

## PRINCIPLES AND STRATEGIES OF TEACHING 1

**PRINCIPLE** – from the Latin word “**princeps**” meaning **the beginning and end of all things**; a comprehensive and fundamental law, doctrine, or assumption (Webster)

“Did I achieve my goal? Did I do the right thing? If not, what will I do next?”

“As a teacher, we should make a difference”

“Principles are so important”

### THREE TYPES OF PRINCIPLES

- **STARTING PRINCIPLES** – involves the **nature of the learner** and his **psychological and physiological** endowments which make education possible.
- **GUIDING PRINCIPLES** – refers to the procedure, methods of instruction or agglomeration of techniques by which the **learner and teacher may work together** towards to the accomplishments of the goals or objectives of education.
- **ENDING PRINCIPLES** – refers to **educational goals, objectives, outcomes, purposes or results of the whole educational scheme** to which teaching and learning are directed.

In applying principles, we used our **common sense**.

**COMMON SENSE** – ability to do and to say a right thing at the right time in the right way to the right person.

### PROFESSIONAL AND PERSONAL CHARACTERISTICS OF TEACHERS

**PERSONAL:** (It takes guts to be a teacher)

- God-fearing
- Selfless
- Generous
- Invulnerable
- Personal aspects are stable
- Kind
- Open to learn more and more things
- Joyful

- Pleasantly live and attractive
- Both intellectually and morally honest
- An active member of the society
- Potential/essential to have genuine capacity for sympathy

### PROFESSIONAL:

- Honesty and Integrity
- Dedication and Commitment
- Courtesy
- Compassion
- Fairness and Justice
- Frugality and Simplicity
- Approachable
- Stress Tolerance
- Role Model

### A TEACHER'S JOB: DUTIES AND RESPONSIBILITIES AND ROLES

#### ROLES:

- Facilitator
- Role Model
- Assessor
- Planner
- Information Provider
- Resource Developer

#### DUTIES AND RESPONSIBILITIES:

- Meet and instruct assigned classes designated time and place
- Maintain classroom environment conducive to learning within limits of source
- Prepare for classes assigned, show written evidence of preparation
- Assist students in setting and maintaining standards of classroom behavior
- Evaluate student progress on a regular basis
- Maintain accurate, complete, and correct records as required by law
- Assist in selecting books, equipment and other instructional materials
- Establish and maintain cooperative relations with others
- Perform other school duties as assigned

- Cooperate with other members of staff in planning instructional goals, objectives and methods

**CODE OF ETHICS** – written set of guidelines issued by an organization to its workers and management to help them conduct their actions in accordance with its primary values and ethical standards.

Pursuant to the provisions of paragraph (e) Article II of RA No. 7836 otherwise known as the Philippines Professionalization act of 1994 and Paragraph (a) Section 6 P.D. No. 223, as amended, the board for professional teachers hereby adopts the Code of Ethics for professional teachers

## **REPUBLIC ACT NO. 7836**

An act strengthening and regulation and supervision of the practice in teaching in the Philippines and prescribing a licensure examination for teachers and for other purposes. It is also known as the “Philippine Teachers Professionalization Act of 1994”

### **PREAMBLE**

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

## **ARTICLE 1: SCOPE AND LIMITATIONS**

### **Section 1**

The Philippine Constitution provides that all educational institution shall offer quality education for all competent teachers. Committed to its full realization, the provision of this Code shall apply, therefore, to all teachers in schools in the Philippines.

### **Section 2**

This Code covers all public and private school teachers in all educational institutions at the preschool, primary, elementary, and secondary levels whether academic, vocational, special, technical, or non-formal. The term "teacher" shall include industrial arts or vocational teachers and all other persons performing supervisory and /or administrative functions in all school at the aforesaid levels, whether on full time or part-time basis.

## **ARTICLE 2: THE TEACHER AND THE STATE**

### **Section 1**

The schools are the nurseries of the future citizens of the state; each teacher is a trustee of the cultural and educational heritage of the nation and asunder obligation to transmit to learners such heritage as well as to elevate national morality, promote national pride, cultivate love of country, instill allegiance to the constitution and for all duly constituted authorities, and promote obedience to the laws of the state.

### **Section 2**

Every teacher or school official shall actively help carry out the declared policies of the state, and shall take an oath to this effect.

### **Section 3**

In the interest of the State and of the Filipino people as much as of his own, every teacher shall be physically, mentally and morally fit.

### **Section 4**

Every teacher shall possess and actualize a full commitment and devotion to duty.

### **Section 5**

A teacher shall not engage in the promotion of any political, religious, or other partisan interest, and shall not, directly or indirectly, solicit, require, collect, or receive any money or service or other valuable material from any person or entity for such purposes.

### **Section 6**

Every teacher shall vote and shall exercise all other constitutional rights and responsibility.

### **Section 7**

A teacher shall not use his position or official authority or influence to coerce any other person to follow any political course of action.

### **Section 8**

Every teacher shall enjoy academic freedom and shall have privilege of expounding the product of his researches and investigations; provided that, if the results are inimical to the declared policies of the State, they shall be brought to the proper authorities for appropriate remedial action.

## **ARTICLE 3: THE TEACHER AND THE COMMUNITY**

### **Section 1**

A teacher is a facilitator of learning and of the

development of the youth; he shall, therefore, render the best service by providing an environment conducive to such learning and growth.

#### **Section 2**

Every teacher shall provide leadership and initiative to actively participate in community movements for moral, social, educational, economic and civic betterment.

#### **Section 3**

Every teacher shall 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.

#### **Section 4**

Every teacher shall live for and with the community and shall, therefore, study and understand local customs and traditions in order to have sympathetic attitude, therefore, refrain from disparaging the community.

#### **Section 5**

Every teacher shall help the school keep the people in the community informed about the school's work and accomplishments as well as its needs and problems.

#### **Section 6**

Every teacher is intellectual leader in the community, especially in the barangay, and shall welcome the opportunity to provide such leadership when needed, to extend counseling services, as appropriate, and to actively be involved in matters affecting the welfare of the people.

#### **Section 7**

Every teacher shall maintain harmonious and pleasant personal and official relations with other professionals, with government officials, and with the people, individually or collectively.

#### **Section 8**

A teacher possesses freedom to attend church and worships as appropriate, but shall not use his positions and influence to proselyte others.

### **ARTICLE 4: THE TEACHER AND THE PROFESSION**

#### **Section 1**

Every teacher shall actively insure that teaching is the noblest profession, and shall manifest genuine enthusiasm and pride in teaching as a noble calling.

#### **Section 2**

Every teacher shall uphold the highest possible standards of quality education, shall make the best preparations for the career of teaching, and shall be at his best at all times and in the practice of his profession.

#### **Section 3**

Every teacher shall participate in the Continuing Professional Education (CPE) program of the Professional Regulation Commission, and shall pursue such other studies as will improve his efficiency, enhance the prestige of the profession, and strengthen his competence, virtues, and productivity in order to be nationally and internationally competitive.

#### **Section 4**

Every teacher shall help, if duly authorized, to seek support from the school, but shall not make improper misrepresentations through personal advertisements and other questionable means.

#### **Section 5**

Every teacher shall use the teaching profession in a manner that makes dignified means for earning a decent living.

### **ARTICLE 5: THE TEACHER AND SUPERVISOR IN PROFESSION**

#### **Section 1**

Every teacher shall make it his duty to make an honest effort to understand and support the legitimate policies of the school and the administration regardless of personal feeling or private opinion and shall faithfully carry them out.

#### **Section 2**

A teacher shall not make any false accusations or charges against superiors, especially under anonymity. However, if there are valid charges, he should present such under oath to competent authority.

#### **Section 3**

A teacher shall transact all official business through channels except when special conditions warrant a different procedure, such as when special conditions are advocated but are opposed by immediate superiors, in which case, the teacher shall appeal directly to the appropriate higher authority.

#### **Section 4**

Every teacher, individually or as part of a group, has a right to seek redress against injustice to the

administration and to extent possible, shall raise grievances within acceptable democratic possesses. In doing so, they shall avoid jeopardizing the interest and the welfare of learners whose right to learn must be respected.

#### **Section 5**

Every teacher has a right to invoke the principle that appointments, promotions, and transfer of teachers are made only on the basis of merit and needed in the interest of the service.

#### **Section 6**

A teacher who accepts a position assumes a contractual obligation to live up to his contract, assuming full knowledge of employment terms and conditions.

### **ARTICLE 6: THE SCHOOL OFFICIALS AND THEIR SUBORDINATES**

#### **Section 1**

All school officials shall at all times show professional courtesy, helpfulness and sympathy towards teachers and other personnel, such practices being standards of effective school supervision, dignified administration, responsible leadership and enlighten directions.

#### **Section 2**

School officials, teachers, and other school personnel shall consider it their cooperative responsibility to formulate policies or introduce important changes in the system at all levels.

#### **Section 3**

School officials shall encourage and attend the professional growth of all teachers under them such as recommending them for promotion, giving them due recognition for meritorious performance, and allowing them to participate in conferences in training programs.

#### **Section 4**

No school officials shall dismiss or recommend for dismissal a teacher or other subordinates except for cause.

#### **Section 5**

School authorities concern shall ensure that public school teachers are employed in accordance with pertinent civil service rules, and private school teachers are issued contracts specifying the terms and conditions of their work; provided that they are given, if qualified, subsequent permanent tenure, in accordance with existing laws.

### **ARTICLE 7: THE TEACHER AND THE LEARNERS**

#### **Section 1**

The promotions of learners in the subject or grades he handles, such determination shall be in accordance with generally accepted procedures of evaluation and measurement. In case of any complaint, teachers concerned shall immediately take appropriate actions, of serving due process.

#### **Section 2**

A teacher shall recognize that the interest and welfare of learners are of first and foremost concerns, and shall deal justifiably and impartially with each of them.

#### **Section 3**

Under no circumstance shall a teacher be prejudiced nor discriminated against by the learner.

#### **Section 4**

A teacher shall not accept favors or gifts from learners, their parents or others in their behalf in exchange for requested concessions, especially if undeserved.

#### **Section 5**

A teacher shall not accept, directly or indirectly, any remuneration from tutorials other what is authorized for such service.

#### **Section 6**

A teacher shall base the evaluation of the learner's work only in merit and quality of academic performance.

#### **Section 7**

In a situation where mutual attraction and subsequent love develop between teacher and learner, the teacher shall exercise utmost professional discretion to avoid scandal, gossip and preferential treatment of the learner.

#### **Section 8**

A teacher shall not inflict corporal punishment on offending learners nor make deductions from their scholastic ratings as a punishment for acts which are clearly not manifestation of poor scholarship.

#### **Section 9**

A teacher shall ensure that conditions contribute to the maximum development of learners are adequate, and shall extend needed assistance in preventing or solving learner's problems and difficulties.

## **ARTICLE 8: THE TEACHER AND THE PARENTS**

### **Section 1**

Every teacher shall establish and maintain cordial relations with parents, and shall conduct himself to merit their confidence and respect.

### **Section 2**

Every teacher shall inform parents, through proper authorities, of the progress and deficiencies of learner under him, exercising utmost candor and tact in pointing out learners deficiencies and in seeking parent's cooperation for the proper guidance and improvement of the learners.

### **Section 3**

A teacher shall hear parent's complaints with sympathy and understanding, and shall discourage unfair criticism.

## **ARTICLE 9: THE TEACHER AND BUSINESS**

### **Section 1**

A teacher has the right to engage, directly or indirectly, in legitimate income generation; provided that it does not relate to or adversely affect his work as a teacher.

### **Section 2**

A teacher shall maintain a good reputation with respect to the financial matters such as in the settlement of his debts and loans in arranging satisfactorily his private financial affairs.

### **Section 3**

No teacher shall act, directly or indirectly, as agent of, or be financially interested in, any commercial venture which furnish textbooks and other school commodities in the purchase and disposal of which he can exercise official influence, except only when his assignment is inherently, related to such purchase and disposal; provided they shall be in accordance with the existing regulations; provided, further, that members of duly recognized teachers cooperatives may participate in the distribution and sale of such commodities.

## **ARTICLE 10: THE TEACHER AS A PERSON**

### **Section 1**

A teacher is, above all, a human being endowed with life for which it is the highest obligation to live with dignity at all times whether in school, in the home, or elsewhere.

### **Section 2**

A teacher shall place premium upon self-discipline as the primary principles of personal behavior in all relationships with others and in all situations.

### **Section 3**

A teacher shall maintain at all times a dignified personality which could serve as a model worthy of emulation by learners, peers and all others.

### **Section 4**

A teacher shall always recognize the Almighty God as guide of his own destiny and of the destinies of men and nations.

## **DO'S AND DON'T'S**

### **ARTICLE 2**

**DO:** A trustee of the cultural and educational heritage of the nation; Actively help carry out the declared policies; Exercise all other constitutional rights and responsibility

**DON'T:** Engage in any political, religious or other partisan interest; Use his position or official authority to coerce in any individual to follow any political course of action

### **ARTICLE 3**

**DO:** Facilitator of learning and the development of the youth; Intellectual leader in the community; Maintain harmonious and pleasant personal and official relations with others.

**DON'T:** Do gambling, smoking, drunkenness and other excesses much less illicit relations; Use his position and influence to proselyte to others.

### **ARTICLE 4**

**DO:** Actively ensure that teaching is the noblest profession; Uphold the highest possible standards of quality education; Participate in the CPE Program.

**DON'T:** Make improper misrepresentations through personal advertisement and other questionable meaning.

### **ARTICLE 5**

**DO:** Make an honest effort to understand and support the legitimate policies of the school; Has a right to seek redress against injustice to the administered; Invoke the principle that appointments, promotions and

transfer of teachers are made only on the basis of merit and needed in the interest of the service; Assumes contractual obligation to line up to his contract.

**DON'T:** Make any false accusations or charges against superiors, especially under anonymity.

### **PRINCIPLES OF GOOD TEACHING BASED ON THE EDUCATIONAL PHILOSOPHY OF JOHN DEWEY**

- Teaching is good when it is based on the psychology of learning. This is based on the concept that the child is made the center of the educative process.
- Teaching is good when it is well-planned.
- Teaching is good when the learner is made conscious of the goals or aims to be accomplished. This concept calls for proper motivation.
- Learning is good when it provides learning experiences or situations that will ensure understanding
- Teaching is good when there is provision to meet the individual differences
- Teaching is good when it utilizes the past experiences of the learners (based on Principle of Apperception)
- Teaching is good when the learner is stimulated to think and to reason (best teaching method is that which liberates and encourage thinking)
- Teaching is good when it is governed by democratic principles (for teaching to be effective, it must be governed by love and understanding)
- Teaching is good when the method used is supplemented by another methods and instructional devices (based on principles that the best learning takes place when a greater number of senses are stimulated and utilized in the process)
- Evaluation is made an integral part of the teaching process (Evaluation measures the effectiveness of teaching and learning and completes the function which is essential in teaching)
- Teaching is good when drill or review is made integral part of teaching and learning (Teacher must bear in mind that drill and review have different meanings and functions)

### **EFFECTIVE TEACHING (5 KES OF EFFECTIVE TEACHING)**

- **LESSON CLARITY**
  - Different Student = Different Diversities
  - In delivery (Audibility, Direct, Free of Distraction)
- **INSTRUCTIONAL VARIETY**
  - Flexibility
  - Engagement of students
- **TEACHER TASK ONIENTATION**
  - Time
  - Content
  - Interaction (Brainstorming, Recitation, Critical Thinking)
- **ENGAGEMENT IN THE LEARNING PROCESS**
  - Set Rules
  - Motivate
  - Individual assignment (Interesting, Worthwhile, Easy)
- **SUCCESS RATE**
  - High Level (Goal of every teacher)
  - Moderate Level
  - Low Level

**“By learning you will teach, by teaching you will understand”**

### **LAWS OF LEARNING**

- A behavioral learning theory based on connectionism that studied increasing a behavior with use of rewards, punishment and practice (**Edward Thorndike**)
- **LAW OF READINESS** – refers to the preparatory set on the part of the organism to learn. It paints out that one learns when he is physically and mentally ready for it.  
**3 WAYS TO MOTIVATE YOUR STUDENTS:**
  1. Encourage them
  2. Get them involved
  3. Offer incentives
    - a. Physiological
    - b. Safety Needs
    - c. Belongness
- **LAW OF EXERCISE** – stresses the idea that repetition is basic to the development of adequate responses, things most often repeated are easiest to remember.

- Students do not learn complex tasks in a single session. It has been proven that students learn best and retain information longer when they have meaningful practice and repetition.
- The instructor must provide opportunities to the trainees to practice or repeat the task then the trainees will learn more
- It is clear that practice leads to improvement only when it is followed by positive feedback.
- **LAW OF EFFECT** – this law involves the emotional reaction of the learner.
  - Learning is strengthened when it is accompanied by a pleasant or satisfying feeling and that it is weakened when it is associated with an unpleasant experience.
  - The classroom experiences should be satisfactory. The teacher must enjoy his teaching work
  - Learning experiences and other activities must be meaningful and understandable in terms of personal life of the learners
  - School activities should be organized in increasing difficulty order so that the students may progress without any failure

### THE LECTURE METHOD

**LECTURE METHOD** – Teaching procedure for explaining and clarifying a major idea.

- Is a speech that is read or delivered before an audience
- An excellent method for presenting information to large number of person in a small period of time

**LECTURE ETHYMOLOGY** – Latin word “**lectus**” means “to read”.

- Oral instruction given by a teacher in front of an audience of learners’
- To serve as a guide through a great mass of information characteristic of subject area

**Garcia (1989)** said:

- **FACTUAL PRESENTATION** – copy copy copy books

- **TEXTUAL EXPLANATION** – another information was added along the way

### STEPS IN LECTURE METHOD:

1. Preparation for the Lecture
2. Introduction for the Lecture
3. Giving the Body of the Lecture
4. Conclusion for the Lecture

### ADVANTAGES OF LECTURE METHOD:

1. Teacher Control
2. New Material
3. Effortless
4. Proper Observation/Orientation can be given
5. The Language is given
6. Many facts can be presented in a short time in an impressive way

### DISADVANTAGES OF LECTURE METHOD:

1. One-way
2. Passive
3. Strong Speaker Expectations
4. Time Consuming
5. Lecture may lose sight of subject matter
6. The lecture is fast listeners won’t be able to note down context/contents

### TEXTBOOK METHOD

**TEXTBOOK** – a collection of knowledge, concept, principles of a selected topic or course

**TEXTBOOK METHOD** – a teaching procedure wherein the teacher makes use of a textbook

### STRENGTHS OF TEXTBOOK METHOD:

1. Everything is laid out for ease of use
2. It has definite levels of accomplishment
3. Testing and assigning activities is easy to do
4. Helpful for beginning teachers

### WEAKNESS OF TEXTBOOK METHOD:

1. The textbook approach doesn’t take into consideration of your children’s individual
2. The approach assumes there is a set amount of information that constitutes education and this information can be broken down into daily lesson

3. This approach can be expensive when teaching multiple children of different ages
4. It doesn't encourage original, independent thinking as much on traditional approaches
5. Students may find it hard to understand the relevance of so much data to real life

**Personal Note:** Do not make the mistake of basing your entire classroom curriculum on a single textbook. The textbook needs to be used judiciously

#### CONSIDERATIONS IN USING TEXTBOOK:

1. Use textbook as a resource but not only the resource
2. Use a textbook as a guide, not a mandate for instruction
3. Be free to modify, change, eliminate or add to the material in the textbook

#### QUESTION AND ANSWER METHOD

##### CLASSROOM SEQUENCE:

Initiation → Response → Feedback

##### DEVELOP:

1. Classroom Climate
2. Confidence
3. No hands
4. Wait Time

##### 2 TYPES OF QUESTION:

- **CLOSED QUESTION** – questions which require short answer, often one word and chosen from a limited set of possible answers
- **OPEN QUESTIONS** – allow for much longer responses, more creativity and information

##### ADVANTAGES:

- Helps in developing the power of expressions of the students
- Helpful to ascertain the personal difficulties of the students
- Provides on a check on preparation of assignments
- Reflect students' background and attitude
- Quite handy to the teacher when no other suitable learning method is available

##### DISADVANTAGES:

- Sometime war the atmosphere of the class
- Quite embarrassing to timid students
- Time consuming

##### CHARACTERISTICS OF GOOD QUESTION

- A. Related to the objectives
- B. Thought Provoking
- C. Straight Forward
- D. Clearly Stated
- E. Unambiguous
- F. Common Vocabulary
- G. Relevant
- H. Comprehensive
- I. Short
- J. Properly directed

##### QUESTION AND ANSWER: BALLTHROW SIMULATION

**LEVEL 1:** Teacher controlled Q is the same time

**LEVEL 2:** Teacher asking different Q

**LEVEL 3:** Teacher-learner both different Q

**LEVEL 4:** Students only asking different Q

#### TYPES OF TEACHING METHOD

##### 1. TEACHER –CENTERED

- Teacher as master of the subjects
- Example: Lecture Method

##### 2. LEARNER-CENTERED

- The teacher is also a learner
- Participation of the students
- The teacher learns as he teach
- Example: Discussion Method

##### 3. CONTENT-METHOD

- Focused on the content
- Same content passed in the generations
- Perrenialism

##### 4. INTERACTIVE OR PARTICIPATIVE

- Depends on the situations the teacher and the students have