

Republika ng Pilipinas
(Republic of the Philippines)
KAGAWARAN NG EDUKASYON AT KULTURA
(DEPARTMENT OF EDUCATION AND CULTURE)
Manila

June 7, 1977

DEPARTMENT MEMORANDUM
No. 115, s. 1977

TRAINING INSTITUTES FOR SCHOOL OFFICIALS AND TEACHERS

To: Bureau Directors
Regional Directors
Schools Superintendents
Heads of Colleges and Universities

1. Department Memorandum No. 57, s. 1977, entitled "Summer Executive Training Institute for Division Schools Superintendents," specified subsequent training programs for division supervisors, district supervisors, principals and teachers.
2. This Office has also directed the holding of a second level institute for assistant superintendents, division chiefs and assistant division chiefs in the regional offices immediately after the Executive Institute for School Superintendents, conformably to a recommendation of regional directors.
3. In accordance with schedules set at the Superintendents' Institutes, the training program for the second level shall be completed before the end of May, and the third level or training program for division supervisors, district supervisors and principals, before the start of classes.
4. Reminder is hereby given that the division training institute should come up with the district teacher development programs to be conducted on Saturdays. It is desired, in this connection, that the program for the fourth level or the teacher development program be submitted to this Office not later than June 30. The program should indicate the units to be covered as well as the proposed strategies or activities to achieve optimum results. The following pointers should be considered:
 - a. Program Content
Includes content designed to familiarize participants with the government thrusts, improve teaching competencies, and develop the right attitude toward the job.
 - b. There should be a variety of activities such as demonstration teaching, practical work, projects, etc., and they should promote teamwork.

c. Evaluation

Continuing evaluation should be part of the activities. This may be in the form of written tests, reports or projects.

- d. Records of participants, which should reflect the quality of their participation, should be maintained.

5. Inclosed are sample course outlines which should serve as pattern for the 4th level program. One outline is on government thrusts and the other on effective teaching techniques. If plans have been prepared, adjustments may be made for the subsequent Saturdays to include content indicated in the suggested activities which may be useful to teachers. The fourth level institute should constitute a minimum of 72 hours to entitle participants to 4 units of credit on the graduate level. The sessions may be arranged on the basis of 2 hours for government thrusts and 2 hours for teaching techniques every Saturday.

6. Expenses incident to attendance at the second and third level institutes may be charged against local funds, subject to availability, and the usual accounting and auditing procedures.

7. A monitoring team from this Office will visit divisions to give assistance in the implementation of the training programs.

8. It is desired that this Department Memorandum be immediately disseminated to school officials and teachers concerned.

(SGD.) JUAN L. MANUEL
Secretary of Education and Culture

ncle.:

As stated

reference:

Department Memorandum: (No. 57, s. 1977)

Attachment: 1-2-3-4--(D. O. 1-76)

to be indicated in the Perpetual Index under the following subjects:

✓ EXPENSES
✓ OFFICIALS
✓ SUPERINTENDENTS
✓ TEACHERS
✓ TRAINING PROGRAMS

PHILIPPINE EDUCATION AND NATIONAL DEVELOPMENT PROGRAMS
(2 hours per session)

Description: This course is intended to familiarize teachers with the fundamental basis of Philippine education and sources of educational goals such as the New Constitution, P.D. 6-A, and how they relate to national development goals. It also aims to develop in teachers an awareness of, and appreciation for the reorganized program of reforms in government in general and education in particular; and in the process, identify the problems met in various levels of implementation such as the systemic, sectoral, institutional down to the teaching level.

A. Goals and Objectives -

At the end of the course, the teachers should be able to -

1. Explain the philosophical basis of Philippine education and the sources of educational goals such as: (a) the New Constitution, (b) the National Goals, (c) BNE goals, and (d) P.D. 6-A.
 - a. Relate the philosophical basis to the sociological and psychological discussions of education.
2. Discuss the sources of the systemic, sectoral and institutional objectives of education as they relate to national development.
3. Describe and justify the reorganized program of reforms in government in general and in the educational system in particular.
4. Present the existing relationship between the sectoral, systemic and institutional programs of reform.
5. Discuss and suggest solutions to problems met in the implementation of programs at different levels - systemic, sectoral, and institutional.
6. Trace the flow of responsibility in the fulfillment and development of programs down to the teaching level.
7. Explain with understanding the rationale behind the different programs of reform in the government and in the educational system.

B. Suggested Content

Unit I - Fundamental Bases of Philippine Education

a. Philosophical Basis

Sources of goals - New Constitution, National goals
P.D. 8-A, ENF goals

b. Sociological Basis

1. Antecedents and rationale of the New Society
2. Characteristics and demands of the New Society on education
3. Demands of industries and other agencies
4. Cultural practices, mores and traditions of the Filipinos

c. Psychological Basis

1. Characteristics of Filipino students
2. Attitudes, aspirations, capacities of present Filipino students

Unit II - The Program of Reforms in Government

a. Different government thrusts and their relationship to national development goals

1. New political institutions
2. Social justice measures - to include Land Reform, Labor Reform, Health Services, Social Services and Measures to Promote Rural Development, Tanglaw
3. Development Planning - Countryside Development
4. Human Settlements
5. National Security
6. New Diplomacy

b. Articulation of the programs of reform in different departments

Unit III - The Programs of Reform at the DFC

a. Educational Development Projects

1. Technician Institutes
2. Upgrading of agricultural schools
3. Textbook production project
4. Staff development

b. Youth Development Programs

1. YCAP - revised guidelines
2. YDT and CAT
3. Sports Program
4. Youth Organizations

c. Democratizing Access to Education

1. Scholarship programs
2. Study Now Pay Later Plan
3. Non-formal study scheme

d. Teacher Development and Training Program

e. Curricular Reform - to include integration of imperative areas like environmental education, nutrition, etc.

f. Educational Innovations

Unit IV - Problems Met in the Implementation of the Programs of Reforms at Different Levels

- a. Types of problems
- b. Extent problems are met
- c. Relationship of problems between and among levels
- d. Suggested solutions to the problems

Unit V - Evaluation of the different thrusts with particular focus on the DEC programs

C. Suggested Strategies/Activities

1. Lecture sessions on the Philippine Educational System, its components, and relationships with peer systems in government.
2. Brainstorming sessions on the philosophical basis of education and sources of goals.
3. Individual dissertations on the sociological dimensions of education.
4. Conduct of tests to identify the psychological basis of education.
5. Interviews and observations of reforms in different departments.
6. Listening to resource speakers regarding their programs of reforms.
7. Viewing slides and movies regarding the reforms.

8. Panel discussions on programs of reforms in the different departments.
9. Preparation of graphical representation of relationship of reforms in different departments of government.
10. Preparation of discussion papers regarding the different DEC projects.
11. Role playing and simulation exercises to generate problems met in the implementation of programs at different levels in systemic, sectoral and institutional.
12. Preparation of evaluation papers regarding various DEC innovations, using a given set of criteria.
13. Holding a "bulong-bulong" session to discuss the purposes, problems and programs of development of Philippine education.
14. Preparation of reaction papers regarding the different thrusts in government.

D. Evaluation

Appraisal will be based on:

1. Examinations - oral and written
2. Performance - participation and interaction in class discussion
3. Submission of research results, papers and other requirements
4. Attendance

References:

The Philippine Constitution
Continuing JLT Learning Packages on Government
Thrusts Nos. 1-8
Notes on the New Society I
Notes on the New Society II

THE PRINCIPLES AND DYNAMICS OF EFFECTIVE TEACHING
(2 hours per session)

OBJECTIVES	CONTENT	TEACHING-LEARNING STRATEGIES	EVALUATIVE STRATEGIES	TARGET DATES
<p><u>General</u> At the end of the course, the participant should be able to make curricular decisions which would result in maximum learning of her students.</p>				
<p><u>Specific</u> 1. Manifest desirable attitudes towards the job</p>	<p>A. The teacher as a manager/instructional supervisor 1. Her role and functions 2. Need for desirable attitudes 3. Filipino value system and teacher behavior</p>	<p>Brainstorming on role and functions Lecture - discussion Self-assessment (using an instrument) Case discussion involving Filipino values</p>	<p>Write a brief description of the teacher's role. Write reflections</p>	<p>Day 1</p>
<p>2. Exemplify in real situations specific principles of effective teaching-learning</p>	<p>A. Principles of effective teaching-learning, e.g. 1. Active involvement of learner in learning 2. Feedback - correction system 3. Reinforcement 4. Motivation</p>	<p>Lecture - discussion Small-group workshop-application of principles</p>	<p>Prepare a workshop report on application of principles</p>	<p>Day 2 Day 3</p>

<p>3. Formulate one's own instructional system or model based on models presented.</p>	<p>A. Instructional Models</p> <ol style="list-style-type: none"> 1. Goal-oriented instructional model (MBO adaptation) 2. Management of learning model 	<p>Critique of the models</p> <p>Workshop - formulating an instructional system</p>	<p>Prepare an instructional system which may be implemented</p>	<p>Days 3 & 4</p>
<p>4. State objectives operationally</p>	<p>B. Designing instructional objectives</p> <ol style="list-style-type: none"> 1. The three domains 2. Task analysis <p>B. Using a learning Continuum</p> <p>Sequence objectives</p>	<p>Lecture - demonstration</p> <p>Practicum - formulating operational objectives; task analysis</p> <p>Study groups</p> <p>Practicum - sequencing objectives</p>	<p>Perform exercises on status objectives operationally</p> <p>Perform an exercise on sequencing objectives</p>	<p>Days 5 & 6</p>
<p>5. Design evaluative strategies keyed to specific objectives</p>	<p>A. Criterion-referenced measures</p> <ol style="list-style-type: none"> 1. Rating students 2. Types of evaluative measures 	<p>Lecture - demonstration</p> <p>Practicum</p>	<p>Perform exercises in matching strategies with objectives</p>	<p>Days 7 & 8</p>
<p>6. Focus teaching-learning strategies suited to specific objectives</p>	<p>A. Classroom transactions</p> <ol style="list-style-type: none"> 1. Art of questioning 2. Grouping 3. Instructional activities 	<p>Lecture - demonstration</p> <p>Practicum</p> <p>Brainstorming Reports</p>	<p>Reform exercises in asking questions</p>	<p>Day 9 & 10</p>

<p>7. Discuss teaching-learning and system</p>	<p>1. Classroom management</p> <ol style="list-style-type: none"> 1. Employing a system of management 2. Disciplinary problems in the classroom <p>Application of systems approach to teaching-learning</p>	<p>Peer sharing Small group workshop</p>	<p>Workshop reports</p>	<p>Day 11</p>
<p>8. Explain how to implement specific contemporary strategy and techniques</p>	<p>A. Contemporary teaching strategies and techniques</p> <ol style="list-style-type: none"> 1. Individualized instruction 2. Team teaching 3. Mastery learning 4. Open classroom 5. ISOSA 6. IMPACT 7. RIF 	<p>Lecture - discussion Individual/group reporting followed by discussion</p>	<p>Writing outline-summary of each strategy/technique Demonstration</p>	<p>Days 12, 13, 14, 15, and 16</p>
<p>9. Discuss intelligently current curriculum reforms</p>	<p>A. Revised elementary/sec-ondary program</p>	<p>Small-group workshop</p>	<p>Prepare a critique on the program/suggestions for improvement</p>	<p>Day 17</p>
<p>10. Plan out a program of improvement one's competence</p>	<p>A. Improving in the service</p> <p>The Teacher as an Innovator The Teacher as an Experimenter</p>	<p>Small-group workshop</p>	<p>Prepare program of improvement</p>	<p>Day 18</p>

