



Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION
SCHOOLS DIVISION OF LAS PIÑAS CITY
TALON VILLAGE NATIONAL HIGH SCHOOL
TALON IV, LAS PIÑAS CITY

Induction Program for Beginning Teachers

Course 4: Responding to Community Contexts

Notebook

Name of Beginning Teacher

Teacher I

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Module 1: Building Relationships with the Wider School Community

Session 1: Legal Anchors of Contextualization

Prior Knowledge Assessment

Below are statements about contextualization. Determine whether the statements are True or False.

STATEMENTS	ANSWER	FEEDBACK
1. Learners relate better to concrete, tangible examples and experiences than to abstract conceptual models.		
2. Action learning is based on the premise that learners will learn from their mistakes and/or learn from one another.		
3. Contextualization is a degree of localization.		
4. When you incorporate activities that are related to the actual situation in the community and you utilize materials that are available in the locality of the school, you are already indigenizing.		
5. Contextualization is one of the main features of the K to 12 Curriculum.		
6. DepEd mission highlights that the curriculum shall be flexible enough to enable and allow schools to localize, indigenize, and enhance the curriculum based on their respective educational and social contexts.		
7. Contextualization is also one of the provisions in Republic Act 10533 or the Enhanced Basic Education Act of 2013.		
8. Zone of Proximal Development (ZPD) is the gap between what is known and what is being learned.		

STATEMENTS	ANSWER	FEEDBACK
9. Contextual learning should be an integrated learning process of problem-solving learning and work-based learning to encourage and stimulate a higher-level thinking.		
10. Situational learning is based on the premise that learning requires action and action requires learning.		

Key Topic 1: Legal Bases of Contextualization

Required Task 2: Think-Pair-Share

Using the legal bases supporting the practice of contextualized teaching, write down the phrases and clauses referring to contextualization. Discuss them with your co-newly hired teacher/s or mentor. Use the template below.

Legal Basis	Statements/phrases highlighting Contextualization	Feedback from the mentor	Insights during the Sharing
1. Article XIV Section 14 1987 Philippine Constitution	Culture- based – The State shall foster the preservation, enrichment, and dynamic evolution of a Filipino national culture based on the principle of unity in diversity in a climate of free artistic and intellectual expression		
2. Republic Act 10533 Enhanced Basic	The curriculum shall be contextualized and global The curriculum shall be flexible		

Legal Basis	Statements/phrases highlighting Contextualization	Feedback from the mentor	Insights during the Sharing
Education Act of 2013	Based on their respective educational and social contexts		
3. DepEd's Mission	Culture-based Family, community and other stakeholders are actively engaged		

Key Topic 2: Contextualization in the K to 12 Curriculum

Required Task 1: Scenario Analysis

In reference to the theories presented, identify and explain the theory reflected in each of the following classroom practices. Complete the task together with your mentor and/or colleagues.

Scenario	Answer	Feedback of Mentor	Insights gained
Mario, a kindergarten pupil, is learning how to read and write. He knows the alphabet letters, but cannot read or write words yet. No matter how much guidance was given, he could never read on his own. With Teacher Roselle's help, Mario can now read and write short words like "at," "boy" and "dog". a. Connection Theory b. Constructivist Theory c. Active learning			

Scenario	Answer	Feedback of Mentor	Insights gained
In a carpentry class, Teacher Bryan provided this activity: “You have been hired as a carpenter to help renovate a family room. The contractor asked you to submit a cost estimate for the base molding (baseboard) around the room. You will need to include the following in your estimate: i. the type of wood and style of molding you will use ii. the number of pieces and what lengths will be purchased iii. the cost per foot iv. the total cost of molding needed for the family room In determining the cost, you will need to measure the room and make a scale drawing of the floor plan showing fireplaces, doors, and other objects that may affect the lengths of the base molding you choose to install. a. Connection Theory b. Constructivist Theory c. Active learning			
In the Chemistry class of Teacher Paul, he showed a candle. He explained the composition and function of the candle. Later on, he asked the learners how the flame is produced and how the candle works. He encouraged the learners to			

Scenario	Answer	Feedback of Mentor	Insights gained
discover for themselves how the candle works. They do this first by making simple observations, from consider the context of your learners. You need to relate the topic or lesson to your learners. In this case, you are teaching contextually.which they later build ideas and hypotheses which they then go on to test. At the end, the learners successfully understand the components of combustion, an important chemistry topic. a. Connection Theory b. Constructivist Theory c. Active learning			

Now from the scenarios above, what is common? In teaching, you should always consider the context of your learners. You need to relate the topic or lesson to your learners. In this case, you are teaching contextually.

Session 2: Teaching Contextually

Key Topic 1: Teaching Contextually

Required Task 1

Give your comments on the following situations. Discuss them with your colleagues.

Topic	Scenario	Localization or Indigenization?	Insights
Visualize the ratio of two given numbers	Teacher Rommel used easily observable examples of ratio in the community such as one jeep, 4 wheels; one kariton, 2 wheels, one tricycle, 3 wheels		
	Teacher Mary Ann presented the lesson by mentioning community activities or cultural practices that inherently use the concept of ratio like bringing sacks of rice to markets using carabao (one carabao to the number of sacks)		
Identify elements of a short story	Teacher Melody instructed her learners to interview the chieftains in the villages of the learners and asked for stories of origin depicting their culture		
	Teacher Hanadee presented the elements of a short story using a local legend “Ang Alamat ni Daragang Magayon”		
Identify star patterns that can be seen at particular times of the year	Teacher Ailyn mentioned the community’s name for prominent stars while retaining the use of the Greek constellations		
	Teacher Lester discussed the community’s own calendar of		

Topic	Scenario	Localization or Indigenization?	Insights
	star patterns and its background before discussing the Greek constellations		

Required Task 1: Tell whether the following situations illustrate Localization or Indigenization.

SITUATIONS	ANSWER	FEEDBACK
1. The barangay will be having its annual fiesta. Teacher Marilou requested her students in TLE to create a business plan using the concepts discussed. The business plan is a requirement for the learners to be allowed to participate in the bazaar on the day of the fiesta.		
2. “Inutak” is a native delicacy of the people of Taguig and Pateros. The dish is a reflection of the early customs of the local inhabitants of Taguig and Pateros. Teacher Arnel together with his students in Araling Panlipunan will conduct a research on this. He instructed his students to interview some prominent native residents of the area and ask questions about the relationship of culture and the dish.		
3. In the ICT class of Teacher Rodel, after discussing video and animation, he instructed his students to produce an online advertisement using the famous local products and delicacies in their place.		
4. Teacher Diane is teaching in a provincial school. In her English Class, one of the activities was the reading of the short story “How My Brother Leon Brought Home a Wife” As a priming		

SITUATIONS	ANSWER	FEEDBACK
activity, she asked the learners to share their traditional customs.		
5. After learning the elements of a play, the class is tasked to perform a stage play for the upcoming fiesta. The story of the play revolves around a local hero during World War II named Jose Ozamis.		

Required Task 2: Reflection

Create your #Commitment that manifests the significance of contextualization to you as a teacher, for your learners, and to the community. Write it down in the hearts below and discuss your answers with a co-newly hired teacher or mentor.

As a teacher

For my students

For my community

Session 3: The REACT Strategy

Key Topic1: The REACT Strategy

Required Task 1: Pre-assessment Activity

Before you undergo this session, take this pre-assessment activity. Determine whether the statement is stating a fact or not. Write TRUE if the statement is a fact and FALSE if not.

STATEMENT	ANSWER	FEEDBACK
1. Teachers can use the REACT Strategy in localizing the lesson.		
2. When learners take what they have learned and apply it to new situations and context, the transferring stage happens.		
3. Experiencing happens when learners solve problems as a team to reinforce knowledge and develop collaborative skills.		
4. Understanding real-world connections to course content increases student engagement which often leads to increased persistence and successful transitions.		
5. For learning to happen, the teacher allows the learners to discover meaningful relationships between concrete ideas and real-world application.		

Required Task 2

Now to fully understand REACT Strategy, read the following Classroom Observation Notes by a Master Teacher to Teacher Romano in his Science Class. Then answer the questions that follow with your colleagues and mentor.

Teacher Romano discussed “Introduction to Photosynthesis – Converting Sunlight to Food”.

He mentioned that for today’s class he will be using the REACT Strategy.

For this topic, his anticipated learning outcome is that the students will be able to describe the process and outcomes of photosynthesis and variables affecting it and relate the concepts of photosynthesis to other biological systems.

During his class, he showed different leaves that have fallen inside the school premises. He mentioned that the leaves have changed pigmentation and chlorophyll production stopped. He further introduced the topic by defining the following terms: pigmentation, chlorophyll, carotenes and other vocabularies.

The students performed an activity: Cover one leaf on a green plant with gauze, foil, or clear plastic wrap; Note the effects (The lab results should be discussed as a class and be followed by an explanation of the chemical processes involved; thriving vs. non-thriving plant characteristics and variables, etc.)

After the activity the teacher said “Assume you are a greenhouse technician. You are having trouble with plant vitality. Applying what you know about photosynthesis, troubleshoot the problem. Research and propose adjustments of shade (light intensity variable), light duration, watering, fertilizer application, temperature, humidity and ventilation to remedy the problem. Is the problem really due to a disturbance in photosynthesis or is there some other probable cause?” He then assigned specific problems – leaf yellowing, leaf dropping, wilt, brown spots, etc. to each student pair. Students will work in pairs to complete lab research activity and internet research activity. The pair will create and submit a lab journal together but each student will be responsible for writing his/her own research report.

The teacher mentioned that since it is a biology class rather than a botany or soil science, he will require the students to do a deeper exploration of chemical and environmental processes. As an additional activity, he asked the students to compare animal nutrition

and associated organelles.

The class ended with a short recall quiz.

Now challenge your understanding by answering these questions together with your colleagues and mentor.

DISCUSSION QUESTIONS	ANSWERS	FEEDBACK
Did Teacher Romano utilize contextualization? What degree of contextualization is presented in the sample lesson?		
Which part in Teacher Romano's lesson showed the REACT Strategy? Outline the portions that demonstrated the REACT strategy.		
Was the anticipated learning outcome realized through the REACT Strategy?		
As a teacher, can you replicate any lesson or topic using the REACT Strategy? How?		

The REACT strategy helps the teachers to easily identify activities that will suit the context of the learners. Teachers establish a teaching-learning environment where problem-based and work-based approaches work. The strategy allows learners to retain the knowledge and information of the lesson. Learners establish connections between what they learn and how that knowledge can be used. The strategy increases the motivation of the learners to a higher level (CORD, 2016).

Required Task 3

You were assigned to teach in a community with learners from an indigenous group. Think of a topic that you will be discussing and Write a lesson outline using the REACT Strategy. Think of ways to promote an inclusive, culture-responsive and relevant education for your learners.. Use the template below. Be ready for a discussion with your mentor and colleagues.

Lesson Outline using REACT Strategy	Responses
1. What kind of discussion or activity might help learners in RELATING to the concept?	
2. What kind of activity would enable learners to EXPERIENCE the concept?	
3. How can learners be shown the way that concept is applied, or they can APPLY it themselves in a way that simulates an industry situation or other real-life problem-solving scenario?	
4. How will the experience be set up so that learners have the opportunity to interact and COOPERATE in one another's learning?	

Lesson Outline using REACT Strategy	Responses
5. What steps can be taken to ensure that learners will be able to TRANSFER learning to new and unfamiliar situations?	

Module 2: Teaching with the Context in Mind

Session 1: Community as a Resource in the Teaching-Learning Process

Prior Knowledge Assessment

Identify the term being referred to in the following statements. Choose the letter of the correct answer from the box below and write it on the space provided.

A. Action Plan

D. School community

B. Partnership

C. Stakeholders

E. School Governing Council

F. Parent-Teacher Association (PTA)

STATEMENT	ANSWER	FEEDBACK
1. It is a school association composed of parents/ guardians and teachers, which serves as support groups and partners of the school for the welfare of the learners.		
2. It is composed of government agencies, NGOs, Alumni, Parents, retirees, and other sectors in the community which give support to the school in the achievement of its goals and objectives.		

STATEMENT	ANSWER	FEEDBACK
3. It refers to the sustainable governance structure that operates under the principle of shared accountability and responsibility among school community stakeholders.		
4. It is a detailed list of the steps or tasks that you need to accomplish to attain the goals set.		
5. It is a relationship between the school and the community, organization, or individual who seeks a common goal, which is to contribute to the learning outcome of the children.		

Key Topic 1: The School Community and the Teacher

Introductory task Identify if internal or external stakeholder. I or E.

STAKEHOLDER	ANSWER
Teachers:	
Students:	
LGUs:	
NGOs:	
Civil Society:	
School administrator:	

Optional Task: Complete the table

Get to know your community. Complete the table below to get acquainted with your school community. If you have no answer for some items, you may leave it blank.

Name of School Community (School name and Barangay):	
	Description (name, location, background, etc.)
1. Type of community (urban, rural, etc.)	
2. Topography	
3. Available establishments	
4. Tourist spots/parks	
5. Indigenous group/s (if applicable)	
6. Religion	
7. Celebration/feasts	
8. Source of income	
9. Songs/folklores	
10. Local heroes	
11. Learning Resource Centers/Learning Hub	

Required Task No. 1: Scenario Analysis

Analyze the scenario below and answer the following questions.

Scenario 1:

Bucao Integrated School adopts a blended learning modality. Miss Lanie Ramos's Grade 1 class is composed of 30 pupils. Every Monday and Wednesday, Group A, which is composed of 15 pupils, comes to school for face to face class with her; while Group B stays at home and does online learning, and vice versa during Tuesdays and Thursdays. During parents' orientation on the new modality of learning, she found out that 6 of her pupils do not have any gadget at home.

On her way home one afternoon, she happened to pass by the Barangay Hall. She saw that no one was using one of the computers in the hall. She thought of borrowing it during online classes for the six learners without gadgets. She went to their School Head and asked if she could coordinate with the Barangay and ask to use the spare computers. The School Head let her arrange a meeting with the Barangay Captain as a representative of the school and asked if it would be possible to borrow the computer for their online classes. The barangay captain invited Mrs. Alma Abela, a businesswoman, who also expressed her eagerness to help the school and their learners and offered some of her computers to be donated to the Barangay. Ms. Ramos thanked the Barangay Captain and Mrs. Abela for their generosity. The next day, Ms. Ramos immediately told the School Principal about it. The School Principal prepared a Memorandum of Agreement with Mrs. Abela which was passed to The Schools Superintendent for approval. Ms. Ramos called the parents of the six pupils and they were very grateful for Ms. Ramos' initiative.

Questions:

1. Why did Ms. Ramos talk to the Barangay Captain?

2. What was the Memorandum of Agreement the School Principal made for?



3. If you were Ms. Ramos, would you do the same? Why?



4. What will you do to show appreciation and gratitude to them?



Required Task No. 2: Action Plan (Portfolio Output)

The school is organizing classes through different modalities to respond to the inability to conduct face-to-face classes due to a national health crisis. Your students, who came from low-income families do not have the means to participate in classes that require gadgets and technologies. While checking your learners' Learner Enrolment and Survey Form (LESF), you found out that most of your learners' parents are incapable of providing academic guidance that affects the learners' performance in class.

Given this situation, you decided to prepare an Action Plan to identify problems and provide solutions. You also decided to involve the community with the help of the parents as well as other stakeholders.

I. Identify Problems:

Before you make the Action Plan, you need to identify the root cause of the problems. Identify these problems and accomplish the table in a LAC Session with your mentor. You may also refer to the existing action plans from the school to accomplish the tasks.

Observable Problems: What are the problems that hinder the learning process during this time of pandemic?	Reasons: What might be the reason?	Resources: What resources do you have in your school community that you can utilize in easing out the identified problems in your school community?	Action: What can you do as their teacher?	Action: What can your school do to face the challenge? Are there any efforts your school is doing to ease the problem?

Observable Problems: What are the problems that hinder the learning process during this time of pandemic?	Reasons: What might be the reason?	Resources: What resources do you have in your school community that you can utilize in easing out the identified problems in your school community?	Action: What can you do as their teacher?	Action: What can your school do to face the challenge? Are there any efforts your school is doing to ease the problem?

II. Make an Action Plan

The identified problems can be solved by planning before execution. Continue this activity by filling out the table below.

Action steps: What tasks should be done?	Responsible Personnel Who are the people to perform the tasks?	Time frame When should the tasks be accomplished?	Potential barriers What hinders the accomplishment of these tasks?

Session 2: The School and Community Relationships

Key Topic 1: Laws and Existing Policies

Required Task 1

Write TRUE if the statement is correct and FALSE if not.

STATEMENT	ANSWER	FEEDBACK
1. The wider school community can be a source of learning.		
2. Batas Pambansa Blg. 232 is also known as An Act Providing for the Establishment and Maintenance of an Integrated System of Education.		
3. The community is required to provide the needs of the school.		
4. The School Governing Council (SGC) is accountable to the learning of the students in the school.		
5. Frequent communication with the learners' parents/guardians contributes to a healthy school-community relationship.		
6. A farmer or fisherman in the community is considered an Internal Stakeholder of the school.		
7. The school alone can provide for the life-long learning skills the learners need.		
8. During Family Day, teachers get the chance to know the parents/ guardians and some of the members of the family of the		

STATEMENT	ANSWER	FEEDBACK
learner.		
9. Having open and healthy communication between the teacher and the learners' parents/ guardians has nothing to do with the academic nor in the social behavior of the learner.		
10. An established linkage between the teachers/ school and the community can help in the development of the learner.		

Required Task 2: Scenario Analysis

Read the Purpose, Mission, Statement and Guiding Principles of the School Governing Council from the Manual on School Governing Council and other relevant documents that can help you analyze the scenario such as the Magna Carta for Public School Teachers, etc. After reading, analyze the scenario below and answer the questions given:

Scenario 1

You are a newly-hired teacher following the retirement of Teacher Glenda, a teacher who devoted her life to teaching Grade 1 in your present school. Teacher Glenda was always on time for her class and as soon as she arrives in school, she prepares all her learning materials and sees to it that the entire classroom and surroundings are clean before the learners arrive. In the afternoon, she always makes sure that learners who needed remediation were attended to. She often lets those who can hardly read to stay so she can teach them to read.

Every parent in the community wants his/her child to be taught by Teacher Glenda. Upon learning that she has already retired, you heard most of the Grade 1 parents talk about transferring their children to another school.

Questions:

1. As an adviser of one of the classes in Grade 1, what should you do to gain the trust and confidence of the parents and the community? Limit your answer to 200 words (maximum)

2. Who are the persons in the school community that you can tap to help you establish a good relationship with parents?

3. In what ways can you better communicate with the parents?

Key Topic 2: The Community Involvement Continuum

Required Task 2: Complete the table

At the beginning of the school year, the Department of Education implements the Brigada Eskwela. As a teacher, how can you involve the school community and the school's stakeholders on this initiative of the Department? Identify appropriate approaches/activities/tasks/strategies you can use to involve the community. The first row is done for you.

Community Involvement Level	Goal	Activities/Tasks/Strategies
Inform	To provide the community with balanced, objective information to assist them in understanding the problem, alternatives and solution.	Example: Conduct information drives on certain community issues or advocacies
Infer	To obtain community feedback on analysis, alternatives, and decisions.	
Involve	To work with the community throughout the process to ensure that their concerns and aspirations are consistently understood.	
Integrate	To partner with the community in each aspect of the decision. To synergize the effort from all the stakeholders to reach the goals (to solve school problems)	
Empower (INVEST)	To provide shared leadership of community-led projects with final decision-making at the community level.	

Session 3: Strengthening and Sustaining Good Relationships with the Parents/ Guardians and the Wider Community

Preliminary Activity:

During your first month of teaching, were you able to get to know the parents of your learners? What were your struggles and how did you overcome them? Limit your response to 200 words.



Reach out to your colleagues (preferably newly-hired teachers) and share your thoughts with your co-teachers. Write down the ideas you got from them:



Key Topic: Role of Parents? (K Melhuish, S., E. Sammons, P. Siraj-Blatchford, & B. Taggart (2004))

Required Task 1: Writing

The following are some common school situations. Write the strategy that you think will best suit the situation to be able to create a good relationship with the parents/guardians and the wider school community. Limit your response to 100 words for each situation.

1. Claire is always absent and you never receive an excuse letter from her parents/guardians.

2. Your lesson for tomorrow is about different professions/jobs. You want your learners to meet professionals and those working in the community. In planning the lesson, you wanted to prioritize the safety and maximize the learning experience at the same time. You thought about conducting a field trip but it will be very costly and will require rigorous planning to make sure that the activity will be safe. What is an alternative way to conduct this activity?

3. Mrs. Cruz, a parent, went to your class confronting you because her daughter told her that you moved the child's seat away from her friends to make her concentrate on your lessons. Your actions were triggered by her non submission of assignment and throwing a crumpled paper at you. How will you explain your side to Mrs. Cruz?

4. The general PTA meeting is fast approaching and you need to ensure at least 90 percent attendance of parents. How are you going to invite the parents to ensure their attendance and participation?



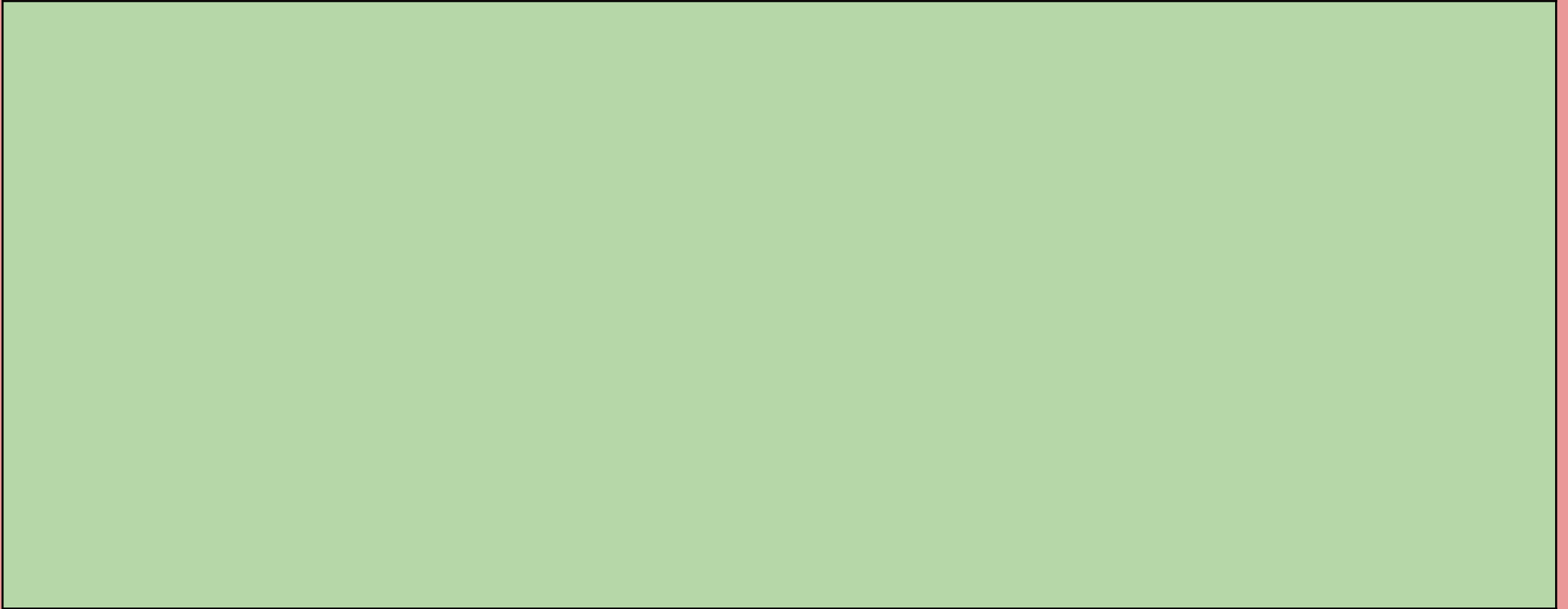
Required Task 2: Scenario Analysis

Read the following scenarios. Write YES if it tells about a healthy parent-teacher relationship and NO if otherwise.

QUESTIONS	ANSWER
1. Benedick, a Grade 1 pupil, never speaks in the class of Teacher Consuelo. Teacher Consuelo seeks for advice from Benedick's previous teachers. Contrary to what she knows, the teachers said that Benedick was a talkative pupil. During the distribution of cards, she talked to the student's mother and found out that after his father's death, he got upset, which led to Benedick's disinterest in socialization. Teacher Consuelo consulted Benedick's condition with the School Guidance Counselor.	
2. Mrs. Maureen De Cello was an alumna of Bucao Integrated School and a mother of a Kinder learner in the same school. She was impressed by the improvements made in the school and expressed her willingness to contribute to the further improvement of the school. She asked the teacher of her daughter, of what else she can contribute to the school. However, nothing came into fruition.	
3. Angelo always skips class every afternoon. He never does his assignments too. He is one of the struggling learners in Ms. Bada's class. Since he has been acting this way for almost two weeks, Ms. Bada immediately called his father, Mr. Cruz and set an appointment. She told Mr. Cruz of Angelo's behavior in school and he promised that he will be watchful of Angelo.	
4. During the online class where Janna is attending, she failed to understand the instructions of the teacher because of internet connection failure. Mrs. Manza, her mother, sent a message to her teacher and asked for further discussion about the instruction because Janna was not able to get it correctly. Her teacher did not respond to her.	
5. Mrs. Hugo sent three activity sheets to Lerio's house through the Barangay Health Worker (BHW) for her to answer. As soon as Lerio finished answering, her mother brought back the activity sheets to school. She explained that she is on her way to the market so she didn't wait for the BHW to come over and get back the activity sheets. Mrs. Hugo was very grateful.	

Optional task:

List down top 5 strategies to increase parental involvement in school and share it with your co-teachers.



Congratulations! You've come to the end of Teacher Induction Program
Course 4: Responding to Community Contexts.

Please go to this link for the summative assessment:

Don't forget to take a screenshot of your score. It will be submitted to your mentor for verification and recording purposes. Once you're done, kindly input your score here:

[Input your score here.]

Additional reminder:

Compile your portfolio output/s and make sure that your mentor has checked your coursebook.