



Republic of the Philippines
Department of Education
Pantay Integrated High School

Induction Program for Beginning Teachers

*Course 1: The DepEd Teacher
Notebook*

Name of Beginning Teacher
Teacher I

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Module 1 – Becoming a DepEd Teacher

Preliminary Activity

Please complete the survey below. This activity will help you reflect on your current understanding of the different aspects of the Department of Education. How familiar are you with the following? Check the appropriate box that corresponds to your answer.

Key Topics	Very familiar	Familiar	Slightly familiar	Not familiar
DepEd's Mandate	☒	☒	☒	☒
Vision	☒	☒	☒	☒
Mission	☒	☒	☒	☒
Core Values	☒	☒	☒	☒
Strategic Directions	☒	☒	☒	☒

Session 1 – The DepEd’s Mandate

The Department of Education (DepEd) was established through the Education Decree of 1863 as the Superior Commission of Primary Instruction under a Chairman. The Education agency underwent many reorganization efforts in the 20th century in order to better define its purpose vis-à-vis the changing administrations and charters. The present-day Department of Education was eventually mandated through Republic Act No. 9155, otherwise known as the Governance of Basic Education Act of 2001, which establishes the mandate of this agency.

DepEd formulates, implements, and coordinates policies, plans, programs, and projects in the areas of formal and non-formal basic education. It supervises all elementary and secondary education institutions, including alternative learning systems, both public and private; and provides for the establishment and maintenance of a complete, adequate, and integrated system of basic education relevant to the goals of national development.

Required Task 1: Reflection Questions

Reflect on the DepEd’s mandate and respond to the questions below. **You may respond in 2-5 sentences for each.**

As a newly hired teacher in DepEd, what can you contribute to:

a. promote quality education?

b. uphold equity in education?

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c. respond to the needs of the learners?

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Session 2: Vision, Mission, and Core Values

Preliminary Activity:

As a new public school teacher, what are your visions for yourself, your class, and your school community?

MY VISION BOARD		
SELF	CLASS	SCHOOL COMMUNITY

Key Topic 1: DepEd's Vision

Required Task 1: Application

Let's see how you would apply the DepEd's vision in responding to the following school scenarios. Write your answer in the space provided.

Scenario 1:

Teacher Johanna is a Grade 7 teacher at Jacobo Z. Gonzales Memorial National High school. She encourages her learners to demonstrate their love of the country through practicing acts of kindness inside and outside the school premises. Provide at least two ways of integrating this into her lessons. You may respond in 3-5 sentences.

Scenario 2:

One of Grade 9 advisory students of Teacher Andrew is showing interest in joining scouting. However, the student is very shy and timid. In what ways can Teacher Andrew help his learners to gain confidence and participate in scouting? You may respond in 3-5 sentences.

Key Topic 2: DepEd's Mission

Required Task 2: Application

Let's see how you would apply DepEd's mission in responding to the following school scenarios. Write your answer on the space provided.

Scenario 1:

Teacher Helga is a Grade 1 teacher at Biñan Elementary School. She is teaching Science. She wants to make sure that she can provide a child-friendly, gender-sensitive, safe, and motivating environment in her class. What should she do to achieve this? You may respond in 3-5 sentences.

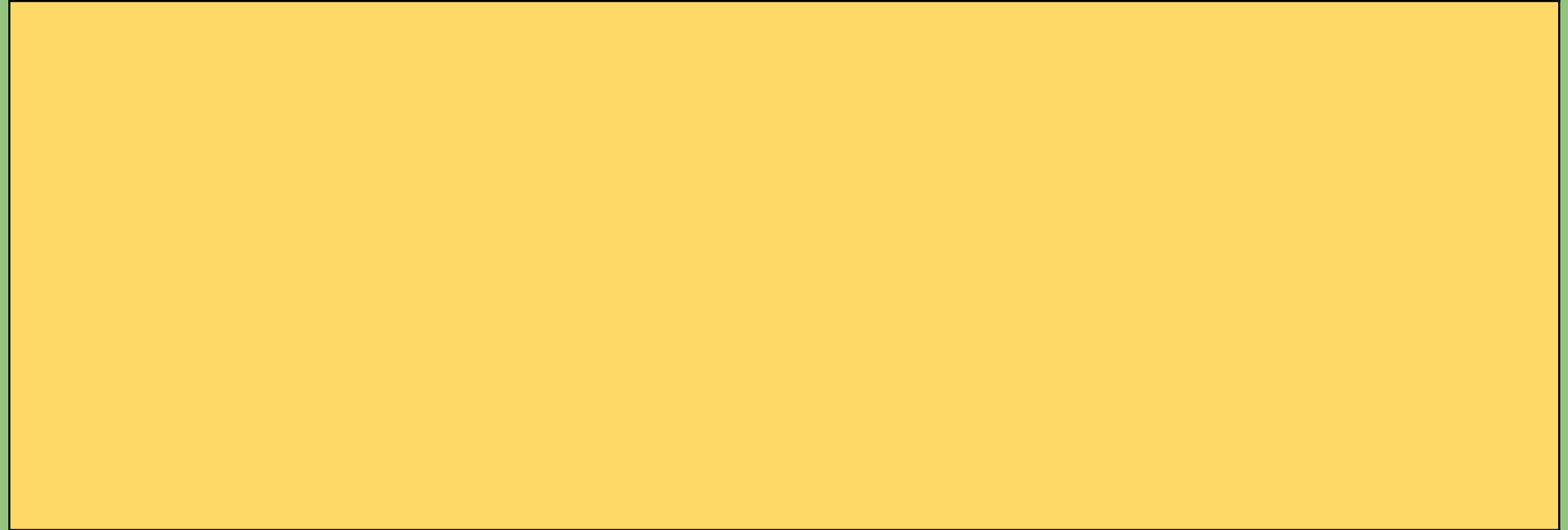
Key Topic 3: The DepEd Core Values

Required Task 3: Application

Let's see how you would apply the DepEd Core Values in responding to the following school scenarios. You may answer the following questions in 3-5 sentences. Write your answer on the space provided.

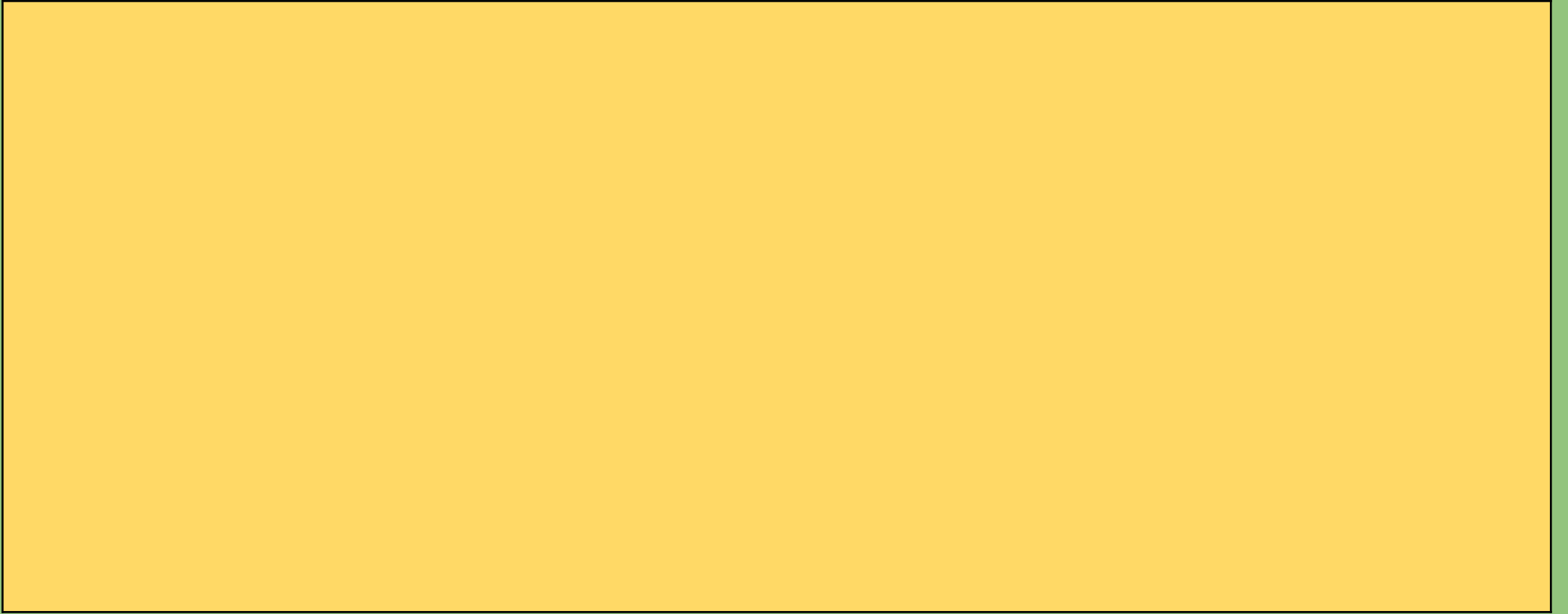
Scenario 1:

Teacher Luis is a Grade 10 guidance counselor and a Values Education teacher at Arellano High School. One of his classes has a diverse religious background. One day, two of the learners insisted that the class should start with a prayer led by an assigned student. This leads to a heated debate arguing about their own religious and spiritual beliefs. How can Teacher Luis mediate and help resolve the argument? (You may refer to Department Order (No. 32, s. 2013) and Department Order (69, s. 1990)).



Scenario 2:

The DepEd Core Values teaches us the love for God (maka-Diyos), love for fellow men (maka-tao), love for nature (makakalikasan), and love for country (makabansa). Teacher Molina inspires his Grade 2 learners to become a better version of themselves through exemplifying qualities and characters of our national heroes. What classroom management strategies can Teacher Molina employ to encourage learners to apply the DepEd core values in real life situations?



Session 3: Strategic Directions

Required Task 1: Vision Action Points

After you have filled out your vision board from the previous session, write the corresponding action/strategic points that you think will help you achieve your vision as a teacher:

MY VISION BOARD		
SELF	CLASS	SCHOOL COMMUNITY
ACTION POINTS		

Required Task 1: Identification

Identify the DepEd Strategic Goals being addressed by the following scenarios. Check the box

Scenario	DepEd Strategic Goals		
	1. Expand Access to Basic Education	2. Improve Quality and Relevance	3. Modernize Education Management and Governance
Your school effectively implements a School-based Management (SBM) system that empowers your school head to make decisions that respond to your school's immediate needs.	•	•	•
Your Grade Level Coordinator conducts LAC sessions with all the teachers in the grade level to be knowledgeable about the concerns of teachers and learners.	•	•	•
Your school prepares alternative learning modes for all learners.	•	•	•
The Local Government Unit (LGU) provides assistance to the public schools by distributing TVs, tablets, and laptops to learners and educators.	•	•	•
The Division Office prioritizes training on curriculum implementation and lesson planning.	•	•	•

They invite curriculum experts to join the teacher training and conferences.			
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Required Task 2: Pledge of Commitment
(Portfolio Output)

Write your own pledge of commitment in support of DepEd Strategic Directions. You may write your statements in 3-5 sentences.

Pledge of Commitment

Start here ...

Required Task 3: Reflection

After going through this module, (DepEd Mandate, Vision, Mission, Core Values, and Strategic Directions), answer the following questions. Write your responses in 3-5 sentences.

1. In what ways has this module helped you reflect on the Vision, Mission, Core Values, and Strategic Directions of the Department of Education?

2. How has this module helped you clarify your vision and motivations in serving your learners better and in promoting a learner-centered environment for them?

3. What are your personal beliefs and values that are aligned with the DepEd's VMV (Vision, Mission, Core Values)?

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Session 4 – The Philippine Professional Standards for Teachers

Required Task 1: Video Viewing

Click here or go to <https://www.youtube.com/watch?v=aA5cD474aIU> to watch the PPST explainer video (8:41 minutes)

Use the table below to take note of important information.

What I learned from watching the PPST explainer video	What else i want to know about the PPST/ concepts that need clarification

Module 2 - Gearing up for the School Year

Session 1 - The DepEd School Calendar

Required Task 1: Reading and Reflection

Study the rationale of the Implementing Guidelines of the DepEd School Calendar for the current school year. Write your insight on the space provided below. Limit your response to 150 words.

Required Task 2: Personal School Calendar (Output for Portfolio)

Get a copy of the latest DepEd School Calendar. In the space below, write your personal activities, reconciling them with the important dates set by DepEd throughout the school year.

School Year: _____					
June	July	August	September	October	November

December	January	February	March	April	May

Required Task 3:

Write TRUE if the statement is correct; write FALSE if otherwise.

QUESTION	ANSWER	REMARKS
The DepEd school calendar for each school year does not set the specific dates for the opening and closing day of classes.		
Republic Act 11480, which is also known as An Act to Lengthen the School Calendar from Two Hundred (200) Days to Not More Than Two Hundred Twenty (220) Class Days.		
The in-service training is inclusive of the number of days required for learners to be in school.		
The parent-teacher conference is inclusive of the number of days required for learners to be in school.		
Alternative delivery modes or make-up classes are not allowed to be undertaken to compensate for the unplanned suspension of classes due to natural calamities.		
The Basic Education Learning Continuity Plan (BE-LCP) is a plan that aims to allow learners to continue their learning despite any ongoing disasters like calamities, pandemics, etc.		

Session 2: The School Support System

Key Topic 1

Required Task 1: Policy Reading

Read through the DepEd Order (No. 19, s. 2016) on Guidelines on the Organizational Structures and Staffing Patterns of Stand-alone and Integrated Public Senior High School (SHS) and read the following scenarios to identify the services provided and its function in the schools and learning centers. Determine the teaching or the non-teaching staff who does the service portrayed. You may access the DepEd Orders through this link: DepEd Order (No. 19, s. 2016): <https://www.deped.gov.ph/orders/do-19-s-2016>

SCENARIO	ANSWER	FEEDBACK
1. Teacher Leo creates activities to make sure that learners and teachers access the place where reading materials and learning resources are kept. He also crafts a schedule of the classes that could visit the place. He coordinates with the School Head for the selection, acquisition, organization, and maintenance of reference and reading materials. a. Librarian/LRMDS Coordinator b. Guidance Coordinator/Teacher c. Guidance Counselor d. Subject/Learning Area Coordinator/Department Head		
2. Teacher Lorraine is handling a case of some Grade 7 learners who were caught cheating by their adviser.		

SCENARIO	ANSWER	FEEDBACK
She calls the attention of the parents and reports to them what the learners did. Since it is the first incident, the learners are reprimanded and reminded of the importance of honesty and of not cheating. a. Librarian/LRMDS Coordinator b. Guidance Coordinator/Teacher c. Guidance Counselor d. Subject/Learning Area Coordinator/Department Head		
3. Teacher Steffi is conducting a career guidance and advocacy seminar to Grade 12 learners focusing on the four exits envisioned for SHS graduates – namely, higher education, entrepreneurship, employment, or middle-level skills development. Afterward, she gives them a survey to answer on what they plan for their career development after SHS. a. Librarian/LRMDS Coordinator b. Guidance Coordinator/Teacher c. Guidance Counselor d. Subject/Learning Area Coordinator/Department Head		

SCENARIO	ANSWER	FEEDBACK
4. Mark Anthony is preparing a budget plan for the continuous improvement of the school for the month of August. He is also preparing the financial report for the month of July. Both reports are subject to the approval of the School Head. a. Guidance Coordinator/Teacher b. Librarian/LRMDS Coordinator c. Guidance Counselor d. Administrative Officer		
5. Miss Rhea prepares the receipt, issuance, maintenance, and safekeeping of supplies, materials, and equipment and other properties and facilities of the school. She also conducts and maintains the inventory of properties and prepares the required reports for the School Head's reference. a. Librarian/LRMDS Coordinator b. School Nurse c. Property Custodian d. Feeding Program Coordinator		

Key Topic 2: School-based Management (SBM)

Required Task 2: Scenario Analysis

To foster harmonious relationships with the wider school community, it is important to involve learners, parents, and other stakeholders in identifying and resolving issues and concerns in the school community. Discuss how you can help in each scenario and involve some key personnel who can help you resolve the following challenges.

Scenario 1

Teacher Lozano, the mother of one of your advisory students, visited you in the school because of a bullying incident that you are not aware of. She was very angry and disappointed about what happened because the incident was not addressed and resolved properly. Her daughter is still afraid and decided not to go to school that day. The incident happened during Science time because the teacher was late to enter the class. You also had other classes to attend and had no chance to meet your advisory class during that time. Who should you seek help from?

Scenario 2

Teacher Mary Ann, a fellow teacher whom you consider a friend, messaged you on Facebook and told you that she will be absent tomorrow. She asked you to substitute all her five classes. Without letting you respond, she already sent you the learning materials for her lessons tomorrow. However, you also have classes to attend and your learners are expecting to deliver a performance task that they prepared for. What are you going to do as a colleague and who should you direct her to?

Scenario 3

Lito, the class president of your advisory class, was elected as the president of the Supreme Student Government (SSG). After three months, his subject teachers are having trouble with his class standing because of his frequent absences and non-submission of required written and performance tasks. Lito is getting overwhelmed with the various school activities he manages. What are you going to do as the adviser?

Session 3 – Pre-opening of Classes Preparation

Key Topic 2: Getting to Know the School Structure, Available Resources/Equipment, etc.

Required Task 1: List down the different departments/offices/units in your school, and write the corresponding people or person in charge.

Department/Office/Unit	Personnel In-Charge

Session 4 – Opening of Classes

Key Concept 3: Setting Rules and Routines

Required Task 1: Article Reading

Read an article from Association for Supervision and Curriculum Development (ASCD) entitled Power in the Classroom: Creating the Environment. You may access the article through this link:

www.ascd.org/publications/books/104020/chapters/Power-in-the-Classroom@-Creating-the-Environment.aspx

After reading the article, finish the table below:

Concepts I learned from the article	My thoughts about these concepts	How I will apply these concepts to my class

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Required Task 2: True or False

Write TRUE if the statement is correct; write FALSE if otherwise.

QUESTION	ANSWER	FEEDBACK
1. First impressions are really important, so you have to set a good first impression on your learners, their parents, and your co-teachers.		
2. In your first contact with your learners, co-teachers, and parents, you need to display confidence and show that you know what you are doing even in things that you are not so sure about.		
3. You should only do what is instructed for you to do at the beginning of the school year.		
4. You should model how to introduce yourself at the beginning of the school year.		

QUESTION	ANSWER	FEEDBACK
5. Rules play a significant aspect in helping to define the classroom situation.		

Session 5 – Handling Advisory Classes

Required Task 1: Introductory Activity

There is no playbook that sums up your task as a classroom adviser. Apart from equipping young people with knowledge, skills, and values to succeed in this vastly demanding society, teachers must also strive to build their morale. Learners who enter their classrooms must discover how to believe in themselves, exert effort to accomplish their goals, and persist despite all challenges. It may be ambitious and daunting, but we should always give them platforms where they can express their ideas so they can shine in the most brilliant way possible.

As you go over the activity, write your reflections below by answering the questions that follow. Limit your answers to all the three questions below into a maximum of 600 words.

Guide Questions:

1. What is the role of a teacher to his/her learners?
2. How do you think those roles are manifested in being a classroom adviser?
3. So far, how was your experience as a classroom adviser?

Key Topic 1: Being a Class Adviser

Required Task 1: Homeroom Guidance Plan

Using the module provided above, create a Homeroom Guidance Plan for the first quarter of the school year.

Date When is Homeroom Guidance scheduled? You may consult with your mentor.	Activities What activities do you plan to do in your Homeroom Guidance? You may consult with your mentor.	Outputs What are the expected outputs from learners and/or documentation of evidence?

Date When is Homeroom Guidance scheduled? You may consult with your mentor.	Activities What activities do you plan to do in your Homeroom Guidance? You may consult with your mentor.	Outputs What are the expected outputs from learners and/or documentation of evidence?

Key Topic 2: Connecting with Learners

Optional Task

Choose five (5) tips on how to connect with your learners and identify ways on how to apply this to your class:

Tips to connect with your learners (Kotler, et. al. 1998)	How to apply to your class

Module 3: Creating an Engaging Physical and Virtual Learning Environment

Session 1: Positive Discipline in Physical and Virtual Learning Environment

Key Topic 1: Establishing Safe and Secure Learning Environment

Required Task 1: Scenario Analysis

Read and analyze each scenario. Try to identify different methods of developing discipline among learners by answering the questions after every case.

Scenarios	Possible Answer and Points for Feedback
Case 1 : On Being Tardy Rhea: I live a few kilometers away from my school. In the morning, sometimes I have to fetch water and cook food for my siblings before I can go to school. I have no money for transport, so I walk to school. Learners in our school get late slips when we don't arrive on time. I don't want to get too many. Rhea's teacher: I have to make sure the children understand that coming late to school is not acceptable. They have to know that there are consequences for their tardiness. I always give them punishment. Some of them are even used to it. They just offer themselves up because they know I don't listen to any excuses. What alternative/s to corporal punishment could suggest to	

Scenarios	Possible Answer and Points for Feedback
the teacher?	

Scenarios	Possible Answer and Points for Feedback
Case 2: On Disruptive Behavior Marcus: I am feeling good today. I am telling funny stories, and everyone is laughing. The teacher tries to tell me to stop talking, but I want to show everyone that I am not afraid. I am tough and cannot be bossed around by a teacher. Marcus' teacher: I have to ensure that the class is well-behaved. Otherwise, they will just get out of control and I will not be able to teach. The learners will take over and other teachers will laugh at me. I will put Marcus in his place by embarrassing him publicly. I will make an example out of Marcus so that learners will not dare to show disrespect by making noise in my class. What alternative actions could you offer to the teacher in order to promote positive discipline?	

Scenarios	Possible Answer and Points for Feedback
Case 3: On Giving a Wrong Response to a Question Clark: I am so nervous in class. I am afraid that the teacher is going to ask a question when I don't know the answer. Even if the answer is obvious, sometimes when the teacher looks at me, I can't speak. I become scared and just remain quiet. I know everyone is staring at me and laughing, but what can I do? I just can't risk giving the wrong answer. Even in tests, I feel so afraid and always fail because I don't know how to answer the questions. I just don't understand anything that is being taught, and I don't want to be laughed at. The best thing is to stay quiet or just leave that question blank on the test. Clark's teacher: This boy is insulting me by not paying attention. How many times have I taught this thing? Is he not listening? I am tired of trying hard when a student in a class does not care. Last week, he failed the test and now he doesn't even know the answer to this simple question. I am going to reprimand this boy so that everyone will learn that when I teach, they have to pay attention. They should know the right answer before I ask the question! What alternative action/s could you suggest in order to promote positive discipline?	

Scenarios	Possible Answer and Points for Feedback
Case 4: On Absenteeism Elna: Sometimes my mother sends me to sell things at the market and I can't go to school. Sometimes I feel bored on the way to school and visit my friend instead of going to school. Sometimes I don't like being in a class where the teacher always asks me questions and looks at me in a funny way. I know that I am not going far after the 2nd year High School, so what's the point? I might as well do what I want. Elna's teacher: We can't have learners missing class whenever they want. Her case should serve as an example so that her behavior doesn't spread. In the morning assembly, I will reprimand her, and give her a final warning. If she doesn't listen, she will be recommended to drop out of this school. We can't have learners undermining authority at this school. What alternative action/s do you suggest in order to promote positive discipline?	

Scenarios	Possible Answer and Points for Feedback
Case 5: On Bullying Kurt: I am the toughest boy in this school. Everyone fears me, and I need to make sure that no one gets away with undermining my status. I keep others' respect by showing them what might happen if they don't fear me. I tease small girls, and sometimes rough up an annoying boy. Everyone in school knows not to cross me. They know my father is tough at home and I am tough at school. Kurt's teacher: This boy is a problem. He is making other children miserable and giving our school a bad name. Today in assembly, I will announce to all learners that we do not tolerate such behavior. I will send him to the guidance counselor. I will warn him that if he persists, we will expel him from school. What alternative action/s do you suggest in order to promote positive discipline?	

Scenarios	Possible Answer and Points for Feedback
Case 6: On Adaptability Struggle Janelle: Online learning is new to me. I am used to face to face classes. I will inform my teacher that I can not attend online classes regularly and I can not submit my requirements on time. Janelle's teacher: This student may just be making an excuse for not attending our online classes and not submitting on time. As their teacher, I need to be able to communicate to my class that I will not tolerate complacency and that this rule must equally and strictly apply to all. What alternative actions could you suggest in order to promote positive discipline?	

Scenarios	Possible Answer and Points for Feedback
Case 7: Technical Issues Allen: I really wanted to pass the subject, attend our online classes on time and learn our lessons well. But because of my poor internet connection and I am only using a mobile phone, it is difficult for me to catch up with the discussions as well as with the required tasks. Everyone is doing a great job except me. I think I should just drop out from school. Allen's teacher: I noticed that Allen is having difficulty with internet connection since he keeps signing on and off during our online classes. If this continues, there's no way for him to understand our lessons as well as other students in the class. However, I have to treat my students equally to avoid favoritism. I should not give him special treatment What alternative actions could you suggest in order to promote positive discipline?	

Key Topic 2: Reinforcing Positive Discipline

Optional Task: Reading

Read the Seven Principles for Constructive Child Discipline, pp. 93-96 of the book, *Eliminating Corporal Punishment: The Way Forward to Constructive Child Discipline* by F. C. Power, J. Durrant, P. Newell, and S. Hart (insert publication year). The book can be accessed through the link: https://unesdoc.unesco.org/ark:/48223/pf0000139209_eng. The book's section will provide you a set of principles as guidelines for the selection or construction of discipline orientations and practices.

Required Task 2: Scenario Analysis

Read the following scenarios and identify the issue/s portrayed. Determine what principle/s for positive child discipline⁶ could be used to address those issues. You may write the letter of possible responses below and you may choose as many responses as possible.

- a. Respect the child's dignity
- b. Develop prosocial behavior, self-discipline, and character
- c. Maximize the child's active participation
- d. Respect the child's developmental needs and quality of life
- e. Respect the child's motivation and life views
- f. Assure fairness (equity and non-discrimination) and justice
- g. Promote solidarity

SITUATIONS	ANSWER	FEEDBACK
During the group activity of Teacher Justin for his Classroom Observation (CO), two of his pupils started arguing with each other, which caused noise and distracted their classmates. Teacher Justin then told them to stay away from each other and that he will deal with both of them after class.		
Teacher Gemma prepared a very engaging group activity for his Grade 7 during her CO. Because of the learners' enthusiasm and excitement, Teacher Gemma exceeded her time allotment for the said activity, and therefore affected the remaining parts of the lesson.		
During the class of Sir Christopher, there was an on-going group activity for his learners. Most of the pupils were quiet except for this one group wherein two pupils were talking about unrelated topics loudly, disrupting the other groups. He approached them and with a soft voice he said to them, "It seems that you forgot our rules during class activities, just wait until our class is finished and see what happens then". The two suddenly quieted down and went on with their activity.		

SITUATIONS	ANSWER	FEEDBACK
During the General Mathematics class of Ma'am Princess, she noticed that Gian was sleeping. "Rise and shine, Gian! It's time for your breakfast", Ma'am Princess shouted and the whole class giggled. Immediately, Gian sat properly and became attentive for the whole duration of Ma'am Princess's class.		
Ma'am Trisha scheduled her First CO in her Grade 4 MAPEH Class. During their discussion, she noticed that among the learners, Carl was the most attentive and participative. After asking a question, she then called Amy to answer, "I don't know", Amy replied nervously. Then Ma'am Trisha told her pupils that they should be more like Carl to be able to answer as much as possible.		

SITUATIONS	ANSWER	FEEDBACK
Teacher Cora records the learners performances and outputs during synchronous and asynchronous activities. She noticed some incomplete activities compiled by the learners. During her online class, Teacher Cora asked the learners to share their online experiences. After some important sharing they proceed to the activities where Teacher Cora prepared. Teacher Cora called for the learners who have concerns based on record to actively participate and give immediate feedback to the participation.		

Required Task 3: Quiz

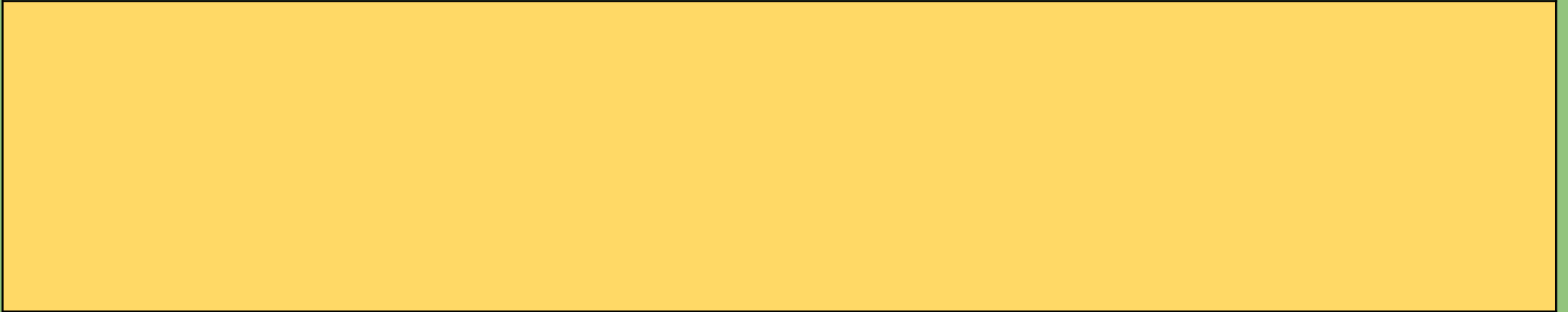
Positive or Negative: Determine each teacher's action if it signifies positive disciplinary action or negative disciplinary action.

ACTIONS	ANSWERS	FEEDBACK
1. Acting in the way that you want the children to act (modeling)		
2. Forming small groups in online synchronous activities		
3. Getting the student's attention before you begin class		
4. Making assumptions on student abilities without evidence or data		
5. Using physical force		

Required Task 4: Reflection

The following are some ways that can help you create a motivating and conducive environment. How are you going to illustrate these ways in your own classroom? Limit your response to 100-150 words per question.

a. Hold and communicate high behavioral expectations for your learners and yourself.



b. Establish clear rules and procedures and instruct learners on how to follow them. Give primary-level learners, in particular, a great deal of instruction, practice, and reminding.

Required Task 3: Quiz

True or False. Write TRUE if the statement used positive discipline, or FALSE if it did not.

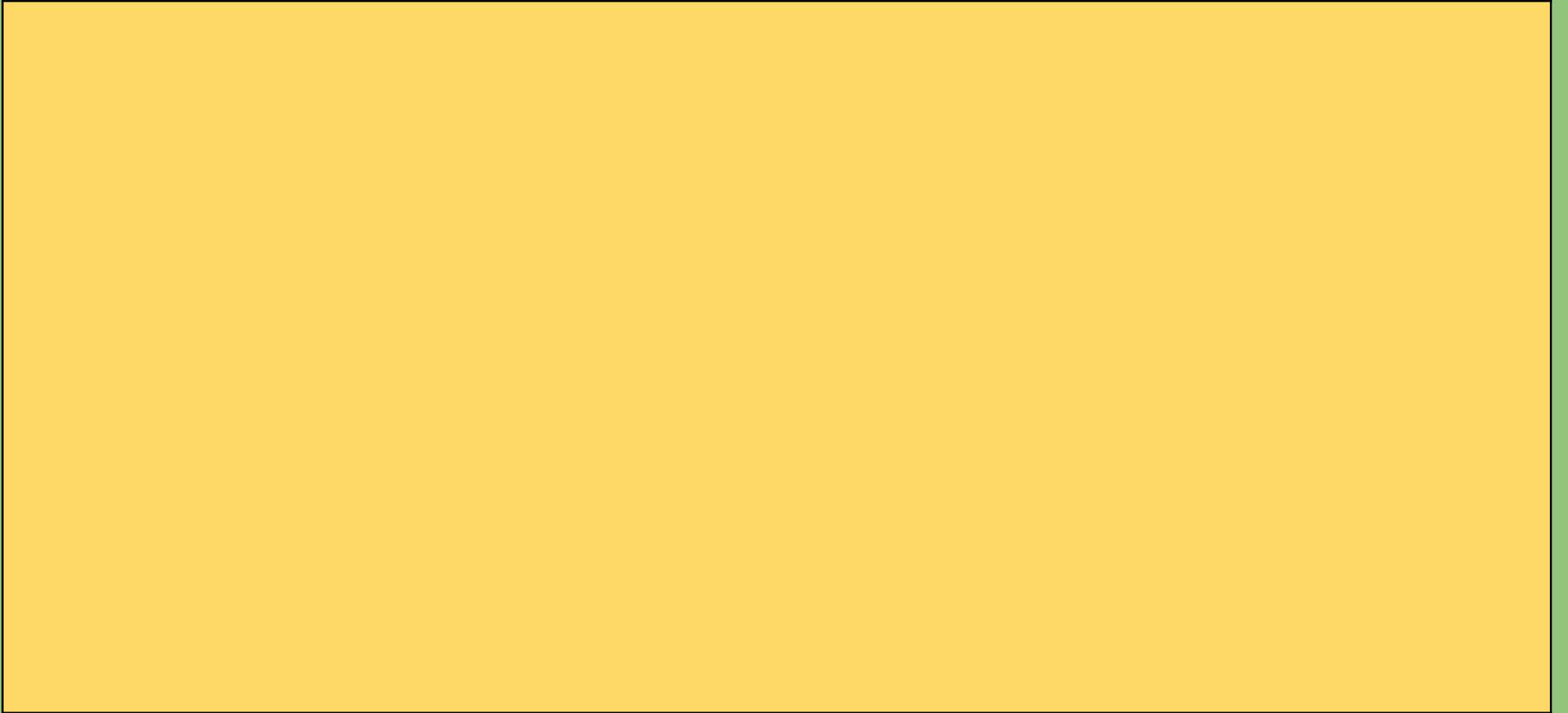
SCENARIO	ANSWERS	FEEDBACK
1. On the very first day of the school year, Teacher Joy enforces classroom rules promptly, consistently, and equitably.		
2. Ma’am Carol believes that it is a waste of time to devote time to teaching self-monitoring skills.		

SCENARIO	ANSWERS	FEEDBACK
3. Teacher Michael ensures that he maintains the instructional pace of his lesson for the day and makes smooth transitions between activities.		
4. Monitor classroom activities and give learners feedback and reinforcement regarding their behavior.		
5. Evelyn makes sure that there would be one item in her quizzes that would be very difficult for learners to answer in order to discriminate the very good learners from the rest.		

Session 2: Positive Relationships

Optional Task: Learn from Others

Ask a colleague, either a fellow newly hired teacher or a fellow subject area teacher, which they think are the best ways to build relationships with their learners. Write your findings on the space provided. Limit your response to 100- 150 words.



Key Topic 1: Building Positive Relationships with Learners

Required Task 2: Checklist

What practices should be done by teachers to build good relationships with learners? Put a check (/) next to the statements that reflects good practice and an "X" mark if otherwise.

STATEMENTS	ANSWERS	FEEDBACK
1. Interacting respectfully and sensitively is only important to elementary school learners.		
2. Treating the learners kindly and respectfully in the classroom is enough to bolster academic achievement.		
3. Taking no notice of relationships during the teaching and learning process.		
4. Awareness of explicit and implicit messages given to learners is important.		

STATEMENTS	ANSWERS	FEEDBACK
5. Modelling behavior to learners, whether intentional or unintentional, is important.		

Key Topic 2: Maintaining Trust and Fairness in the classroom

Required Task 3: Reflection

List down the routines you set for your classroom both as an adviser and a subject teacher and ask a colleague to share his/her own rules he/she has in his/her own class.

My Classroom Routine as an Adviser	My Routines I Set as a Subject- Teacher	The Routines my Colleagues Set in Class

You have listed down the rules you set in class as an adviser and a subject-teacher and the rules set by a colleague. Take note that these rules should be agreed upon with the learners to promote trust and fairness. Hence, classroom rules set the standards of behavior for our learners, but we, as teachers, must also have standards. After all, we are important role models for our learners.

Required Task 4: Oath of Promoting Trust and Fairness (Output for Portfolio)

Accomplish the oath below and write three tasks you intend to do that will help you promote trust and fairness in your own classroom.

OATH OF PROMOTING TRUST AND FAIRNESS

I, _____,

a newly hired teacher, do solemnly swear to abide by

the following tasks on promoting trust and fairness to my learners:

a. _____

b. _____

c. _____

(Signature over Printed Name)

Required Task 5: Agree or Disagree

Read each statement and identify if you agree or disagree with it. Share your thoughts on the next column.

STATEMENTS	
1. We should tell our learners how we expect everyone to behave in class (our learners and ourselves) and discuss these expectations regularly.	
2. We must inform our school's administrators, other teachers, and parents about our classroom rules, so they can help to monitor them and to avoid conflicting expectations.	
3. The rules we develop with our learners must be applied consistently with no favoritism.	
4. We must constantly be aware of what is going on in and outside of our classrooms, and our monitoring must be subtle and preventative.	
5. We cannot get angry or lose self-control, but be role models for good behavior, and follow the rules.	
6. When discipline is necessary, it focuses on the learner's behavior, not the learner. The learner's dignity is maintained.	
7. We need to encourage learners to monitor their own behavior, such as by keeping diaries. They also need to monitor each other's behavior with respect.	
8. In teaching, we should not use ambiguous or vague terms. Activities should be sequenced clearly and with as few interruptions as possible.	

Congratulations! You've come to the end of Teacher Induction Program
Course I: The DepEd Teacher.

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.

