numerals and computations, medicine and science materials
Arabic 700-1350 AD	To prepare priests according to scribe for the empire	Male upper class	Memorizing and copying texts	Religious or technical texts	Priests and scribes	Restriction on educational controls to priest elites



LESSON 2: THE HISTORICAL FOUNDATION OF EDUCATION

Synthesis:

- Culture was passed on and preserved for generation to generation.
- Practical principles, religious thoughts, basic reading, writing and arithmetic and military concept are used as the basic curriculum.
- The complimentary development of the person became vital on conformity, preservation on social stability, development of individuality and Unitarianism.
- The concept of educational ladder was introduced.
- The purpose of ancient Egyptian education, other than forming educated individuals, was to maintain the structure of society as it was envisaged by the ruling class of the time.
- The Ancient Egyptian education system was elaborately formed and was structured to the current social and political needs of society. Hierarchy of social status and classes was maintained in education too, as is evident from the fact that different schools existed for commoners, nobles and royals.



MEDIEVAL PERIOD

500 AD – 1400 AD

Clip art

- **EDUCATIONAL GOALS:**
 - Develop religious commitment, knowledge and ritual, establish social order, prepare for appropriate roles
- **STUDENTS:** Male children of upper class, girls and women entering religious community ages 7-20
- **INSTRUCTIONAL METHODS:**
 - Memorizing and Recitation in lower schools, text analysis and discussion in higher schools and universities.
- **CURRICULUM:**
 - Reading, Writing, Arithmetic, philosophy, theology, military and chivalry.
- **AGENTS:** Parish, cathedral schools, universities, knighthood.
- **INFLUENCE ON EDUCATION:**
 - Structure and organization of the university, institutionalization of knowledge





LESSON 2: THE HISTORICAL FOUNDATION OF EDUCATION



RENAISSANCE

1350AD - 1500 AD

☰ Details

- EDUCATIONAL GOALS:

- Cultivate humanist expert in Greek and Latin classics; prepare people to serve dynastic leaders

- STUDENTS:

- Male children of aristocracy and upper class, fr. 7-20

- INSTRUCTIONAL METHODS:

- Memorization, Translation and Analysis of Greek and Roman classics, classical literature, poetry and art

- CURRICULUM:

- Latin and Greek classical literature, poetry and art.

- AGENTS:

- Classical humanist educators and Latin schools

- INFLUENCE ON EDUCATION:

- Emphasis on literary knowledge, excellence and style in classical literature, two track system of schools



REFORMATION

1500AD - 1600 AD

- EDUCATIONAL GOALS:

- Cultivate commitment to a particular religious denomination and general literacy.

- STUDENTS:

- Boys and girls ages 7-12 in vernacular schools, young men of upper class in humanist school.

- INSTRUCTIONAL METHODS:

- Memorization, Drill, Indoctrination, translation and analysis of classical literature.

- CURRICULUM:

- Reading, writing, catechism, religious concepts and rituals, Latin and Greek Theology.

- AGENTS:

- School for general public and classical schools for upper class

- INFLUENCE ON EDUCATION:

- Commitment to universal education to provide literacy for everyone, origins of school systems, dual track school system based on socio-economic class and career goals.



LESSON 2: THE HISTORICAL FOUNDATION OF EDUCATION

Medieval Period	Educational Goals	Students	Instructional Methods	Curriculum	Agents	Influence in Education
500-1400 AD	Develop religious commitment, knowledge and ritual, establish social order, and prepare for appropriate roles	Male children of upper class, girls and women entering religious community ages 7-20	Memorizing and recitation in lower school, text analysis and discussion in higher schools and universities	Reading, writing, arithmetic, philosophy, theology, military and chivalry	Parish, cathedral schools, universities, knighthood	Structure and organization of the university and institutionalize of knowledge
Renaissance 1350-1500 AD	Cultivate humanist expert in Greek and Latin classics; prepare people to serve dynastic leaders	Male children of aristocracy and upper class from 7-20	Memorization, translation and analysis of Greek and Roman classics, classical literature, poetry and art	Latin and Greek classical literature, poetry and art	Classical humanist educators and Latin schools	Emphasis on literary knowledge, excellence and style in classical literature, two track systems of schools
Reformation 1500-1600 AD	Cultivate commitment to a particular religious denomination and general literacy	Boys and girls ages 7-12 in vernacular schools, young men of upper class in humanist school	Memorization, drill, indoctrination, translation and analysis of classical literature	Reading, writing, catechism, religious concepts and rituals, Latin and Greek Theology	School for general public and classical school for upper class	Commitment to universal education to provide literacy to everyone, origins of school systems, dual track school system based on socio-economic class and

Synthesis:

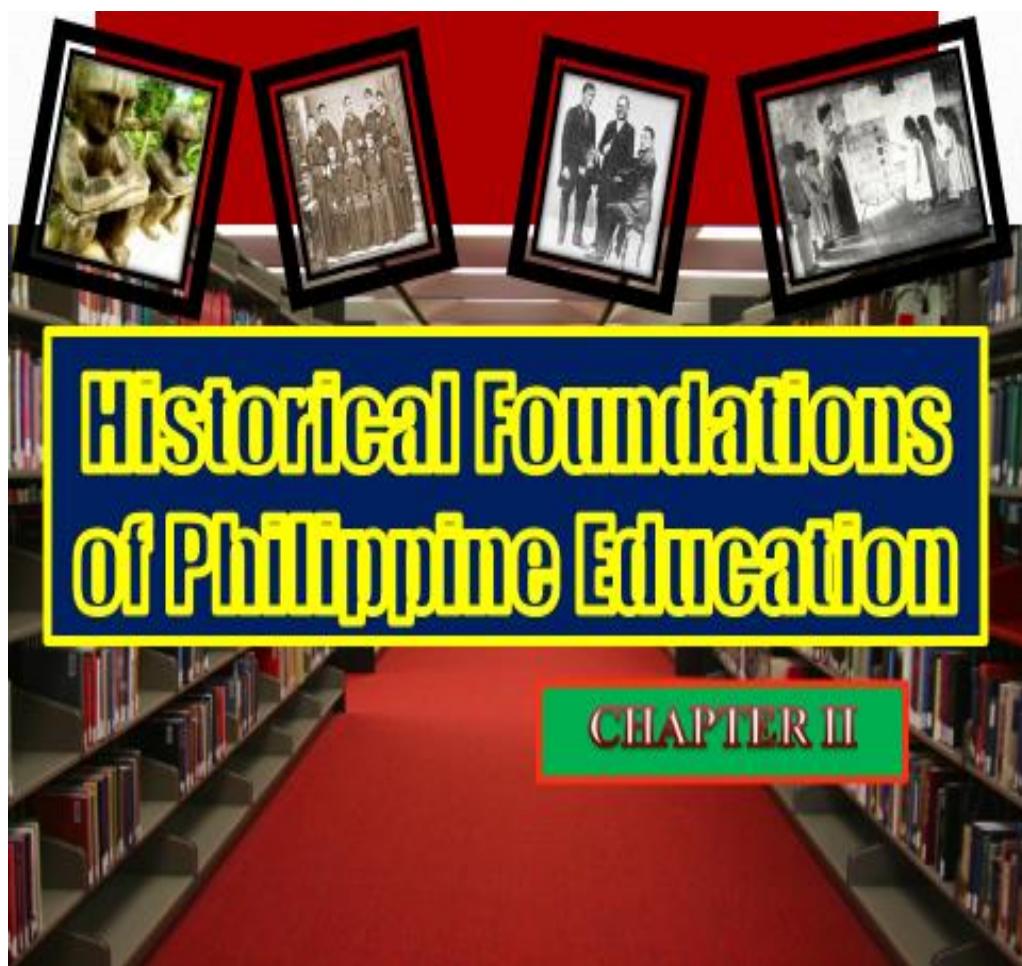
- Inequality before God was expounded in education.
- The complimentary development of the person became vital on humanitarianism, spiritual salvation, scholasticism, chivalric and guild.
- The individual formed bondage to conventions of the church.
- Basic reading, writing, arithmetic, philosophy, military, chivalry, Latin and Greek classical literature, theology, poetry, art, catechism and rituals concept are used as the basic curriculum.



LESSON 2: THE HISTORICAL FOUNDATION OF EDUCATION

Reading Resources:

1. Doris, Tullio D. 2008, Foundations of education 2. Second Edition. 125 Pioneer Street, Mandaluyong City. National Book Store.
2. <https://edfd1.wikispaces.com/1-Relevant+Terms+%26+Concepts>
3. http://hec.gov.pk/english/services/universities/RevisedCurricula/Documents/2011-2012/Education/FoundationsEd_Sept13.pdf
4. http://ebook.ipude.in/arts/ma_educator/year_1/DEDU401_PHILOSOPHICAL_AND_SOCIOLOGICAL_FOUNDATION_OF_EDUCATION_ENGLISH_pdf
5. Home education in historical perspective: domestic pedagogies in England and Wales, 1750-1900 (Routledge, 2016).
6. The History of Education as Colonial Apologist: A Marxist Critique.
7. New Texas Public School Textbooks write about slavery in Education
8. <https://jezebel.com/heres-how-new-texas-public-school-textbooks-write-about-1726786557>
9. African American Education in Slavery and Freedom (The John Hope Franklin Series in African American History and Culture) https://www.slideshare.net/martianne21/historical-foundations-of-education-theorist-and-philosophers?next_slideshow=1





LESSON 2: THE HISTORICAL FOUNDATION OF EDUCATION

TIMELINE

PRE-HISPANIC EDUCATION

SPANISH REGIME

PHILIPPINE REVOLUTION

AMERICAN REGIME

- Before 1521- Education before the coming of Spaniards
- 1521-1896- Education during the Spanish Regime
- 1896-1899- Education during the Philippine Revolution
- 1898-1935- Education during the American occupation
- 1935-1941- Education during the Philippine Commonwealth
- 1941-1944- education during the Japanese Occupation
- 1944-1946- Education after the WWII
- 1946-present- Education under Philippine Republic

TIMELINE



LESSON 2: THE HISTORICAL FOUNDATION OF EDUCATION



To promote reverence for, and adoration of Bathala, respect for laws, customs, and authorities represented by parents and elders.

Oral, practical and hands-on.

PRE-HISPANIC



LESSON 2: THE HISTORICAL FOUNDATION OF EDUCATION



Friars established parochial schools linked with churches.

Instruction was in dialect.

Managed, supervised, and controlled by the friars.

SPANISH REGIME



LESSON 2: THE HISTORICAL FOUNDATION OF EDUCATION

Not uniform.

Not hierarchical nor structured.

No grade levels.

SPANISH REGIME

MAJOR PROBLEMS

Lack of trained teachers.

Lack of teachers (150).

Lack of funds, IM's, and in many instances school houses.

SPANISH REGIME



LESSON 2: THE HISTORICAL FOUNDATION OF EDUCATION

Because of need, higher level schools were established by the virtue of royal decrees.

COLEGIOS

BEATERIOS

SPANISH REGIME

SUBJECTS based on Royal Decree of 1863

Mathematics	Languages
Philosophy	Psychology
Geography	History

SPANISH REGIME



LESSON 2: THE HISTORICAL FOUNDATION OF EDUCATION



Illustrados spearheaded the Propaganda Movement.

Curricular Reforms

PHILIPPINE REVOLUTION



LESSON 2: THE HISTORICAL FOUNDATION OF EDUCATION

SECULARIZATION of education

Instruction of Spanish.
Greater attention to natural science

The design of a relevant curriculum

Improvement of higher centers of learning

Improvement of educational system

PHILIPPINE REVOLUTION

i Jose P. Rizal criticized unequivocally the Friars' method of instruction in *Noli Me Tangere* and *El Filibusterismo*.

Disproportionate focus on religion

Discourage the attempt of Filipino students to speak in Spanish.

Lack of pedagogical skills

Irrelevant courses in the curriculum.



LESSON 2: THE HISTORICAL FOUNDATION OF EDUCATION

To improve the existing curriculum, Rizal considered the ff. subjects as required courses in secondary schools.

Science

Math

History

Philosophy

Law

Language

P.E.

Religion

Music

Social

Science





LESSON 2: THE HISTORICAL FOUNDATION OF EDUCATION

Used education as a vehicle for its program benevolent assimilation.

American soldiers were the first teachers.

Restore school houses, build new ones and conduct classes.

AMERICAN OCCUPATION

Trained teachers, replaced soldiers.

Filipinos warmly received their new teachers (Thomasites)

American teachers infused their students the spirit of democracy and progress as well as fair play.

AMERICAN OCCUPATION



LESSON 2: THE HISTORICAL FOUNDATION OF EDUCATION

It is not surprising that the democratic values espoused by the Americans, whether sincere or not, touched a receptive nerve on the Filipino psyche. **Americans discarded the religious bias.**

Educational Act of 1901- Separation of Church and The State in education.

AMERICAN OCCUPATION

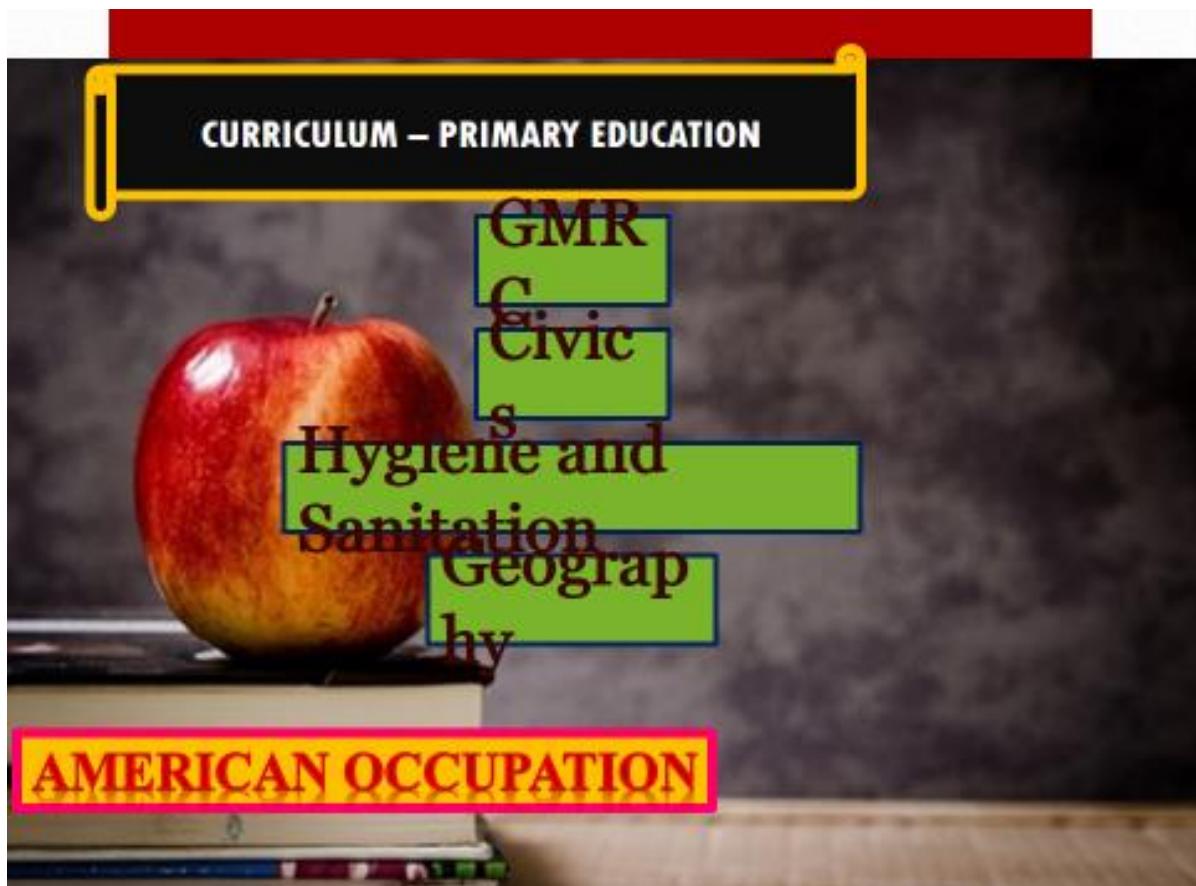
Encourage Filipino in the field of teaching.

Outstanding Filipino scholars were sent to US to train as teachers.

AMERICAN OCCUPATION

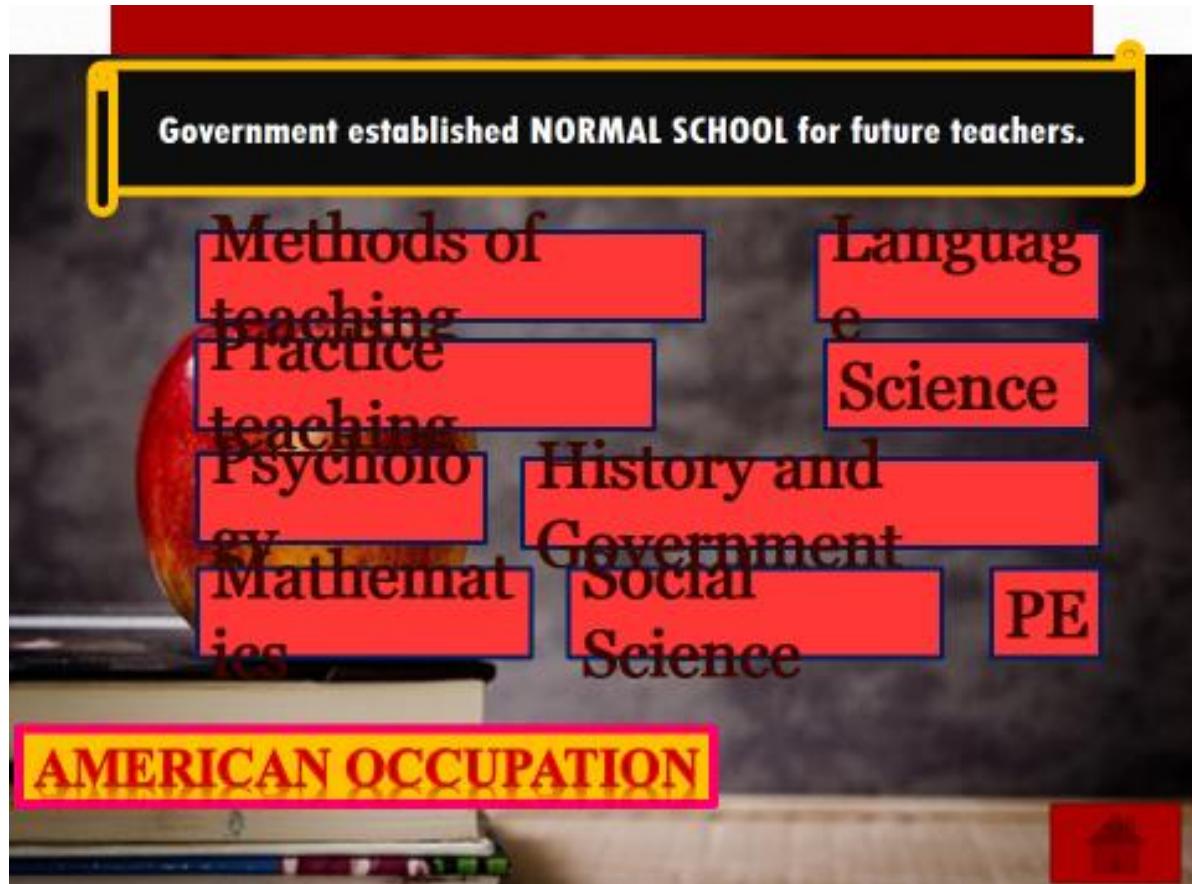


LESSON 2: THE HISTORICAL FOUNDATION OF EDUCATION





LESSON 2: THE HISTORICAL FOUNDATION OF EDUCATION



FROM 1986 TO THE PRESENT

- is managed and regulated by the Department of Education (DepEd), Commission on Higher Education (CHED) and Technical Education and Skills Development Authority (TESDA).
- DepEd is responsible for the K-12 basic education; it exercises full and exclusive control over public schools and nominal regulation over private schools, and it also enforces the national curriculum that has been put in place since 2013.



LESSON 2: THE HISTORICAL FOUNDATION OF EDUCATION

FROM 1986 TO THE PRESENT

■ CHED and TESDA, on the other hand, are responsible for higher education; CHED regulates the academically-oriented universities and colleges while TESDA oversees the development of technical and vocational education institutions and programs in the country.

- From 1945 to 2011, basic education took ten years to complete—six years of elementary education and four years of high school education for children aged six up to fifteen.
- However, after the implementation of the K-12 Program of DepEd and subsequent ratification of Kindergarten Education Act of 2012



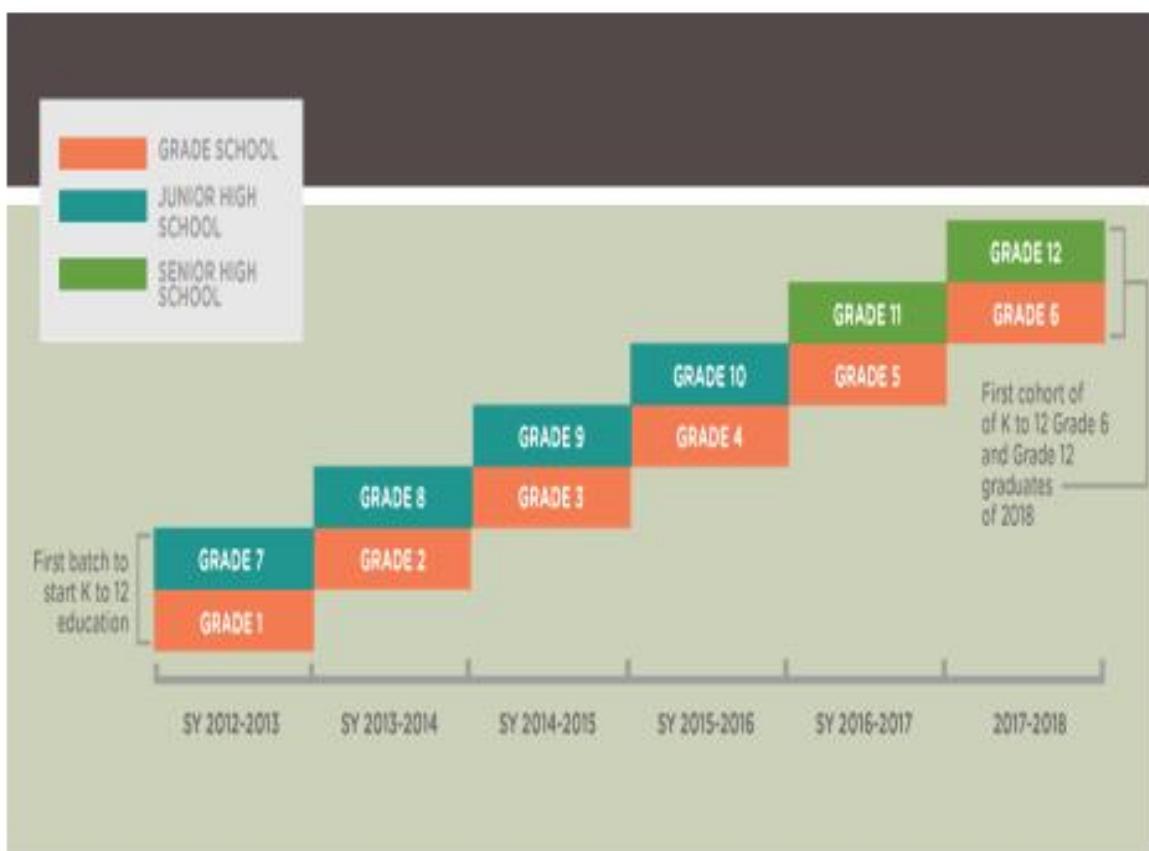
LESSON 2: THE HISTORICAL FOUNDATION OF EDUCATION

- Enhanced Basic Education Act of 2013, the basic education today takes thirteen years to complete—one year of kindergarten, six years of elementary education, four years of junior high school and two years of senior high school for children aged five up to seventeen.
- As of 2017, the implementation of Grade 12 has started.

Former educational system(used from 1945 until June 5, 2011)			
School	Grade	Other names	Age
<i>Kindergarten was not compulsory</i>			
Elementary school (Primary)	Grade 1	<i>Primary</i>	6-7
	Grade 2		7-8
	Grade 3		8-9
	Grade 4	<i>Intermediate</i>	9-10
	Grade 5		10-11
	Grade 6		11-12
High school (Secondary)	First Year	<i>Freshman</i>	12-13
	Second Year	<i>Sophomore</i>	13-14
	Third Year	<i>Junior</i>	14-15
	Fourth Year	<i>Senior</i>	15-16



LESSON 2: THE HISTORICAL FOUNDATION OF EDUCATION



The Varied Goal of Education in Different Historical Periods of Philippines History

What was considered important in each historical period of the country was also the focus or direction of the education of the Filipino

During the pre-colonial period, students were given vocational training but lesser academics for them to be good fathers and mothers.

During the Spanish period, schools focused on religious formation to help live the Christian faith.

The American regime educated the Filipinos to become good citizens of democratic country while **Japanese regime** taught the love of labor. The pre-colonial period educational system was devoted to the following:

- foster love of country
- teach the duties of citizenship
- Develop moral character self-discipline
- Scientific, technological and vocational efficiency

The present DepEd vision and mission statement and core values and the fourth mission of the Commission of Higher Education add light to the present goals of Philippine Education.

To produce thoughtful graduates imbued with

- Values reflective of a humanist orientation
- Analytical and problem solving skills
- The ability to think things through the ethical and social implication of a given source of action
- Competency to learn continuously throughout life--- that will enable them to live meaningfully in a complex, rapidly changing and globalized world while



LESSON 2: THE HISTORICAL FOUNDATION OF EDUCATION

engaging their community and the nation's development issues and concern.
CHED

The Importance of Studying History of Education

Dewey explains why a study of the history of education is valuable:

Educational issues and problems are often rooted in the past study of educational history can help us to understand and solve today's problem.

Realistic effort to reform education begin with present conditions which are a product of our past, by using our past, we can shape the future.

The study of education's past provides a perspective that explains and illuminates our present activities as teachers.

Wrap- Up

Primitive Education

- Survive
- Conform to the tribe
- Vocational education
- Domestic training
- Main concerns: food, clothing, shelter

Spanish Education

- Religion-oriented (elite)
- Indoctrination of Christianity-imposition of Spanish culture (primary aim-Spanish Educ.)
- Promotion of Spanish language
- Educational Decree of 1863- provide primary schools boys & girls in each town, municipal government
 - Established normal school for male teachers(Jesuits)
 - access to education(Filipino)
 - free
 - Spanish is compulsory

Commission of Primary Instruction
Department of Education

America

Aim: promote ideals

Ways of life

Free education

Compulsory elem. Educ.

Malolos Constitutions

Schools- reopened –August 29, 1898

Secretary of the Interior

Established were the ff:

Burgos Institutes of Malolos

Military Academy



LESSON 2: THE HISTORICAL FOUNDATION OF EDUCATION

Literary UP

World War II- re-organization of the Japanese Military Order No.2-1942
Establishment of Commission of Education, Health and Public Welfare

Japanese Sponsored Republic

Ministry of Education- October 14, 1943

Teaching of Tagalog, Philippine History, Character Education- given priority

Love for work

Dignity of Labor -were emphasized

February 27, 1945, Department of Instruction (Executive Order No.94,1947)-

Department of Public Instruction

1972- Department of Education and Culture- P.D. No.1

1978-Mimistry Of Education and Culture- P.D. No.1397

13 regional offices-organization, educational system- changes

1982-Educational Act of 1982

Ministry of Education Culture and Sports

Department of Education Culture and Sports- Pres. Aquino

1987-Executive Order No. 111

1994- DECS- embodied in EO NO.117

1995- Commission on Higher Education

Technical Educ. And Skills Development Authority

Tertiary degree program

Non-degree – technical & vocational program

TRIPOCALIZATION

DePED/ DECS- basic educ.- Sec. 2 of RA 7722- protection, poster and promote the rights of all citizens to affordable quality education

CHED- HE- Sec. 1 of Article XIV of the Constitution- make education accessible

TESDA- post –secondary, middle-level power training and development

2001- RA 9155- Governance of Basic Education Act

School head empowerment by strengthening their leadership roles

School-Based management within the context of transparency & local accountability

The goal of education

To provide the school age population and young adults with skills, knowledge and values to become caring, self-reliant, productive and patriotic citizens.

Reading Source:

Pawilen, Reyes, Rivera, and Sison (2019). *The School and the Community, School Culture and Organizational Leadership*. Rex Bookstore. Quezon City

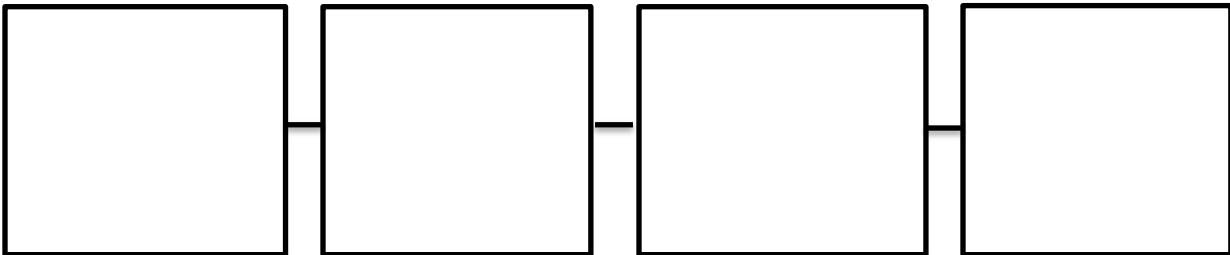


LESSON 2: THE HISTORICAL FOUNDATION OF EDUCATION



APPLICATION

Kindly make your own timeline tracing the development of educational system in the World and Philippines. (AA2) Sample only



Closure

Thank you very much! You made it. The next lesson will lead you to be equipped in knowing the social science theories and their implications to education. Keeping the best thing you will learn and remain humble in everything you do. Okey! We will now go on to the next lesson.

Time Frame: 6 hours

Introduction:

The functionalist, the conflict and the symbolic interactionist will discuss here. You will explain these three social science theories on how society influences you and how you influence society. Also, those perspectives are uniquely conceptualize society, social forces and human behaviour.

Learning Outcomes

At the end of this lesson, you will:

- identify the different social science theories;
- discuss the social science theories and their implications to education; and
- synthesize a concept through writing an academic paper on social science theories.



ACTIVITY- Lets Read These

Sing this song: **DEM BONES** (refer to <https://www.youtube.com/watch?v=for> for the melody).

Choose any object in your home/ study room to symbolize your care for someone. Keep the meaning to yourself. Share that symbol to your brother/sister at home. Ask your brother/sister for the meaning of that symbol.

Is it the same meaning with your symbol?



ANALYSIS – Let's Analyze The Song

1. My observations based on the song?
2. What do you expect if these bones are connected? Does malfunctioning of the bones affect the other bone?

Write your observations on the matrix and highlight your stand.

My observations...	



LESSON 3: SOCIAL SCIENCE THEORIES AND THEIR IMPLICATIONS TO EDUCATION



ABSTRACTION – Let's Conceptualize

The Dem Bones song presents us to the three social theories.

Three Social Theories

Structural-functional Theory

Herbert Spencer

the proponent of structural-functional views society as "a system of interconnected parts each with a unique function. The parts have to work together for stability and balance of society."

A circular portrait of Herbert Spencer is shown next to a teal circle containing the theory name. Below the portrait is a group of four stylized human figures. To the right of the text is a blue thumbs-up icon.

Society is compared to the human body with different but interrelated parts performing different functions.

A detailed anatomical illustration of a human muscular system is shown against a red background. A yellow callout box contains the comparison text. To the right is a blue thumbs-up icon.

The functionalist theory of education focuses on how education serves the need of society through the development of skills encouraging social cohesion. Functionals see education as a beneficial contribution to an ordered society.

A person reading a book is shown on the right side of the yellow background. A teal speech bubble icon is positioned above the text. A blue thumbs-up icon is located at the bottom left.



LESSON 3: SOCIAL SCIENCE THEORIES AND THEIR IMPLICATIONS TO EDUCATION

Purposes of Schooling according to Functionalists:

- 1) **Intellectual purposes** - acquisition of cognitive skills, inquiry skills
- 2) **Political purposes** - educate future citizens; promote patriotism; promote assimilation of immigrants; ensure order, public civility and conformity to laws.
- 3) **Economic purposes** - prepare students for later work roles; select and train the labor force needed by society.
- 4) **Social purposes** - promote a sense of social and moral responsibility; serve as a site for the solution or resolution of social problems; supplement the efforts of other institutions of socialization such as the family and the church.

Conflict Theory

- Developed by Karl Marx
- Stated that due to society's never-ending competition for finite resources , it will always be in a state of conflict.
- Conflict theorists find potential conflict between any groups where inequality exists: racial, gender, religious, political, economic, and so on. Conflict theorists note that unequal groups usually have



How Proponents of Conflict Theory Regard Education?





LESSON 3: SOCIAL SCIENCE THEORIES AND THEIR IMPLICATIONS TO EDUCATION

“



According to the conflict theory, education is not truly a social benefit or opportunity as seen by the functionalists. Rather, education is a powerful means of maintaining power structures and creating a docile work force for capitalism. The purpose of education is to maintain social inequality and to preserve the power of those who dominate society and teach those in the working class to accept their position as a lower class worker of society. Conflict theorists call this the "**hidden curriculum**".



Functionalists disagree strongly. They assert that if schools teach adherence to policies, obedience to rules, respect for persons including authorities, punctuality and honesty, civil right it is because they are the very principles dear to a democratic way of life.



The Symbolic
Interactionist
Theory
perspective



Three tenets of symbolic interactionist theory are:

- 1) An individual's action depends on meaning.
- 2) Different people may give different meanings to the same thing.
- 3) Meanings change as individuals interact with one another





LESSON 3: SOCIAL SCIENCE THEORIES AND THEIR IMPLICATIONS TO EDUCATION

Implications to Teaching

The **symbolic interactionist perspective**, also known as **symbolic interactionism** directs sociologist to consider the symbols and details of everyday life, what these symbols mean, and how people interact with each other.



“ ”



As the term implies, interactionist theory states that people interact with one another through symbols. According to the symbolic interactionist perspective, people attach meanings to symbols and then they act according to their subjective interpretation off these symbols.



Weakness of Symbolic Interaction Theory

- According to this theory, there are always two opposing sides in a conflict situation.
- Conflict theorists find potential conflict between any groups where inequality exists: racial, gender, religious, political, economic, and so on. Conflict theorists note that unequal groups usually have conflicting values and agendas, causing them to compete against one another.





LESSON 3: SOCIAL SCIENCE THEORIES AND THEIR IMPLICATIONS TO EDUCATION

“



Critics claim that symbolic interactionism neglects the macro level of social interpretation—the “big picture.” In other words, symbolic interactionists may miss the larger issues of society by focusing too closely on the “trees” or by restricting themselves to small or individual interactions.



Reading Source:

Pawilen, Reyes, Rivera, and Sison (2019). The School and the Community, School Culture and Organizational Leadership. Rex Bookstore. Quezon City



APPLICATION – Let’s Apply

You will synthesize your concepts about the topics presented here through making an academic paper (word and PPT)

Directions: In writing your academic paper (Font 11, Arial, 1.5 spacing, long bond paper only) kindly follow this format. (supported with references/theory/journals)

Title of your Academic Paper(LE1) (Title)

Submitted by: **JUAN DELA CRUZ**

Date:

Submitted to: **NANCY B. GONZALES, ED.D.**

The academic paper is composed of a word copy and power point. You must start with I) select a specific topic/lesson with three short conceptual definition, followed by II) give each topic/lesson its significant and emphasis III) synthesize/summarize your concept which is supported by a theory/ journals/ references. See rubrics for your guidance.

This must be 700 words or more. You can submit this at Gmail using your official email address

Taking it to the Net

This is a preparation for your simplified action research work. Select a school (a school where you graduated) to be part of your study and gather an information about the following: school profile, organizational structure, best school practices,



LESSON 3: SOCIAL SCIENCE THEORIES AND THEIR IMPLICATIONS TO EDUCATION

school culture, describe the leadership of the school head. You will just select which best fit in your situation. (LE1 and LE3)

To be presented before the date set in our syllabus.
(Double Space, Arial 11, Long Bond Paper, Five to six pages only.
Paragraph form)

Title

What is action research?

- any systematic inquiry (Mills, G.E.)
- form of investigation (Parson and Brown, 2002)
- fancy way of saying lets study what's happening at our school and decide how to make it a better place (Calhoun, E. 1994)

Part	What to do...
Introduction/Rationale Purpose and Significance of the Study This action research is conducted mainly to _____	What is the problem you met Identify a question or a particular problem that you observed.
	: Review the literature This provides background information on the question. Sources: <ul style="list-style-type: none">○ General books on teaching○ Educational Resources Information Center (ERIC) database○ Journals
Method	Plan a research strategy for data collection. How is the data related to the study question? What exactly am I collecting? Where am I going to collect it? When am I going to collect it and for how long? Who is going to collect it?
Result and Discussion/Analysis	Discuss how will you collect and analyze the data.
References	Five to six references (5 years back, 2016 to 2021)



LESSON 3: SOCIAL SCIENCE THEORIES AND THEIR IMPLICATIONS TO EDUCATION



Closure

Good day! Another chance to make it. We know how hard the life of being a teacher, but you humbly accept and take challenges. At this point, we will know the demands of society from the teacher. Are you going to embrace it? Let's proceed to the next lesson.

Module Summary:

Congratulations! You learned in this module 1 about the Philosophical Thoughts on Education, Historical Foundation of Education, and Social Science Theories and their Implications to Education. Let's move on to the next module.

Module Assessment:

You will do an academic paper, reflection for your simplified action research, make a reflective journal, timeline and answer worksheets.

**Module Overview:**

Wow! You have gone this far in this module, Now, you are prepared to take this lesson1 of module 2. Before we will start, I would like to tell you that I appreciate your kindness, effort and hard work in module 1. In this part, you will learn the strengths and weaknesses of the Filipino character: a social-cultural issue, the school as a cultural institution, global issues that concern schools and society and the why and how of school and community partnership. Relaks and have faith!

Module Outcomes:

Upon completion of this module, you shall be able to:

- identify the strengths and weaknesses of the Filipino character: a social cultural issue;
- make a comparison between strengths and weaknesses of the Filipino character a social cultural issue through writing a reflective journal;
- create a concept through writing a narrative report regarding the Filipino character as an example of cultural issue;
- discuss how the school can serve an agent of change;
- explain the meaning of culture and school culture;
- discuss how school culture affects learning;
- Identify the different important elements of school culture;
- synthesize a concept through creating an e-report on positive school culture;
- identify at least two global issues in society;
- discuss the significant solution to global issues that concern schools and society;
- synthesize a concept through writing a paper analysis that propose a solution to global issues that concern schools and society; identify the why and how of school and community partnership;
- explain the legal and sociological bases of school and community partnership; and
- synthesize a concept through writing an academic paper on selected examples of school-community partnerships.

This module contains the following lessons:

Lesson 1. Strengths and Weaknesses of the Filipino Character: A Social Cultural Issue;

Lesson 2. The School as a Cultural Institution;

Lesson 3. Global Issues that Concern Schools and Society; and

Lesson 4. The Why and How of School and Community Partnership



LESSON 1: THE STRENGTHS AND WEAKNESSES OF THE FILIPINO CHARACTER: A SOCIAL CULTURAL ISSUE

Time Frame: 3 hours

Introduction

Schools are for society. Their relevance is proven by their ability to address socio-cultural problems. What are these social issues or problems that schools should help to address? We have a number of them but let's focus on the weaknesses of the Filipino character. The strengths of the Filipino character will be cited for a balanced presentation. Besides, schools can capitalize on the strengths of the Filipino character to eliminate the weaknesses.

Learning Outcomes

At the end of this lesson, you will:

- identify the strengths and weaknesses of the Filipino character: a social cultural issue;
- make a comparison between strengths and weaknesses of the Filipino character a social cultural issue through writing a reflective journal; and
- create a concept through writing a narrative report regarding the Filipino character as an example of cultural issue.



ACTIVITY

Let's examine the following weaknesses of the Filipino (Shahani, 1988) character as cited in the Report (Shahani, 1988). Write your comments/opinions/reactions.

Extreme family centeredness	I realized that...
Extreme personalism	
Lack of discipline	
Passivity and lack of initiative	
Colonial mentality	
Kanya-kanya syndrome, talangka mentality	
Lack of self-analysis and self -reflection	
Emphasis on formality rather than substance	

Excerpt of the Report "A moral Recovery Program : Building a People , Building a nation, April 27, 1988 by the Task Force to former Pres. Corazon Aquino, The Senate and the members of the press by then Senator Leticia Shahani, the moving spirit behind the program.

These weaknesses are rooted in many factors:

Home
Social and economic environment
Culture and language
History Religion
Educational system
Mass media
Leadership and role models

Change is possible, however, and the following goals are proposed to develop in the Filipino

A sense of patriotism and national pride
A sense of the common good
A sense of integrity and accountability



LESSON 1: THE STRENGTHS AND WEAKNESSES OF THE FILIPINO CHARACTER: A SOCIAL CULTURAL ISSUE

The values and habits of discipline and hard work
The value and habits of self-direction and analysis
The Internalization of spiritual values and
The emphasis on essence rather than form

(Senator Leticia Shahani, 1988. *A moral Recovery Program: Building a People, Building a Nation*)



ANALYSIS – Let's Analyze

After you have answered the given question, based from experiences and understanding, write briefly your statements about the strengths and weaknesses of Filipino character.

What does your list tell about society's expectations from you?

Write your answer in the matrix.

What I Know	What I want to know	What I learn



ABSTRACTION – Let's Conceptualize

The Filipino Character Strengths and Weaknesses

In 1988, Sen. Leticia Shahani submitted to the Senate this “A moral Recovery Program : Building a People , Building a Nation”

This report cites the strengths:

Pakikipagkapwa-tao
Family orientation
Joy and humor
Flexibility, adaptability and creativity
Hard work and industry
Faith and religiosity
Ability to survive

The Weaknesses:

Extreme family centeredness
Extreme personalism
Lack of discipline
Passivity and lack of initiative
Colonial mentality
Kanya-kanya syndrome, talangka mentality
Lack of self-analysis and self -reflection
Emphasis on forma rather than substance

There is so much good in the Filipino but so much needs to be changed, too. Many of our strengths as a people are also sources of our weaknesses. Shahani report (1988) explains that family orientation becomes in-group orientation that prevents us from reaching out beyond the family to the larger community and the nation. In our



LESSON 1: THE STRENGTHS AND WEAKNESSES OF THE FILIPINO CHARACTER: A SOCIAL CULTURAL ISSUE

personalism, we are warm and caring but this leads us to lack of objectivity. We are concerned with people we know but unfair to the people we don't know. In our flexibility, we compromise precision and discipline. We are a joyful people with a sense of humor but we can't take things with humor all the time for serious problems need serious analysis. Our faith in God is our source of strength but these makes us dependent on forces outside us, do nothing that makes us submissive to God's will. We are good at pakikipagkapwa-tao and so we can easily empathize but we can at the same time be envious of others. We can be hardworking and yet can be lazy and passive in the workplace.

Values Education in Schools

Sen. Shahani's Report was given in 1988. But this findings as reported may still be true today.

DepEd has its Vision

Filipinos who are passionately love their country and whose values and competencies enable them to realize their full potential and contribute meaningfully to building a nation

Core Values

Maka-Diyos, Maka-tao, Makakalikasan' Makabansa

This can be an uphill battle for Philippine schools to realize these considering the following:

Extreme family centeredness
Extreme personalism
Lack of discipline
Passivity and lack of initiative
Colonial mentality
Kanya-kanya syndrome, talangka mentality
Lack of self-analysis and self -reflection
Emphasis on forma rather than substance

So that it will not be "more form than substance as described in Shahani's Report, Philippine Schools have to intensify values education in the curriculum.

In fact, in response to this Report Values Education now Edukasyon sa Pagpapakatao in K to 12 Curriculum, was introduced as a separate subject in the basic education curriculum under Dr. Lourdes Quisumbing, then Department of Education culture and sports Secretary in 1988-1990.

The Values Education Framework was conceptualized in 1987.

In, 2002, the Basic Education Curriculum (grade 1-6 and First year to Fourth year High school) integrated values in the major learning areas or subjects.

Beginning with the K to 12 Curriculum in 2013, Values Education was renamed Edukasyon sa Pagpapakatao (EsP) for Grade 1-10.

In Senior High School Curriculum (Grade 11-12), there is no course with the title, Values Education or Edukasyon sa Pagpapakatao but core course such as Introduction to the Philosophy of the Human Person and Personal Development, are in essence, Values Education subjects themselves.



LESSON 1: THE STRENGTHS AND WEAKNESSES OF THE FILIPINO CHARACTER: A SOCIAL CULTURAL ISSUE

Reading Source: Pawilen, Reyes, Rivera, and Sison (2019). The School and the Community, School Culture and Organizational Leadership. Rex Bookstore. Quezon City



APPLICATION

A.

With the advent of pandemic, what Filipino character should you possess to continue the process of learning? In not more than 150 words, write your reflection about the strengths and weakness of Filipino Character.

B.

You will create a concept through writing a narrative report regarding the Filipino character as an example of cultural issue.

Directions: In writing your narrative report (Font 11, Arial, 1.5 spacing, long bond paper only) kindly follow this format. (supported with references/theory/journals)

Title of your Narrative report (AA2)

(Title)

Submitted by: **JUAN DELA CRUZ**

Date:

Submitted to: **NANCY B. GONZALES, ED.D.**

The Narrative Report is composed of a word copy and power point. You must start with I) select a specific topic/lesson with three short conceptual definition, followed by II) give each topic/lesson its significant and emphasis III) synthesize/summarize your concept which is supported by a theory/ journals/ references. See rubrics for your guidance.

This must be 700 words or more. You can submit this at Gmail using your official email address



Closure

Amazing!!! You've done a great job. In the next lesson will be discussing about the school as a cultural institution.



LESSON 2: THE SCHOOLS AS A CULTURAL INSTITUTION

Time Frame: 3 hours

Introduction

In this lesson 2 of Module 2, you will be equipped and prepared about school and importance of school culture. In your chosen career, keeping yourself to embrace the expectations of the society from you as an aspiring school head in the future.

In view to this, this lesson highlights the role of the school as a cultural institution. Also, it presents the different guiding principles and practical strategies in turning toxic school culture to a positive one.

Maybe you will be asking yourself on how to create a positive school culture. Let's keep on studying this.

Learning Outcomes

At the end of this lesson, you will:

- discuss how the school can serve an agent of change;
- explain the meaning of culture and school culture;
- discuss how school culture affects learning;
- Identify the different important elements of school culture; and
- synthesize a concept through creating an e-report on positive school culture;



ACTIVITY – Let's Read These



Imagine your school picture as your example. Recall your most memorable experience. What made you feel about that and made it so special to you? Write them down.



ANALYSIS – Let's Analyze

The	Because...



ABSTRACTION – Lets Conceptualize

Every school is a unique in their own way and their uniqueness commonly originates on how they impose different cultures inside and outside their school premises.

Selznick (1957) claimed that culture is the distinctive identity of a school from the other schools. But some schools cultures are common across schools and some are unique and embedded in a particular school's history and location.



LESSON 2: THE SCHOOLS AS A CULTURAL INSTITUTION

As an educator, one should be knowledgeable not only on the content or what to teach and the pedagogy or how to teach but also the culture or where to teach. The latter is given much importance simply because students will learn best if they are set in a positive school culture.

NOW AND THEN OF YOUR LIFE...

- **WHY I AM HERE?**
- **HOW EQUIP/PREPARE I AM TO THIS COURSE?**
- **DO I FIND IMPORTANT THINGS/LEARNINGS? YES OR NO.**
- **WHAT ARE THOSE THINGS / MEANINGFUL LEARNINGS THAT MADE YOU TO GO ON?**
- **HAVE YOU WISH HOW IMPORTANT USEP TO YOU? FOR GETTING A DEGREE? FOR PREPARATION OF LIFE AS A TEACHER? NOT SURE?**

SCHOOL AS AN AGENT OF CHANGE

- **SCHOOL...**
- **play an important role in the development of individuals and societies**
- **vital sources of knowledge and innovations , contributors to economic development**
- **Regional and national symbols as repository of the people's history and culture**
- **dynamic social organization**
- **Influenced by a system anchored on a philosophy, mission and vision**



LESSON 2: THE SCHOOLS AS A CULTURAL INSTITUTION

SCHOOL AS AN AGENT OF CHANGE

- **SCHOOL as an organization**
- Let us watch first the video of our very own university
 - USEP

SCHOOL AS AN AGENT OF CHANGE

- **SCHOOL as an organization**
- **has its own system of governance influenced by a fixed organizational structure or bureaucracy**



LESSON 2: THE SCHOOLS AS A CULTURAL INSTITUTION

SCHOOL AS AN AGENT OF CHANGE

- **SCHOOL as learning organization**
- **to help learners to learn and develop knowledge, skills, and values essential to every individual;**
- **to implement the curriculum**
- **to mold the minds and character**

SCHOOL AS AN AGENT OF CHANGE

- **SCHOOL as a community**
- **composed of teachers, administrators, students, staff, and other stakeholders**



SCHOOL AS AN AGENT OF CHANGE

- **SCHOOL as a community**
- **Elements:**
- **Vision- sense of direction**
- **Values- provides a framework**
- **Leadership- provides administrative and management support**
- **Culture- shared values and behaviors of students, staff and administration**

SCHOOL AS AN AGENT OF CHANGE

- **SCHOOL as a Social Organization**
- **aims to respond the different changes**
- **shapes the future of the society**



SCHOOL AS AN AGENT OF CHANGE

- **SCHOOL as a Social Organization**
- **Structure**
- **Culture and climate**
- **Leadership and decision making**
- **Relationship**

SCHOOL AS AN AGENT OF CHANGE

- **SCHOOL as a Social Organization**
 - **System theory is best to explain the nature of school as a social organization**
 - **examines some of the characteristics of school including structure, culture, climate, leadership, decision-making & the relationship among themselves (Bozkus, 2014).**



SCHOOL AS AN AGENT OF CHANGE

- **SCHOOL as a Social Organization**

Structure: As a Social System

schools' structures

- have characteristics of rational

- natural

- open system

SCHOOL AS AN AGENT OF CHANGE

- **SCHOOL as a Social Organization**

Structure: As a Social System

schools' structures

- have hierarchies of authority

- goal

- role expectations

- similar to bureaucratic organizations



SCHOOL AS AN AGENT OF CHANGE

- **SCHOOL as a Social Organization**

Culture and Climate :

Culture

is preserved & transferred to new members by the socialization process (Kowalchi,2010).

is influenced by the philosophy & core values of the school

SCHOOL AS AN AGENT OF CHANGE

- **SCHOOL as a Social Organization**

Culture and Climate :

Norms

influential in shaping students' character & values system or sch. culture creates a sense of place

School – become a home



SCHOOL AS AN AGENT OF CHANGE

- **SCHOOL as a Social Organization**

Culture and Climate :

Climate

represents an organizations' distinguishing characteristics, feelings & behavior can be presented with a framework

SCHOOL AS AN AGENT OF CHANGE

- **SCHOOL as a Social Organization**

Climate:

Framework which consists of 4 elements

- 1. Physical frame-physical factors (equipment, classroom)**
- 2. Social frame-social factor**
- 3. environment-social behavior of individuals**
- 4. Structural frame-hierarchy, authority, role, symbolic frame parts of culture like: beliefs, norms, values(Kowalski,2010)**



LESSON 2: THE SCHOOLS AS A CULTURAL INSTITUTION

SCHOOL AS AN AGENT OF CHANGE

- **SCHOOL as a Social Organization**

Leadership & Decision Making :

Governance of Basic education Act

-provides a way to enhance the system of leadership & decision making process in the school

SCHOOL IMPROVEMENT PLAN (SIP)

SCHOOL AS AN AGENT OF CHANGE

- **SCHOOL as a Social Organization**

Leadership & Decision Making :

Governance of Basic education Act

SCHOOL IMPROVEMENT PLAN (SIP)

mandated

annual report of the school

basis for budget

evaluating performance

Teachers are empowered to develop innovations that will improve student's achievement and performance



LESSON 2: THE SCHOOLS AS A CULTURAL INSTITUTION

SCHOOL AS AN AGENT OF CHANGE

• SCHOOL as a Social Organization

Relationship

summed from interaction among people both within & outside of the organization

within school building with the community

have a significant impact on many vital process

(Bozkus, 2014).

THE CULTURE AND SCHOOL CULTURE

DEFINITION...



LESSON 2: THE SCHOOLS AS A CULTURAL INSTITUTION

CULTURE	SCHOOL CULTURE
Complex whole-knowledge, beliefs, arts, morals, law, custom, other capabilities, habits (Raymer, 20016)	Rooted traditions, values, beliefs School's rules & regulations, policies, & procedures Lasting artifacts of old organizational lessons (Kruze & Lolius, 2009)
Complex elements of values, traditions, language & purpose in a given setting(Deal & Peterson, 2002)	Complex web of traditions & rituals (Schein, 1985)
Ordered system of meaning & symbols in terms of which social interaction takes place (Tharp, 2009)	Basic assumptions, beliefs & practices Affects the way people in a school think, perform & learn(Starrat,1993)
The way we do things around (Bower,1966)	Schools have a culture that is definitely their own (Waller, 1932)
Pattern of basic assumptions-invented discovered or developed by a given group as it learns to cope with problems(Schein,1985)	Most clearly seen in the ways people relate to and work together; the management of the school's structures, systems & physical environment(Stoll & Fink, 1998)

ASSESSING SCHOOL CULTURE

In assessing the culture within school

an instrument developed by Gruenert & Valentine (2015)

12 key aspects of school culture

1. STUDENT ACHIEVEMENT
2. COLLEGIAL AWARENESS
3. SHARED VALUES
4. DECISION MAKING
5. RISK TAKING
6. TRUST



ASSESSING SCHOOL CULTURE

In assessing the culture within your school...

an instrument developed by Gruenert & Valentine (2015)

12 key aspects of school culture

7. OPENNESS

8. PARENT RELATIONS

9. LEADERSHIP

10. COMMUNICATION

11. SOCIALIZATION

12. ORGANIZATION HISTORY

TOXIC SCHOOL CULTURE

-dysfunctional values & beliefs, negative traditions & caustic ways of interacting (Deal & Peterson, 2002)

-lack mission & vision, value laziness & apathy, appreciate separateness and exclusivity & have negative peer relationship (Peterson, 2002).

-focus on failures & use these as an excuse to remain stagnant (Gruenert & Whitaker, 2015)



TOXIC SCHOOL CULTURE

SCHOOLS WITH NEGATIVE OR TOXIC CULTURE (Peterson, 2002)

- 1. Lack of sense of purpose**
- 2. Have norms that reinforce inertia**
- 3. Blame students for lack of progress**
- 4. Discourage collaboration**
- 5. Often have actively hostile relations among staff**

LET'S HAVE AN ACTIVITY

Assess your school's culture by checking the right statement for your school.

- 1. The school celebrates successes.**
- 2. The school blames students for lack of progress.**
- 3. The school emphasizes accomplishment and collaboration.**
- 4. The school discourages collaboration.**
- 5. The school fosters commitment to staff & student learning**
- 6. The school breeds hostility among the staff.**



If you checked 1,3, and 5 your school has positive culture

But if you checked 2, 4, & 6, there is a problem with your school culture.

Creating A Positive School Culture

An obvious goal for school leaders is for schools to develop and maintain strong cultures. Schools with strong cultures will have effective leadership with exceptional student performance (Jones, 2009) To create a new culture of change, school principals and teacher leaders must focus on an overall organizational transformation that includes the following successful practices:

- Defining the role of the principal, teacher and school community through open communication and academic growth activities that can best serve the needs of a particular school community.
- Scheduling effective communications mechanisms, such as staff lunchroom visits, department forum, staff meeting pop-ins and all-district personnel rallies.
- Sharing successes through employee union newsletters, internal correspondence and community relations that breed further successes for diverse student populations.
- Visualizing school, wide and classroom goals that support the goals of a school site and district to generate key results and offering staff development training that supports these results.

Moreover, Deal (1985) identified eight attributes of effective schools with strong cultures:

Shared values and a consensus on "how we get things done around here"

The principal as a hero or heroine who embodies core values.

Distinctive rituals that embody widely shared beliefs.

Employees as situational heroine.

Rituals of acculturation and cultural renewal



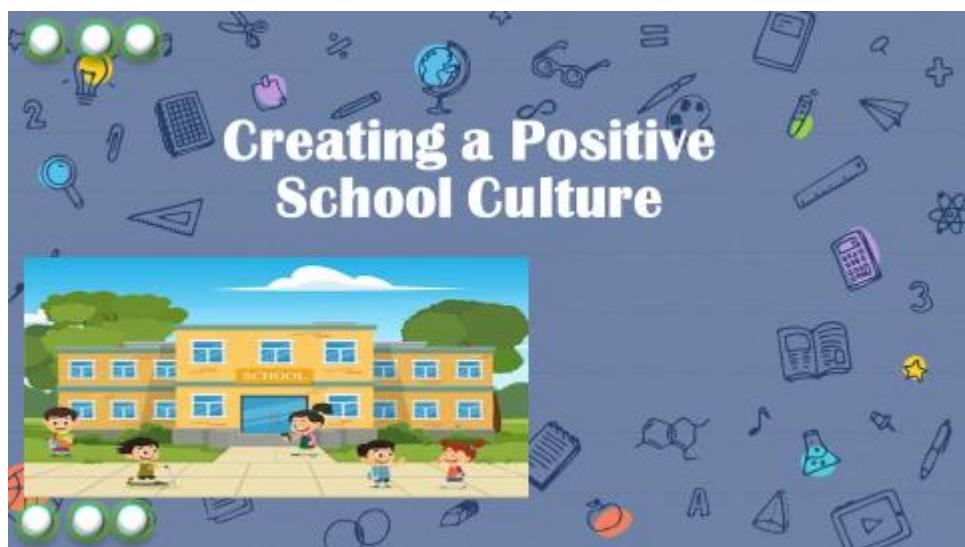
LESSON 2: THE SCHOOLS AS A CULTURAL INSTITUTION

Significant rituals to celebrate and transform core values.

Balance between innovation and tradition and between autonomy and control.

Widespread participation in cultural rituals.

Reading Source: Prieto, N., Arcangel, C., Corpuz, B. (2019). *The Teacher and the Community, School, Culture and Organizational Leadership*. Lori Mar Publishing Inc.43-66



School culture matters. This influences to a great extent how well students perform. School culture is a creation of all the people in school and in the community especially that of the school heads. It can be positive or negative. It can facilitate or adversely affect learning. A school community must therefore strive to create a positive culture.

SCHOOL CULTURE

It is one of the most important and complex concepts in education (Schein, 1985). It generally refers to the beliefs, perceptions, relationships, attitudes and written and unwritten rules that shape and influence every aspect of how the school functions.

It consists of the norms and shared experiences that evolve over school's history. Further, Scott and Marzano (2014) state that school culture is reinforced by norms, expectations and traditions including everything from dress code to discipline systems to celebrations of achievement.



LESSON 2: THE SCHOOLS AS A CULTURAL INSTITUTION

CULTURE AS A SOCIAL CONSTRUCT

Not a genetic construct. This means that school culture is, therefore something that **we do not inherit or pass on through the genes**. Rather, **it is something we create and shape**. It is shaped by everything people in school hear, see and interact. It is a creation of teachers, parents and students.



SCHOOL CULTURE VS SCHOOL CLIMATE

School Climate- refers to school's effects to students, including teaching practices, diversity and the relationships among administrators, teachers, parents and students. It is driven by and reflected in daily interactions of staff, administration, faculty and students and the community.

School Culture- deeper level of reflection of shared values, beliefs and traditions between staff members. It refers to the way teachers and other staff members work together and the set of beliefs, values and assumptions they share. It is a broader term and so is inclusive of school climate.



THE ROLE OF SCHOOL CULTURE

School culture matters. Research confirms the central role of culture to success. School culture can be positive or negative or toxic. A positive school culture fosters improvement, collaborative decision making, professional development and staff and student learning. A negative culture fosters the opposite.

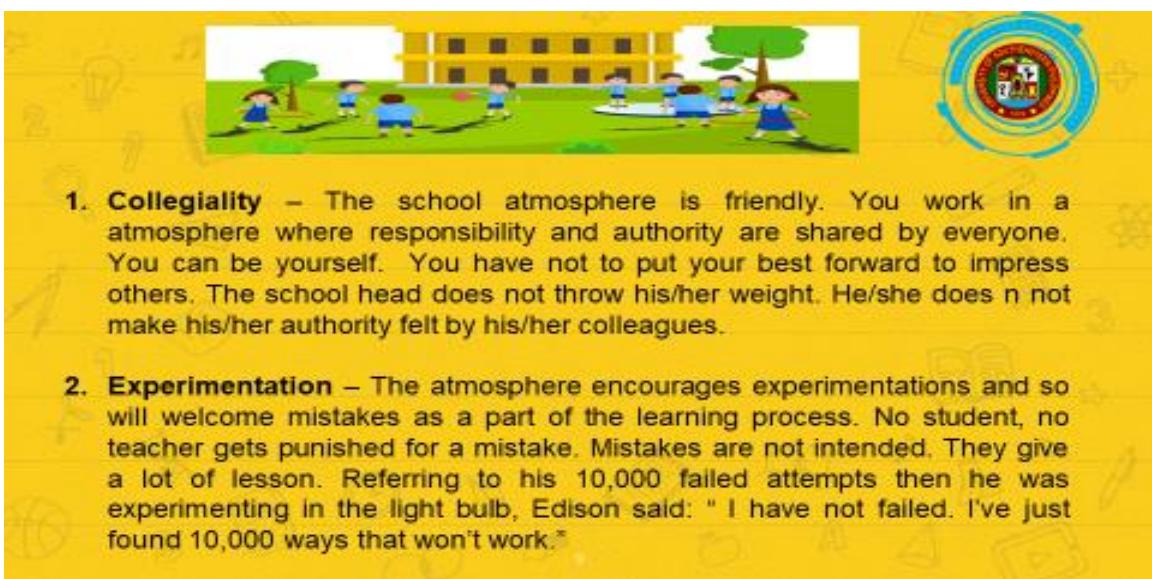




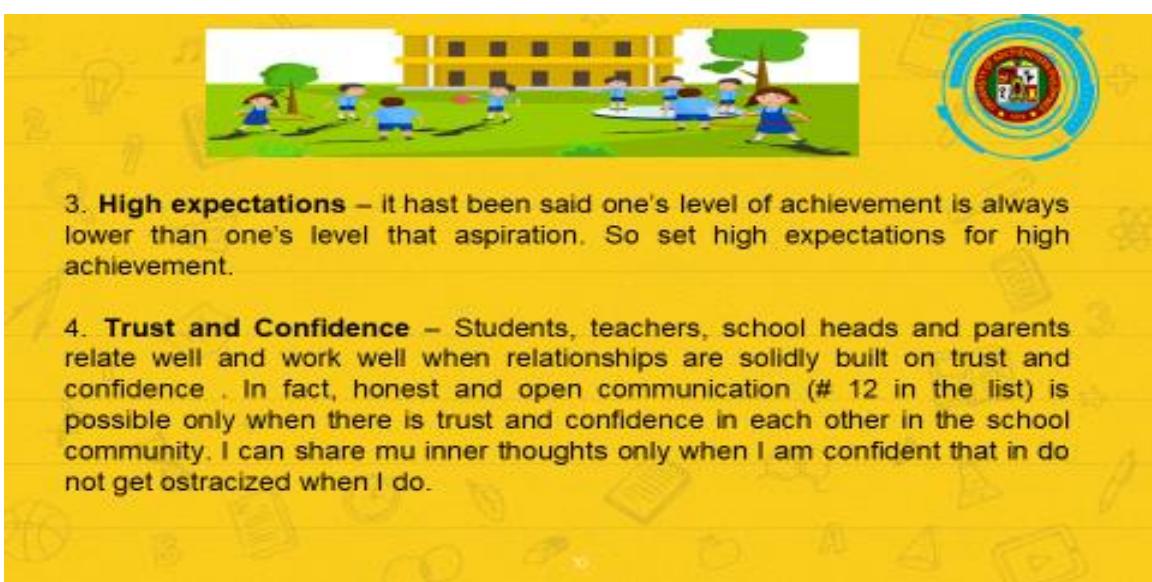
LESSON 2: THE SCHOOLS AS A CULTURAL INSTITUTION



ELEMENTS OF A POSITIVE CULTURE



- 1. Collegiality** – The school atmosphere is friendly. You work in a atmosphere where responsibility and authority are shared by everyone. You can be yourself. You have not to put your best forward to impress others. The school head does not throw his/her weight. He/she does n not make his/her authority felt by his/her colleagues.
- 2. Experimentation** – The atmosphere encourages experimentations and so will welcome mistakes as a part of the learning process. No student, no teacher gets punished for a mistake. Mistakes are not intended. They give a lot of lesson. Referring to his 10,000 failed attempts then he was experimenting in the light bulb, Edison said: " I have not failed. I've just found 10,000 ways that won't work."



- 3. High expectations** – it hast been said one's level of achievement is always lower than one's level that aspiration. So set high expectations for high achievement.
- 4. Trust and Confidence** – Students, teachers, school heads and parents relate well and work well when relationships are solidly built on trust and confidence . In fact, honest and open communication (# 12 in the list) is possible only when there is trust and confidence in each other in the school community. I can share mu inner thoughts only when I am confident that in do not get ostracized when I do.



LESSON 2: THE SCHOOLS AS A CULTURAL INSTITUTION



5. Tangible support – Everyone in the school community gets concrete support for the good that they do. Support comes in not just in words but in action. School head sees to it that LCDs in the classrooms are functioning.

6. Reaching out to the knowledge base – Teachers care to grow professionally to update themselves on content knowledge and pedagogy, the first domain in the Philippine Professional Standards For Teachers.



7. Appreciation, recognition – Certainly words of appreciation and recognition make classroom climate highly favorable. A reminder to teachers " You are not made less when you praise others. Instead, you become magnanimous. So don't be stingy with your sincere praise. The problem sometimes is our eyes are so quick to see the negative and so we despite them immediately but our eyes are blinded to the good and so we overlook them and fail to appreciate.

8. Caring, celebration, humor – Kids don't care when you know until they know that you care. They don't listen to teacher when teacher doesn't care. It may be good to remind teachers that many of students especially those who struggle, don't receive nearly enough positive feedback in the classroom or in their personal lives.



9. Involvement in decision making – Involving others who are concerned with decisions to be made enhances sense of ownership. They also feel important.

10. Protection of what is important – What schools consider important must form part of their tradition and so must be protected by all means. In the activity above, mention was made on School Canteen Policies that include " no soft drinks, no chocolate etc." and CLAYGO because the school considers nutrition and health and cleanliness as important.



LESSON 2: THE SCHOOLS AS A CULTURAL INSTITUTION



11. **Traditions** – A school must have an intentional culture-based program on shared values, beliefs and behaviors. This strengthens sense of community. A Truly positive school culture is not characterized simply by the absence of gangs, violence or discipline problems but also by the presence of a set of norms and values that focus school community's attention on what is most important and motivate them to work hard toward a common purpose.

12. **Honest, open communication** – No one gets ostracized for speaking up his mind. The atmosphere is such that everyone is encouraged to speak his mind without fear of being ostracized. The agreement at every discussion is " agree to disagree."



x Shared norms for both teachers and students contribute to a positive school culture. Boss and Larmer (2018) share teacher norms and student norms to contribute to a fair and an engaging learning environment , a characteristic of positive school culture.

They check on the following norms each week.





LESSON 2: THE SCHOOLS AS A CULTURAL INSTITUTION

TABLE 6.



Teacher Norms	Student Norms
<ol style="list-style-type: none">1) Teach in different ways.2) Call students by their names.3) Care about student's feelings.4) Have a good attitude.5) Help students understand.6) Attend school the majority of the time.7) Be respectful.8) Have a great mindset.	<ol style="list-style-type: none">1) Have a growth mindset.2) Call classmates by their names.3) Be responsible for your work.4) Listen.5) Attend school the majority of the time.6) Be a good team player.

Reading Source: Pawilen, Reyes, Rivera, and Sison (2019). *The School and the Community, School Culture and Organizational Leadership*. Rex Bookstore. Quezon City

Reading Source: Prieto, N., Arcangel, C., Corpuz, B. (2019). *The Teacher and the Community, School, Culture and Organizational Leadership*. Lori Mar Publishing Inc.43-66



APPLICATION

Write a report that cite a significant way to create a positive school culture. In not more than 150 words. (AA2)



Closure

Well!!! You made it again. Thanks for your endurance. We hope that all the learnings and insights shared in this lesson 2 will challenge you to take part in creating a positive school culture. Let's proceed to the next ...

Time Frame: 3 hours

Introduction

The world has become a global village. We have become a citizen of a global community. What takes place in one part of the globe no matter what how far affects us. It is still a “small world after all” so goes the song. In this lesson 3, you will know about global issues that affect schools and you. It is hope that you are able to propose solutions to social problems which have become current global issues.

Learning Outcomes:

At the end of this lesson, you will:

- identify at least two global issues in society;
- discuss the significant solution to global issues that concern schools and society; and
- synthesize a concept through writing a paper analysis that propose a solution to global issues that concern schools and society.



ACTIVITY- Let's Read These

Top 10 world issues from two sources. Compare them

You are given also the 17 Sustainable Developmental Goals (SDG) -2015-2030. After comparing the top 10 world issues, match the 17 SDGs with the 10 world issues to determine if these top world issues correspond to the 17 SDGs - 2015-2030.

Use this Table for Comparison.

List #1 Top 10 World Issues	List #2 Top 10 World Issues	17 SDGs 2015-2030


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Here are the top-10 world issues, according to millennials based on World Economic Forum’s Global Shapers Survey in 2017

1. Climate change/ destruction of nature (48.8%)
2. Larger scale conflict/wars (38.9%)
3. Inequality/income discrimination (30.8%)
4. Poverty (29.2%)
5. Religious conflicts (23.9%)
6. Government accountability and transparency/ corruption (22.7%)
7. Food and water security (18. 2%)
8. Lack of education (15.9%)



LESSON 3: GLOBAL ISSUES THAT CONCERN SCHOOLS AND SOCIETY

9. Safety/ security/ well-being (14.1%)
10. Lack of economic opportunity and employment (12.1%)

Source: <https://www.inc.com/business-insider/world-top-10-problems-according-millennials-world-economic-forum-global-shapers-survey-2017.html>. Retrieved 4-9-19

Top 10 Current Global Issues (Chloe Turner, Source: <https://borgenproject.org/top-10-current-global-issues>)

1. Climate Change
2. Pollution
3. Violence
4. Security and Well Being
5. Lack of Education
6. Unemployment
7. Government Corruption
8. Malnourishment and Hunger
9. Substance Abuse
10. Terrorism

The 17 Sustainable Development Goals – 2015-2030

1. End poverty in all its forms everywhere.
2. End hunger, achieve food security and improved nutrition and promote sustainable agriculture
3. Ensure healthy lives and promote well-being for all at all ages.
4. Ensure inclusive and equitable education and promote life-long learning opportunities for all.
5. Achieve gender equality and empower all women and girls.
6. Ensure availability and sustainable management of water and sanitation for all.
7. Ensure access to affordable, reliable, sustainable and modern energy for all.
8. Promote sustained, inclusive and sustainable economic growth full and productive employment and decent work for all.
9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation.
10. Reduce inequality within and among countries.
11. Make cities and human settlements inclusive, safe, resilient and sustainable.
12. Ensure sustainable consumption and production patterns
13. Take urgent action to combat climate change and its impact(in line with the United Nations Frameworks Convention on Climate Change)
14. Conserve and sustainably use the oceans, seas and marine resources for sustainable development
15. Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forest, combat desertification and halt and reverse land degradation and halve biodiversity loss.
16. Promote peaceful and inclusive societies for sustainable development, productive access to justice for all and build effective, accountable and inclusive institutions at all levels.
17. Strengthen the mean of implementation and revitalize the goal partnership for sustainable development.



LESSON 3: GLOBAL ISSUES THAT CONCERN SCHOOLS AND SOCIETY



ANALYSIS – Let's Analyze

Use your stock knowledge to answer the questions provided below.

1. Are the current global issues in both lists similar?

2. Are the current global issues ranked similarly?

3. Do these top ten global issues correspond to the 17 SDGs-2015-2030?



ABSTRACTION

The top Ten Global Issues and How They Can Be Addressed

Climate Change

The global temperatures are rising and are estimated to increase from 2.6 degrees Celsius to 4.8 degrees Celsius by 2100. This would cause more severe weather, crises with food and resources and the spread of diseases. The reduction of greenhouse emissions and the spreading of education on the importance of going green can help make a big difference. Lobbying governments and discussing policies to reduce carbon emissions and encouraging reforestation in an effective way of making progress with climate change.

Pollution

It includes ocean litter, pesticide and fertilizers, air, light and noise pollution. Clear ocean is essential for humans and animals but more than one billion people don't have access to clean water due to pollution from toxic substance, sewage or industrial waste

Violence

This can be found in the social, cultural and economic aspects of the world. Whether it is conflict that has broken out in a city, hatred targeted at a certain group of people or sexual harassment occurring in the street, violence is a preventable problem that has been an issue for longer than necessary.

Various Forms of Violence

Physical	Sexual	Emotional
It occurs when someone uses a part of their body or an object to control a person's actions	It occurs when a person is forced to unwillingly take part in sexual activity	It occurs when someone says or does something make a person feel stupid or worthless
Psychological	Spiritual	Cultural
It occurs when someone uses threats and causes fear in an individual to gain control	It occurs when someone uses an individual's spiritual beliefs to manipulate, dominate or control that person.	It occurs when an individual is harmed as a result of practices that are part of her/his culture, religion and tradition

Source: <https://www.hov.nl.ca./VPI/types/>

Security and Well-Being

The U.N. is a perfect example of what should be done to prevent the lack of security and well-being a serious global issues. Through its efforts with regional organizations and representatives that are skilled in security, the U.N. is working toward increasing the well-being of people throughout the world

Lack of Education

More than 72 children throughout the globe that are of the age to be in primary education are not enrolled in school.

This can attributed to inequality and marginalization as well as poverty. Fortunately, there are many organizations that work directly with the issues of education in providing proper tools and resources to aid schools. (<https://www.humanium.org/en/right-to-education/>)

The Philippines has consistently made a significant stride in its functional literacy rate. Functional literacy, as defined by NSA is the level of literacy which includes not only reading and writing but also numeracy skills that would help people cope with the daily demands of life.

Functional literacy, Education and Mass Media Survey (FLEMSS)

Based on the 2013 FLEMSS, the country registered a **90.3%** rate which means that nine out of every ten Filipinos aged 10-64 were functionally literate.

(<https://www.worldvision.org.ph/stories/improving-functional-literacy-in-the-philippines/>)

Unemployment

Without the necessary education and skills for employment, many people, particular 15 to 24 year old, struggle to find job and create a proper living for themselves and their families. This leads to a lack of necessary resources , such as enough food,



LESSON 3: GLOBAL ISSUES THAT CONCERN SCHOOLS AND SOCIETY

Clothing, transportation and proper living conditions.

The unemployment rate in the Philippines inched lower to 5.2 percent in the March quarter of 2019 from 5.3 percent a year ago. Unemployment rate in the Philippines averaged 8.34n percent from 1994-2019 reaching an all time high of 13.90 percent in first quarter of 2000 and a record low of 4.70 percent in the fourth quarter of 2016.

(<https://www.tradingeconomics.com/philippines/unemployment-rate>. Retrieved 4-9-19)

Government Corruption

Means of corruption include graft, bribery, embezzlement, backdoor deals, nepotism and patronage. Corruption is a major cause of poverty considering how it affects the poor the most, eroding economic and political development, democracy and more. Corruption can be detrimental to the safety and well-being of citizens living within the corrupted vicinity and can cause an increase in violence and physical threats without as much regulations in the government.

The Philippines ranked 94th out of 177 countries in Transparency International's 2013 corruption index. (Source: Trefor Moss Wall Street journal, May 29, 2014)

Malnourishment and Hunger

Currently, there are 795 million people who not have enough to eat. Long-term success to ending world hunger starts with ending poverty. By fighting poverty through proper training for employment, education and the teaching of cooking and gardening skills, people who are suffering will be more likely to have jobs, earn enough money to buy food and even learn how to make their own food to save money.

Malnutrition, in all form, includes under nutrition (wasting, stunting, underweight) inadequate vitamins and minerals, underweight, obesity and resulting diet-related non-communicable diseases. The planet creates more food more than enough food to meet everyone's needs. But there are still millions of hunger people in the world.

(<https://www.who.int/news-room/fact-sheets/detail/malnutrition>)

Substance Abuse

It is the "harmful or hazardous use of psychoactive substances, including alcohol and illicit drugs"(WHO). The UN reports that, by the beginning of the 21st century, an estimated 185 million people over the age of 15 were consuming drugs globally.



LESSON 3: GLOBAL ISSUES THAT CONCERN SCHOOLS AND SOCIETY

The drugs most commonly used are marijuana, cocaine, alcohol amphetamine, stimulants opiates, and volatile solvents. Different classes of people both poor or rich partake in substance abuse, and it is persistent issue throughout the world but the developing world, marginalized groups and communities are the most vulnerable to this reality. The Philippines faces this huge problem on substance abuse.
(<https://issues.tigweb.org.substance>)

Terrorism

Terrorism is an issue throughout the world that causes fear and insecurity violence and death. Across the globe, terrorist attack innocent people often without warning. This makes civilian feel defenceless in their everyday lives. Making national security a higher priority is key in combating terrorism, as well as promoting justice in wrongdoings to illustrate the enforcement of the law and the serious punishments for terror crimes.

(<https://gorgenproject.org/ top-10-current-global-issues>)

The 17 SDGs

UN Sec.-Gen, Ban Ki-moon, said: "The Seventeen Sustainable Developmental Goals are our shared vision of humanity and a social contract between the world's leaders and the people. They are a to-do list for people and planet and a blueprint for success."

Global Issues, SDGs 2015-2030 and Education

In September 2015, The General assembly adopted the 2030 Agenda for Sustainable Developmental Goals that includes 17 Sustainable Developmental Goals (SDGs). Building on the principle of leaving no one behind, the new Agenda emphasizes a holistic approach to achieving sustainable development. The realization of the 17 SDGs means solving the top global issues cited by two sources.

These global issues and 17 SDGs 2015-2030 must be intentionally taught in schools because they are made part of the curriculum.

Reading Source:

Prieto, N., Arcangel, C., Corpuz, B. (2019). *The Teacher and the Community, School, Culture and Organizational Leadership*. Lori Mar Publishing Inc.

Pawilen, Reyes, Rivera, and Sison (2019). *The School and the Community, School Culture and Organizational Leadership*. Rex Bookstore. Quezon City



LESSON 3: GLOBAL ISSUES THAT CONCERN SCHOOLS AND SOCIETY



APPLICATION

Write a paper analysis, in not more than 150 words, on the statements provided below:



Closure

Cheers! You just finished Lesson 3. In this lesson, you have learned about the global issues that concern schools and society. Get ready for the next lesson as you will learn about the why and how of school partnership.



LESSON 4: THE WHY AND HOW OF SCHOOL AND COMMUNITY PARTNERSHIP

Time Frame: 3 hours

Introduction

In this lesson 4, you will be oriented about ways by which a community helps a school and ways by which a school helps a community as well as the meaning of community partnership. Let's start now!

Learning Outcomes:

At the end of this lesson, you will:

- identify the why and how of school and community partnership;
- explain the legal and sociological bases of school and community partnership; and
- synthesize a concept through writing an academic paper on selected examples of school-community partnerships.



ACTIVITY- Let's Do this



Based on your school experiences, recall and list at least three ways in which your community helps your school and in which your school helps your community.



ANALYSIS – Let's Analyze

Based on your list, is there real partnership between your school and your community? Defend your answer.



ABSTRACTION – Let's Conceptualize

Opportunities For School-Community Partnership

Partnership implies two parties helping each other. Both parties benefit. This means that if a school-community partnership exists, both parties benefit from the relationship. Thus in the following paragraphs we shall present what communities can do for schools and what schools can do for communities.

What can the community do for schools?

Here are the examples of what a community can do for schools:

1. **Brigada eskwela** – This program engages all education stakeholders to contribute their time, effort and resources in ensuring public school facilities are set in time for the forthcoming school opening. It takes place more or less two weeks before the classes begin in June. This is a school maintenance program that has been institutionalized since 2009 when DepEd issued DepEd Order No. 100.
2. **Curriculum Development** – This can mean use of community resources for learning, e.g. museum, elders of the community as key informants in research or resource persons in the study of local history.
3. **Work Experience program** – Business establishments and offices in the community can serve as training ground for learners. A concrete example is the Work Immersion required of Senior High School students. In this Work Immersion, students are given the opportunity to work in relevant establishments or offices in the community to help develop in them “the competencies, work ethics, and values relevant to pursuing further education and/or joining world of work.

Partners offices for immersion provide Senior High School students with opportunities:

- 1 to become familiar with the workplace
- 2 for employment simulation
- 3 to apply their competencies in areas of specialization/ applied subjects in authentic work environments (Enclosure to DepEd Order No. 30.3.2017)

4. **Remediation and enrichment classes** – Parents and retired teachers may be involved inn the School Reading remediation and Learning Enrichment Programs.
5. **Youth Development Programs** – The young may involve themselves in youth development programs and develop their skills and talents, learn how to deal positively with peers and adults and serve as resources in their communities.
6. **Community Service** – Examples of community service are students participating in tutorial programs, community reforestation programs, clean up drive for a river, assisting in medical mission, school head involvement in planning local celebrations, teachers managing programs, projects, activities: school band playing in fiesta parade.

What can Schools do for Communities in Return?

Schools may allow the community to use school resources. Here are concrete examples enumerated by the *DepEd Primer on Schoo-l Community Partnership*:

- Classroom used by community organizations for meetings
- School used as a polling place and venue for medical mission which it may co-sponsor with the Rural Health unit
- School used by Rural Health unit for mother's class on child care.
- School used as an evacuation center
- School facilities used for community assemblies
- School basketball court used for local celebrations and barangay sports league
- School conduct livelihood skills-training programs for parents and out-of-school youths for using school resources
- Livelihood skills –training for parents and out-of-school-youths by teachers themselves

Learning from the Experience of Schools and Community Partners

Here are concrete examples:

1. Dumingaga Central School, Dumingag, Zamboanga Del Sur
Strong school community partnership- Feeding program was maintained by community donors- Mother Bulter Mission Guild barangay councils, office of the mayor, parents who budgeted, cooked, purchased.
“Kiddie Cop” classes-Cops lectures on god manners and right conduct, drug addiction, child abuse, child welfare. Municipal Welfare and Development



LESSON 4: THE WHY AND HOW OF SCHOOL AND COMMUNITY PARTNERSHIP

- Office- Municipal Health Office conducted special classes on health and nutrition, rights of the child.
2. Angel magic Spot and Project REAXCH, etc. Pembo Elementary School, Makati Pembo Angels Magic Spot (PAMS) were the volunteer environmental steward-students of Pembo Elementary School while magic spots were the small dumpsites or empty lots in the barangay which were converted by the students into vegetables gardens from which members of the barangay could harvest for home supply , the school for their feeding program or sold them for cash for the purchase of seedlings and planting of more vegetables.

PAMS brought together students, teachers, school head, parents barangay officials and other members of the community clean up little nooks for garbage and converted them into green areas with vegetables shared by all. It also taught gardening skills and positive attitude toward work to students and malnourished in the school, Project BOWLS (Brains Operates Well on Loaded Stomach).

Another effective practice was the Projects Revitalized Enthusiasm for Assistance for Children of Humanity (REACH) where each teacher adopted one student and acted as his/her mentor in the entire school year. The teacher give free tutorial to the adopted student during his/her free time, visit the student's family very now and in some instances gave the student a daily allowance of ten pesos from the teacher's own pocket. This contributed to improve performance of Pembo Elementary School, 23rd in rank in the Division Achievement Test zoomed up to rank 9 and six years later rank1 (near –zero drop out rate), ad Kid

Urbanized Kids were ideals students who acted as role models for the students and the PEMBO community. They were the cleanest, most well- mannered and most diligent in class.

BOWLS means Brains Operates Well on Loaded Stomach. Every recess, children who were selected by the school as BOWLS beneficiaries due to malnutrition were provided a free bowl of lugaw.

Pera sa Panapon was a weekly trash market where students, their parents and other members of the community were invited to bring recyclable garbage. The project helped the school purchase the necessary supplies and was able to support two students to a 2010 math competition in Singapore.



Sociological Basis of School-Community partnership?

The functionalist theory states that institutions must perform their respective functions for the stability of society. Other institutions must come in if one institution fails to do its parts for the sake of society.

The school cannot do it all. "It takes a village to educate a child", so goes the African proverb. It has to work in partnership with other institutions in the community such as the church, government organizations, and non-government organizations. With the breakdown of families, schools face greater challenge in educating the young.

Legal Bases for Parents and Community Involvement

RA 9155, Governance of Basic Education Act

Section E(10)

states that one of the responsibilities of school heads is "establishing school and community networks and encouraging the active participation of teachers organizations, non-academic personnel of public schools and parents-teachers-community associations "

Section 3 (f)

"local initiatives for the improvement of school and learning centers and to provide the means by which... improvements may be achieved and sustained."

Batas Pambansa Blg. 232

Every educational institution shall provide for the establishment of appropriate bodies through which the member of the educational community may discuss relevant issues and communicate information and suggest for the assistance and support of the shool and for the promotion of their common interest.

RA 8525

'Adopt A School Program Act, also provide for school community partnership. It allows private entities to assist a Public school, whether elementary, secondary or tertiary, in, but not limited to the following areas: staff and faculty development training and further education; construction of facilities; upgrading of existing facilities; provision of books, publications and other instructional materials; and modernization of instructional technologies.

Education for ALL EFA 2015 Plan

A holistic program of reforms that aimed to improve the quality of basic education of every Filipino by end 2015

"Schools shall continue to harness local resources and facilitate involvement of every sector of the community in the school improvement process"

This EFA Plan was extended in Education for All Beyond 2015-2030.



LESSON 4: THE WHY AND HOW OF SCHOOL AND COMMUNITY PARTNERSHIP

"Our vision must be aggressive, more committed not just involving government, non-government agencies but all stakeholders" by Dr. Qian Tang, UNESCO Assistant Director General for Education in realizing the Agenda 2030.

RA 9155 states that partnership between school and community also ensures:

1. educational programs, projects and services take into account the interest of all members of the community (sec 3, d)
2. the schools and learning centers reflect the values of the community by allowing teachers and learning facilitators and other staff to have the flexibility to serve the needs of all learners (Sec.3 e)
3. local initiatives for the improvements of schools and learning centers are encouraged and the means by which these improvements may be achieved and sustained are provided (Sec,3 f)

Reading Source:

Prieto, N., Arcangel, C., Corpuz, B. (2019). *The Teacher and the Community, School, Culture and Organizational Leadership*. Lori Mar Publishing Inc.

Pawilen, Reyes, Rivera, and Sison (2019). *The School and the Community, School Culture and Organizational Leadership*. Rex Bookstore. Quezon City

APPLICATION



In not more than 150 words, cite at least your best example of school and community partnership.(LE1)



Closure

Congratulations! There is a challenge for teachers to continuously evolve in consideration of new breed of learners. Thus, competencies are set and must be mastered by future teacher so that there will be quality teachers and teacher quality will be achieved. All these will be discussed in Module 3.



LESSON 4: THE WHY AND HOW OF SCHOOL AND COMMUNITY PARTNERSHIP

Module Summary

My applause to you! You are through with Module 2. You have learned about The Strengths and Weaknesses of Filipino Character, The School as a Cultural Institution, Global Issues that Concern Schools and Society and The Why and How of School and Community Partnership. As you move to the last Module, you will get to examine about the Teacher and the Community.

Module Assessment

You will answer worksheets and library work. Initial checking of your simplified action research.

Module Overview:

This module recognizes the expectations of the professional teachers in the community and society. It covers about the ethical and professional behaviour of teachers, organizational leadership, the role of the school head in School-based Management and the school policies and their functions. This will help you become more prepared to combat the challenges ahead of you. Good luck!

Module Outcomes:

Upon completion of this module you shall be able to:

- discuss the significance of the teacher and the community;
- cite teacher's ethical and professional behavior in the community;
- write a brief information/ an interview to a school head/ stakeholder through making an academic paper about school issue/culture/community partnership.
- define the meaning of leadership;
- discuss the different organizational leadership;
- create a short film/ video/ photo documentation on how these models are used in educational institutions;
- explain the meaning of, advantages, disadvantages and demands of SBM;
- identify the roles, functions and competencies of school heads in SBM;
- make a generic design an activity plan aligned to school-based management of selected school;
- discuss the school policies and their functions;
- identify a significant policy which is necessary for the school; and
- create a concept through writing a simplified action research about schools' achievement, organizational structure, mission, vision goal, objective as well as their profile and culture.

This module contains the following lessons entitled:

Lesson 1. The Teacher and the Community: Teacher's Ethical and

Professional Behavior

Lesson 2. Organizational Leadership

Lesson 3. The School Head in School-Based Management (SBM)

Lesson 4. School Policies and Their Functions



LESSON 1: THE TEACHER AND THE COMMUNITY: TEACHER'S ETHICAL AND PROFESSIONAL BEHAVIOR

Time Frame: 6 hours

Introduction

In this lesson 1 of Module 3, you will be oriented about ways by which a community helps a school and ways by which a school helps a community as well as the meaning of community partnership. Let's start now!

Learning Outcomes:

At the end of this lesson, you will:

- discuss the significance of the teacher and the community;
- cite teacher's ethical and professional behavior in the community; and
- solicit an information/ an interview to a school head/ stakeholder about school issue/culture/community partnership.



ACTIVITY- Let's Read These



Think of your favorite teacher. Why was he/she your favorite? What qualities did he/she possess? Is he/she your ideal teacher? What influence did he/ she have in your life? Did he/she act in accordance to the expectations of the community?



LESSON 1: THE TEACHER AND THE COMMUNITY: TEACHER'S ETHICAL AND PROFESSIONAL BEHAVIOR



ANALYSIS – Let's Analyze

Using your prior knowledge, answer the following questions:

1. Based on your own understanding, do all teachers embody the traits expected of professional teachers?



ABSTRACTION – Let's Conceptualize

Code of Ethics for Professional Teachers, Article 111 of R.A. 7836 or Phillipine Professionalization Act of 1994

Preamble

Teachers are duly licensed professionals who possess dignity and reputation with high moral values as well as technical and professional competence. In the practice of their noble profession, they are strictly adhere to observe and practice this set of ethical and moral principles, standards and values.

Teachers are duly licensed professionals who possess dignity and reputaion with high moral values as well as technical and professionl competence.

This very title indicates that teachers are expected to be a part of the community. To be part of the community definitely means to participate in the life of that community. What is that community referred to here? The 8 Sections of Article 111 of the CODE Ethics to the community within the school and the community outside the school.

The Various Section of Article 111

Teachers as Facilitator of Learning

Article 111, **Section 1** states that the teacher is a facilitator of learning and development of the youth...therefore shall render the best service by providing an environment condusive for such learning and growth.

Facilitaor comes from the word “facilitate” which means to make things easy or easier. You as, the professional teacher, facilitate learning and make learning easier. Learning is a difficult task and is made easier when you make dry lesson interesting, exciting and enjoyable,. As a professional teacher, you make learning easier when you simplify the complex and concretize the abstract. This is what is ethical for every professional taecher like you ought to do. This you can do after four long years of academic preparation.



LESSON 1: THE TEACHER AND THE COMMUNITY: TEACHER'S ETHICAL AND PROFESSIONAL BEHAVIOR

What happens sometimes, however, is teacher complicate the simple and teaches only the abstract level.

To facilitate learning, a conducive learning environment is necessary. It has proven that learners learn best in a pleasant environment. A pleasant environment is where the learners can be themselves because teachers and classmates truly care and take you for who you are. All forms of bullying has no place in a conducive learning environment. A conducive learning environment makes learners believe that they can do the work and feel accepted. A favorable learning climate is not competitive where everyone is tense.

The teachers who believes that " Every child deserves a champion, an adult will never give up on them, who understands the power of connection and insists they become the best they can possibly be" like teacher Rita Pierson in TED talk is a facilitator of learning.

Teachers Leadership and Initiative for Community Participation

Section 2 refers to the "leadership and initiative of the professional teacher to participate in community movements for moral, social economic and civic betterment of the community" As a professional teacher you o not live an ivory tower, meaning you are suppose to be removed nor aloof from community life. Schools are at the heart of communities and you as professional teachers are expected to be in the world and to be in the world with others and for others (borrowing the words of Heidegger)

This section 2 are " provide leadership and initiative.." This implies that as a professional teacher you have not for the community to ask for help. **Section 6** further explicates how you can show your professional leardership, to wit: Every teacher is an intellectual leader in the community, especially in the barangay, and shall welcome counseling services, as appropriate and to be actively involved in matters affecting the welfare of people.

You do not just welcome the opportunity to lead. Section 2, states that you, the professional teacher ought to take the initiative to offer your help for the improvement of the community. Many a time, you can be a guidance counselor, a prayer leader, commentor or reader in religious celebrations, fiestas coordinator, judge in or coach for a contest, financial adviser, a nurse, a doctor, commentator prayer rolled into one. PROVIDING INITIATIVES AND LEADERSHIP ALSO MEANS WORKING WITH THE COMMUNITY. This means getting the parentst an other members of society because their pofessional efforts affect the fate of the earth.

Section 3 states: " Every teacher shell merit reasonable social recognition for which purpose he shall behave with honor and dignity at all times and refrain from such activities as gambling, smoking, drunkenness and other excesses much less illicit relations." Obviously, if as a professional teacher, you are an inveterate gambler, chain smoker and alcoholic or if it is common knowledge that you are engaged in an illicit relationship, how can you have moral authority? Who will listen to you when you advise your class not to smoke, not to drink alcoholic drinks, not to gamble, etc.?

The quatation states " The influence of a good teacher can never be erased" but the influenced of a dishonored teacher is lasting."

Teacher's Attitude Toward Local Customs and Traditions

Section 4 expects every teacher to live for and with the community and shall, therefore study and undersand local customs and traditions in order to have a sympathetic attitude, therefore, refrain from disparaging the community." The professional teacher is neither ethnocentric nor xenocentric. He/she is not ethnocentric and so does not look down on community's culture because of the thought that his/her cultyre is superior to the culture of the community. Neither is he/she xenocentric and so look at his/her culture as inferior in to other community culture.



LESSON 1: THE TEACHER AND THE COMMUNITY: TEACHER'S ETHICAL AND PROFESSIONAL BEHAVIOR

The Professional Teacher and Information Update

Section 5 states that the teacher 'shall help infrom the community about the school's works, accomplishments, needs and problems, Community here refer to internal as well as external stakeholders. The internal stakeholders include the students, the parents of the students and the teachers. The external Stakeholders are the other parents in the community without chlidren enrolled in school, barangay official, and the government officials, non-government organizations, government organizations, alumni/alumna and retirees.

The Parents-Teachers Association

We have Parents' and Teachers' Association (PTA) in place in every school. Some private schools call it Home School Association or Family Advisroy Council. This is for internal stakeholders only. A PTA is an assosciation of teachers and parents with children who are enrolled in a school. It is a forum for discussions on school problems and how they can be solved.

The School Governing Council

A school governing council as a policy – making body has the school head as Chief Executive Officer, manager and Chief Operations Officer. The formation of SGC in every school is a proff of school head sharing his/her leadership with the members of the community.

It determines general policies on student welfare, discipline, well-being, it is concerned with the development and implementation, monitoring and evaluation of the School improvement Plan (SIP) and reporting of the progress of the SIP implementation to the schools Divison Superintendent and the community.

The Professional Teacher and Government Officials and Other Professionals

Section 7 states that "Evety teacher shall maintain harmonious and pleasant personal and official relations with other professionals with government officials and with the people individually and collectively."

As a professional teacher, you cannot afford not to be in pleasant relations with others especially those woth whom you work with like other professionals teachers. It is always best to be in good terms with everyone else in the community.

The Professional Teacher Dose not Use Position to Proselyte

Finally, **Section 8** says: "A teacher possesses freedom to attend church anmd worship appropriate, but shall not use his position and influence to proselyte others." To be in position mean to have power and influence for a purpose,e.i. for you to use that position to perform your job as a professional teacher.

Besides freedom from religion is guaranteed by 1987 Phippine Constitution."No Law shall be made respecting an establishment of religion, or prohibiting the free exercise thereof. The free exercise and enjoyment of religious profession and worship, without discrimination or preference, shall forever be allowed."(Article 11, Section 6).

Reading Source: Pawilen, Reyes, Rivera, and Sison (2019). *The School and the Community, School Culture and Organizational Leadership*. Rex Bookstore. Quezon City



LESSON 1: THE TEACHER AND THE COMMUNITY: TEACHER'S ETHICAL AND PROFESSIONAL BEHAVIOR



APPLICATION – Let's Apply

Interview of stakeholder/school head. (LE1)

You will identify a school. Find out what are the contributions of that school in the community. Also includes school profile, best practices and school culture. (In not more than 500 words)

The Academic Paper (LE1) is composed the following: A) Introduction of your topics selected, arranged during your interview; B), Body, discussion of each topic; C) Conclusion of your presentation. See rubrics for your guidance.



Closure

Awesome! You are through with Lesson 1 of Module 3. You have learned about the teacher and the community: teacher's ethical and professional behavior. Let's now go to the next lesson.



Time Frame: 6 hours

Introduction

Expected of professional teachers who care for and embark on continuing professional development is a promotion along the way. With this in mind, this lesson 2 of Module 3 won't be complete without a discussion of an effective leader and manager for which you will be in the future. But should you refuse offer a managerial or leadership position in school or in the bigger educational organization because of the love for teaching and learners, this lesson on organizational leadership won't laid to waste because even as teacher you are already a leader and a manager. You are a teacher and a class or classroom manager.

Learning Outcomes:

At the end of this lesson, you will:

- define the meaning of leadership;
- discuss the different organizational leadership; and
- create a short film/ video/ photo/e-documentation on how these models are used in educational institutions.



ACTIVITY- Let's Draw

Present an object that symbolizes a leader of an organization. Explain your symbol of leadership.

A large, solid blue rectangular area intended for the student to draw their symbol of leadership.



LESSON 2: ORGANIZATIONAL LEADERSHIP



ANALYSIS – Let's Analyze

Using your prior knowledge, answer the following questions:
Based on the symbols and drawings presented:

1. Who is an organizational leader?

2. What do organizational leaders do?

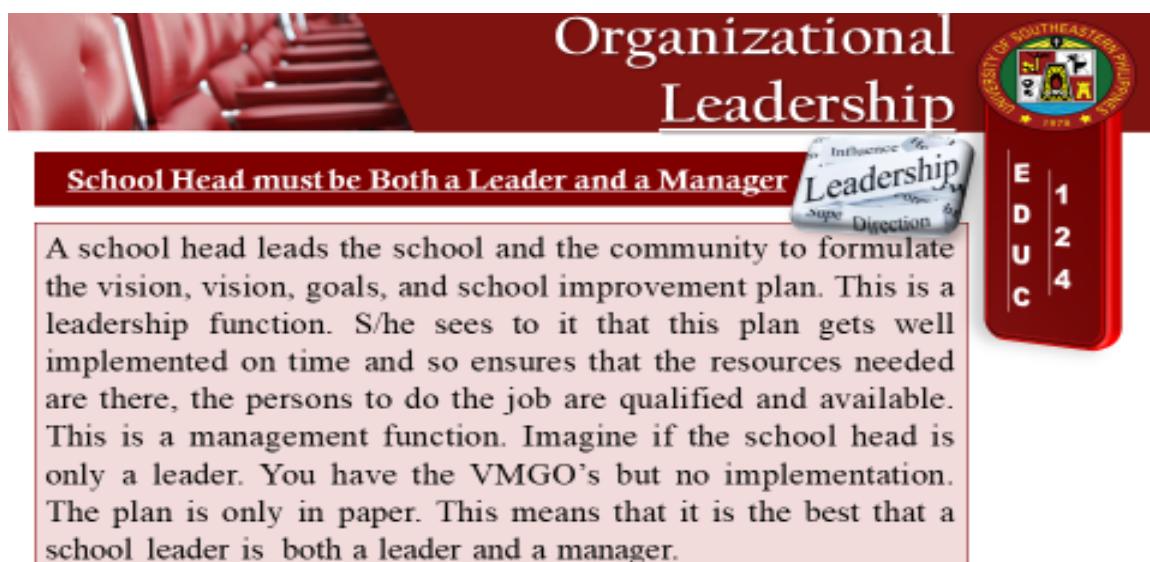
3. What qualities do they possess?



LESSON 2: ORGANIZATIONAL LEADERSHIP



ABSTRACTION – Let's Conceptualize





LESSON 2: ORGANIZATIONAL LEADERSHIP



Organizational Leadership



MANAGERS VERSUS LEADERS

Managers	Leaders
Administer Their process is transactional; meet objectives and delegate tasks.	Innovate Their process is transformational: develop a vision and find a way forward.
Work Focused The goal is to get things done. They are skilled at allocating work.	People Focused The goals include both people and results. They care about you and want you to succeed.
Have Subordinates They create circles of power and lead by authority.	Have Followers They create circles of influence and lead by inspiring.
Do things Right Managers enact the existing culture and maintain status quo.	Do the Right Thing Leaders shape the culture and drive integrity.



Types of Skills Demanded of Leaders

Leader use 3 broad types of skills:



Technical Skills

Refers to any type of process or technique like sending e-mail, preparing a PowerPoint presentation.



Human Skills

Is the ability to work effectively with people and to build teamwork. This is referred to as people skills or soft skills.



Conceptual Skills

Is the ability to think in terms of models, frameworks and broad relationship such as long age plans.





LEADERSHIP STYLES

Here are leadership styles:



1. Autocratic



2. Consultative



3. Democratic



4. Laissez Faire





LESSON 2: ORGANIZATIONAL LEADERSHIP



Autocratic Leadership

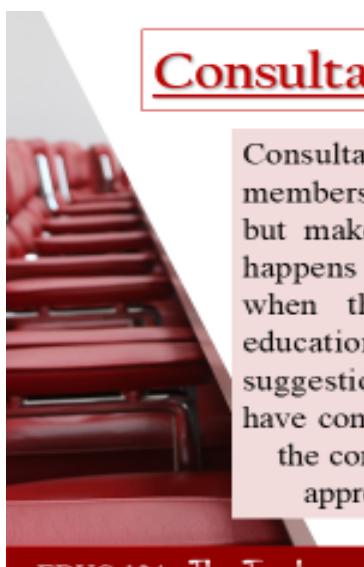


E 1
D 2
U 4
C



Autocratic leaders do decision making by themselves. Autocratic leadership is a management style wherein one person controls all the decisions and takes very little inputs from other group members. Autocratic leaders make choices or decisions based on their own beliefs and do not involve others for their suggestion or advice.

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Consultative Leadership



Consultative leaders allow participation of the members of the organization by consulting them but make the decision themselves. This is what happens in consultation meeting called by schools when they increase tuition fees. Sometimes education stakeholders get disappointed that their suggestions are not carried after school leaders have consulted them. They do not understand that the consultation does not necessarily mean approval of stakeholders suggestions.

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Democratic Leadership



Democratic leaders allow members of the organization to fully participate in decision making. Decisions are arrived at by way of consensus. This is genuine participation of the members of the organization which is in keeping with school empowerment.

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LESSON 2: ORGANIZATIONAL LEADERSHIP



Laissez Faire/ Free-rein Leadership



E 1
D 2
U 4
C

Leaders avoid responsibility and leave the members of the organization to establish their own work. There will be no problem if the situation deal, i.e. Each member of the organization has reached a level of maturity and so if members are left to themselves they will do only what is good for the organization. On the other hand, it will be chaos if each member will do as he/she please even if it is against the common good.

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Think of it!



E 1
D 2
U 4
C

Which leadership styles are participative?

The consultative and democratic leadership style are the only ones that allow for participation of the members of the organization.

Between the consultative and democratic styles of leadership, the democratic style is genuinely participative because it abides by the rule of majority.

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The Situational Leadership Model



E 1
D 2
U 4
C

In situational leadership, effective leaders adapt their leadership style to the situation of the members of the organization. To the readiness and willingness of group members. Paul Hersey and Kenneth H. Blanchard (1996) characterized leadership style in terms of the amount of task behavior and relationship behavior that the leader provides to their followers. They categorized all leadership styles into four behavior styles, which they named S1 to S4.

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LESSON 2: ORGANIZATIONAL LEADERSHIP



Behavior Styles in Sustaining Change



- ✓ For reforms to transforms, the innovations introduced by the transformational leader must be institutional and sustained.
- ✓ The transformational leader ought to deal with the resistance to change to succeed. There will always be resisters to change. To ensure the innovation he/she introduces leads to the transformation of the organization, Morato of Bayan ABS-CBN, (2011) gives the following advice.

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Transformation of the Organization ABS-CBN, (2011)



1. **Seek the support of the stakeholders-** The leaders must build a “strong coalition of allies in order to push for any meaningful change that would yield results. Innovations cannot be forced upon the teachers, the students, the parents, the community... Without serious consequences.
2. **Get people involved early and often-** Resistance drops off in proportion to the involvement of participants. You may not expect 100% support from any individual who was not personally involved in a change that affected his/her work. It is best to set up networks to reach out to as many people as possible.

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Transformation of the Organization ABS-CBN, (2011)



3. **Plan a communications campaign to “sell” the innovation-** Morata (2011) asserts: “The change envisioned must cascade downwards to the last lesson plan and ripple sideways to win the support of major stakeholders”.
4. **Ensure that the innovation is understood by all-** The benefits and costs must be appreciated and weighed carefully.
5. **Consider timing and phasing-** These are highly critical; missteps might backfire and lack of sensitivity to stakeholders might lead to resistance.

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LESSON 2: ORGANIZATIONAL LEADERSHIP

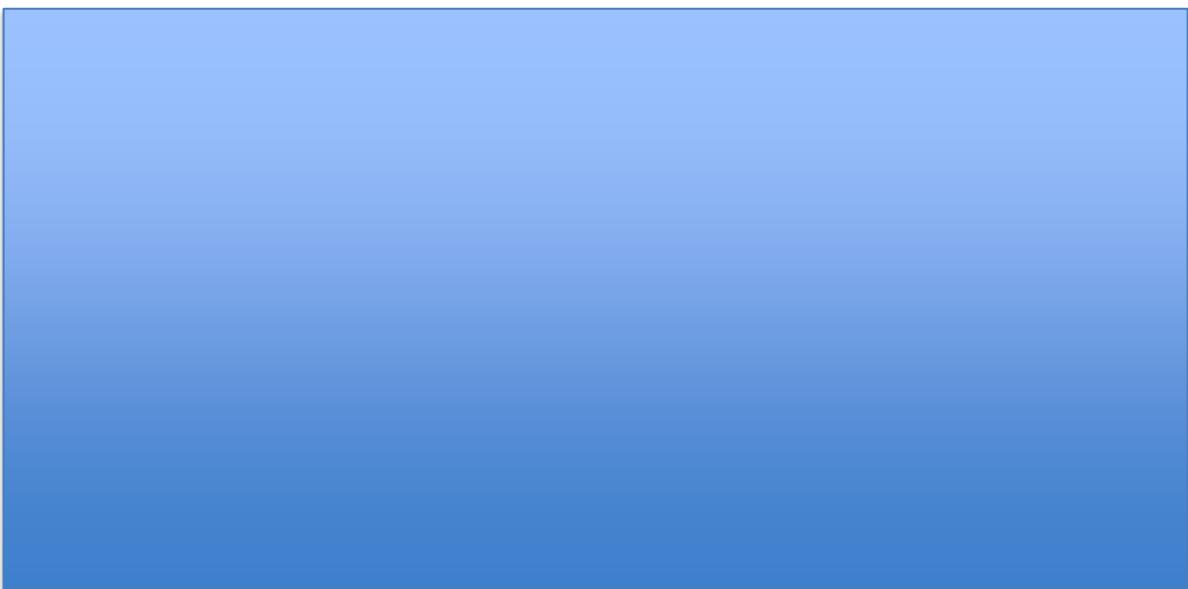
Reading Source:

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Pawilens, Reyes, Rivera, and Sison (2019). *The School and the Community, School Culture and Organizational Leadership*. Rex Bookstore. Quezon City

**APPLICATION – Let's Apply**

Create a short film/ video/ photo/e-documentation of your school.(AA2)

**Closure**

My applause to you! You are through with Lesson 2. You have learned about the Organizational Leadership. Let's now go to the next lesson.

Introduction

In this lesson 3 of Module 3, you are capacitated about Local Governance Code of 1991 (RA7160) provided for more responsive local government structure through a system of decentralization where local governments are given more power, authority, responsibilities and resources. Likewise with the introduction of School-Based Management in the Philippines schools, schools are given, more power to direct their affairs with the learning and development of learners as ultimate goal.

Time Frame: 6 hours

Learning Outcomes

At the end of this lesson, you will:

- explain the meaning of, advantages, disadvantages and demands of SBM;
- identify the roles, functions and competencies of school heads in SBM; and
- make a generic design of an activity plan aligned to school-based management of selected school.



ACTIVITY- Lets Read These

Mabuhay Elementary School had very low Mean Percentage Score (MPS) in the last grade 6 exit examination. Pupil tardiness and absences are rampant. Truancy is another problem as pupil cut classes because they spent their time playing video games in the computer shops nearby. Absences are also very rampant. Children claim they are told to absent by their parents to do rice planting and harvesting.

Feeling helpless, Ms. Maligaya called on teachers, parents, and leaders of the community for a meeting. In the meeting, she presented the problems of the school and asked for help to improve school performance. There were many suggestions given below:

A Simple Matrix

Mabuhay Elementary School
School Year _____

Problem	Cause	Objective	Activity	Person Involved	Resources Needed	Time Frame	Expected Output
1. Tardiness	Late rising due to tv; distance of home to sch.; computer shop	To reduce tardiness to zero	Talk to parents in homeroom; Parents to limit viewing; PTA to meet compute shop s not to allow students in shop fr. 6:30 am and during school hours	PTA officers; Teachers School Head		PTA meeting on March 15	Zero tardiness
2. Absenteeism	Games in computer shop;pupil's lack of interest to go to school;work in the farm	To reduce unexcused absences to zero	Present problem and seek sulutions in PTA meetings;P TA talk to computer shops owners; Teachers to come up with interesting lessons to motivate students to come to school	PTA officers; Teachers School Head	Video clips Games references	March 30	Unexcused absence reduce to zero



ANALYSIS – Let's Analyze

What problems die Mabuhay Elementary School have?

What was the advantage of involving others in addressing the problems?



ABSTRACTION – Let's Conceptualize

SBM and the PRINCIPLE OF SUBSIDIARITY

- It states that it is the people at the lowest level who will know best their problems and so are in the best position to address the same.

SBM and the PRINCIPLE OF SUBSIDIARITY

- This tenet holds that “*nothing should be done by a larger and more complex organization which can be done as well by a smaller and simpler organization. In other words, any activity which can be performed by a more decentralized entity should be done by that more decentralized entity.*”



ADVANTAGES of SBM

- Allow competent individuals in the schools to make decisions that will improve learning;
- Give the entire school community a voice in key decisions;
- Focus accountability for decisions;
- Lead to greater creativity in the design of programs;

ADVANTAGES of SBM

- Redirect resources to support the goals developed in each school;
- Lead to realistic budgeting as parents and teachers become more aware of the school's financial status, spending limitations, and the cost of its programs; and,
- Improve morale of teachers and nurture new leadership at all levels.



LESSON 3: THE SCHOOL HEAD IN SCHOOL-BASED MANAGEMENT (SBM)

- ✓ THROUGH SBM, decision-making authority is developed to school heads, teachers, parents and students;
- ✓ this is school empowerment;
- ✓ this results in a sense of community school ownership which makes the school realize its vision and mission;

- ✓ problems and needs at the school level get solved faster and specific personalities and cultures are taken into consideration;
- ✓ In SBM, the schools take the responsibility to plan and implement their School Improvement Plans (SIP).



LEGAL BASIS of SBM

The Philippine constitution provides that congress shall enact a local government code will institutionalize a system of decentralization.

- ✓ Article 10, Sec. 3 whereby local government units shall be extended more power, authority....The Local Government Code in 1991 is a fulfilment of this Constitutional provision.

LEGAL BASIS of SBM

- ✓ R.A. 9155, Basic Governance Act transfers the power and authority as well as the resources to the school level.

School empowerment is based on the assumption that the school heads including teachers, key leaders in the community, parents know best the root and solution to the problem.



CONDITIONS for the SUCCESS of SBM

- ✓ Teachers, school heads must be given the opportunity to make choice. They must actively participate in school improvement planning.
- ✓ The involvement of parents and teachers must be strongly encouraged and highly welcomed.

CONDITIONS for the SUCCESS of SBM

- ✓ Stakeholders must participate in the development of a School Improvement Plan. They must have a say on resource allocation to meet specific needs.
- ✓ Higher authorities must actively encourage thoughtful experimentation and innovation in an atmosphere where mistakes are viewed as learning experiences.



CONDITIONS for the SUCCESS of SBM

- ✓ Teachers must develop reflection, problem-solving.

In addition based on international experience:

- ✓ have basic resources;
- ✓ have developed an effective school support system;

CONDITIONS for the SUCCESS of SBM

In addition based on international experience:

- ✓ are provided with regular information on their performance;
- ✓ are given advice on how they may improve; and
- ✓ emphasize the motivational element in the management work of the principal.



FUNCTIONS OF A SCHOOL HEAD

ROLES	FUNCTIONS	KNOWLEDGE/ SKILLS/ATTITUDES REQUIRED
Visionary principal, motivator, advocate and planner	Lead in setting the vision, mission and goals of the school	Change and future orientation
Builder of networks and support systems	Organize/expand school, community and local government networks and groups that will actively participate in school improvement	Networking, organizing, social mobilization, advocacy



LESSON 3: THE SCHOOL HEAD IN SCHOOL-BASED MANAGEMENT (SBM)

ROLES	FUNCTIONS	KNOWLEDGE/SKILLS/ATTITUDES REQUIRED
	Lead in developing the School Improvement Plan with the participation of the staff and the community	Development of teamwork, building consensus and skills in negotiation and conflict resolution
	Lead in developing and maintaining the School Management Information System	Participatory planning and administrative management
ROLES	FUNCTIONS	KNOWLEDGE/SKILLS/ATTITUDES REQUIRED
Curriculum developer	Create a physical and psychological climate conducive to teaching and learning Localize and implement school curriculum	Generation and use of data and information as basis for planning and management Development of collective accountability for school and student performance Designing of the curriculum to address both national goals, local needs and aspirations



LESSON 3: THE SCHOOL HEAD IN SCHOOL-BASED MANAGEMENT (SBM)

ROLES	FUNCTIONS	KNOWLEDGE/SKILLS/ATTITUDES REQUIRED
	<p>Encourage development and use of innovative instructional methods focused on improving learning outcomes, increasing access to basic education, improving the holding power of schools and addressing specific local problems</p>	<p>Creation of an open learning system based on several resource materials rather than on single textbooks</p> <p>Participatory and peer-based instructional supervision</p>

ROLES	FUNCTIONS	KNOWLEDGE/SKILLS/ATTITUDES REQUIRED
Fiscal Resource Manager	<p>Administer and manage all personnel, physical and fiscal resources of the school</p> <p>Encourage and accept donations, gifts, bequests and grants for educational purposes and report all such donations to the appropriate offices</p>	<p>Fund management</p> <p>Serving as model for transparency and accountability especially in financial management</p>



FACTORS OF SCHOOL EFFECTIVENESS BASED ON RESEARCH

➤ The research finding of OECD confirms “that school autonomy has a positive relationship with student performance when accountability measures are in place and/or when school principals and teachers collaborate in school management.” (OECD, 2012)

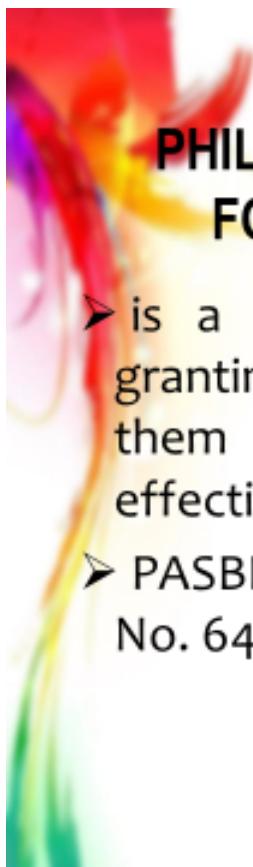
➤ In 2005, the Third Elementary Education Project (TEEP) conducted a study to determine the effect of school-based management on students performance in the Philippines. The results showed that the introduction of SBM had a statistically significant, although small, overall positive effect on average school-level test scores in 23 school districts in the Philippines.



- DepEd embarked on revising the SBM framework, assessment process and tool to improve on already recognized successful SBM practices across the regions (DO 83, s. 2012)
- DepEd provided SBM Grant as additional funds to public elementary and secondary schools,...to augment the school fund on Maintenance and Other Operating Expenses (DO 45, s. 2015).

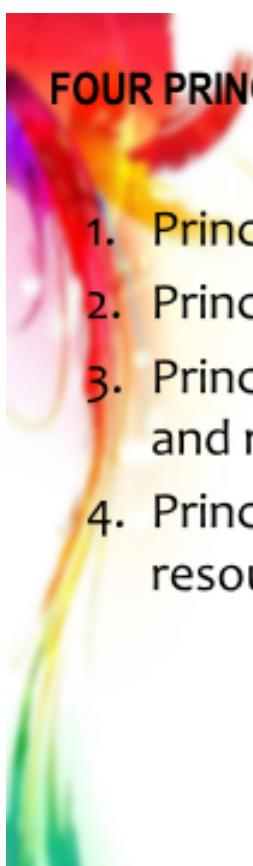
PHILIPPINE ACCREDITATION SYSTEM FOR BASIC EDUCATION (PASBE)

- **Accreditation** is a process of self-evaluation and peer-review to ensure that quality standards agreed upon by stakeholders are understood, implemented, maintained, and enhanced for continuous improvement of learner outcomes (DepEd DO 20, s. 2013 – PASBE Supplemental Guidelines to DepEd Order No. 83, s. 2012).



PHILIPPINE ACCREDITATION SYSTEM FOR BASIC EDUCATION (PASBE)

- is a means to institutionalize SBM, the granting of more autonomy to schools for them to chart their destiny to grow in effectiveness continuously.
- PASBE was launched through DepEd Order No. 64, s. 2012.

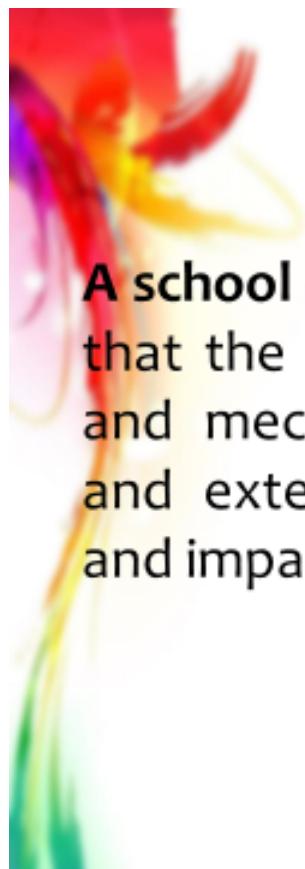


FOUR PRINCIPLES of a CHILD-AND-COMMUNITY CENTERED EDUCATION SYSTEMS (ACCESS):

1. Principle of collective leadership
2. Principle of community-based Learning
3. Principle of accountability for performance and results
4. Principle of convergence to harness resources for education

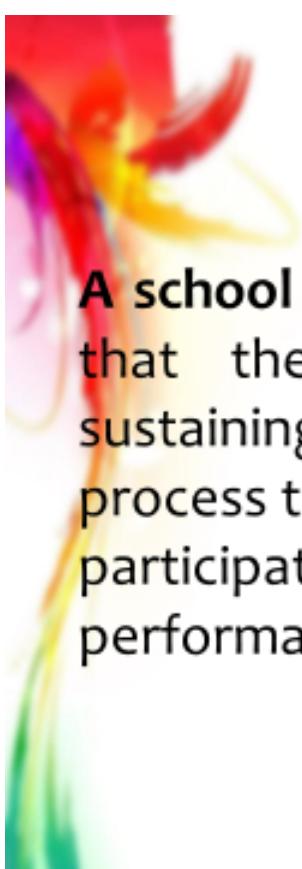


LESSON 3: THE SCHOOL HEAD IN SCHOOL-BASED MANAGEMENT (SBM)



LEVEL OF PRACTICE

A school in **LEVEL I: DEVELOPING**, means that the school is developing structures and mechanisms with acceptable level and extent of community participation and impact on learning.



LEVEL OF PRACTICE

A school in **LEVEL II: MATURING**, means that the school is introducing and sustaining continuous improvement process that integrates wider community participation and significantly improve performance and learning outcomes.



LESSON 3: THE SCHOOL HEAD IN SCHOOL-BASED MANAGEMENT (SBM)

LEVEL OF PRACTICE

A school in **LEVEL III: ADVANCED (ACCREDITED)**, means that the school is ensuring the production of intended outputs/outcomes and meeting all standards of a system fully integrated in the local community and is self-renewing and self-sustaining.

FACTORS THAT CONTRIBUTE TO SCHOOL EFFECTIVENESS

1. **HUMAN FACTORS** – a dynamic school head, highly selected competent and committed teachers, highly motivated pupils with high expectations, and a supportive community.



LESSON 3: THE SCHOOL HEAD IN SCHOOL-BASED MANAGEMENT (SBM)

2. NON-HUMAN FACTORS, processes – refers to clear and shared vision-mission (focus), high expectations/ambitious standards, emphasis on accountability, aligned curriculum, instruction and assessment with state/DepEd standards, efficiency or optimal utilization of resources and facilities, collaboration and communication, focused professional development, and global and future orientation

The **SBM ASSESSMENT TOOL** is an instrument used to assess school' effectiveness and its use for accreditation of schools is an assurance that effective practices get institutionalized to build the school's culture of excellence.



LESSON 3: THE SCHOOL HEAD IN SCHOOL-BASED MANAGEMENT (SBM)

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**APPLICATION**

Using your knowledge of SBM, make a generic design of an activity plan of your choice school. (LE2) Identify at least two problems.

Activity Plan
Masipag Elementary School
School Year 2021-2022
(sample only)

Problem	Cause	Objective	Activity	Person Involved	Time Frame
1.					
2.					

**Closure**

Well done! You finished your Lesson 3 for Module 3. In this module, Get ready for Lesson 4 as you will learn about school policies and their functions



LESSON 4: THE SCHOOL POLICIES AND THEIR FUNCTIONS

Time Frame: 6 hours

Introduction

In this lesson 4, you will be empowered about school policies and their functions as well as the roles and competencies of school heads. You need to remember that schools are institutions motivated by a shared vision. As a future school head, you need to know the importance of policies that really will improve the teaching-learning of your school improve.

Learning Outcomes

At the end of this lesson, you will:

- discuss the school policies and their functions;
 - identify a significant policy which is necessary for the school;
 - discuss the competencies of the school heads; and
 - create a concept through writing a simplified action research about schools' achievement, organizational structure, mission, vision goal, objective as well as their profile and culture.
-
- **ACTIVITY – Lets read These**



Read DepEd Order 54, s 2009.



LESSON 4: THE SCHOOL POLICIES AND THEIR FUNCTIONS

What is PTA & its role?



- PTA stands for Parent Teacher Association, a school-based organization with a mission to make the school a better place for children to learn. Parents of students work together with teachers to volunteer in classes, raise money for school supplies, and generally support the school's efforts.
- The main role of the local PTA is to build strong working relationships among parents, teachers and schools, in support of students.

A duly recognized PTA may collect voluntary financial contributions from members & outside to enable to fund and sustain its operations & the implementation of its programs & projects exclusively for the benefit of the students & the school where it operates.

The PTA programs & projects shall be in line with School Improvement Plan(SIP);

- Contributions should be a reasonable amount.
- Non-payment of the contributions by the parent-member shall not be a basis for non-admission or non-issuance of clearance(s) to the child by the school concerned.
- The contributions shall be collected by the PTA Treasurer.
- No collection of PTA shall be done during the enrollment
- No teacher or any school personnel shall be involved in such collection activities.

- Safekeeping of Funds All collections of contribution or proceeds of fundraising activities shall be deposited in a reputable banking institution as determined by the Board of Directors.
- Treasurer or duly authorized representative shall undertake the collection and shall issue official receipts/acknowledgement receipts.
- In no case shall any school official or personnel be entrusted with the safekeeping & disbursement of collections made by PTA.
- All disbursements of funds shall be in accordance with generally accepted accounting & auditing rules and regulations





LESSON 4: THE SCHOOL POLICIES AND THEIR FUNCTIONS

PTA's are Prohibited from:

- Engaging in any partisan political activity within school premises.
- Operating a canteen/school supplies store or being a concessionaire thereof inside the school or nearby premises, or offering these services to the school as its client either directly or indirectly
- Selling insurance, pre-need plans or similar schemes or programs to students and/or their parents
- Such acts or circumstances analogous to the foregoing.
- PTA Officers & members of the Board of Directors are prohibited from collecting salaries, honoraria, emoluments or other forms of compensation. From any of the funds collected or received by the PTA
- PTA's shall have no right to disburse, or charge any fees as Service fees or percentage against the amount collected Pertinent to the School Publication Fee, Supreme Student Government(SSG), Developmental Fund & other club membership, fees and contributions.



PresenterMedia

- In no case shall a PTA or any of its officers or members of the Board of Directors call upon students & teachers for purposes of investigation or disciplinary action
- The recognition of any PTA shall be cancelled by the Division PTA Affairs Committee upon the recommendation of the School Head concerned for any violation of the above-mentioned prohibited activities and these Guidelines.



ANALYSIS – Let's Analyze

Based on the DepEd Order on PTA collections, why are schools very strict with money collection?



LESSON 4: THE SCHOOL POLICIES AND THEIR FUNCTIONS



ABSTRACTION - Let's Conceptualize

Importance of Policies



Schools in partnership with their community have their own picture of what they want to be (vision statement) and so must often services and must do what they are supposed to do (mission statement) in order to realize what they envisioned themselves to be. For these to happen, policies must be in place.

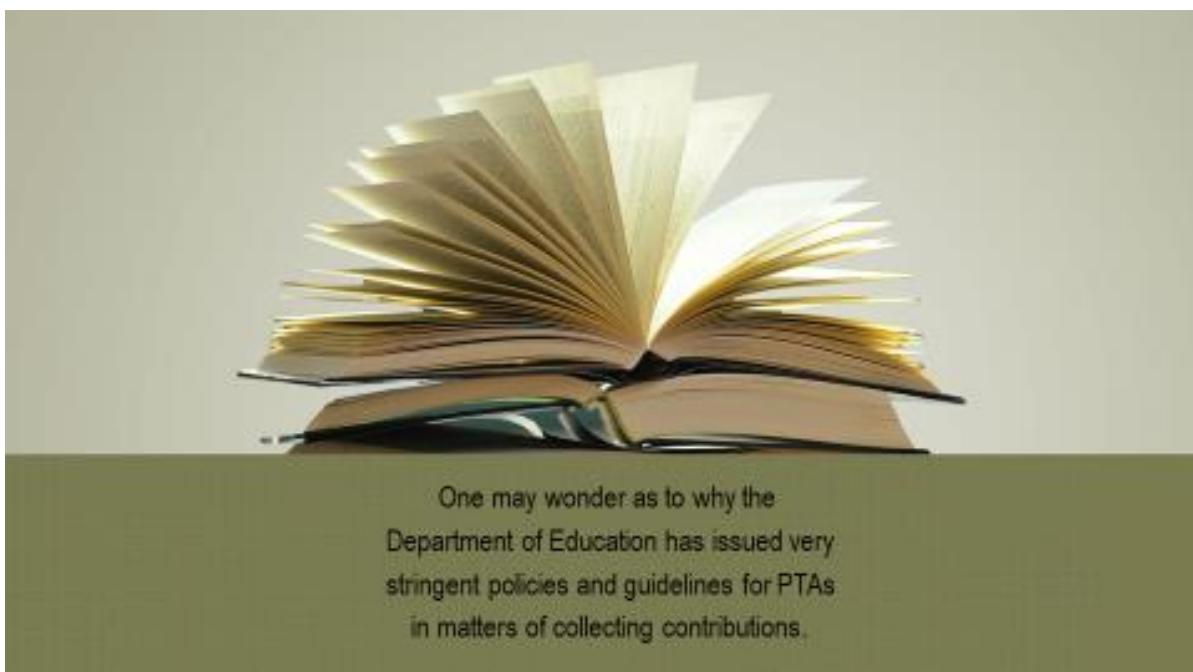
School Policies

Policies are important because they help a school establish rules and procedures and create standards of quality for learning and safety, as well as expectations and accountability.

Without these, schools would lack the structure and function necessary to provide the educational needs of students.



LESSON 4: THE SCHOOL POLICIES AND THEIR FUNCTIONS



One may wonder as to why the Department of Education has issued very stringent policies and guidelines for PTAs in matters of collecting contributions.



School's policy on the grading system is important for everyone concerned to know how grades are computed. Both students and parents know how grades are derived objectively. Percentage weights for each component are clear.



Teachers are guided in their assessment practices. The grading policy ensures objective assessment practice. Without the grading policy, grading may become highly subjective.





LESSON 4: THE SCHOOL POLICIES AND THEIR FUNCTIONS

Effective Policy Formulation and Implementation in a School Community Partnership

The policies on grading, student tardiness and absenteeism came from above. DepEd Central Office. At times there is need for policies from above. But policies do not need to come from above all the time.



MakeA



Presenter



TAKEAWAYS

1.

2.

3.

- Policies are intended to ensure that schools perform and realize what they have envisioned for themselves.
- There are policies that come from authorities above the school since the school is a member of a bigger organization or system.
- But schools are also empowered to formulate their own policies to address their concerns speedily provided they are not contrary to policies that come from above.

4.

5.

6.

- School policies are effective when they are formulated with the participation of the members of the school and community as this develops sense of ownership which ensures implementation of the family.
- Policies must also be widely disseminated for the information of the entire system- school and community- and must be understood correctly and clearly.
- Policies set order in schools. The absence of clear-cut policies may court chaos.



LESSON 4: THE SCHOOL POLICIES AND THEIR FUNCTIONS

ROLES AND COMPETENCIES OF SCHOOL HEADS

Chapter 1, Section 5, E of RA 9155 the school head is an administrative and an instructional leader. The main function of school is student's learning, the school head must spend more time as an instructional leader.



Republic Act (RA) 9155, also known as the **Governance of Basic Education Act of 2001**, provides the overall framework for principal empowerment by strengthening principal and leadership goals, and local school based management within the context of transparency and local accountability.





LESSON 4: THE SCHOOL POLICIES AND THEIR FUNCTIONS

Chapter 1, Section 5, E of RA 9155

Governance of Basic Education

Sec. 5. Principles of Shared Governance. – (a) Shared governance is a principle which recognizes that every unit in the education bureaucracy has a **particular role, task and responsibility** inherent in the office and for which it is principally accountable for outcomes;



(b) The process of democratic consultation shall be observed in the decision-making process at appropriate levels. Feedback mechanisms shall be established to ensure coordination and open communication of the central office with the regional, division and school levels;

(c) The principles of accountability and transparency shall be operationalized in the performance of functions and responsibilities at all levels; and

(d) The communication channels of field offices shall be strengthened to facilitate flow of information and expand linkages with other government agencies, local government units and nongovernmental organizations for effective governance;

Competencies for School Heads: The NCBSSH

In the list of competencies expected of school heads, there are competencies for both instructional leadership and administrative leadership. Let's take a look at the competencies expected of school heads as contained in the **National Competency-Based Standards for School Heads (NCBBSSH)** issued in DepEd Order 32, s. 2010 on April 16, 2010

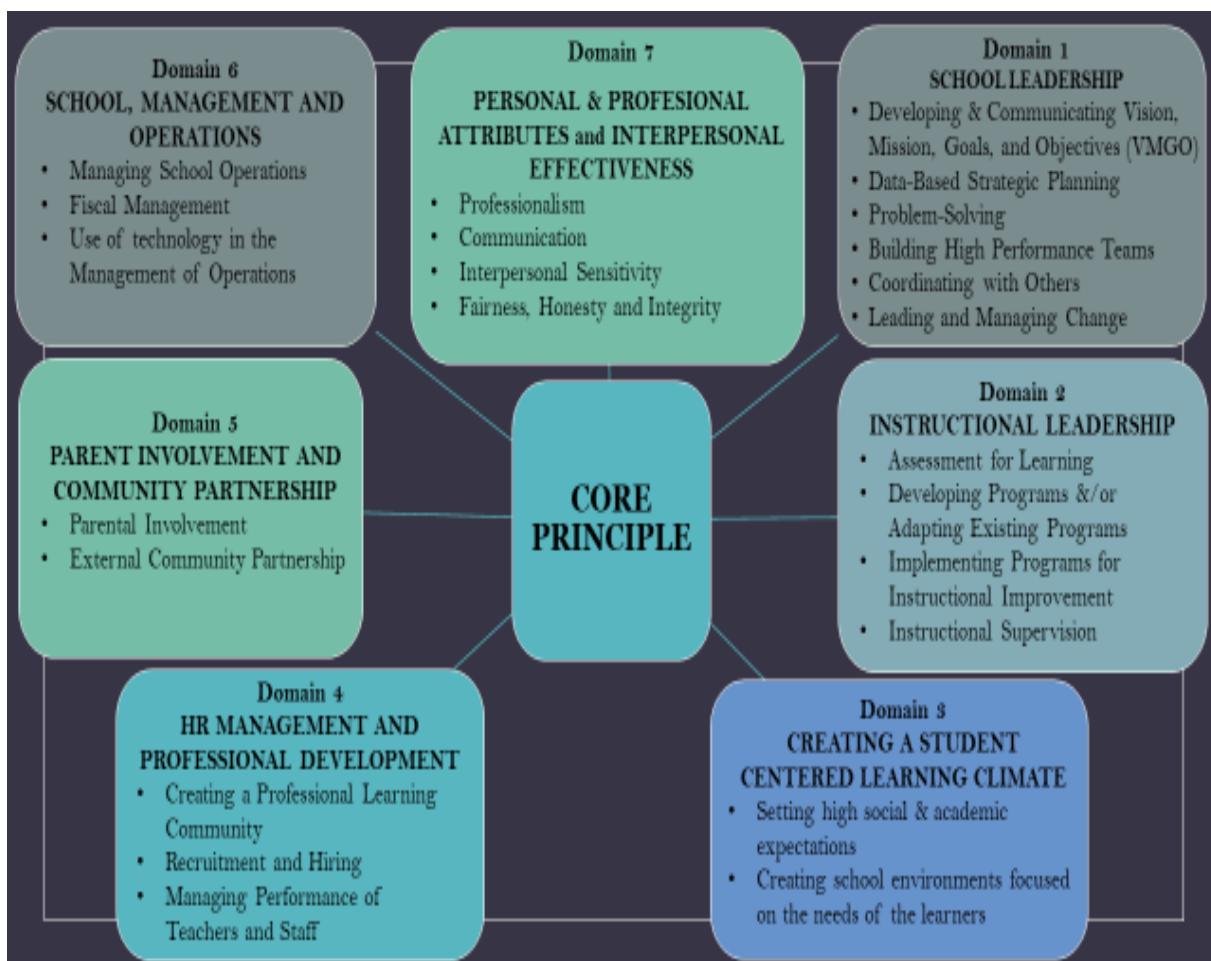




LESSON 4: THE SCHOOL POLICIES AND THEIR FUNCTIONS

DepEd Order 32, s. 2010 on April 16, 2010 “The National Adoption and Implementation of the National Competency-Based Standards for School Heads.”

- Defines NCBSSH with a list of competency standards which can be used as basis for the school heads' decision making, actions and performances of their functions.
- The NCBSSH shall be used as basis for the preparation of a comprehensive training and development based on expected tasks that will be utilized to deliver training programs to ensure efficiency, effectiveness, and excellence of school heads' job performance
- The 2010 version of this Manual for TDNASH (T&D Needs Assessment for School Heads) was developed and used by Regions VI, VII and VIII through the STRIVE Project. •The needs assessment mechanism was an adaptation of the National Educators Academy of the Philippines (NEAP) assessment tool for school managers.
- The NCBSSH-TDNA is basically a self-appraisal tool to be accomplished by the School Heads themselves.

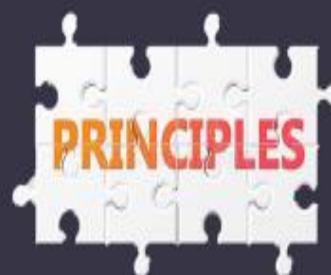




LESSON 4: THE SCHOOL POLICIES AND THEIR FUNCTIONS

CORE PRINCIPLE

School heads are competent, committed and accountable in providing access to quality and relevant education for all through transformational leadership and high degree of professionalism.



The National Competency-Based Standards for School Heads

Domains and Competency Strands

DOMAINS	COMPETENCY STRANDS
Domain 1 School Leadership	1.A. Developing & Communicating Vision, Goals, and Objectives (VMGO) 1.B. Data-Based Strategic Planning 1.C. Problem-Solving 1.D. Building High Performance Teams 1.E. Coordinating with Others 1.F. Leading and Managing Change
Domain 2 Instructional Leadership	2.A. Assessment for Learning 2.B. Developing Programs &/or Adapting Existing Programs 2.C. Implementing Programs for Instructional Improvement 2.D. Instructional Supervision
Domain 3 Creating a Student Centered Learning Climate	3.A. Setting high social & academic expectations 3.B. Creating school environments focused on the needs of the learners



LESSON 4: THE SCHOOL POLICIES AND THEIR FUNCTIONS

Domain 4 HR Management and Professional Development	4.A. Creating a Professional Learning Community 4.B. Recruitment and Hiring 4.C. Managing Performance of Teachers and Staff
Domain 5 Parent Involvement and Community Partnership	5.A. Parental Involvement 5.B. External Community Partnership
Domain 6 School Management and Operations	6.A. Managing School Operations 6.B. Fiscal Management 6.C. Use of technology in the Management of Operations
Domain 7 Personal & Professional Attributes and Interpersonal Effectiveness	7.A. Professionalism 7.B. Communication 7.C. Interpersonal Sensitivity 7.D. Fairness, honesty and integrity

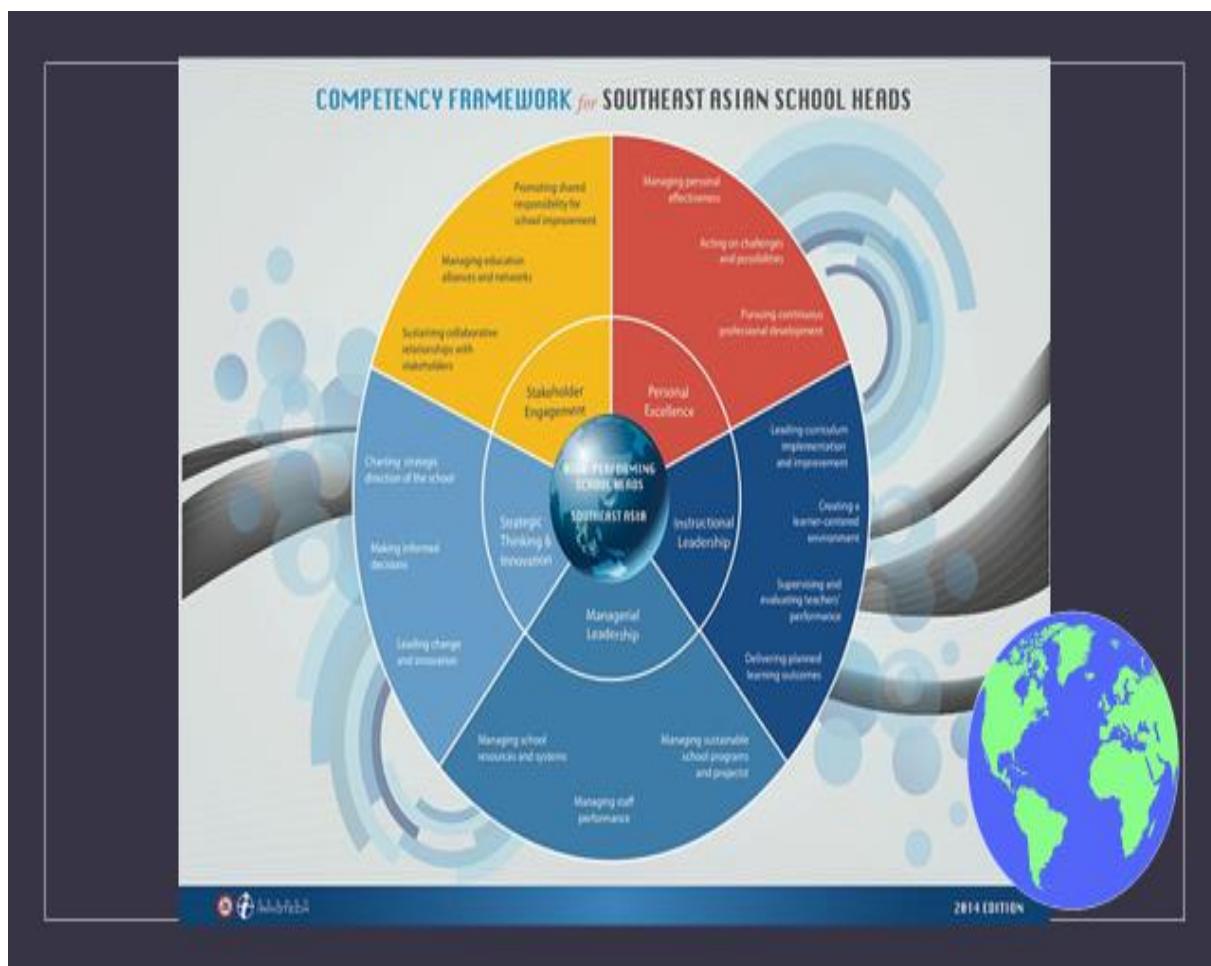
Competency Framework for Southeast Asian School Heads, 2014 Edition

As a member of the Association of Southeast Asian Nations(ASEAN), let's also take a look at the competencies of school heads for Southeast Asia.





LESSON 4: THE SCHOOL POLICIES AND THEIR FUNCTIONS



Competency Framework for Southeast Asian School Heads	
Domain: Stakeholder Engagement (SE)	
1. (SE) Promoting shared responsibility for school improvement	1.1. Build trust and lead teams / communities for school improvement 1.2. Empower the community to work for enhancement of school performance
2. (SE) Managing education alliances and networks	2.1. Communicate effectively with different stakeholders 2.2. Facilitate school community partnerships and activities 2.3. Promote consensus-building 2.4. Manage conflict and practice negotiation skills
3. (SE) Sustaining collaborative relationships with stakeholders	3.1. Support community-based programs and projects 3.2. Communicate school performance report to stakeholders



LESSON 4: THE SCHOOL POLICIES AND THEIR FUNCTIONS

Domain: Instructional Leadership (IL)	
1. (IL) Leading curriculum implementation and improvement	1.1. Manage curriculum implementation 1.2. Promote sensitivity of diversity and differentiated instruction
2. (IL) Creating a learner centered environment	2.1. Promote learner centered activities 2.2. Promote a healthy, safe, and inclusive learning environment 2.3. Promote a culture of peace and respect for diversity
3. (IL) Supervising and evaluating teacher's performance	3.1. Apply appropriate models for supervision and evaluation 3.2. Nurture teacher leaders
4. (IL) Delivering planned learning outcomes	4.1. Promote team-based approaches to instructional leadership 4.2. Manage assessments to improve teaching and learning

Domain: Stakeholder Engagement (SE)	
4. (ML) Managing school resources and systems	1.1. Manage financial resources 1.2. Manage learning environments 1.3. Manage systems and procedures
5. (ML) Managing staff performance	2.1. Manage school personnel requirements 2.2. Support professional development of staff 2.3. Recognize staff performance
6. (ML) Managing sustainable school programs and projects	3.1. Demonstrate program and project management skills 3.2. Promote school-based programs and projects that support sustainable development



LESSON 4: THE SCHOOL POLICIES AND THEIR FUNCTIONS

Domain: Personal Excellence (PE)

1. (PE) Managing personal effectiveness	1.1 Lead by example 1.2. Demonstrate transparency and accountability 1.3. Practice a balanced healthy lifestyle 1.4. Take pride in one's profession 1.5. Deliver results
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2. (PE) Acting on challenges and possibilities	2.1. Manage priorities 2.2. Exhibit decisiveness in addressing challenges 2.3. Exhibit an enterprising attitude
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6. (PE) Pursuing continuous professional development	3.1. Take responsibility for lifelong learning 3.2. Advocate ASEAN values and perspective
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Domain: Stakeholder Engagement (SE)

1. (SE) Promoting shared responsibility for school improvement	1.1. Build trust and lead teams / communities for school improvement 1.2. Empower the community to work for enhancement of school performance
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2. (SE) Managing education alliances and networks	2.1. Communicate effectively with different stakeholders 2.2. Facilitate school community partnerships and activities 2.3. Promote consensus-building 2.4. Manage conflict and practice negotiation skills
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3. (SE) Sustaining collaborative relationships with stakeholders	3.1. Support community-based programs and projects 3.2. Communicate school performance report to stakeholders
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LESSON 4: THE SCHOOL POLICIES AND THEIR FUNCTIONS

Domain: Stakeholder Engagement (SE)

4. (ML) Managing school resources and systems	1.1. Manage financial resources 1.2. Manage learning environments 1.3. Manage systems and procedures
5. (ML) Managing staff performance	2.1. Manage school personnel requirements 2.2. Support professional development of staff 2.3. Recognize staff performance
6. (ML) Managing sustainable school programs and projects	3.1. Demonstrate program and project management skills 3.2. Promote school-based programs and projects that support sustainable development

Domains and Competencies for School Heads in Southeast Asia

INSTRUCTIONAL LEADERSHIP

Like the NCBSSH for Philippines, the competency framework for Southeast Asian school heads also include domains for instructional leadership and administrative leadership. The domain on Instructional Leadership encompasses 4 competencies:

1. Leading curriculum implementation and improvement
2. Creating a learner-centered environment
3. Supervising evaluating teachers performance and;
4. Delivering planned learning outcomes



LESSON 4: THE SCHOOL POLICIES AND THEIR FUNCTIONS

involves internal and external stakeholders in formulating and achieving school vision, mission, goals, and objectives (Domain 1.A)

- Explains the school vision to the general public (Domain 1.A)
- Aligns the School Improvement Plan/ Annual Improvement Plan with national, regional and local education policies and thrusts (Domain 1.B)
- Communicates effectively SIP/AIP to internal and external stakeholders (Domain 1.B)
- Involves stakeholders and meetings and deliberations for decision making (Domain 1.D)
- Provides feedback and updates to stakeholders and the status of progress and completion of programs and projects
- Creates and manages a school process to ensure student progress is conveyed to students and parents/guardians, regularly (Domain 2.C)

- Recognizes high performing learners and teachers and supportive parents and other stakeholders (Domain 3.A)
- Prepares financial reports and submits/communicates the same to higher education authorities and other education partners (Domain 6.B)
- Maintains harmonious and pleasant personal and official relations with superiors colleagues, subordinates, learners, parents, and other stakeholders (Domain 7.A)
- Listens to stakeholders needs and concerns and response appropriately in considerations of the political, social, legal and cultural context

In the *Southeast Asian Competency Framework*, the following competencies strengthen school and community partnership. 1) promoting shared responsibility for school improvement; 2) managing education alliances and networks and 3) sustaining collaborative relationships with stakeholders.



LESSON 4: THE SCHOOL POLICIES AND THEIR FUNCTIONS

Reading Source:

Prieto, N., Arcangel, C., Corpuz, B. (2019). *The Teacher and the Community, School, Culture and Organizational Leadership*. Lori Mar Publishing Inc.

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APPLICATION

Create a simplified action research about schools' achievement, organizational structure, mission, vision goal, objective as well as their profile and culture.
Follow the format given in Module 1. (LE3)



Closure

Hoping that you are empowered about school heads' role and school policies. You need to take it seriously because it is a great challenge once you become a school head...Have faith! You can make it in God's perfect time.

Module Summary:

Amazing!!! In module 3 you learned many great things. Break a Leg!

You will answer the worksheets, library work, finalized your simplified action research.



The Teacher and the Community, School Culture and Organizational Leadership

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EDUC 124 - WORKSHEETS

Compiled by:

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DR. FLORENCE H. GUERRA

Second Semester
S. Y. 2021-2022



Name _____ Section _____ Date _____

WEEK 2-3,- TOPIC 1-PHILOSOPHICAL THOUGHTS ON EDUCATION**General Instruction:** Absolutely no erasures. Any form of erasure will be counted as a wrong answer.**MULTIPLE CHOICE.** Read the questions carefully. Choose the letter of the best/ correct answer and write it on the space before the number. Use UPPERCASE letters only.

- ____ 1. Which is NOT TRUE of social reconstructionists?
A. Use of problem solving C. School as an agent of change
B. Study of Great Books D. Introduce a new society

- ____ 2. Which teaching process practice goes with the “banking system” of education which was contrary to Paulo Freire’s educational thought?
A. Rote memorization C. Problem-based learning
B. Project-based learning D. Community of inquiry

- ____ 3. For which teaching will social reconstructionists be?
A. Stress on isolationism C. Building of an interdependent world that is international in scope
B. Inequity and inequity as normal for an international society D. Narrow concept of nationalism

- ____ 4. Why is Spencer’s educational thought described as utilitarian?
A. He emphasized vocational and professional education based scientific and practical C. He stressed a balanced of specialized and general education in the curriculum.
B. He stressed on general educational goals associated with humanistic and classical education. D. He eliminated the vocational and professional education component of the curriculum.

- ____ 5. For which educational practice was John Dewey?
A. Problem-solving C. Emphasis on the Humanities
B. Banking method D. Teaching of the Classics



WEEK 4, TOPIC 2- TOPIC 2 HISTORICAL FOUNDATION

General Instruction: Absolutely no erasures. Any form of erasure will be counted as a wrong answer.

MULTIPLE CHOICE. Read the questions carefully. Choose the letter of the best/ correct answer and write it on the space before the number. Use UPPERCASE letters only.

- _____ 1. Education is a function of society, what does this imply?
 - I. Citizens are taught what society considered most important.
 - II. Society determines curriculum to be taught.
 - III. Those in education taught what they believed should be taught regardless of society's need.

A. I only	C. II and III
B. I and II	D. III only

- _____ 2. If education is a function of society then it has to be _____.

A. Relevant	C. For a selected few
B. Complete	D. Free

- _____ 3. Complete the analogy. Athenian education: well-rounded development of individuals Spartan education: _____

A. Military training	C. Liberally educated
B. Religious formation	D. Wholistically developed person

- _____ 4. While the Japanese taught the Filipinos love for labor, the Americans taught the Filipino _____.

A. Citizenship in a democratic country	C. Love for country
B. Survival skills	D. Dignity of labor

- _____ 5. Schools are tasked for socialization. Which is CORRECT explanation of socialization?

A. Developing the young to become socialite	C. Learning the roles, statuses and values necessary for participation in society.
B. Developing speaking and relating skills	D. Developing the socialite to remain forever young.



WEEK 5, TOPIC 3 – SOCIAL SCIENCE THEORIES

General Instruction: Absolutely no erasures. Any form of erasure will be counted as a wrong answer.

MULTIPLE CHOICE. Read the questions carefully. Choose the letter of the best/ correct answer and write it on the space before the number. Use UPPERCASE letters only.

- _____ 1. Which is an application of the functionalist theory?
A. Schools must do their part to socialize children or else children will turn out to be delinquent citizens
B. Schools must teach students to accept their status in life for there is noting that they can do about it.
C. Schools must make learners understand that in life there will always be the powerful and the powerless.
D. Schools must teach students to speak in clear symbols.

- _____ 2. Who is associated with the conflict of theory?
A. Weber
B. Marx
C. Dewey
D. Dukheim

- _____ 3. Which theory states that it is okay to have clashes in society?
A. Functionalism
B. Conflict theory
C. Symbolic interactionism
D. Social Darwinism

- _____ 4. According to the functionalist theory, what happens when one institution fails to do its part?
A. Other institutions get paralyzed
B. The non-functioning institution gets eliminated
C. Other institutions take over the function
D. The non-performing institution gets penalized

- _____ 5. For an ideal interaction in the community what must be observed?
A. The symbol must be contemporary
B. Those involved must analyze the meaning of the symbol.
C. Don't use symbols.
D. The symbol must be clear to both giver and receiver.



WEEK 6, TOPIC 4 -THE STRENGTHS AND WEAKNESSES OF A FILIPINO CHARACTER

General Instruction: Absolutely no erasures. Any form of erasure will be counted as a wrong answer.

MULTIPLE CHOICE. Read the questions carefully. Choose the letter of the best/ correct answer and write it on the space before the number. Use UPPERCASE letters only.

- _____ 1. How can schools help fight the Filipino lack of analysis?
A. Do teaching-to-the test. C. Make students solve problems
B. Give out-of-context drills. D. Let students write their observation

- _____ 2. When does the Filipino's faith and religiosity become a weakness?
A. When he does nothing to help himself and waits or God to save him. C. When he forgives his enemies and so appears weak.
B. When he totally submits himself to God's will after having done all he could. D. When he prays everyday and everynight.

- _____ 3. What's wrong with the Filipino sense of humor?
A. When he is always Joyful C. When he take things lightly
B. When even serious things are not taken seriously D. When his jokes are corny

- _____ 4. Which Filipino weakness is proven in his penchant for diploma?
A. Porma over substance or essence C. Desire for upward mobility
B. Love for education D. Fatalism

- _____ 5. What does teacher encourage when she looks at students' questions in class as indicator of inattentiveness?
A. Critical thinking C. Passivity
B. Love for study D. Pakikisama

WEEK 7, TOPIC – The School as a Cultural Institution and Creating A Positive School Culture

General Instruction: Absolutely no erasures. Any form of erasure will be counted as a wrong answer.

MULTIPLE CHOICE. Read the questions carefully. Choose the letter of the best/ correct answer and write it on the space before the number. Use UPPERCASE letters only.

- _____ 1. Which is TRUE of about school?
A. Served the interest of whole school C. Has insignificant effect to student and teacher's performance
B. It not just a place for learning D. Relevant and responsive to the need of society

- _____ 2. Which contributes to nation building?
A. Commitment C. Good leadership
B. Demands increase of teacher salary D. A healthy mind and body

- _____ 3. Which form part of school as a social organization?
I. Structure
II. Culture and Climate
III. Leadership and Decision making
IV. Relationship
A. I and II C. II and III
B. I, II and III D. I, II, III and IV

- _____ 4. Mr. Full, the school principal conducts attendance monitoring to the teachers every morning. Which strategies he does to ensure success of school is illustrated?
A. Empowerment C. Setting High Expectations to Students performance
B. Established linkages D. Strong Principal leadership

- _____ 5. In assessing school culture, which key aspects is healthy and reliable of engaging a certain behaviour of school environment.
I. Student achievement
II. Collegial Awareness
III. Shared Values
IV. Trust
A. I and II
B. I, II and III
C. II and III
D. I,II,III and IV



General Instruction: Absolutely no erasures. Any form of erasure will be counted as a wrong answer.

MULTIPLE CHOICE. Read the questions carefully. Choose the letter of the best/ correct answer and write it on the space before the number. Use UPPERCASE letters only.

- _____ 1. Which is TRUE of school culture?
A. Passed on like a heredity trait C. Has insignificant effect on student performance
B. Created by the school head and other stakeholders D. Cannot be altered

- _____ 2. Which contributes to a positive school culture?
A. Growth mind set C. Authoritarian leadership
B. Low expectations D. Exclusively

- _____ 3. Which form part of school culture?
I. Structure
II. Resources
III. Practices
IV. School Climate
A. I and II C. II and III
B. I, II and III D. I, II, III and III

- _____ 4. School head respects academic time so she does not just call on teachers during class hours. Which element of positive school culture is illustrated?
A. Growth mind set C. Authoritarian leadership
B. Low expectations D. Exclusively

- _____ 5. Complete the analogy, positive culture: growth mindset toxic culture: _____
A. Inclusivity C. Resignation to failure
B. Exclusivity D. Team work

WEEK 8, TOPIC- GLOBAL ISSUES

General Instruction: Absolutely no erasures. Any form of erasure will be counted as a wrong answer.

MULTIPLE CHOICE. Read the questions carefully. Choose the letter of the best/ correct answer and write it on the space before the number. Use UPPERCASE letters only.

- _____ 1. Which does not belong to the group?
A. Noise pollution C. Pesticides and fertilizers
B. Water pollution D. Violence
- _____ 2. Which form of violence occurs when someone uses threats and causes fear in an individual to gain control
A. Verbal abuse C. Cultural violence
B. Psychological violence D. Emotional violence
- _____ 3. Which is TRUE of the Philippines
A. Has one of the lowest literacy rates in the world C. Has one of the highest literacy rates in the world.
B. Has the highest literacy rate in the world D. Has a lower literacy rate than Cambodia
- _____ 4. What does SDG 15-30 mean?
A. Sustainable Development Goals after the MDG of 2015 C. Specific Development Goals for all nations.
B. Sustaining and Developing Gross National Product D. Sustaining Development Led by Giant Nations
- _____ 5. Which applies to Sustainable Development Goals, 2015-2030?
A. Adopted by UN member developed nations C. Not related to MDG 2015
B. Adopted by UN member developing nations D. To do list or the sake of the entire humanity.



WEEK 9, TOPIC 6 THE WHY AND HOW OF SCHOOL AND COMMUNITY PARTNERSHIP

General Instruction: Absolutely no erasures. Any form of erasure will be counted as a wrong answer.

MULTIPLE CHOICE. Read the questions carefully. Choose the letter of the best/ correct answer and write it on the space before the number. Use UPPERCASE letters only.

- _____ 1. Which is TRUE of a school and community partnership?
A. Community helps school C. Both school and community benefit
B. School is a recipient of assistance D. Both school and community lose from community

- _____ 2. Which program is a proof of school and community partnership where every month of May education stakeholders contribute their time, talent and treasure to ensure that school facilities are set in time for the school opening?
A. Parents and Teachers Association C. Brigade Eskwela Assembly
B. School Governing Council Annual D. Palarong Pambansa Assembly

- _____ 3. Which statement is TRUE of school and community partnership?
A. Elders in the community can be key C. Donations from politicians are not informants of a research in local accepted to prevent electioneering history.
B. Parents can help school only in D. Only school benefits from the terms of school facilities. partnership

- _____ 4. "It takes a village to educate a child." Which does this statement imply?
A. PTA is more than enough C. School can substitute for absentee parents
B. Institutionalize school-community D. Children need more models. partnership

- _____ 5. Adopt-A-School Program allows private entities to assist which schools?
A. Public elementary schools C. Public tertiary schools
B. Public secondary schools D. Public schools in all levels



WEEK 10 and 11

TOPIC - THE TEACHER AND THE COMMUNITY: TEACHER'S ETHICAL AND PROFESSIONAL BEHAVIOR

General Instruction: Absolutely no erasures. Any form of erasure will be counted as a wrong answer.

MULTIPLE CHOICE. Read the questions carefully. Choose the letter of the best/ correct answer and write it on the space before the number. Use UPPERCASE letters only.

- _____ 1. In her leadership in the community, a professional teacher shows no signs of ethnocentrism? What does this mean?
A. Does not belittle other peoples' culture C. Is ashamed of her own culture
B. Looks at her culture as superior to other's culture D. Does not mind other people's culture
- _____ 2. The professional teacher is quite xenocentric. How is this manifested?
A. Looks at her culture as superior to that of others C. Does not mind if her culture is inferior or superior
B. Looks at her culture as inferior to that of others D. Is at home with all cultures
- _____ 3. Which is a policy-making body composed of internal and external stakeholders with whom school head and teachers relate?
A. Parents Teachers Association C. School Governing Council
B. Supreme Student Council D. Faculty Club
- _____ 4. Who is not a member of the Parent Teachers Association?
A. Parents with no child currently enrolled in school C. School head
B. Parents of children currently enrolled in school D. Teacher representative
- _____ 5. As a teacher, you are a facilitator of learning?
A. Do not fail anyone C. Use video clips
B. Make teaching-learning interactive and exciting. D. Allow them to use their cellphones in the classroom



WEEK 12

General Instruction: Absolutely no erasures. Any form of erasure will be counted as a wrong answer.

MULTIPLE CHOICE. Read the questions carefully. Choose the letter of the best/ correct answer and write it on the space before the number. Use UPPERCASE letters only.

- _____ 1. Which is the essence of servant-leadership?
A. Leading is serving C. Leading is ensuring that yourself is the first
B. Leading is making your subordinates feel your power over them D. Leading is changing

- _____ 2. What is the message of situational leadership?
A. A leader is first a servant C. A leader can choose the leadership style that fits him most.
B. A leader must fit leadership style to the follower's level of readiness and willingness. D. Authoritarian leadership is best because organization accomplishes much

- _____ 3. Who is most interested in improving the present status of an organization?
A. The authoritarian leader C. The transformational leader
B. The laissez faire type of leader D. The servant leader

- _____ 4. What must a leader do if wants an innovation to affect substantially and positively school culture?
A. Sustain the innovation C. Ensure that the innovation is welcomed by all, no exception
B. Introduce innovation one after another D. School head is the origin of the innovation

- _____ 5. Is a manager also a good leader
A. Yes C. Not necessarily
B. It depends on the person D. It depends on the type of organization

WEEK 13, TOPIC - THE SCHOOL HEAD IN SCHOOL-BASED MANAGEMENT

General Instruction: Absolutely no erasures. Any form of erasure will be counted as a wrong answer.

MULTIPLE CHOICE. Read the questions carefully. Choose the letter of the best/ correct answer and write it on the space before the number. Use UPPERCASE letters only.

- _____ 1. Is SBM, if implemented the right way, an effective way to strengthen school and community partnership?

A. Yes	C. Depends on size of school
B. No	D. Depends on school location

- _____ 2. Which is an advantage of SBM?

A. Fast resolution of problems in school because school head decides	C. In accordance with decentralization law
B. Sense of ownership of stakeholders	D. Total independence of schools

- _____ 3. Which is the essence of SBM?

A. Reduced authority of school head	C. Principal empowerment
B. Absolute freedom of education stakeholders	D. School empowerment

- _____ 4. For SBM to succeed, which must be present?

A. Effective school support system	C. Docile community
B. Leader with a strong personality	D. Low expectation

- _____ 5. With SMB in mind, which does NOT belong?

A. Decentralized management	C. School empowerment
B. Devolution of power to schools	D. Centralized management



WEEK 14 A. School Policies and Their functions

General Instruction: Absolutely no erasures. Any form of erasure will be counted as a wrong answer.

MULTIPLE CHOICE. Read the questions carefully. Choose the letter of the best/ correct answer and write it on the space before the number. Use UPPERCASE letters only.

- _____ 1. What are PTAs prohibited from doing?
 - I. Interfering in the academic and administrative management and operations of the school, and of the DepEd.
 - II. Engaging in any partisan political activity within school premises
 - III. Operating a canteen/school supplies store, or being a concessionaire thereof inside the school or nearby premises, or offering these services to the school as its client either directly or indirectly
 - A. I, II and III
 - B. II and III
 - C. I and II
 - D. I and III
- _____ 2. Which statement of School Policies is CORRECT?
 - A. They suffocate school climate
 - B. They help ensure realization of school goals
 - C. They come from above and so by all means to observed
 - D. They cannot be changed
- _____ 3. Which is the most effective way of making policies?
 - A. School head to involve stakeholders
 - B. Students not to participate since policies are for them
 - C. Only parents of students enrolled are involved
 - D. School policies are permanent to building the culture of excellence.
- _____ 4. Why is there a policy on grading?
 - I. To full the purpose of assessment.
 - II. For fair grade communication
 - III. For the guidance and information of all
 - A. I, II
 - B. I and III
 - C. II and III
 - D. I, II and III
- _____ 5. "The Sabbath is made for man and not man for the Sabbath." What does this imply regarding policies?
 - A. Policies are formulated to help people in the organization.
 - B. Policies showed not be adjusted when people in organization cannot aside by the policy.
 - C. Policies are orders form above like the law of the Sabbath.
 - D. Laws are formulated by man and women in society.

**WEEK 14 TOPIC B. ROLES AND COMPETENCIES OF SCHOOL HEADS**

General Instruction: Absolutely no erasures. Any form of erasure will be counted as a wrong answer.

MULTIPLE CHOICE. Read the questions carefully. Choose the letter of the best/ correct answer and write it on the space before the number. Use UPPERCASE letters only.

- _____ 1. Which competency/ies is/are practiced by a school head who demonstrates strategic thinking and innovation.
 - I. Charting the strategic direction of the school
 - II. Making informed decisions
 - III. Leading change and innovation

A. I and II	C. II and III
B. I only	D. I, II and III
- _____ 2. Which does the school head do as an instructional leader?

A. Leads in curriculum implementation	C. Manages school resources and systems
B. Manages education alliances and networks	D. Makes informed decisions
- _____ 3. To which domain in School Head's Competency Framework is supervising and evaluating teachers' performance aligned?

A. Strategic thinking leadership	C. Personal excellence
B. Instructional leadership	D. Stakeholder's engagement
- _____ 4. How can a school head create a student-centered learning climate?

I. Set high social and academic expectations	C. II only
II. Prepare financial reports	D. I and II
III. Create school environment focused on the learner	
- _____ 5. Based on NCBSSH, what are expected of the school head as a school leader?

I. Developing and communicating vision, mission, goals, and objectives	C. I, II and III
II. Data-based strategic planning	
III. Building high-performing teams	D. I and III



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