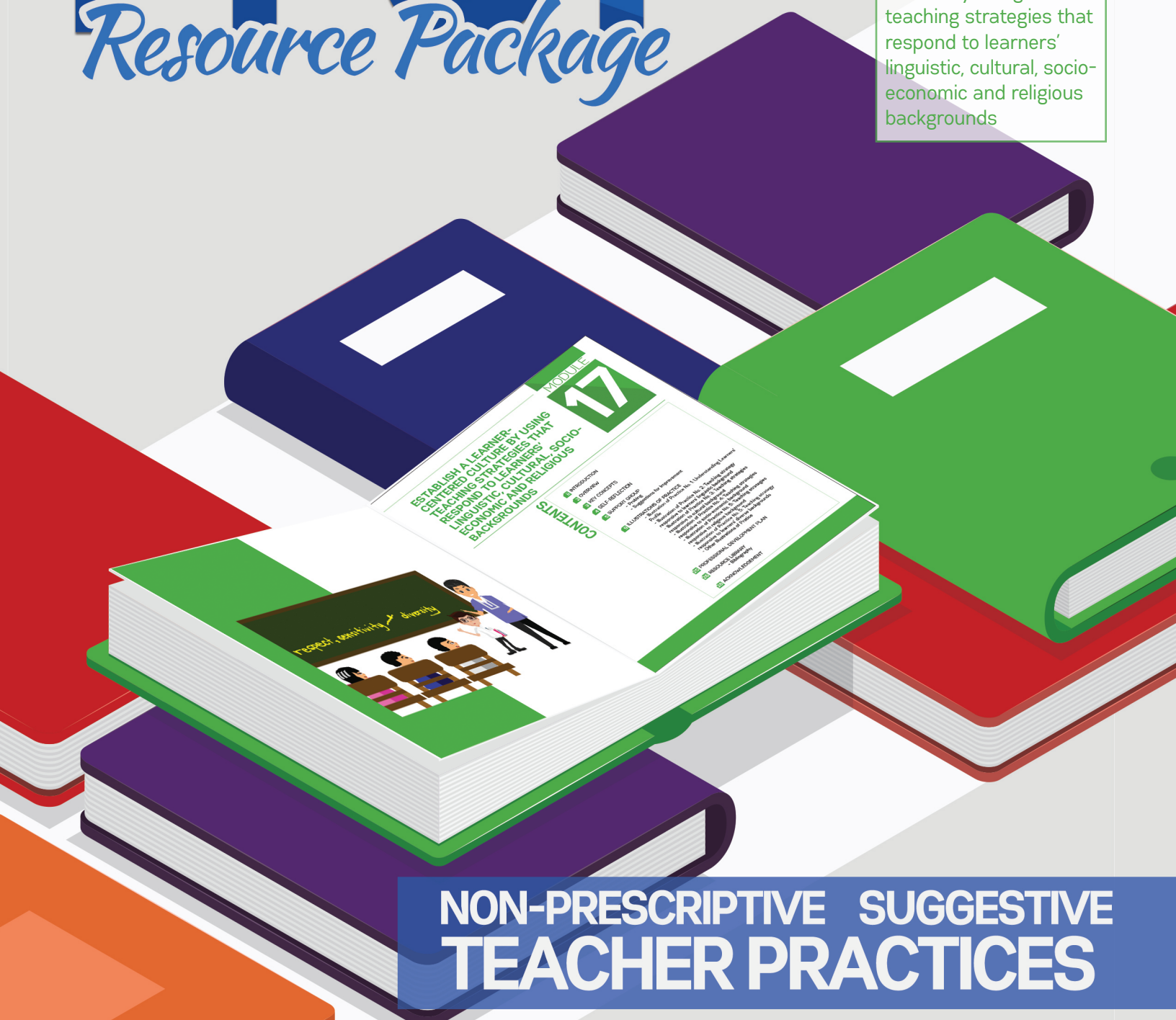MODULE

**17**

PHILIPPINE PROFESSIONAL STANDARDS FOR TEACHERS

# PPST
## Resource Package

3.2.2. Establish a learner-centered culture by using teaching strategies that respond to learners' linguistic, cultural, socio-economic and religious backgrounds

**NON-PRESCRIPTIVE   SUGGESTIVE TEACHER PRACTICES**

Republic of the Philippines
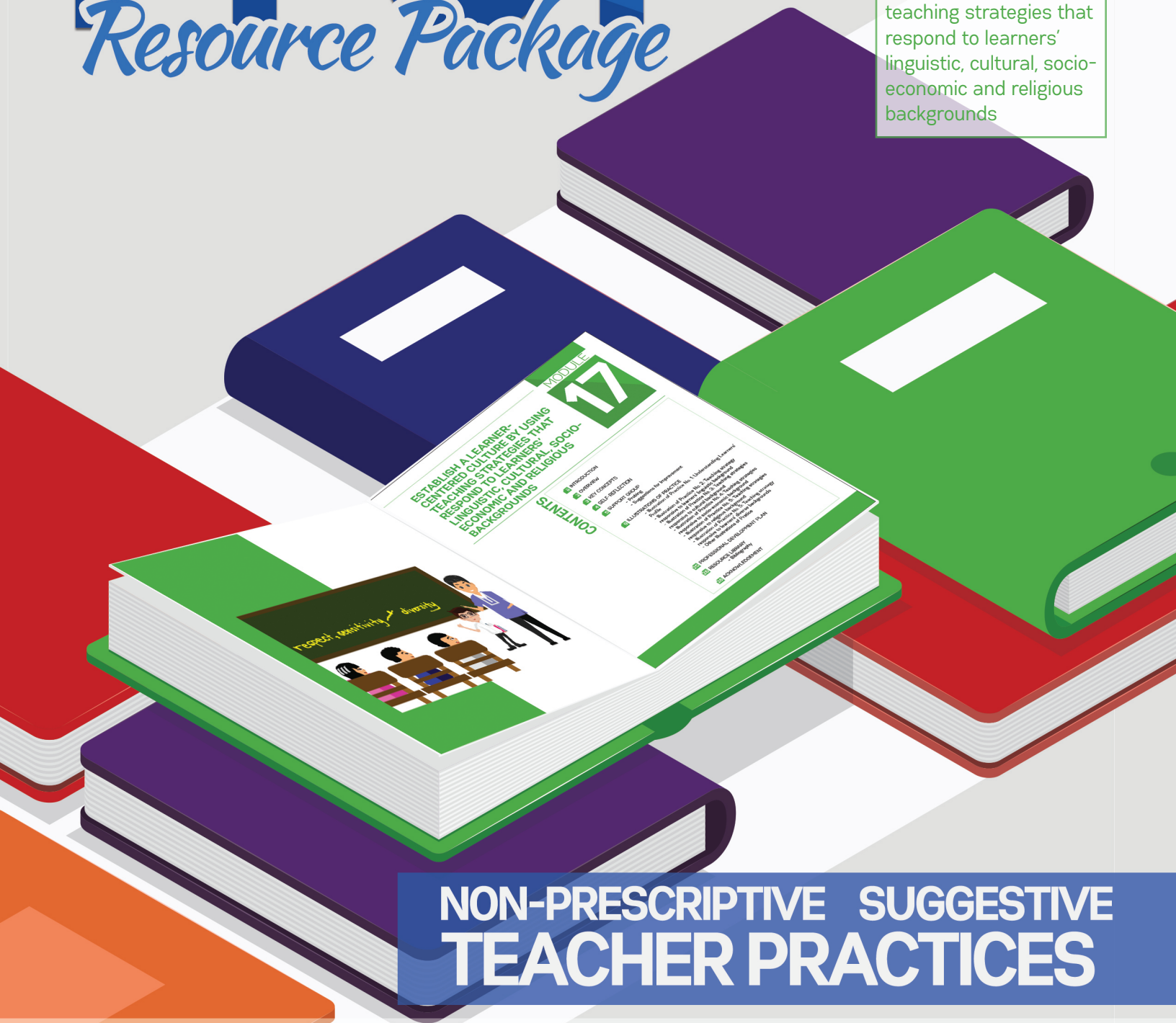Department of Education
TEACHER EDUCATION COUNCIL

PHILIPPINE PROFESSIONAL STANDARDS FOR TEACHERS

# PPST
## Resource Package

3.2.2. Establish a learner-centered culture by using teaching strategies that respond to learners' linguistic, cultural, socio-economic and religious backgrounds
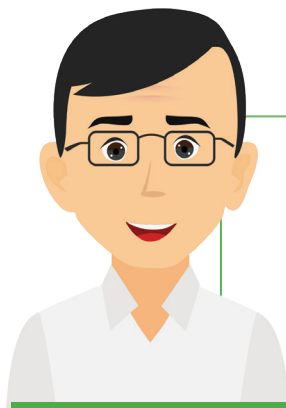
## NON-PRESCRIPTIVE SUGGESTIVE
## TEACHER PRACTICES

BEST
Basic Education
Sector Transformation

Australian Aid

une
University of New England

SiMERR

Philippine National
RESEARCH CENTER
FOR TEACHER QUALITY

# INTRODUCTION TO TEACHERS' RESOURCE PACKAGE

*Hello, dear Teacher!*
*Welcome to this Resource Package.*

**I am Teacher Rey!**

**And I am Teacher Dulce!**

We are members of your support group in the Department of Education (DepED). Together with your Principal, Master Teachers, and colleagues, we are pleased to be your mentors and companions as you use this resource package.

Are you ready?

We begin by letting you know the journey of how we put together this resource package.

In August of 2017, the Department of Education Secretary Leonor Briones signed the Philippine Professional Standards for Teachers (PPST) into policy through DepEd Order No. 42, S. 2017. The policy states, among other things, that the PPST "shall be used as a basis for all learning and development programs for teachers."

The Department of Education is committed to supporting your continuing professional development. This resource package hopes to contribute to this commitment.

As a teacher, understanding the PPST is crucial in order for you to grow and flourish in your profession. The PPST identifies what you are expected to know, be able to do, and value in your profession.

## How can this resource package help you?

This resource package can help you as it:

- serves as your guidebook towards becoming better acquainted with the PPST;
- provides you with another 12 modules for Proficient Teachers based on 12 indicators aligned with the Results-based Performance Management System (RPMS); and
- contains illustrative and instructive information that you will find realistic, sensible and workable, and can help you achieve the target indicators across the curriculum teaching areas and key stages of learners' education.

We are happy to say that this resource package has been developed and compiled by teachers in support of other teachers.

## Why do you need this resource package?

You will find the materials here useful if you:

- reflect on your own classroom practices and ensure that your teaching practices are aligned with the next 12 indicators for Proficient Teachers;
- are part of a group of teachers who need materials for your school-based Learning Action Cell (LAC) sessions in order to (i) learn more about the PPST, and (ii) innovate with practices using the samples in the resource package material as guide; and
- want to develop or expand the current work by (i) providing more examples of practices, or (ii) working on other career stages or indicators other than the 12 presented in this resource package.

If learning is your passion, this resource package is for you.

You will discover that each module discusses a specific indicator on becoming a Proficient Teacher. There are key concepts that will be unpacked as you read the next few parts of these modules. Most importantly, they will show you relevant illustrations of practices that may help you understand and attain the indicators.

The modules explore the following indicators.

### MODULE 13
1.3.2 Ensure the positive use of ICT to facilitate the teaching and learning process

### MODULE 14
1.6.2. Display proficient use of Mother tongue, Filipino and English to facilitate teaching and learning

### MODULE 15
2.1.2 Establish safe and secure learning environment to enhance learning through the consistent implementation of policies, guidelines and procedures

### MODULE 16
2.4.2. Maintain supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning

### MODULE 17
3.2.2. Establish a learner-centered culture by using teaching strategies that respond to learners' linguistic, cultural, socio-economic and religious backgrounds

### MODULE 18
4.2.2. Set achievable and appropriate learning outcomes that aligned with learning competencies

### MODULE 19
4.3.2 Adapt and Implement learning programs that ensure relevance and responsiveness to the needs of all learners

### MODULE 20
5.3.2 Use strategies for providing timely, accurate and constructive feedback to improve learner performance

### MODULE 21
5.5.2 Utilize assessment data to inform the modification of teaching and learning practices and programs
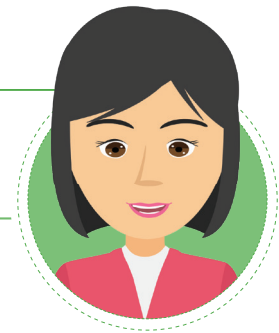
### MODULE 22
6.2.2. Build relationships with parents/guradian and the wider school community to facilitate involvement in the educative process

### MODULE 23
7.3.2 Participate in professional networks to share knowledge and enhance practice

### MODULE 24
7.4.2 Develop personal professional improvement plan based on reflection of one's practice and ongoing professional learning

Each module contains the following parts:

**OVERVIEW** introduces you to the indicator for the Proficient career stage and why you need to achieve it;

**SELF-REFLECTION** allows you to reflect on your knowledge, skills and attitude related to the indicator;

**KEY CONCEPTS** defines operationally the concepts used pertinent to the indicator;

**SUPPORT GROUP** allows you to consult and collaborate with your teacher-friends who will provide suggestions on how to improve your current practice;

**ILLUSTRATIONS OF PRACTICE** walks you through sample illustrations of specific teaching practices that show how the standards are put into action;

**PROFESSIONAL DEVELOPMENT PLAN** helps you identify your strengths, development needs and plans for specific action for professional development;

**RESOURCE LIBRARY** provides resources with annotations that can help you further understand the indicator.

Each module takes you through a journey of exploration and discovery, while you learn more about the indicator and apply it to your teaching context.

We encourage you to actively engage with the texts as you read through the module.

We hope that you find the information, materials and resources in this package helpful as you use the Philippine Professional Standards for Teachers as your guide towards professional development.
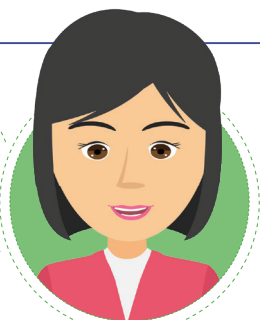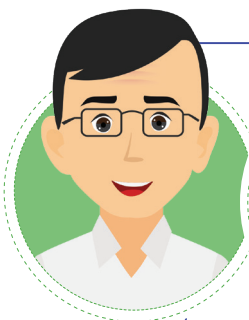
**We will be with you every step of the way.**

**Have a happy journey.**

respect, sensitivity and diversity

# MODULE 17

# ESTABLISH A LEARNER-CENTERED CULTURE BY USING TEACHING STRATEGIES THAT RESPOND TO LEARNERS' LINGUISTIC, CULTURAL, SOCIO-ECONOMIC AND RELIGIOUS BACKGROUNDS

## CONTENTS

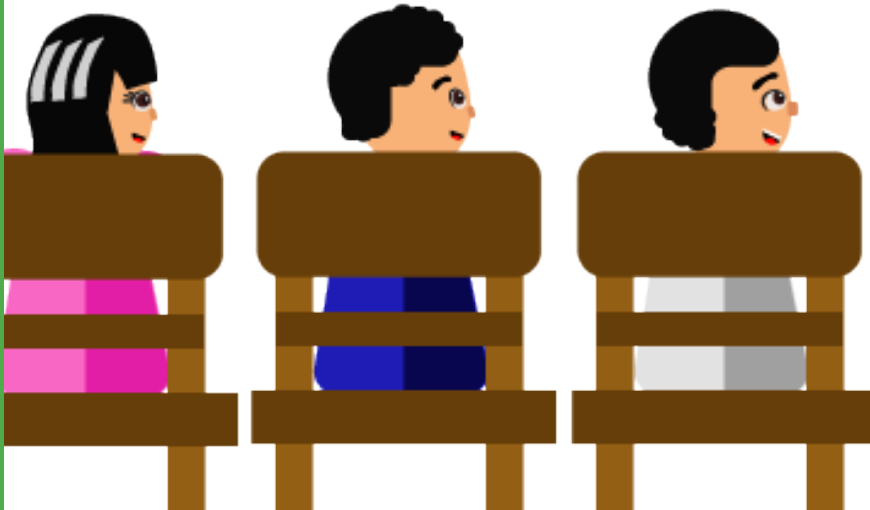Hello, I am teacher Dulce and with me is Teacher Rey. As members of the support group, we will help you better understand the indicator highlighting your significant role in establishing a learner-centered culture.

Before we proceed, take a look at the illustration below. If you were to handle this class, how would you make use of the differences among your learners to create a meaningful learning experience?

It can be a great challenge for teachers to consistently make an effort in understanding the learners' differences. However, embracing their diversity can create unity in making meaningful, authentic and interdependent learning experiences together. This is the essence of learner-centered culture – being knowledgeable in meeting the learners where they are and utilizing appropriate teaching practices responsive to their diverse backgrounds.

That is why, in this module, we will show you illustrations of practice that will help you in profiling your learners in terms of their linguistic, cultural, socio-economic and religious background, and in using teaching strategies that are responsive to the learners' differences.

**In this module, we will focus on:**

**STRAND:** Learners' linguistic, cultural, socio-economic and religious backgrounds

**INDICATOR**: 3.2.2 Establish a learner-centered culture by using teaching strategies that respond to learners' linguistic, cultural, socio-economic and religious backgrounds
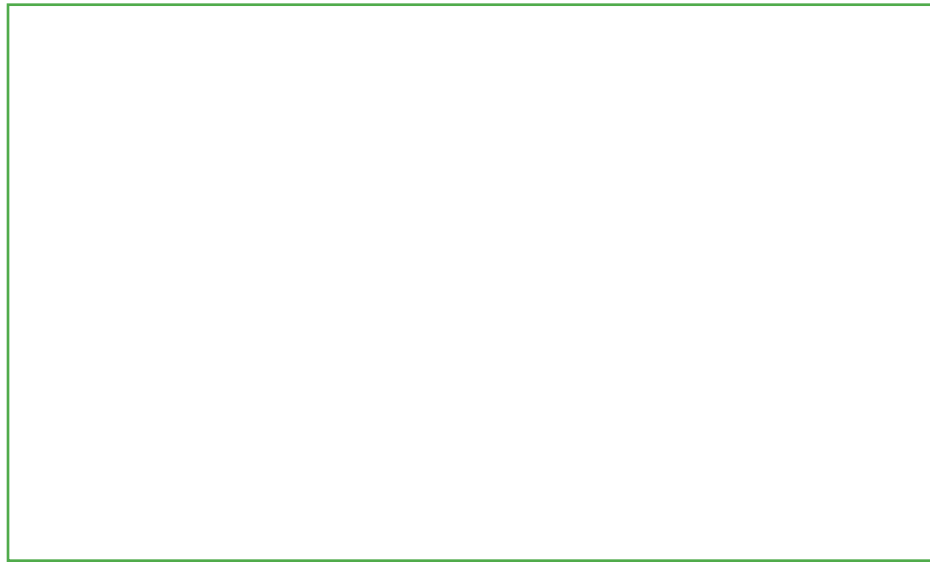
**Establish a learner-centered culture by using teaching strategies that respond to learners' linguistic, cultural, socio-economic and religious backgrounds**

MODULE 17

# KEY CONCEPTS

" This module focuses on establishing a learner-centered culture by using teaching strategies that respond to learners' linguistic, cultural, socio-economic and religious backgrounds.

To better appreciate the indicator, let us learn the following key concepts in the context of this module.

**LEARNER-CENTERED CULTURE.** This refers to a set of attitudes, conventions and practices that place the learners at the center of the learning process by using varied teaching modalities responsive to learners' diverse background and relevant to meaningful learning experience.

**TEACHING STRATEGIES.** This refers to pedagogical methods carried out through learning activities and materials that are designed based on learners' needs and learning goals.

**LINGUISTIC BACKGROUND.** This refers to the language and communication system understood, used and valued by the learners at home and prior to formal schooling.

**CULTURAL BACKGROUND.** This refers to the learners' existing values and prior experiences influenced by the traditions, customs and beliefs of the society where they belong.

**SOCIO-ECONOMIC BACKGROUND.** This concerns the learners' combined social and economic status characterized by parental education, occupation, income and expenditures; family structure, size, wealth, history and expectations; and home educational resources and access to community resources.

**RELIGIOUS BACKGROUND.** This refers to the learner's orientation, beliefs, feelings and practices that defines his/her religion.

# SELF-REFLECTION

Before we go further, let us first reflect on our current practice. As Proficient Teachers, we have our knowledge, skills and attitudes regarding establishing learner-centered culture by using teaching strategies that respond to learners' linguistic, cultural, socio-economic and religious backgrounds.

By looking at the indicator, I have written down my own reflections on this. How about you?

| KNOWLEDGE | SKILLS | ATTITUDES |
|---|---|---|
| **As a Proficient Teacher, I know...** | **As a Proficient Teacher, I do...** | **As a Proficient Teacher, I feel...** |
| ...that a learner-centered culture teaching makes my class more conducive for learning with consideration to learners' background. | ...use different teaching strategies and modalities to respond to learners' diversity in my class. | ...that I am more determined to get to know about the diverse backgrounds of my learners so I could plan for meaningful learning experiences for them. |

Wow! That was a really nice reflection, Dulce! Now, dear Teachers, it's your turn to write your insights on the knowledge, skills and attitudes in relation to the indicator. You may write them in the boxes below.
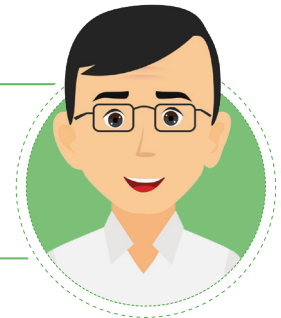
| KNOWLEDGE | SKILLS | ATTITUDES |
|---|---|---|
| **As a Proficient Teacher, I know...** | **As a Proficient Teacher, I do...** | **As a Proficient Teacher, I feel...** |
| _____ _____ _____ _____ _____ _____ _____ _____. | _____ _____ _____ _____ _____ _____ _____ _____. | _____ _____ _____ _____ _____ _____ _____ _____. |

Establish a learner-centered culture by using teaching strategies that respond to learners' linguistic, cultural, socio-economic and religious backgrounds

MODULE 17

# SUPPORT GROUP

" Welcome to our support group! As your teacher-friends, it is our pleasure to help Proficient Teachers like you in continuously improving your current practice.

Let us examine how Teacher Josh tries to get his Grade 11 learners' background by using the Human Bingo game in the first day of his Personal Development class.

Classroom-Based Activity Plan: The Human Bingo Game
1. Learn more about your classmate by interviewing each other.
2. Guided by the bingo card, go around the class and look for classmates who can be described by any of the items in the card.
3. If you cannot instantly identify a classmate for a particular description, roam around and ask your classmates to check off any item that fits them.
4. Then, ask your classmates to affix their name or signature on the corresponding box.
5. The learner/s with a fully signed card will win the game.
6. Winners will share to the class their experience in doing the activity.

This is how the game card given to each learner looks.

| C | R | E | L | S |
|---|---|---|---|---|
| Enjoys local music | Is a bona fide Muslim | Is financially supported by sibling/s or relative/s | Speaks English at home | Is an only child |
| Has body ornaments like tattoo, anklet, earrings, etc. | Is a bona fide Christian | Lives far from the school | Uses two languages at home | Whose parent works in an office |
| Practices *pagmamano* and use of *po* and *opo* | Whose family members have different religious affiliations | Is a scholarship grantee or 4Ps beneficiary | Speaks only mother tongue at home | Whose family operates a business |
| Participates in local dancing during fiesta | Bears/wears anything symbolic of his/her religion | Has internet connection at home | Is fond of watching foreign movies | Whose living with his/her parents |
| Eats rice every day | Has been to a faith healer | Walks from home to school | Loves to write about anything under sun | Whose parent/s finished college |

Teacher Josh prepared the personalized 5x5 square grid card. Written in each box is a description or characteristic of his learners. He used his learners' previous records as a basis for developing the statements in the game card.

As you may notice, included in the first column are possible cultural expressions, in the second column are religious information, in the third and fifth are socio-economic depicters, and in the fourth are linguistic backgrounds.

" Now that you have read the activity, can you help Teacher Josh in improving his current practice on establishing learner-centered culture?

# Probing

Before we provide feedback for the teaching practice, please answer the following probing questions.

**1** What background information did Teacher Josh attempt to solicit from his new learners?

_____
_____
_____
_____
_____
_____.

**2** How does the activity help him know his learners better?

_____
_____
_____
_____
_____
_____.

**3** Is it a learner-centered activity? Why?

_____
_____
_____
_____
_____
_____.

**4** If you were to use the information that Teacher Josh could get from the game, how would you design your succeeding learning activities?

_____
_____
_____
_____
_____
_____.

Establish a learner-centered culture by using teaching strategies that respond to learners' linguistic, cultural, socio-economic and religious backgrounds

MODULE 17

**5** How could it be a more fitting proof to address Indicator 3.2.2?

_____
_____
_____
_____
_____
_____.
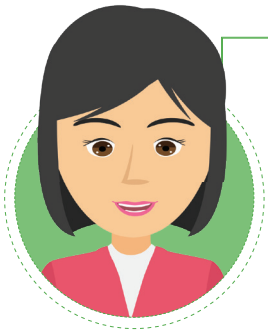
After completing the probing questions, you may compare your answers with Rey's feedback for Teacher Josh's activity plan.

Using the CRELS activity, Teacher Josh shows a good attempt to make a survey of his learners' linguistic, cultural, socio-economic and religious background. It is a fun and engaging activity that also gives him the opportunity to observe his learners' attitude towards the diverse background of their classmates. Generally, it is a learner-centered activity as it puts the learners and their individual characteristics at the center of the instructional process.

The information that can be taken from this activity is also an excellent basis for profiling learners based on their diverse backgrounds and for planning the next teaching strategies that would allow him to establish contextualized, authentic and meaningful, learning experiences in the classroom.

# Suggestions for Improvement

Here are our suggestions to improve this current practice:

• Summarize the information gathered from this activity to get a bigger picture of how diverse your learners are in terms of linguistic, cultural, socio-economic and religious backgrounds.
• Consider your learners' profile in planning and implementing strategies and activities in your class.
• Aside from getting-to-know activities, it is highly recommended that you embed learning activities in your lessons. In doing so, be guided by the following reminders:

    o Capitalize on your learners' background without compromising individual orientation.
    o Foster collaborative learning in your classes.
    o Provide multiple and diverse examples in your lectures or discussions.
    o Establish personal connections with your learners.
    o Use differentiated instruction.
    o Show respect in communicating with learners.
    o Look for culturally relevant resources in teaching the content.
    o Use the community and your learners' prior experiences in terms of language use, cultural expression, socio-economic status and religious orientations as additional source of learning.
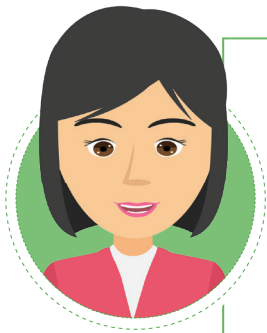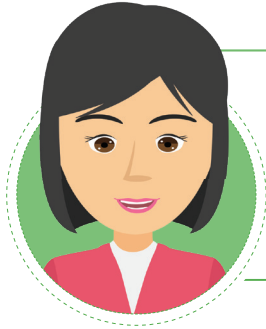
We hope we were able to help you! You can incorporate our suggestions in designing your class activities and teaching strategies.

This time, we will show you different practices that will serve as guide on how you can fully satisfy the target indicator.

**Establish a learner-centered culture by using teaching strategies that respond to learners' linguistic, cultural, socio-economic and religious backgrounds**

MODULE 17

## ILLUSTRATIONS OF PRACTICE

> In this segment, Rey and I will walk you through some illustrations of practice that could help you know the diverse experiences of your learners, and use teaching strategies that are responsive to their linguistic, cultural, socio-economic, and religious backgrounds.

Before that, please read some significant points about learner-centered pedagogy.

The responsibility of creating meaningful learning experiences lies in the collaboration between the learners and their teacher. Establishing learner-centered culture can be framed by teachers who value the great role of learners during the instructional process; promote shared commitment to learning; and see learners' diverse identity as an advantage in developing a positive, inclusive and collaborative classroom climate through doing any of the following recommendations (Yale Center for Teaching and Learning, 2018):

- Structure classroom conversations to encourage respectful and equitable participation.
- Use small groups to encourage non-competitive ways of learning and encourage cross-cultural communication.
- Anticipate sensitive issues and acknowledge racial, class or cultural differences in the classroom when appropriate.
- Model inclusive language.
- Use multiple and diverse examples.
- Personally connect with learners.
- Provide alternative means for participation.
- Respectfully communicate with learners.
- Address offensive, discriminatory and insensitive comments.
- Perform a self-assessment or take teaching inventories

Being responsive to learners' diverse identity also calls for inclusive teaching strategies that will ensure a higher level of engagement and a wider scope of accessibility in the learning process. In doing so, you may also consider the following recommendations (Yale Center for Teaching and Learning, 2018):

- Offer support by extending commitment to all students' learning.
- Consider racial and socio-economic classes, give equal access for all learners, and supplement classroom discussion by carefully using learner diversity.
- Make classes relatable to learners and let them imagine themselves in the scenario by using different types of readings, slides, pictures and other materials that can be localized or contextualized.
- Value learners' differences and make them feel comfortable in the class.
- Get learners' feedback on the learning process and resources used.
- Enrich your knowledge of learner-centered pedagogies by reading relevant literature and participating in professional learning communities

Now that you are reminded of the concepts of learner-centered culture and how you can bring such a culture inside your class, let us take a look at the following illustrations of practice that adhere to Indicator 3.2.2. The sets of illustrations of practice provide various learner profiling techniques and exemplify teaching strategies responsive to learners (1) linguistic, (2) cultural, (3) socio-economic, and (4) religious backgrounds.

**ILLUSTRATION OF PRACTICE NO. 1**

## Understanding Learners' Profile

Prior to selecting any teaching strategy that will best fit the learners, it is important that we familiarize ourselves with basic information about them.

The succeeding practices are put in place to profile the learners using the linguistic, cultural, socio-economic and religious backgrounds.

MODULE 17

Establish a learner-centered culture by using teaching strategies that respond to learners' linguistic, cultural, socio-economic and religious backgrounds

## 1.1 Accomplishing the School Register

In the beginning of school year, Teacher Shiela, like all other class advisers in her school, completed the School Register, more commonly known as School Form 1(SF1). It is a DepEd official document that records basic data about the learners. Completing the school register familiarizes her with her new learners' identity.

In the sample below, the school register inputs the learners' sex, age, religious affiliation, address, parents and guardian information. By just looking at this document, the class adviser can have an overview of the distribution of male and female learners, the prevailing age group where they belong, the common religious affiliation, the proximity of their homes to the school, their parental information, and the number of learners living with a guardian or relative.

### School Form 1 School Register for Senior High School (SF1-SHS)

| School Name | | School ID | | District | | Division | | Region |
| Semester | | School Year | | Grade Level | | Track and Strand | |
| Section | | Course (For TVL Only) | |

| LRN | NAME (Last Name, First Name, Name Extension, Middle Name) | Sex (M/F) | BIRTHDATE (mm/dd/yyyy) | AGE | Religious Affiliation | COMPLETE ADDRESS | | | | PARENTS | | GUARDIAN (if learner is not Living with Parent) | | Contact Number of Parent/ Guardian | REMARKS (Please refer to the legend) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | House No./ Street/ Sitio/ Purok | Barangay | Municipality/ City | Province | Father's Name (Last Name, First Name, Name Extension, Middle Name) | Mother's Maiden Name (Last Name, First Name, Name Extension, Middle Name) | Name (Last Name, First Name, Name Extension, Middle Name) | Relationship | | |

Legend: List and Code of Indicators under REMARKS column

| Indicator | Code | Required Information | Indicator | Code | Required Information | | REGISTERED | Beginning of the Semester | End of the Semester |
|---|---|---|---|---|---|---|---|---|---|
| Transferred Out | T/O | | CCT Recipient | CCT | CCT Control/reference number & Effectivity Date | | MALE | | |
| Transferred In | T/I | Name of School, Date of 1st Attendance and Date of Last Attendance if Transferred Out | Balik Aral | B/A | Name of school last attended & Year | | | | |
| | | | Learner With Exceptionality | LWE | Specify Exceptionality of the Learner | | FEMALE | | |
| | | | Accelerated | ACL | Specify Level & Effectivity Date | | TOTAL | | |

Prepared By:

Signature of Adviser over Printed Name

Beginning of the Semester Date:

End of the Semester Date:

SF1 also denotes important remarks for learners who transferred in from a different school, who are recipient of financial support from the government, and who are Balik-Aral or school returners.

### 1.2. Conducting survey with learners and parents

Another way to get learners' profile is by giving them teacher-made personal data answer sheets or survey questionnaires. Using this document, Teacher May conducted a survey with her learners and their parents. Since parents come at different time of the school year, the survey was made in any of the following instances: during enrolment, Parent-Teacher Association (PTA) conferences, honors' assembly, when parents are specially called to school to report their children's achievement and/or other concerns, or during home visitations.

This denotes the learner's religious background.

These are some items that can identify the learners' cultural background.

The family background, including parents or guardian's occupation, education and income is a determiner of socio-economic status. Along with this is the declaration of working and dependent family members and their membership in community organizations.

Identifying language/s spoken at home, ethnicity and possible exposure and access of the learners to different learning materials is also contributory in identifying linguistic background.

Knowing the distance, directions and references of the learner's home to school also helps in determining the cultural and socio-economic background.

**LEARNER'S PROFILE**

Paste 1"x1" photo here.

Name: _____ LRN: _____
  Surname    Given Name           Middle Name
Date of Birth: _____ Place of Birth: _____ Nickname: _____ Religion: _____
Nationality: _____ Ethnicity: _____ Sex: _____ Gender: _____
Complete Address: _____
              Street/ Sitio/ Purok    Barangay    Municipal/ City    Province
Length of Stay in Current Address: _____ Language/s spoken at home: _____
Learning Resources available at home: _____
              (General references like dictionary, encyclopedia, etc.; content books, periodicals, television, computer, internet, etc.)
Father's Name: _____ Occupation: _____ Contact No.: _____
Highest Educational Attainment: _____ Religion: _____
Mother's Name: _____ Occupation: _____ Contact No.: _____
Highest Educational Attainment: _____ Religion: _____
Guardian's Name: _____ Occupation: _____ Contact No.: _____
Highest Educational Attainment: _____ Religion: _____
Estimated combined monthly income of earning family members: _____

  Name of Siblings          Age          Job/Company/School
_____    _____    _____
_____    _____    _____
_____    _____    _____

(For 4Ps recipient)
        CCT Control/Reference No. _____ Date of Effectivity: _____
(For Transferee/Balik Aral)
        School last attended: _____ School Year: _____
        School Address: _____ Curriculum Grade Attended: _____
        Reason/s for transferring or dropping out: _____
(For learner with exceptionality)
        Specific exceptionality: _____
(For accelerated learner)
        Specific level: _____ Date of Effectivity: _____

Membership in any community organization: _____

          Sketch of Roadmap from Home to School

I/we hereby certify that all information given above is true and correct.

_____          _____
Learner's signature over printed name      Parent/guardian's signature over printed name

**Establish a learner-centered culture by using teaching strategies that respond to learners' linguistic, cultural, socio-economic and religious backgrounds**

MODULE 17

Other than using this Learner's Profile sheet, Teacher May also took up the personal meeting with parents as an opportunity to learn about other characteristics of the learners. Since the parents are knowledgeable about their children, an exchange of insights with them is an excellent time to get to know more about the learners.

### 1.3 Using Class Bulletin Board

Teacher Alex reserves a bulletin board to feature a learner every week in his classroom. Each learner is assigned a particular week in the school year where his/her identity will be showcased.

The succeeding example is just one of the many illustrations of this featured practice. Grade 7 learner, Ria, personalized the bulletin board. In her personal masterpiece, she included her profile picture, full name, nick name, grade and section, and other items that give her identity.

Determinants of her cultural background are her love for eating, talking and reading. Including mangga at bagoong, banana cue and kwek-kwek as her favorite food denotes her appreciation of local foods. Like many Filipinos, she is fond of music but eating rice is more important in her life. The learner's favorite color is also very obvious in her design. All of these items definitely help Teacher Alex in determining his learners' cultural background.

The output itself, including the statements written by the learners, is a concrete tool in determining linguistic background.

Putting a life verse taken from the Holy Bible, and including a picture of her rosary signify the learner's religious orientation and values.



The learners' statement about selling puto (rice cake) in the classroom and in promoting this business gives Teacher Alex an idea about the family's socio-economic background.

Further, her attitude towards real friends and her concern to environment are explicitly mentioned.

Based on Teacher Alex's learners' and parents' feedback, each learner experiences a dose of excitement, happiness and pride during the time when he/she is featured and considered as the star of the week. This practice delivers a sense of pride and belongingness.

## 1.4 Consolidating Class Profile

Profiling learners in terms of their background can happen in many different ways. It may be formal or informal. It may be planned or unplanned. Knowing our learners doesn't happen in a day. Recognizing their identity is a continuous process from the first day of classes when we got to know their names and continues even after we send them off to their next grade level or key stage. It is good for teachers to know their learners. It is better if teachers use their knowledge about the learners to inform teaching practices. But, it is best for them to create a learner-centered culture by implementing various strategies that are responsive to learners' linguistic, cultural, socio-economic and religious backgrounds.
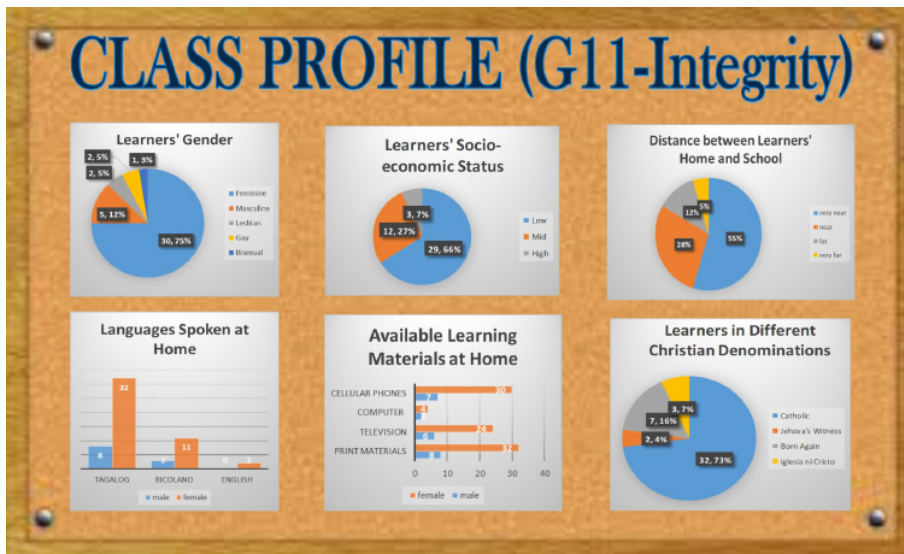


Learners' diverse background is graphed for easy viewing and analysis. The information above helps teacher in crafting differentiated and inclusive teaching strategies that are fitted for linguistically, culturally, socio-economically, and religiously diverse learners.

Using the consolidated learners' information from the School Register and the survey questionnaire accomplished by the learners and their parents, Teacher Sharon drafted her class profile using graphs and charts. She also posted them on a bulletin board in her classroom for other subject teachers to refer.

Establish a learner-centered culture by using teaching strategies that respond to learners' linguistic, cultural, socio-economic and religious backgrounds

MODULE 17

## HOW TO DO IT

Understanding learners' background is instrumental in choosing and using strategies that are responsive to their commonalities or diversities.

In doing so, you may consider the following:

1. Complete the school register in the beginning of school year or semester.
2. Conduct a survey with learners and parents using teacher-made instruments to solicit target responses on learners' background.
3. Feature your learners in the classroom by assigning them a week or a couple of days to share their characteristics, beliefs, and other cultural identities.
4. Consolidate data from school forms, survey questionnaires, anecdotal records, observation guides, interview transcripts and the like to get a better picture of the similarities and differences among your learners.
5. Determine how you can create meaningful learning experience in your classes by talking to your learners, observing them, examining their previous school records, involving them in extra and co-curricular activities, and facilitating meaningful games.

## ILLUSTRATION OF PRACTICE NO. 2

## Teaching strategy responsive to learners' linguistic background

In her Grade 3 class, Teacher Len examined the learners' profile, including their level of knowledge about distinct local vocabularies. She also considered their length of residency in the municipality, which might affect the learners' linguistic background.

In the local vocabulary test, the learners achieved satisfactory performance and found content words – adjectives, nouns and verbs – the most difficult.  She realized that there is a need to reinforce her classroom practices. This led her and her colleagues to do vocabulary and development strategies by developing and utilizing Diksyunaryo Lopezeño in their classes as localized material for the learning competency: F3EP-Id-6.1 Nakagagamit ng diksyunaryo.
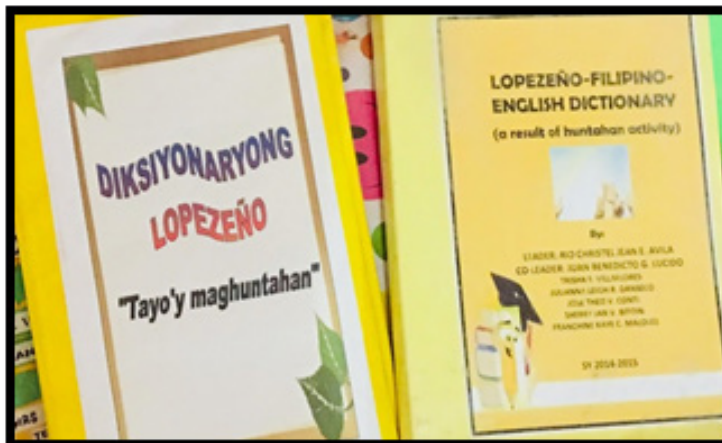


This material aids in providing authentic and localized language remediation and enrichment activities.

Furthermore, Teacher Len also used this intervention in giving linguistically sensitive activities. In her Filipino class, she asked her learners to write a poem in adherence to the subject's *Pamantayan sa Pagganap (Content Standard): Napahahalagahan ang wika at panitikan sa pamamagitan ng pagsali sa usapan at talakayan, paghiram sa aklatan, pagkukukuwento, pagsulat ng tula at kuwento.*

The following prompts were used in the task:

1. *Pag-usapan ang isang pangkaraniwang araw ninyo bilang mag-aaral.*

2. *Gamitin ang sipi ng lokal na diksyunaryo na matatanggap ng bawat pangkat upang magsilbing gabay sa paghanap ng kahulugan at pagpili ng angkop na salita para sa bubuuing tula.*

3. *Sumulat ng isang akda gamit ang natutunan sa nakaraang araling tula tungkol sa inyong "buhay estudyante".*

4. *Maaring sumangguni sa mas nakatatanda sa inyong tahanan hinggil sa tamang gamit ng mga salitang lokal.*

5. *Salangguhitan ang mga salitang lokal at isulat sa ibaba ng pahina ang kahulugan ng mga ito.*

6. *Pagkatapos ng sulatin, gawin ang tampok na palakpak ng inyong grupo at ihanda ang mga sarili sa sabayang pagbasa ng inyong mga tula.*

Such activity helped the learners develop their vocabulary while fostering appreciation of their own local language and developing the value of cooperation among members of the team.

## HOW TO DO IT

1. Determine your learners' linguistic background.
2. Involve your learners in discourses, sharing or brainstorming activities on topics that are relatable to them.
3. Promote cooperative learning strategies in giving authentic and purposeful activities.
4. Maximize learners' "talking time" in the class.
5. Collaborate with the learners' parents or family, and community to enrich learning activities.
6. Adjust teaching strategies to meet your learners' background.

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## Teaching strategies responsive to cultural background

Teacher Jane, a Grade 7 English Teacher just finished a short story that is set in a culture-rich province. Before asking her learners to compose a travelogue (EN7WC-III-f-2.2.14) she designs an activity plan which asks the learners to assert one's unique identity and to better understand other people (EN7LT-III-f-5).

The steps that she followed are cited in a lesson plan excerpt below:

**Discussing New Concepts and Practicing New Skills #1 and #2**

1. Profile the learners according to their birthplace, hometown or barangay.
2. Form small teams by grouping the learners heterogeneously in terms of their birthplace, hometown or barangay.
3. Following the format of a travelogue, ask the learners to write a memorable day visit in their place.
4. Remind the learners to consider the significant landmarks to see, food to try, activities to do or people to visit in their place.
5. In their small groups, each learner will share his/her travelogue.
6. After small group sharing, they will share the consolidated insights that they learned by using any of the following:
    a. Role playing,
    b. Community singing,
    c. Creative dancing,
    d. Poster presentation,
    e. Picture slideshows,
    f. Video presentation.

Through this interactive-collaborative strategy, the learners' diverse cultural backgrounds are valued, highlighted and shared. Since the teacher prepared the heterogeneous grouping, an equal chance is given for each learner to identify himself/herself and his/her cultural identity as a significant part of a big class.

## HOW TO DO IT

Implementing culturally-responsive teaching strategies involves establishing connections between the lesson's content and the learners' cultural identity. It may happen from grouping the learners, preparing instructional materials, delivering the content, or conducting assessment.

The following steps suggested by Guido (2017) can be taken to successfully carry out culturally responsive pedagogies:

- **Establish inclusion** by highlighting how the topic relates to the learners.

- **Develop positive attitudes** by allowing the learners to choose between activities and assessments that let them showcase their values, strengths and experiences.

- **Enhance meaning** by drawing connections with real-world issues, asking learners to use opinions and existing knowledge to address them.

- **Foster confidence** by offering different assessment modalities to demonstrate skills and understanding.

## ILLUSTRATION OF PRACTICE NO. 4

# Teaching strategies responsive to socio-economic background

Teacher Zi uses guided interaction strategy in teaching Grade 4 *Araling Panlipunan: Naiuugnay ang epekto ng pagkakaroon ng hanapbuhay sa pagtugon ng pangangailangan ng komunidad at ng sariling pamilya* (AP2PSKIIId-4). To engage the learners, she uses "Picture Perfect Activity".

Let's look at the excerpt from her lesson plan:

**Presenting Examples/Instances of the Lesson**

1. Each group shall describe different jobs in the community by portraying a scenario in specified places:
    Group 1: at the park
    Group 2: inside the school
    Group 3: at the market
    Group 4: inside the hospital
2. In this "picture perfect" activity, group members will be given one to two minute to discuss with their small group and plan for their portrayal.
3. Another minute will be allotted for them to arrange themselves in their corresponding target workplaces.
4. Then, members shall freeze in their positions while the team leader explains to the big group the job or profession being portrayed by each member in the scenario.
5. After the group presentation, learners will answer essential questions like: What professions have been identified in the activity? Why are these professions significant in the society?

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The big-group sharing through the "picture perfect" activity makes the learners value different professions or occupations. It creates a learner-centered atmosphere by sharing with the learners the responsibility of providing information, insights, and experiences inside the classroom.

This also led to the attainment of the lesson's performance standard: *Ang mag-aaral ay nakapagpapahayag ng pagpapahalaga sa pagsulong ng mabuting paglilingkod ng mga namumuno sa komunidad tungo sa pagtugon sa pangangailangan ng mga kasapi ng sariling komunidad.*

**ILLUSTRATION OF PRACTICE NO. 5**

## Teaching strategies responsive to religious background

Teacher Yen, a Grade 7 *Edukasyon sa Pagpapakatao* teacher asked her learners to solicit authentic responses from newlywed couples in a lesson on adolescent developmental tasks, EsP7PS-Ib-1.3 *Naipaliliwanag na ang paglinang ng mga angkop na inaasahang kakayahan at kilos (developmental tasks) sa panahon ng pagdadalaga / pagbibinata ay nakatutulong sa... paghahanda sa pag-aasawa / pagpapamilya...*

Let us look at her activity plan:

**Finding Practical Applications of Concepts and Skills in Daily Living**

1. Look for at least two newlywed couples from different religious affiliations or denominations.
2. Have a short interview with them on how they prepared for their marriage and family life. Also ask them some possible problems that they may encounter in their married life and their proposed solutions when challenges in their relationship occur. You may use the following guide questions:
   a. What are your preparations before marriage?
   b. How does your religious orientation help you plan for married life?
   c. What religious beliefs/principles/practices will you use to guide your family life?
3. Synthesize the consolidated responses from the interview in a creative chant, jingle or palit-awit (song remake).
4. Be ready to present your creative output to the class.

Using this authentic learning strategy, Teacher Yen gave her learners authentic learning through conducting personal interview with concerned couples from different religions. This learner-centered strategy also allowed her learners to express their creativity and collaboration in presenting views from their interviewees.

**HOW TO DO IT**

You may consider any of the following suggested strategies and resources that foster religious diversity (Whittaker, Salend & Elhoweris, 2016):

a. Incorporating content about religion into the curriculum;
b. Studying holidays and displaying religious/seasonal symbols;
c. Using children's literature;
d. Employing technology-based resources;
e. Inviting guest speakers who represent a range of religious groups;
f. Involving families by collaborating and communicating with them;
g. Addressing issues that may affect school performance;
h. Dealing with insensitive and intolerant acts; and
i. Engaging in variety of professional development activities.

**ILLUSTRATION OF PRACTICE NO. 6**

## Teaching strategy responsive to learners' diverse backgrounds

In her Grade 11 Oral Communication class, Teacher Ysa tries to integrate her learners' diverse backgrounds by contextualizing some teaching-learning procedures.

| I. | OBJECTIVES | |
|---|---|---|
| | A. Content Standards: | The learner recognizes that communicative competence requires understanding of speech context, speech style, speech act, and communicative strategy. |
| | B. Performance Standards: | The learner demonstrates effective use of communicative strategy in a variety of speech situations |
| | C. Learning Competencies | • Distinguishes types of speech style (EN11/12OC-Ifj-17)<br>• Identifies social situations in which each speech style is appropriate to use (EN11/12OC-Ifj-18)<br>• Observes the appropriate language forms in using a particular speech style (EN11/12OC-Ifj-19) |
| II. | CONTENT | Communicative Competence Strategies in Various Speech Situations: Types of Speech Style |
| III. | LEARNING RESOURCES | |
| | A. References | |
| | 1. Teacher's Guide Pages | |
| | 2. Learner's Materials Pages | |
| | 3. Textbook Pages | n/a |
| | 4. Additional Materials from Learning Resource (LR) portal | n/a |
| | B. Other Learning Resource | All photos are net-grabbed. |
| IV. | PROCEDURES | |
| | A. Reviewing Previous Lesson or Presenting the New Lesson | Review the functions of communication. |
| | B. Establishing a Purpose for the Lesson | How will you greet the following persons and ask how they are doing?<br>- Your best friend<br>- Your guidance counselor<br>- Your religious leader<br>- Your former classmate<br>- Your brother or sister<br><br>State the learning objectives for the day. |
| | C. Presenting Examples/Instances of the Lesson | Show different pictures and ask the learners to write an appropriate dialogue for the following situations<br> |

The teacher uses prior knowledge activation strategy by asking the learners to create dialogue for the given pictures. Hence, this is a timely opportunity for the learners to express themselves in the language familiar to them. Thus, a good venue for the teacher to identify learners' background based on how they interpret the pictures.

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| | |
|---|---|
| **D. Discussing New Concepts and Practicing New Skills #1** | Using the pictures, discuss each type of speech style: frozen, formal, consultative, casual, and intimate. |
| **E. Discussing New Concepts and Practicing New Skills #2** | Let the learners watch short video clips that illustrate different types of speech style. Ask them to pay attention on the language form used in each style. |
| **F. Developing Mastery (Leads to Formative Assessment 3)** | Identify the speech style used in the statements: 1. Would you like to sit and talk? 2. What's up? 3. Would you please excuse me for a moment? 4. In this conference, the CEO announces the opening of its new satellite office. 5. I do solemnly swear that I will faithfully execute the Office of the President, and will to the best of my ability, preserve, protect and defend the Constitution. 6. Chakabels 7. "Oh, I see! That's a positive sign of healing." |
| **G. Finding Practical Applications of Concepts and Skills in Daily Living** | **Guess what!** • Divide the class into two groups. • Ask group representatives to act out situations they would pick from the fish bowl. • Situations depict certain cultural, linguistic, socio-economic and religious practices. Here are possible situations to portray: - A preacher giving sermon to churchgoers - A working mother giving reminders to her children - Best friends reflecting on a memorable festive event - A teenager explaining the meaning of new trendy words to his/her grandparents - A faith healer interviewing his/her sick patients - A vlogger sharing his/her meaningful travel experience • The group members shall guess the scene and identify the speech style to get points. • The two groups take turns in doing the activity. However, in case the group members fail to answer correctly, the other group shall be given a chance to answer. • The group with most number of points wins the game. |
| **H. Making Generalizations and Abstractions about the Lesson** | Encapsulate the session by asking the learners to identify and define each type of speech style |
| **I. Evaluating Learning** | Each group shall prepare a 3-to-5-minute short skit where all speech contexts shall be illustrated. The theme of each group's presentation shall revolve around: Group 1 – millennials' language Group 2 – common occupations in the locality Group 3 – travel destinations in nearby areas Group 4 – religious events/celebrations The following criteria shall be used: 5 points – completeness of speech style 5 points – appropriateness of situations to speech styles 5 points – language use in particular speech style 5 points – non-verbal expressions 20 points |
| **J. Additional Activities for Application or Remediation** | Each group may complete a template to be answered while watching the performance of their classmates: |

| Speech Style | Specific Scene/ Situation | Notable Language use | Non-Verbal Expressions |
|---|---|---|---|
| | | | |

Another way to integrate learners' background is role playing and scenery analysis-based teaching.

In the given tasks, the teacher specifies the situations that allow learners to express themselves. The learners' individuality and their local practices are used to illustrate the focus topic or concept.

On the other hand, Teacher Sabel gives the same lesson but uses a different style of integration. Instead of providing opportunities for learners to integrate their background to the current lesson, she uses one specific material to connect the entire lesson with.

Let us look at how she uses the three-level integrated teaching strategy following the fact-concept-value sequence in her lesson procedure.

**IV. PROCEDURES**

| | |
|---|---|
| A. Reviewing Previous Lesson or Presenting the New Lesson | Review the functions of communication. |
| B. Establishing a Purpose for the Lesson | How will you greet the following persons and ask how they are doing?<br>- Your best friend<br>- Your guidance counselor<br>- Your religious leader<br>- Your former classmate<br>- Your brother or sister<br><br>State the learning objectives for the day. |
| C. Presenting Examples/Instances of the Lesson | Screenshot and flash certain scenes from short video or film about a local/traditional wedding and let the learners describe the scene.<br><br>Possible scenes are the following<br>1. a lovely couple<br>2. an officiating pastor<br>3. a group of visitors chatting<br>4. a guest asking for assistance<br>5. a host facilitating the ceremonies |
| D. Discussing New Concepts and Practicing New Skills #1 | Using the pictures, discuss each type of speech style: frozen, formal, consultative, casual, and intimate. |
| E. Discussing New Concepts and Practicing New Skills #2 | Let the learners watch the short video or film featuring a local or traditional wedding, where the different types of speech style are illustrated. Complete the first and second column.<br><br>Speech Style / Specific Scene/ Situation / Notable Language use / Non-Verbal Expressions |
| F. Developing Mastery (Leads to Formative Assessment 3) | Ask them to pay attention on the language form used in each style and note the non-verbal expressions that also denote specific style. Complete the third and fourth column.<br><br>Speech Style / Specific Scene/ Situation / Notable Language use / Non-Verbal Expressions |
| G. Finding Practical Applications of Concepts and Skills in Daily Living | Ask the learners to consolidate their answers by group and present their output by reenacting scenes from the featured tradition that are relevant to their assigned speech style. Then, have them explain the distinct features, functions and importance of their assigned speech style:<br>Group 1- frozen<br>Group 2- formal<br>Group 3- consultative<br>Group 4- casual<br>Group 5-intimate |
| H. Making Generalizations and Abstractions about the Lesson | Encapsulate the session by asking the learners to identify and define each type of speech style |
| I. Evaluating Learning | Identify the speech style used in the following recorded lines or dialogues from the video.<br>(The teacher plays 10 recorded lines.) |
| J. Additional Activities for Application or Remediation | Featuring any other traditions, practices or celebrations in your locality, prepare a three-to-five-minute skit, where all types of speech style can be illustrated.<br><br>The following criteria shall be used:<br>5 points – completeness of speech style<br>5 points – appropriateness of situations to speech styles<br>5 points – language use in particular speech style<br>5 points – non-verbal expressions<br>20 points |

**Fact level.** The teacher asks the learners to describe a familiar local practice.

**Concept Level.** The learners are asked to identify scenes from the material (the facts) and organize them according to the concept being discussed.

**Value Level.** The learners consolidate their concepts, relate them to real-life and create meaning from the tasks.

## HOW TO DO IT

You may apply integrated teaching strategies through any of the following ways:

1. Provide learning opportunities where the learner can incorporate their individual identities or background (linguistic, cultural, socio-economic, or religious), as in the form of learning tasks, activities or teaching procedures.
2. Use any of the learners' background (linguistic, cultural, socio-economic, or religious) as part of the lesson and have it integrated using the three-level strategy:
   a. fact level for specific information or basic skills;
   b. concept level for exploring the facts and making generalization; and
   c. value level for establishing connection between the lesson and the learners' lives.
3. Grab incidental teaching opportunities to incorporate any of your learners' background in the subject matter.

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# Other Illustrations of Practice

Having seen how Indicator 3.2.2 can be achieved, we believe that every Proficient Teacher can create learner-centered culture in his/her classes.

Here are more illustrations of practice that you can consider in aligning your teaching practices with this Indicator.

| KEY CONCEPTS | ILLUSTRATIONS OF PRACTICE |
|---|---|
| Linguistic background | After asking her learners to submit their bio-data, Teacher Ela develops word problems in her Math class by using her learners' information.<br><br>Teacher Bert, a seasoned teacher in MAPEH realizes that he could no longer relate to some student vocabularies. Thus, he uses peer teaching to bridge the gap between his lexicon and the younger generation's lingo.<br><br>Teacher Jeff assigns reading buddies in his class to develop reasoning and critical thinking fostered in his literature classes.<br><br>After the PTA conference, Teacher Os approaches the guardian of a distinct learner in her class to find out the previous language trainings that made the child exceptional in speaking the second language.<br><br>While giving the writing task in her Creative Non-Fiction Class, Teacher Joy pulls out each of her learners for a few minutes to ask about their study habits, favorite lessons, learning techniques, and challenges encountered in school.<br><br>Aside from objective types of test, a teacher mixes in problems that involve writing in his/her mathematics assessment material, and lets the learners reflect on their own learning progress. |
| Cultural background | A physics teacher constructs word problems regarding speed and acceleration by using vehicles common in their municipality like habal-habal (motorcycle), tuktok (tricycle), padyak (pedicab), and jeepney in his/her examples.<br><br>In a lesson on project proposal writing, a teacher asks her learners from the Home Economics – Cookery class to develop proposals to promote local dishes in a school-based cooking expo.<br>After discussing varied legends found in the suggested learner material (LM) and teaching guides (TG), a teacher asks  his/her learners to make a research about the legend of their favorite fruits and vegetables. |

| KEY CONCEPTS | ILLUSTRATIONS OF PRACTICE |
|---|---|
| | A Health Teacher brings her learners to a known faith healer in their barrio so they can have raw observations and create their own reaction about the traditional way of healing diseases in their area. A teacher uses local issues like the renovation of one of the heritage houses in their municipality to give way to the opening of a fast food chain.<br><br>A TLE teacher uses documentary films that depict different ways of caregiving to infants and adults in different parts of the country. |
| Socio-economic background | An Araling Panlipunan teacher localizes the discussion on societal issues by focusing on the traffic problems they experience every day that they come to school. Learners were asked to think of possible solutions to this common problem.<br><br>Edukasyon sa Pagpapahalaga (EsP) teacher includes his/her learners' names and peer group's names in presenting scenarios that promote developmental values.<br><br>A Filipino teacher invites a grandmother to share local proverbs and beliefs in their ethnic group.<br><br>A teacher invites a former alumnus to share his inspiring story of hard-earned success, which has contributed in generating more successes among other people in the locality. |
| Religious background | A Grade 8 *Araling Panlipunan* teacher evaluates his/her learners' knowledge on different religions in Asia by doing a gallery walk, where learning groups answer specific questions or perform specific tasks in each station of their gallery walk.<br><br>A kindergarten teacher shortly explains to her learners the seasons when classes are suspended due to religion-related holidays like Eid'l Fit'r and Eid'l Adha, Christmas and Holy Week, Chinese New Year, All Saints Day, and other local festivities. |

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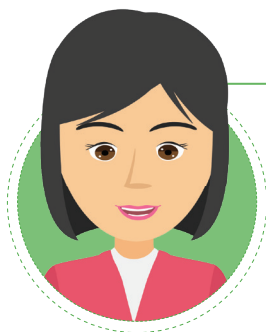
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# PROFESSIONAL DEVELOPMENT PLAN

You have just learned the different key concepts relevant to establishing learner-centered culture by using teaching strategies that respond to learners' linguistic, cultural, socio-economic and religious backgrounds.

Based on your learning in this module, reflect on how you can further your professional development.

Fill in the personal action plan below.

| STRENGTHS *What are the skills you are good at?* | DEVELOPMENT NEEDS *What are the skills you need to improve?* | ACTION PLAN *What can you recommend for your development intervention?* | TIMELINE *When will you implement your plan?* | RESOURCE NEEDED *What assistance/ resources do you need to implement the plan?* |
|---|---|---|---|---|
| | | | | |
| | | | | |

Happy planning!

## RESOURCE LIBRARY

This section provides you resources that can help you further understand the indicator.

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