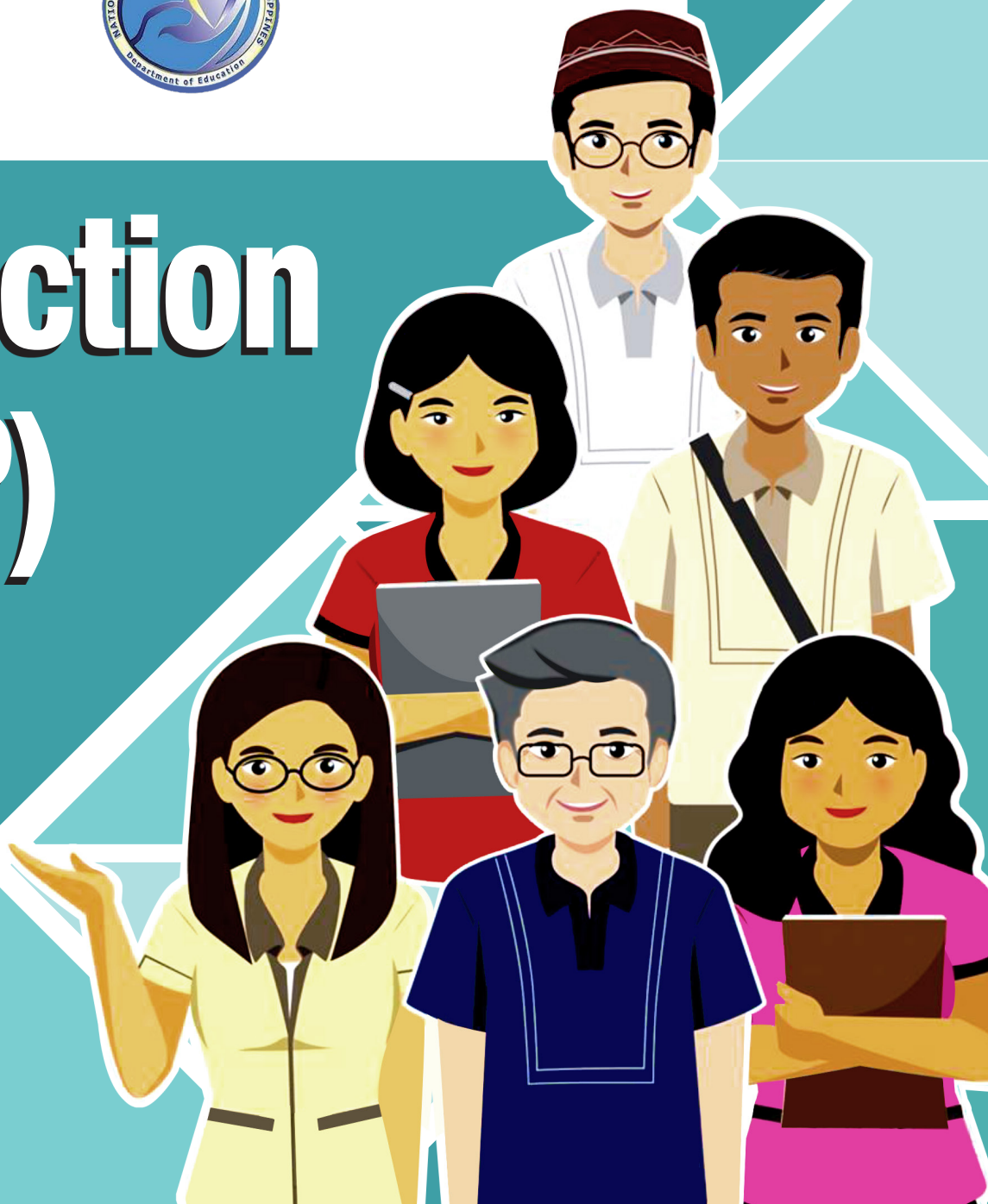
DepED
DEPARTMENT OF EDUCATION

Teacher Induction Program (TIP)

CORE COURSE 5

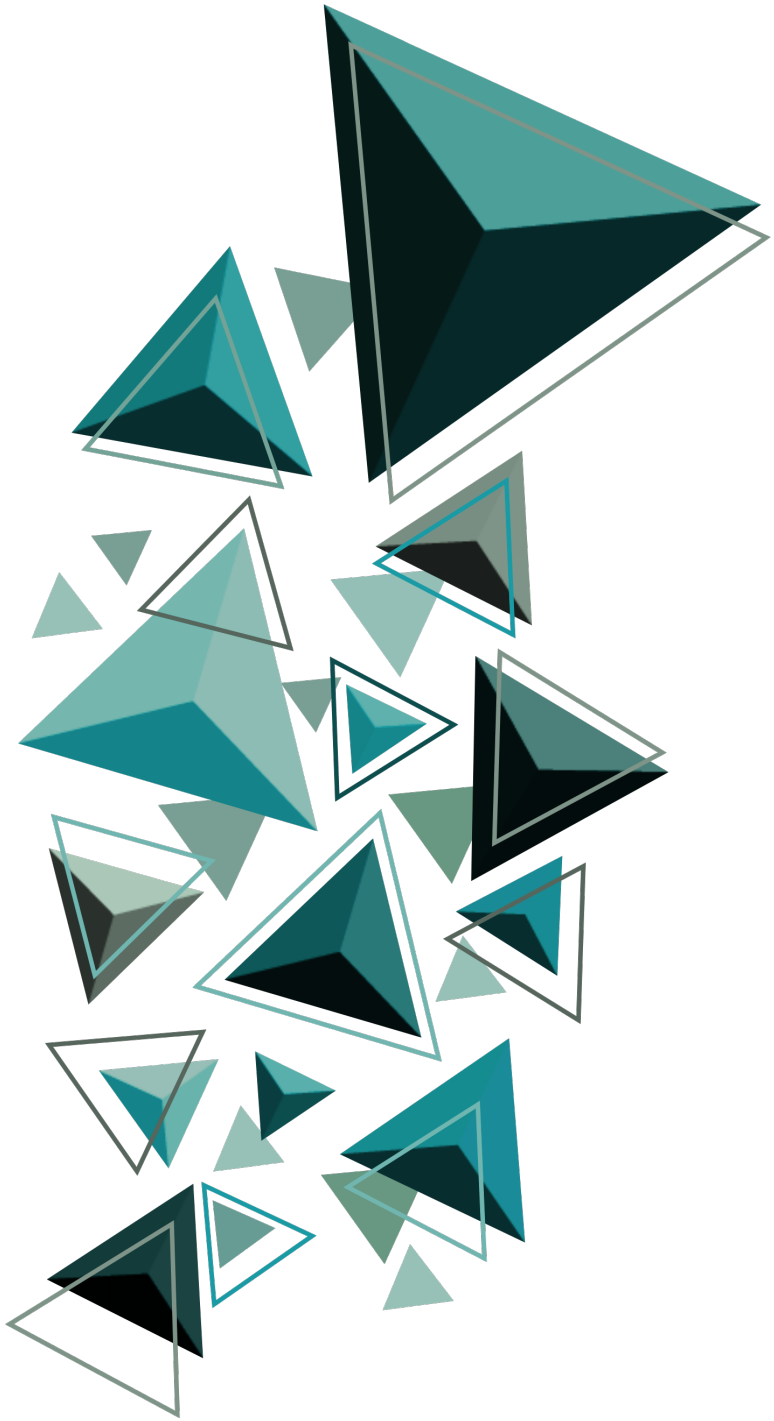
Responding to Community Contexts



in collaboration with

Philippine National Research Center for Teacher Quality

Australian Aid



Course 5:
The DepEd Teacher

Introduction

WELCOME TO COURSE 5 of the Teacher Induction Program. This course introduces you to the Department of Education and its organizational structures, including the specific roles of the different bureaus, offices, and units. It also presents relevant laws and administrative processes surrounding teachers' roles, responsibilities, and rights. Lastly, this course orients teachers on the salaries, incentives, and other benefits of DepEd teachers.

Intended Course Learning Outcomes

1. adopt practices that uphold the dignity of teaching as a profession by exhibiting qualities aligned with the DepEd's vision, mission, core values, and strategic directions (7.2.2)
2. demonstrate understanding of how the different offices and bureaus work to support DepEd in accomplishing its vision and mission
3. review personal teaching practice using relevant laws and regulations that apply to the teaching profession (6.3.2)
4. demonstrate understanding of the details of teachers' salaries, incentives, and other benefits

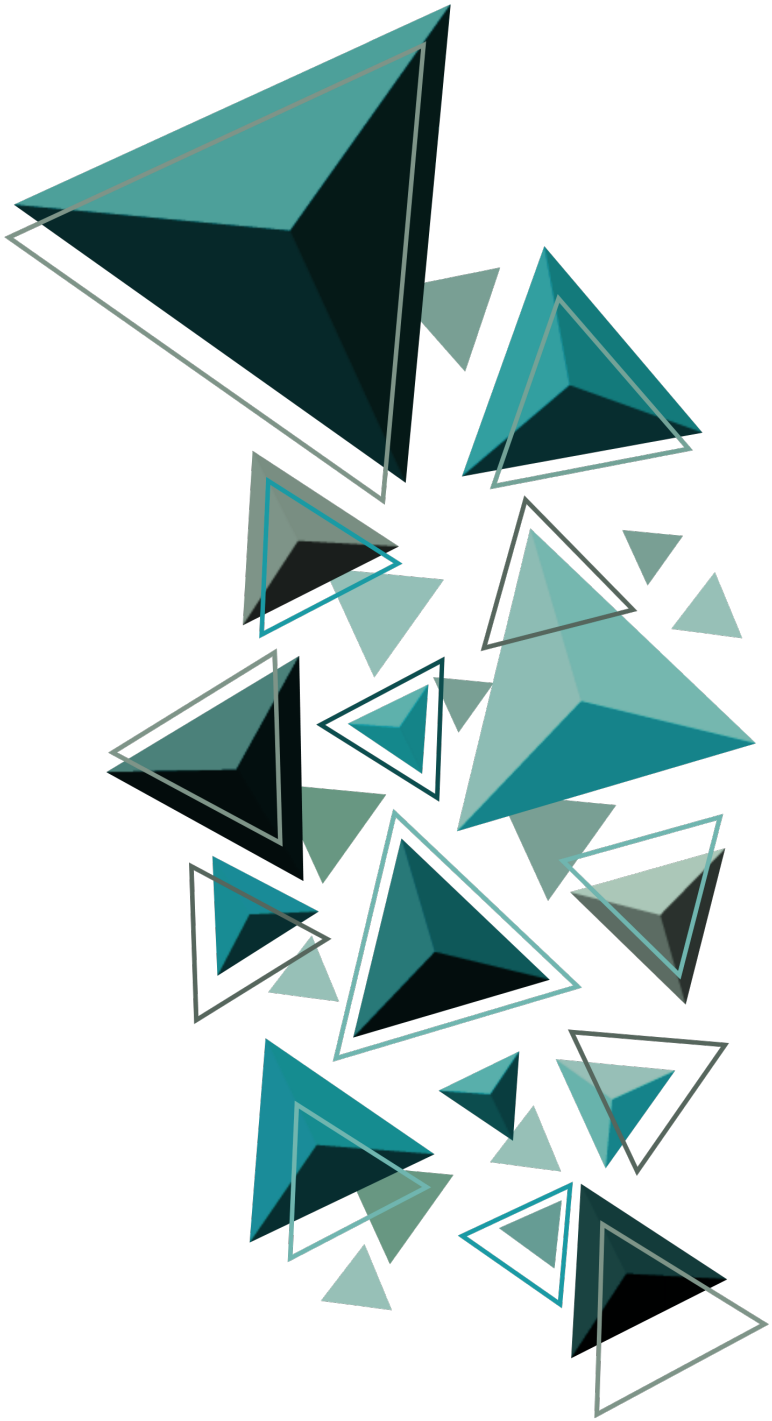
Course Outline:

Module 1: DepEd Organizational Structure and Processes

Module 2: Relevant Laws for Teachers

Estimated time required: 4 hours

Portfolio Output: Action Plan (From Module 1, Session 1)



Module 1 – DepEd Organizational Structure and Processes

Intended Module Learning Outcomes:

At the end of this module, you should be able to:

1. discuss the history and background of the public education system to understand the organizational development of DepEd;
2. address concerns and respond to scenarios in the field using knowledge of existing laws and regulations on DepEd organizational structure and processes; and
3. respond to real-life scenarios that require the application of the knowledge on organizational structures of the Department and the school.

Module Outline

Session 1: The Philippine Public Education System

Session 2: DepEd Central Office

Session 3: DepEd Regional and Schools Division Offices

Session 4: The School Structure

Estimated Time Required: 2.5 hours

Required Tasks

- Reflections
- Policy reading
- Scenario analyses
- Writing tasks
- Organizational structure analysis

Required Resources

- Historical Perspective of The Philippine Educational System, https://www.deped.gov.ph/about-deped/history/
- Republic Act No. 9155 on Governance of Basic Education Act, 2001
- Republic Act No. 10533 on An Act Enhancing the Philippine Basic Education System by Strengthening its Curriculum and Increasing the Number of Years for Basic Education, 2013

Optional Readings

- DepEd Order No. 53, s. 2013 on Approval and Implementation of the 2013 DepEd Rationalization Program
- DepEd Order No. 52, s. 2015 on New Organizational Structures of the Central, Regional, and Schools Division Offices of the Department of Education

Session 1: The Philippine Public Education System

Key Topic 1: Historical Perspective of the Philippine Educational System

As part of the Department of Education, it is essential to be knowledgeable about the history and background of the organization. In doing so, you will be able to know how the department came about and what changes took place in response to the challenges of the times. Read the article found in the DepEd website and process your understanding through the activity below. You can access the website through this link: https://www.deped.gov.ph/about-deped/history/



Required Task 1:

Identify the turning points in the history of public education in the Philippines. The pre-colonial era and the Spanish colonial period are already done for you.

Stages of Development (What are the different time periods identified in the article?)	Events (What are the educational developments brought by this time period?)	Implications (How does this affect the succeeding public education system?)
Pre-colonial Period	Education was informal, unstructured, and devoid of methods. Children were provided more vocational training and less academics (3Rs) by their parents and in the houses of tribal tutors	Essential learning was prioritized during this period
Spanish Colonial Period	The tribal tutors were replaced by the Spanish missionaries. Education was religion-oriented. It was for the elite, especially in the early years of Spanish colonization. Access to education by the Filipinos was later liberalized through the enactment of the Educational Decree of 1863. Education during that period was inadequate, suppressed, and controlled	Formalization of education with defined administration and management by the Spanish colonial government
American Colonial Rule		
Contemporary Society (Third Republic-Present)		

Key Topic 2: The Trifocalization of Philippine Education

Prior to 1994, the Department of Education, Culture, and Sports (DECS) had the sole responsibility in the administration, policy formulation, and program implementation of education in the Philippines. It supervises public education, private education, as well as formal and non-formal education. To examine the education system in the Philippines and draft policy recommendations, the *Congressional Commission on Education* or EDCOM was established by a Joint Resolution of the Eight Philippine Congress.

Recognizing that there is a need to specialize administration in higher learning and technical and vocational education, the trifocalization of education through the virtue of RA No. 7722, otherwise known as the "Higher Education Act of 1994" and RA 7796, otherwise known as the "TESDA Act of 1994" or the Trifocalization of Education Management was enacted. The administration, policy formulation, and program implementation of education in the Philippines would have three foci: (1) Basic Education; (2) Higher Education; and (3) Technical and Vocational Education. Read the excerpt from both policies and answer the following reflection questions.



Republic Act No. 7722 - AN ACT CREATING THE COMMISSION ON HIGHER EDUCATION, APPROPRIATING FUNDS THEREFOR AND FOR OTHER PURPOSES

Section 2. Declaration of Policy. - The State shall protect, foster and promote the right of all citizens to affordable quality education at all levels and shall take appropriate steps to ensure that education shall be accessible to all. The State shall likewise ensure and protect academic freedom and shall promote its exercise and observance for the continuing intellectual growth, the advancement of learning and research, the development of responsible and effective leadership, the education of high-level and middle-level professionals, and the enrichment of our historical and cultural heritage.

State-supported institutions of higher learning shall gear their programs to national, regional or local development plans. Finally, all institutions of higher learning shall exemplify through their physical and natural surroundings the dignity and beauty of, as well as their pride in, the intellectual and scholarly life.

Section 3. Creation of the Commission on Higher Education. - In pursuance of the above-mentioned policies, the Commission on Higher Education is hereby created, hereinafter referred to as the Commission.

The Commission shall be independent and separate from the Department of Education, Culture and Sports (DECS), and attached to the Office of the President for administrative purposes only. Its coverage shall be both public and private institutions of higher education as well as degree-granting programs in all post-secondary educational institutions, public and private.

Republic Act No. 7796 - AN ACT CREATING THE TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY, PROVIDING FOR ITS POWERS, STRUCTURE AND FOR OTHER PURPOSES

SECTION 2. Declaration of Policy. — It is hereby declared the policy of the State to provide relevant, accessible, high quality and efficient technical education and skills development in support of the development of high-quality Filipino middle-level manpower responsive to and in accordance with Philippine development goals and priorities. The State shall encourage active participation of various concerned sectors, particularly private enterprises, being direct participants in and immediate beneficiaries of a trained and skilled workforce, in providing technical education and skills development opportunities.

SECTION 3. Statement of Goals and Objectives. — It is the goal and objective of this Act to

a) Promote and strengthen the quality of technical education and skills development programs to attain international competitiveness;

b) Focus technical education and skills development on meeting the changing demands for quality middle-level manpower;

c) Encourage critical and creative thinking by disseminating the scientific and technical knowledge base of middle-level manpower development programs;

d) Recognize and encourage the complementary roles of public and private institutions in technical education and skills development and training systems; and

e) Inculcate desirable values through the development of moral character with emphasis on work ethic, self-discipline, self-reliance and nationalism.

Required Task 2: Reflection Questions

Answer the following reflection questions below based on the excerpts.

1. What educational practices observed in the historical stages of development are the foundational elements of education in the Philippines?

2. Which turning point in the history of the public education system has huge implications in the development of the Department of Education?

3. What are the implications of the *trifocalization of education* in the administration and management of education in the Philippines?

Key Topic 3: The Governance of Basic Education Act

The Republic Act No. 9155, otherwise known as the Governance of Basic Education Act of 2001, renames the Department of Education, Culture and Sports to Department of Education (DepEd). The law also serves as a framework decentralizing governance to the field and making the schools and learning centers (LCs) the "heart of the education system." It promotes the principle of shared governance which recognizes that every unit in the Department of Education has a particular role, task, and responsibility inherent in the office and for which it is principally accountable for outcomes.

To carry out the goals of the department, the DepEd has organized itself into two major structural components:

- the **Central Office** that maintains the overall administration of basic education at the national level; and
- the **Field Offices** - the regions, divisions, schools, and LCs – that are responsible for the regional and local coordination and administration of the Department's mandate.

The governance of basic education shall begin at the Central Office (CO) and will be transmitted to the Field Offices where the policy and principle for the governance of basic education shall be translated into programs, projects, and services developed, adopted, and offered to fit local needs. Thus, the principles of accountability and transparency shall be operationalized in the performance of functions and responsibilities in these offices.

Read the excerpt from the RA No. 9155:

SEC. 3. Purposes and Objectives. – The purposes and objectives of this Act are:

- to provide the framework for the governance of basic education, which shall set the general directions for educational policies and standards and establish authority, accountability, and responsibility for achieving higher learning outcomes;
- to define roles and responsibilities of, and provide resources to, the field offices which shall implement educational programs, projects, and services in communities they serve;
- to make schools and learning centers the most important vehicle for the teaching and learning of national values and for developing in the Filipino learners love of country and pride in its rich heritage;
- to ensure that schools and learning centers receive the kind of focused attention they deserve and that educational programs, projects, and services take into account the interests of all members of the community;
- to enable the schools and learning centers to reflect the values of the community by allowing teachers/ learning facilitators and other staff to have the flexibility to serve the needs of the learners;
- to encourage local initiatives for the improvement of schools and learning centers and to provide the means by which these improvements may be achieved and sustained; and
- to establish schools and learning centers as facilities where school children are able to learn a range of core competencies prescribed for elementary and high school education programs or where the out-of-school youth and adult learners are provided alternative learning programs and receive accreditation for at least the equivalent of a high school education.

Required Task 1: Writing Task

Answer the following questions. You may answer each item in 4-7 sentences.

1. As part of the DepEd, how can you contribute to successfully implement programs of the Department and carry out its purpose and objectives? Give specific ways and examples.

2. RA No. 9155 states that "the school shall be the heart of the formal education system." How does this statement relate to you as a teacher and as a part of a larger organizational landscape?



3. Write down the best practices being implemented in your school that align with the provisions stated in RA No. 9155. Share it with your mentor/colleagues.

Summary

- The Department of Education (DepEd), by virtue of RA No. 9155, otherwise known as Governance of Basic Education Act of 2001, is mandated to formulate, implement, and coordinate policies, plans, programs, and projects in the areas of formal and non-formal basic education. DepEd 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.
- The history and background of the public school system and the DepEd Organizational Structure provide a context on how the Department improves to ensure that its personnel are supported and guided to fulfill their roles towards achieving the vision, mission, and goals of the department.

Session 2: The DepEd Central Offices

Preliminary Activity: KWL Chart

Complete the chart below. List down the things you already **know** about the DepEd management structure on the first column. On the second column, list down the things that you **want** to know about the DepEd organizational structures. Finally, synthesize your new understanding after this session by listing down things you **learned** about the DepEd Organizational Structures.

Know (What you know)	**Want** (What you want to know)	**Learned** (What you have learned after the session)



Key Topic 1: The DepEd Management Structure

The Department of Education is organized to enable the department to carry on its true mandate as stipulated in RA No. 9155 otherwise known as the Governance of Basic Education Act of 2001.

The Department of Education's Central Office shall exercise overall authority and supervision over the operations of the department and the attainment of its mandate. Specifically, the office is designated to:

- set overall education agenda, directions, and policies;
- formulate systems and standards for national adoption;
- perform investment programming;
- articulate national frameworks to guide the organization in the performance of its core functions and the provision of support;
- oversee quality assurance and performance accountability; and
- build partnerships with the Local Government Units (LGUs) & Non-Governmental Organizations (NGOs).

Study the DepEd Organizational Structure by visiting the DepEd website: https://www.deped.gov.ph/about-deped/central-office/.

Required Task 1: Policy Reading

A. The DepEd Rationalization Program

The DepEd Rationalization Program is an effort to efficiently maximize the department's functions so it can focus on attaining its vision, mission, objectives, and its core business—education.

For DepEd to focus on its core business, there is a need to reiterate the goals of the DepEd Rationalization Plan concerning the different organization levels of the department. The goals are as follows:

- have a more efficient and effective **central office** that focuses on policy making, standards-setting, and overall leadership of the department;
- have a re-engineered **regional office** that focuses on localization of policies, performs quality assurance, and fulfills its duties as the technical support hub of its divisions; and
- have a re-engineered **division office** that focuses on field leadership and supervision to better support the schools in delivering education services to the learners.

The DepEd Rationalization Program, is one of the key steps undertaken by the Department to better manage the implementation of the K to 12 Basic Education Program.

B. New Organizational Structures of the Central, Regional, and Schools Division Offices of the Department of Education

The DepEd Order No. 52, s. 2015, also known as the New Organizational Structures of the Central, Regional, and Schools Division Offices of the Department of Education has the following purpose:

(a) focusing government efforts on the exercise of its fundamental functions of establishing and providing the appropriate social, political, and economic environment within which development can prosper;

(b) transforming the bureaucracy into an effective and efficient institution for the delivery of core public services; and

(c) ensuring the long-term sustainability of core government services through resource mobilization and cost-effective public expenditure management.

Study the DepEd Central Office Organizational Structure and read the following excerpt from DepEd Order No. 52, s. 2015. After reading, answer the following questions. You may answer each question in 3-5 sentences.

You may access DepEd Order no. 52, s. 2015 through this link: https://www.deped.gov.ph/wp-content/uploads/2015/10/DO_s2015_52.pdf

Background

1. In August 2001, Republic Act No. 9155, *An Act Instituting A Framework of Governance for Basic Education, Establishing Authority and Accountability, Renaming the Department of Education, Culture and Sports as the Department of Education, and for Other Purposes*, otherwise known as the *Governance of Basic Education Act of 2001*, was issued. It provided a framework for the governance of education, decentralizing governance to the field, and making the schools and learning centers the heart of the education system. The law also established the authority and accountability of the various organization levels of the Department of Education (DepEd).

2. In October 2004, Executive Order No. 366 (EO 366, s. 2004), *Directing A Strategic Review of the Operations and Organizations of the Executive Branch and Providing Options and Incentives for Government Employees Who May Be Affected by the Rationalization of the Functions and Agencies of the Executive Branch*, was issued. According to Section 2 of the said EO, the initiative aimed to: (a) focus government efforts and resources on its vital/core service; and (b) improve the quality and efficiency of government services delivery by eliminating/minimizing overlaps and duplication, and improving agency performance through the rationalization of service delivery and support systems, and organization structure and staffing (Section 2, EO 366, s. 2004).

3. In December 2011, DepEd embarked on the review and revision of its Rationalization Plan (RP) based on RA No. 9155 and long-term reforms needed in the education sector to respond to fast-changing demands of the local and global environment.

4. On November 15, 2013, the DepEd Rationalization Plan (RP) was approved by the Department of Budget and Management (DBM). The approval included the rationalized structure and staffing pattern of offices at the central, regional, and schools division levels.

Rationale of the Organizational Structures

1. The rationalized organizational structures and staffing patterns were a result of the thorough study of the DepEd Change Management Team (CMT) on the current structures, functions, and staffing complement of the DepEd offices vis-à-vis the long-term education reforms, requirements of the learners and the changing environment, and national government policies.
2. The approved organizational structures are consistent with the provisions of RA No. 9155 in applying the principles of decentralization and shared governance to ensure accountability and relevance to the context, and development needs of the learners and stakeholders of the various organizational levels.
3. In developing the organizational structures, the DepEd CMT also identified the themes or organizational strands common to all levels of the Department. These organizational strands reflect the similarity of functions and objectives of offices and units. The organizational strands are as follows:

    1. **Office of the Secretary**
    The Office of the Secretary (OSec) provides overall leadership and direction at the national level. Attached and support agencies to DepEd are included under the OSec.
    2. **Curriculum and Instruction**
    This strand ensures that the organization focuses on the delivery of a relevant, responsive, and effective basic education curriculum around which all other strands and offices provide support.
    3. **Strategic Management**
    This strand enables the organization to focus on long-term directions and interface with the internal and external environment and stakeholders.
    4. **Governance and Operations**
    This strand ensures the capacity of the organization to continuously improve and be strategic in managing the environment for which “teaching and learning” takes place.
    5. **Legal and Legislative Affairs**
    This strand enhances the capacity of the organization to deal with legal matters and to be proactive in moving forward its legislative agenda.
    6. **Finance and Administration**
    This strand ensures the efficiency to support the organization as a whole to focus on its core business and thus attain its targets through the provision of finance and administrative services.

1. Why is there a need to rationalize and restructure the Department of Education?

2. In what ways can the restructured DepEd, through the Rationalization Program, help you as a DepEd personnel and a public-school teacher?

Required Task 2: Identification

Read the following scenarios and determine what particular DepEd organizational strand promotes and/or helps address the following scenarios.

Scenario	Answers	Feedback
Teacher Jeanne is a "teacher to the barrio" who is dedicated to providing basic education to the pupils in a geographically isolated community in her province. She was deployed to educate the pupils with a parallel module to that of formal elementary education but in a relatively informal setting and schedule.		
Teacher Jonnalyn is a permanent teacher who is facing financial challenges. Once her prior loans were paid, she directly proceeds to take out another loan. The cycle of financial debt goes on.		
Teacher Arvin, the school's basketball coach, focused not only on the psychomotor skills of his players but also on the development of mental discipline and social values through after-school sports programs.		
Teacher Edith thinks she is qualified for a promotion as a Master Teacher. She submits all of her requirements and waits for the results. But she lacks the required number of units for her Master's degree.		
Nanette is teaching in a low-lying school. One day, during a heavy rainfall, she was advised of class cancellations and calmly assessed the situation before she directed the class to go home.		

Session 3: The DepEd Regional Office and Schools Division Offices

The DepEd Regional Office works with the LGUs and educational stakeholders to develop a policy framework that reflects the needs, opportunities, and aspirations of the regional community. It provides overall field leadership to schools divisions by setting regional policy directions, standards, and strategies consistent with the national framework for the development and management of programs and projects relevant to the socio-cultural context of the region. Thus, it is responsible and accountable for building a community of schools divisions and their continuous development in order to create a collective effort to achieve the region's goals. Specifically, the DepEd Regional Office:

- sets Regional agenda, directions, and policies to address the context and needs of the region;
- localizes curriculum;
- adapts to or adopt the national policies, programs, and standards;
- manages the Department's mandate at the regional level and Quality Assurance;
- provides technical assistance to schools' divisions;
- manages program investment and equitable allocation of resources; and
- establishes and manages partnerships.

The regional offices are categorized based on size classification and shall be classified as small, medium, or large. Hence, the Organizational Structure of the Regional Office is presented in Figure 2 on the next page.

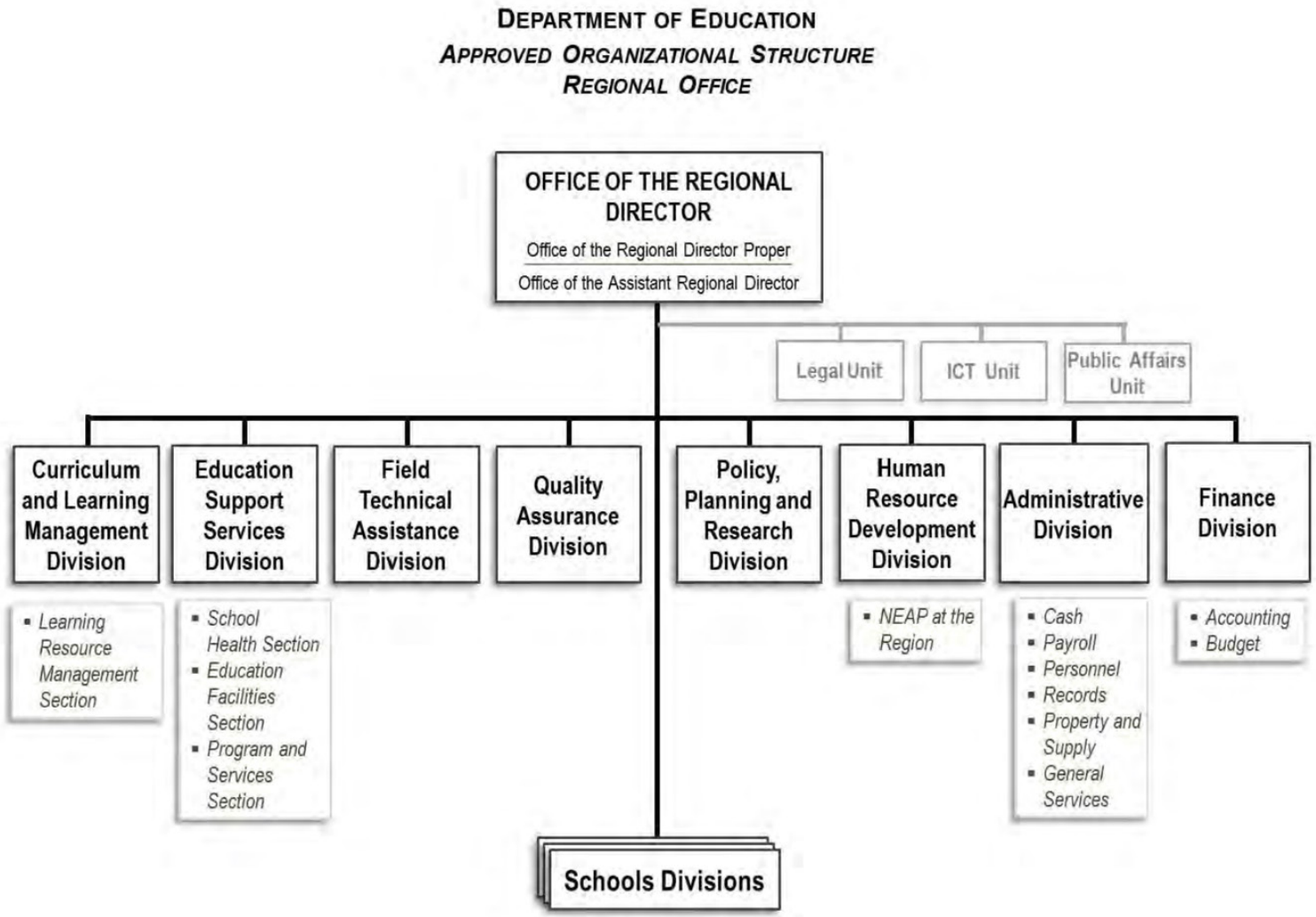


Fig. 1. **Organizational Structure of the Regional Office**

DO 52, s. 2015, New Organizational Structures of the Central, Regional, and Schools Division Offices of the Department of Education

Required Task 1: Identification

Read each general function and identify its functional division in the Regional Office. Choose the correct answer from the choices below.

A. Quality Assurance
B. Office of the Regional Director
C. Field Technical Assistance (FTA)
D. Human Resource Development
E. Curriculum & Learning Management
F. Education Support Services
G. Policy, Planning & Research
H. Finance
I. Administrative

Function	Answers	Feedback
1. To ensure access, promote equity, and improve the quality of basic education in the regions and the school's divisions by taking the lead in policy and direction setting, standard-setting and enforcement, partnership building, and networking with stakeholders of education, and by effectively and efficiently managing the financial, human, and physical resources of the region.		
2. To ensure full implementation of the articulated basic education curriculum (pre-school, elementary, secondary, ALS), its localization/indigenization, and increase access to quality and varied learning resources towards improvement in the quality learning outcomes.		
3. To support the delivery of basic education programs, projects, and needed resources to the school's divisions in order to create an environment conducive to learning and ensure learner readiness to learn through: School Health and Nutrition, Education Facilities, and Program & Services (DRRM, School Sports, Guidance & Counselling).		

Function	Answers	Feedback
4. To coordinate and integrate the provision of technical assistance (TA) to schools' divisions with the purpose of facilitating the delivery of quality basic education and creating an enabling environment for schools and learning centers.		
5. To ensure compliance with standards of quality basic education by assessing, monitoring, and evaluating the region and school's division performances to inform decision making and guide policy directions in the region toward continuous improvement.		
6. To facilitate the implementation of education plans, policies, and standards in all areas of basic education in the region through the conduct of research studies and maintenance of Regional Education Planning and Data Management Systems.		
7. To ensure competent personnel and staff in the regional and schools division offices through efficient and effective training towards professional competencies and organizational performance.		
8. To provide the regional office with efficient, economical and effective services relating to personnel, records, receipt of correspondence, supplies, equipment, collection, disbursement, security and custody of property, and reportorial work to oversight agencies.		
9. To provide advice to the Regional Director on the financial resource of the region and provide services in budgeting, accounting, reporting, and coordinating with government oversight agencies.		

Key Topic 3: The Schools Division Office (SDO)

As the frontline office of the Department for the management of basic education delivery, the SDO supervises schools and learning centers, which are the direct implementers of educational programs for learner development. It also supervises the implementation of the set policies and programs in the schools and learning centers and provides technical support to the schools and LCs. Specifically, the SDO's functions include:

- implementation of the education agenda and policies;
- management of the curriculum implementation;
- provision for instructional supervision;
- building of communities of schools and LCs;
- offering of technical assistance to schools/LCs;
- execution of equitable distribution of resources; and
- establishment and management of partnerships.

The SDOs are categorized based on size classification and shall be classified as small, medium, or large. The Organizational Structure of the SDO is presented in Figure 2 on the next page.



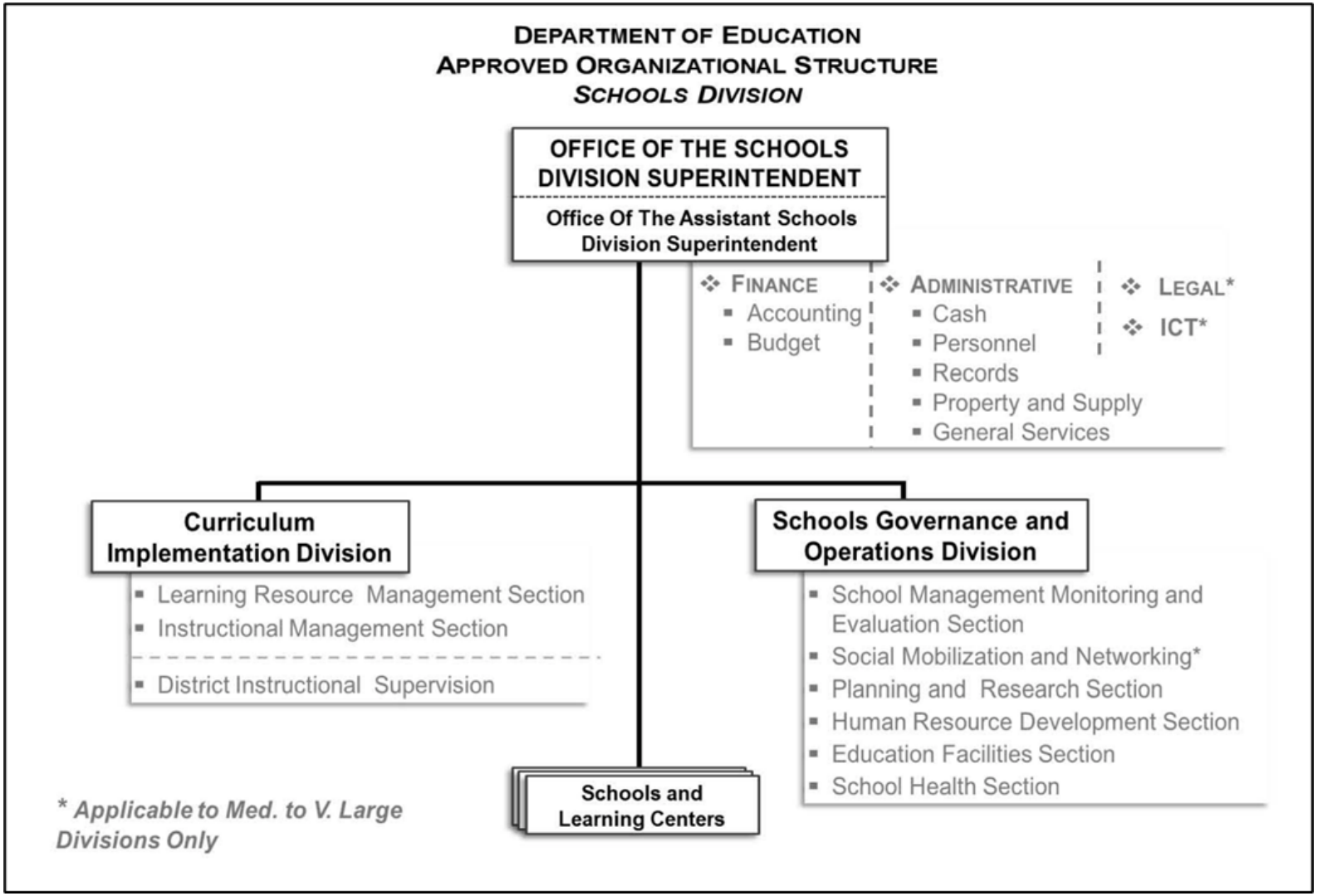


Fig. 2. **Organizational Structure of the Division Office**

DO 52, s. 2015, New Organizational Structures of the Central, Regional, and Schools Division Offices of the Department of Education

Required Task 2: Scenario Analysis

Read each statement. Write CID if the scenario/concern is Curriculum Implementation Division-related or SGOD if it is Schools Governance Operations Division-related.

Questions	Answers	Feedback
Teacher Alyssa conducted and finished writing her action research in the conduct of their Continuous Improvement Plan (CIP) in eradicating the number of non-numerates in their school. She submitted it to the SDO for assessment.		
Teacher April is having a hard time managing her class because her schedule is in the last period before class dismissal. She then seeks help from the head teacher and colleagues for some advice. Upon learning about Teacher April's struggles, the head teacher found it necessary to provide a classroom management training for teachers.		
Teacher Michael is the schools' DRRM Coordinator. He prepares and submits situation reports to the SDO on any hazard affecting the school operations such as flood, conflict, fire, among others, and provides real-time updates to the SDO.		
Teacher Angel, an English teacher, seeks help through setting a pre-conference meeting with her Department Head for her upcoming classroom observation. She wants to know the best ways on how she can employ the indicators required in the Classroom Observation Tool (COT).		
Teacher Melvin is assigned as the Room Examiner in the conduct of the National Achievement Test. He checks if the Room Examiners adhere to the instructions in the Examiner's Handbook.		

Optional Task: Reflection

Reflect and answer the following questions:

1. What is the relevance of knowing the DepEd organizational structure and school processes to the performance of your duties as a teacher?

2. Why should a teacher know who to approach in addressing concerns related to his or her duties?

Summary

- DepEd Order No. 52, s. 2015 identified organizational actions that were taken on the existing offices in the Department. It presents the official organizational structure of the DepEd Central, Regional, and Division Offices.
- The Central Office focuses on policy making, standards-setting and overall leadership of the department. The Regional Office provides overall field leadership to schools' divisions by setting regional policy directions, standards, and strategies consistent with the national framework for the development and management of programs and projects relevant to the sociocultural context of the region. The Schools Division Office manages basic education delivery, and supervises schools and learning centers, which are the direct implementers of educational programs for learner development.
- It is important for newly hired teachers to be familiar with the DepEd organizational strands and the roles and functions of offices in different structural levels (central, regional, and division level) for them to have a better understanding and appreciation of how the different offices work together. It also helps teachers know which offices are in charge of concerns that they may encounter in the field.



Session 4: The School Structure

Schools and Learning Centers (LCs) serve as frontline services of the department. LCs are accountable for education and learner outcomes. Consistent with the national educational policies, plans, and standards, the school or learning center has the following functions:

- take accountability in achieving higher learning outcomes;
- implement the curriculum and be accountable for higher learning outcomes;
- provide equitable opportunities for all learners in the community;
- develop an education program and school improvement plan;
- create an environment conducive to teaching and learning;
- lead and manage itself and its resources; and
- establish and manage linkages with stakeholders.

There shall be a school head for all schools and LCs. The school head, who may be assisted by an assistant school head, shall be both an instructional leader and administrative manager. The school head shall form a team with the school teachers/learning facilitators for delivery of quality educational programs, projects, and services. A core of non-teaching staff shall handle the school's administrative, fiscal, and auxiliary services.

Organizational Structure of a Large Stand-alone Senior High School

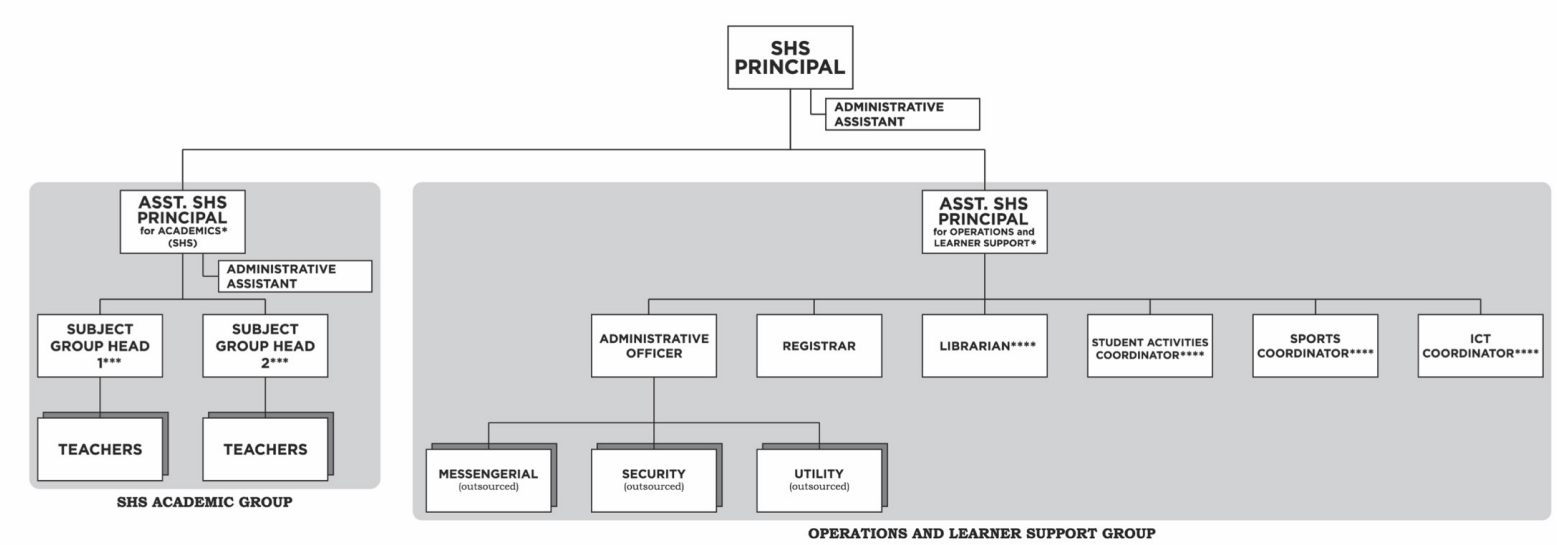


Fig. 3. **Organizational Structure of a Large Stand-alone Senior High School**

DO 19, s. 2016, Guidelines on the Organizational Structures and Staffing Patterns of Stand-alone and Integrated Public Senior High School (SHS)

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:

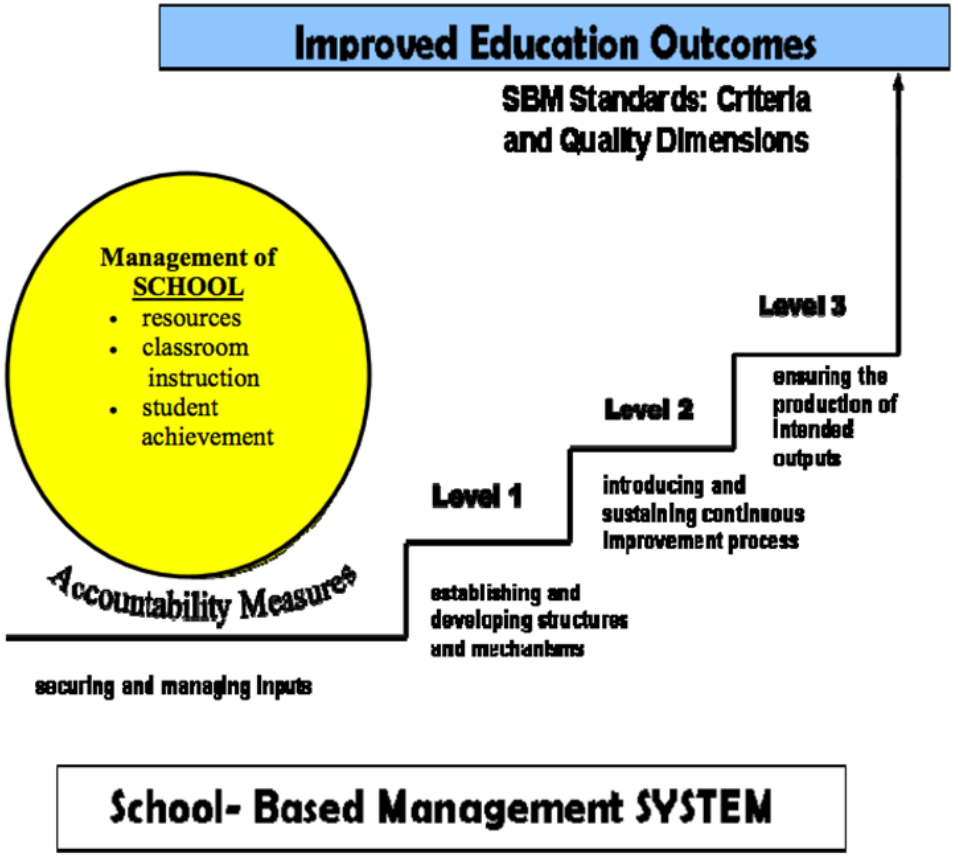
DepEd Order No. 19, s. 2016: https://www.deped.gov.ph/orders/do-19-s-2016

Scenario	Answers	Feedback
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.	Librarian/LRMDS Coordinator Guidance Coordinator/Teacher Guidance Counselor Subject/Learning Area Coordinator/ Department Head	
Teacher Lorrine is handling a case of some Grade 7 learners who were caught cheating by their adviser. 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.	Librarian/LRMDS Coordinator Guidance Coordinator/Teacher Guidance Counselor Subject/Learning Area Coordinator/ Department Head	

Scenario	Answers	Feedback
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.	Librarian/LRMDS Coordinator Guidance Coordinator/Teacher Guidance Counselor Subject/Learning Area Coordinator/ Department Head	
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.	Guidance Coordinator/Teacher Librarian/LRMDS Coordinator Guidance Counselor Administrative Officer	
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.v	Librarian/LRMDS Coordinator School Nurse Property Custodian Feeding Program Coordinator	

Key Topic 5: School-based Management (SBM)

The School-based Management (SBM) is an initiative of the Department of Education to decentralize and empower the school communities to enable them to actively participate in the continuous improvement of schools towards the attainment of higher pupil/student learning outcomes. With SBM, the school is regarded as a key provider of education. The SBM empowers the school's key officials to make informed and localized decisions based on their unique needs toward improving our educational system (DepEd Memo no. 386, s. 2009).



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 to and had no chance to meet your advisory class during that time. Who should you seek help to?



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 5: Common/Standardized School Forms

Estimated time required: 1 hour

Required Tasks

The following are the tasks in this module.

- Reading activities
- Checklist
- Scenario Analysis
- Interview
- Writing Activities
- Quizzes

Required Resources

- Philippines, Department of Education. Adoption of New School Forms for Kindergarten, Senior High School, Alternative Learning System, Health and Nutrition and Standardization of Permanent Records (DO 58, s. 2017). Pasig City: DepEd Orders, 2017.
- Philippines, Department of Education. Guidelines on the Preparation and Checking of School Forms (DO 11, s. 2018). Pasig City: DepEd Orders, 2018.

Key Topic 1: Adoption of School Forms and Standardization of Permanent Records

Required Task 1: Preliminary Activity

Let us find out how familiar you are with school forms. Rate your level of familiarity with the school forms listed. Tick/ check your response. Choose only one answer.

Legend: K – Kinder

ES – Elementary School (Gr. 1 to 6)

JHS – Junior High School (Gr. 7 to 10)

SHS – Senior High School (Gr. 11 & 12)

Standardized School Forms	Answer only if teaching in…	Very Familiar	Familiar	Needs Further Information
School Form (SF) 1 – School Register	ES, JHS, SHS			
SF2 – Daily Attendance Report of Learners	ES, JHS, SHS			
SF3 – Books Issued and Returned	ES, JHS, SHS			
SF4 – Monthly Learner's Movement and Attendance	ES, JHS, SHS			
SF5 – Report on Promotion and Learning Progress and Achievement	K, ES, JHS			
SF5A – End of Semester and School Year Learner Status	SHS			
SF5B – List of Learners with Complete SHS Requirements	SHS			
SF6 – Summarized Report on Promotion	ES, JHS, SHS			
SF7 – School Personnel and Assignment List and Basic Profile	ES, JHS, SHS			
SF8 – Learner's Basic Health and Nutrition Report	K, ES, JHS, SHS			
SF9 – Learner's Progress Report Card	ES, JHS, SHS			
SF10 – Learner's Permanent Record	ES, JHS, SHS			

(Answers vary. The answers can be used by the mentor to help the mentee/newly-hired teacher about the school form/s he/she is unfamiliar with.)

Key Topic 2: The K to 12 and the New Standardized School Forms

With the nationwide implementation of the K to12 Basic Education Program, particularly of Senior High School (SHS), and the intensified implementation of the Alternative Learning System (ALS), the Department of Education (DepEd) issued a policy, DepEd Order No. 58, s. 2017 or the Adoption of New School Forms for Kindergarten, Senior High School, Alternative Learning System, Health and Nutrition and Standardization of Permanent Records, that institutes new forms to be used in schools and other institutions delivering basic education (particularly Kindergarten, SHS, and ALS) and standardizes the forms for the learners' health and nutrition and permanent records.

This set of new, standardized school forms provide significant information that is valuable in making evidence-based assessment, planning, resource allocation, performance monitoring and evaluation. The use of these forms in all public schools is mandatory. No other forms will be used as official documents in public schools nationwide unless approved (DO 58, s. 2017).

Required Task 2: Reading

Read DO 58, s. 2017 – Adoption of New School Forms for Kindergarten, Senior High School, Alternative Learning System, Health and Nutrition and Standardization of Permanent Records. (URL, hyperlink)

Key Topic 3: School Forms

The set of modified school forms provides information that are significant in planning, resource allocation, and performance monitoring and evaluation. The use of these forms is mandatory in all public schools.

You should become familiar with the following School Forms and their descriptions, codes, and, where applicable, Grade Levels as stipulated in DepEd Order 58, s.2020.



SCHOOL FORM	DESCRIPTION	CODE	GRADE LEVEL
School Form 1 – School Register	A list of learners who are officially enrolled and attending classes	SF1	ES, JHS
		SF1-SHS	SHS
School Form 2 – Learner Daily Attendance Report	A list of the learners' daily attendance	SF2	ES, JHS
		SF2-SHS	SHS
School Form 3 – Books Issued and Returned	A list of books and other reading materials issued to the learners, and returned to the issuing authority	SF3	ES, JHS
		SF3-SHS	SHS
School Form 4 – Monthly Learners Movement and Attendance Report	Summary number of learners who moved in/out of the school during the month	SF4	ES, JHS
		SF4-SHS	SHS
School Form 5 – Report on Promotion and Level of Proficiency	A list of the learners' academic performance and result of assessment by the end of the school year	SF5-K	K
		SF5	ES, JHS
School Form 5A – End of Semester and School Year Learner Status	A list of the learners' academic performance and result of assessment by the end of the semester and school year	SF5A-SHS	SHS
School Form 5B – List of Learners with complete SHS Requirements	A list of Grade 12 learners who completed SHS requirements and are candidates for graduation	SF5B-SHS	SHS
School Form 6 – Summarized Report on Promotion and Level of Proficiency	Summary number of learner status by the end of the semester and/or school year	SF6	ES, JHS
		SF6-SHS	SHS
School Form 7 – School Personnel Assignment List and Basic Profile	A list of the school personnel's profile and official duty, such as teaching assignments, ancillary responsibilities, etc.	SF 7	ES, JHS
		SF7-SHS	SHS
School Form 8 – Learner's Basic Health and Nutrition Report	A record of learner's health and nutritional assessment	SF8	K, ES, JHS
		SF8-SHS	SHS

SCHOOL FORM	DESCRIPTION	CODE	GRADE LEVEL
School Form 9 – Learner's Progress Report Card	An individual, periodic report of a learner's academic achievement per grade level	SF9 -ES	ES
		SF9-JHS	JHS
		SF9-SHS	SHS
School Form 10 – Learner's Permanent Academic Record	An individual record of a learner's academic achievement per level	SF10-ES	ES
		SF10-JHS	JHS
		SF10-SHS	SHS
Alternative Learning System (ALS) Form 1 – List of Mapped and Potential Learners	A list of potential ALS learners identified during the mapping activities	AF1	-
ALS Form 2 – Enrolment Form	A basic information sheet of individuals who signified interest to enroll in ALS Program	AF2	-
ALS Form 3 – Master List of Enrolled Learners and End of Program Assessment	A record of learners who are officially enrolled in ALS classes and their individual assessment status at the end of the program for the calendar year.	AF 3	-
ALS Form 4 – Master List of A& E Registrants	A list of candidates qualified to take the A & E accreditation and equivalency exam.	AF4	-
ALS Form 5 – Learner's Permanent Record	A record of learners' basic personal profile and learning performance	AF5	-

Required Task 3: Scenario Analysis

Identify the school forms to be utilized in the following situations.

Situations	Answers	Feedback
Teacher Joanne is a newly hired substitute teacher. She received a letter that a school stakeholder would like to know what reading materials are needed in her class. In order to identify the learning areas which have limited books, what school form shall she consult?		
Mrs. Anne, a parent, came to Teacher Danica, a teacher-adviser, complaining for the remarks given in the report card (SF10), "It would be helpful if you come to school on a regular basis," the parent complained that her child never got absent from class. What school form should you refer to as an evidence to support the remarks on SF10?		
Teacher Nico is having trouble in finding school stakeholders that could help her class in the feeding program. The majority of her learners have aBody Mass Index (BMI) outside the healthy range. What school form informed her about this?		
Parents need to be regularly informed of their child's academic achievement but you failed to inform them. What school form was not properly issued?		
Jeanne Therese, a Grade 4 student, was accidentally hit by a car outside the school during class hour. You were given a complaint of negligence on your part as a teacher. You explained that the child was absent in class that day. What school form would support your testimony?		

Required Task 4: Scanning Files

Indicate which of the forms shown in the table below need/require the listed data by putting a tick in the appropriate columns.

Data Needed	SF1	SF2	SF3	SF4	SF5	SF6	SF7	SF8	SF9	SF10
School Name and ID										
District/Division/Region										
Name of Adviser										
Final Rating										
LRN										
Nutritional Status										
Nature of Appointment/ Employment Status										
End of School Year Status										
Registered Learner as of End of the Month										
Book/Module Title										

Optional Task:

A. Teacher Rose Ann is a facilitator in the Alternative Learning System (ALS) in their school. She was told by the School Head to prepare the needed reports written on the table. Identify the forms that need to be prepared.

Reports Needed	Forms to be used	Answer
1. Official lists of learners enrolled in ALS		
2. Basic information of individuals who signified interest to enroll in ALS		
3. Record of learners after the mapping activity done in community		
4. Report of learners' learning progress		
5. List of candidates qualified to take the Accreditation & Equivalency Test		

B. Get hold of School Forms SF1-SF 10, and AF1 –AF5. Figure out the use of each form. If you have gray areas, you may seek the help of your mentor or any member of the School Forms Review Team (SFRT). Write your new learnings about school forms in bullet points.

Summary

SFs 1, 2, 4, 5, 6, and 8 are used to record data of learners in elementary level (Grades 1 to 6), junior high school level (Grades 7 to 10), and Senior High School (Grades 11 and 12). SF3 captures information related to learner materials distribution and SF7 collects information about each school personnel's current official duty or teaching assignments. SF9 is the Progress Report Card and SF10 is the permanent record. Only SFs 5 and 8 are prepared in the Kindergarten level.



Session 6: Preparation and Checking of School Forms

Optional Task: Preliminary Activity

With your knowledge of the school forms being prepared by the advisers, key personnel, and the school head, describe how you can be accountable, reliable, efficient, and accurate as a teacher and as one who handles, prepares, and checks data.

Accountability	Reliability
Efficiency	**Accuracy**

Key Topic 1: Preparation and Checking of School Forms

The preparation and checking of school forms, undertaken to ensure the quality and consistency of learner information, are among the critical activities conducted at the end of every School Year (SY). The DepEd hereby prescribes, thru DO 11, s. 2018, the standard process and protocols in the preparation, evaluation, and updating of school forms conducted at the end of every school year to provide a reliable assurance mechanism of learner information, ensure the quality and timeliness of school reports, and reduce the resources spent for clerical and records management.

Anchored on the principles of accountability, accuracy and reliability of data and efficiency, DepEd has simplified the procedures on how to efficiently prepare the school forms. DepEd has prescribed standard process and protocols in the preparation, evaluation, and updating of school forms (DO 11, s.2018).

Required Task 1: Reading

Read DO 11, s.2018 – Guidelines on the Preparation and Checking of School Forms.

Required Task 2: True or False.

Write TRUE if the statement is correct and FALSE if incorrect. If FALSE, determine the reason/s why the statement is incorrect.



Questions	Answers	Feedback
Teacher Jopay, a Grade 1 teacher, prepared 2 copies of SF10-ES without attaching any documents for the checking of her forms.		
Teacher Rochelle, a Grade 7 class adviser, could not encode the SF10-JHS of one of her learners because of the absence of SF10-ES as the attachment.		
Aira finished the Grade 8 level and would like to continue her studies in the same school. She asked for her SF10 and would like to submit it to her soon-to-be adviser.		
Che-che transferred out to continue Grade 11 to another school, she needs to bring a photocopy of her SF10.		
Upon the receipt of the written request, Teacher Mia, the designated record-keeper of the school, prepared the pertinent documents of the learner and sent it to the requesting school.		

Key Topic 2: Forms to be accomplished by the Class Adviser

Tasks of the Class Adviser

- At the beginning of the SY, collect supporting documents (PSA Birth Certificate, Baptismal Certificate or any equivalent document) to establish the identity of each learner assigned to his/her advisory class
- If the learner came from another school, coordinate the transfer of the Learner's Permanent Academic Record and validate its authenticity
- Observe due diligence in encoding the learner's basic information into the LIS to avoid issues in data accuracy and reliability
- After encoding all learner information in the LIS, generate SF1 (serve as the official enrolment list and as reference in any other reporting) using your system account
- Download SF2 from the LIS with pre-loaded names of learners and forward to the school head for assessment, consolidation, and preparation of SF4
- At the end of the SY, once the computation of final rating for each learning area is done, transfer these grades from your class record into SF10 as the basis for updating each learner's status (promoted, conditionally promoted or retained) in the LIS
- SFs 5 and 6 for your class can be generated from the LIS using the school level access accounts.
- These four (4) SFs (SF1, SF4-February & March, SF5 and SF6) generated from the LIS shall be the focus of checking and should be supported by the appropriate documents.
- For graduating/moving up levels (Kinder, Grades 6, 10, & 12), prepare awards and/or certificates and check against the SF1 for consistency.

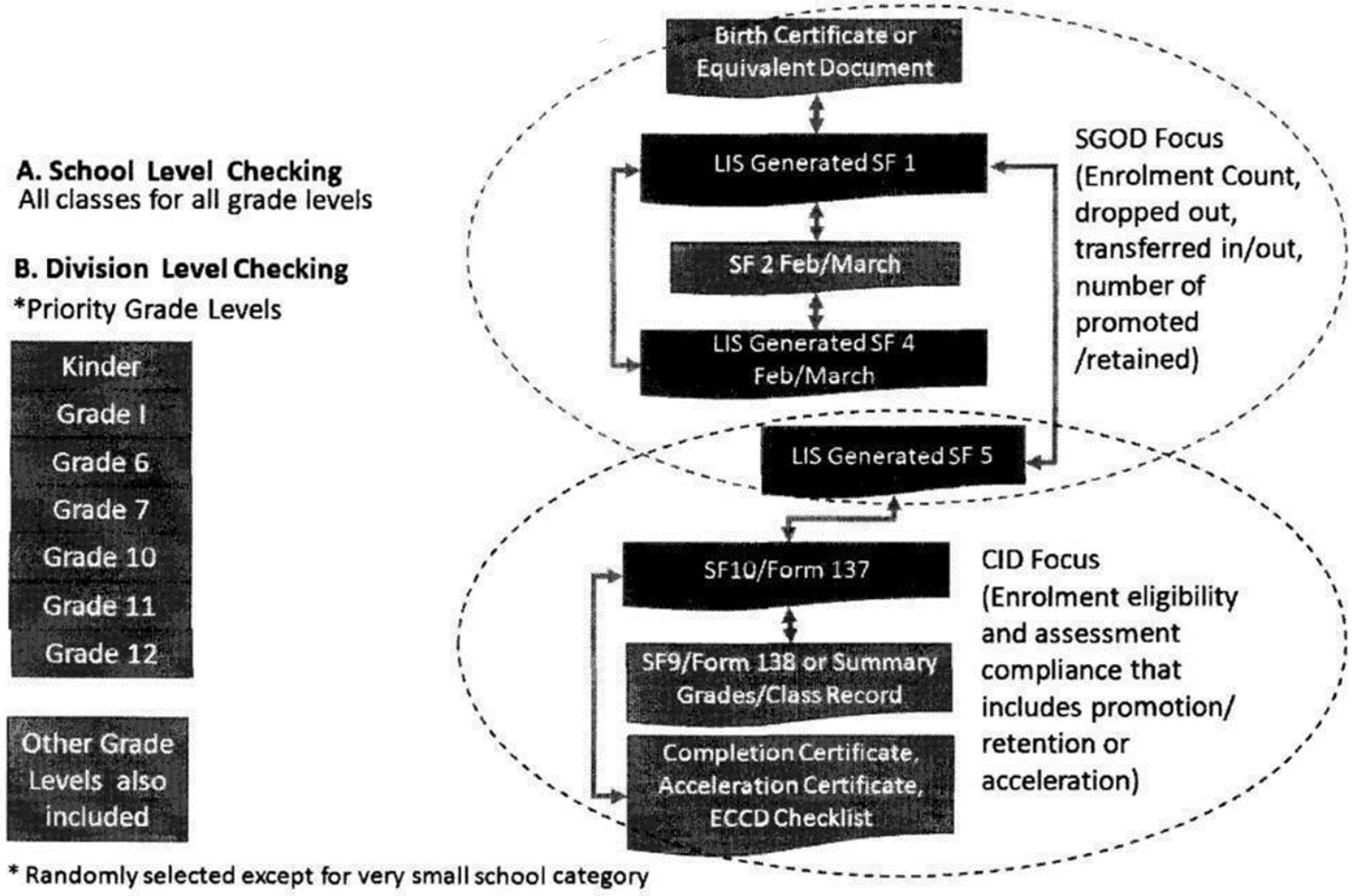


Fig. 4. **Focus Areas of Checking and Means of Validation**

DO 11, s. 2018, Guidelines on the Preparation and Checking of School Forms

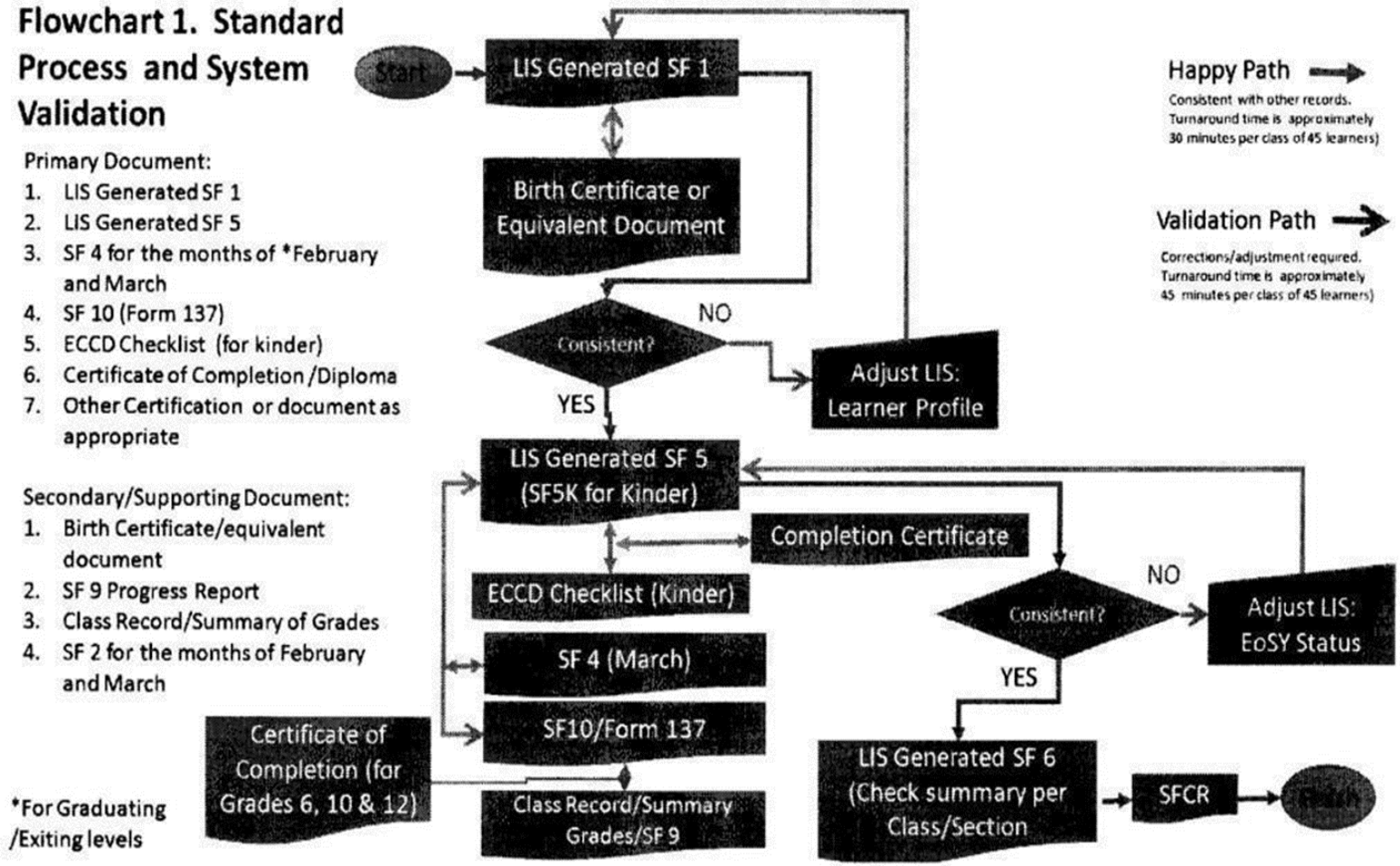


Fig. 5. **Standard Process and System Validation**

DO 11, s. 2018, Guidelines on the Preparation and Checking of School Forms

Required Task 2: Interview

Conduct an interview with at least two teachers who have been in the profession for five years or more and ask what they **think**, **feel**, and **do** before, during, and after reading and checking the forms. Write your findings in bullet form.

	BEFORE	DURING	AFTER
THINK			
FEEL			
DO			

Summary

Responsible Person	References (Documents to be Checked)	Output (Reports/Forms to be Validated)
Class Advisers	Compile supporting documents particularly on the learner's eligibility for admission, such as: • PSA Birth Certificate/another equivalent document • SF9 (formerly Form 138) and SF10 • (formerly Form 137), or ECCD Checklist, Kindergarten Progress • Report, and Certificate of Completion for Kinder • PEPT/PVT/A&E Certificate (if applicable)	Ensure that the following SFs generated from the LIS are correct: **SF1** – School Register **SF2** – Learner Daily Attendance Report (for the months of February and March only) **SF5** – Report on Promotion and Level of Proficiency (including SF5-K, SF5A-SHS and SF5B-SHS for Grade 12)

Familiarity with DepEd forms is crucial in order to efficiently accomplish forms that are mandated by the Department. No other forms will be used as official documents in public schools unless approved by the Office of the Undersecretary for Planning and Field Operations.

Required Task 3: Quiz

True or False. Indicate whether the following statements are true or false.

Statements	Answers	Feedback
1. At the end of the school year, a kindergarten teacher will prepare a report on learners' progress to inform parents using SF10.		
2. Information in the SF1 is consistent with what is written in the Birth Certificate.		
3. The List of Graduates and documents/ reports in relation to the ranking of honors shall be prepared and checked.		
4. The learner's academic records shall be the basis of the adviser for enrolling or validating the said learner in the LIS.		
5. SF 2 is the official enrollment list of the class and shall be used as reference in any other reporting that requires the list of officially enrolled learners.		

Suggested Additional Readings

The Basic Education Information System (BEIS) is a database of education statistics, sector performance indicators and profile of public and private schools, learning centers and other education service providers. It is a web-based system designed to enhance information management at all levels of the education system (school, division, region and national levels) through streamlined processes and use of information and communication technologies. It aims to deliver relevant and accurate information to school heads, education managers, policy makers and various stakeholders of the education system. Visit http://lis.deped.gov.ph/ and http://ebeis.deped.gov.ph/

The BEIS provides information for planning, quality assurance, monitoring & evaluation and other decision-making activities at all levels of the education system.

Additional Task: Seek the help of the School LIS Coordinator and get started with LIS.

Summary

- The school is an educational institution, private and public, undertaking educational operation with a specific age-group of learners pursuing a set curriculum and receiving instruction from teachers. It is usually located in a school building/s in a particular physical or cyber site.
- Kindergarten education shall mean one (1) year of preparatory education for children at least five (5) years old as a prerequisite for Grade I.
- Elementary education refers to the second stage of compulsory basic education which is composed of six (6) years. The entrant age to this level is typically six (6) years old.
- Secondary education refers to the third stage of compulsory basic education. It consists of four (4) years of junior high school education and two (2) years of senior high school education. The entrant age to the junior and senior high school levels are typically twelve (12) and sixteen (16) years old, respectively.
- There are other teaching and non-teaching personnel that work together to meet the needs of learners and the wider school community. Knowledge of the specific roles and functions of each personnel helps newly hired teachers know who to approach to seek support and guidance especially in their early years of teaching.
- School-based Management (SBM) transfers decision-making authority from the central and district authorities to the school community and school leaders to create significant changes in improving education within their local context.

Module 2 – Relevant Laws for Teachers

Intended Module Learning Outcomes

At the end of this module, you should be able to:

1. cite specific provisions in the laws that are applicable to specific scenarios in the field;
2. identify practices that uphold the dignity of teaching as a profession;
3. develop practices that promote fairness, respect, and care; and
4. appropriately respond to scenarios in the field dealing with education stakeholders.

Module Outline

Session 1: Magna Carta for Public School Teachers
Session 2: Code of Ethics for Professional Teachers in the Philippines

Estimated Time Required: 3 hours

Required Task:

- Policy reading
- Scenario analysis
- Case study
- Reflections
- LAC sessions

Required Resources

- PRC Resolution No. 435, s. 1997 on *Code of Ethics for Professional Teachers*
- Republic Act No. 4670 on *The Magna Carta for Public School Teachers*
- Republic Act No. 10627 on *Anti-Bullying Act of 2013*

Session 1: Magna Carta for Public School Teachers

Key Topic 1: Republic Act No. 4670

Did you know?

Magna Carta translates to "The Great Charter." The term is used to refer to the charter of English liberties granted by King John on June 15, 1215 (Stenton, 2020). It is one of the most important documents in history as it established the principle that everyone is subject to the law, even the king, and guarantees the rights of individuals, the right to justice, and the right to a fair trial (Eleftheriou-Smith, 2015). The Magna Carta for Public School Teachers aims to improve the social and economic status of public school teachers in basic education, their living and working conditions, employment, and career prospects.

As teachers' efforts are being recognized in building the nation, a law was passed to look after the welfare of the public-school teachers and to promote, improve, and secure the professional rights of a teacher—known to be the RA No. 4670 or the Magna Carta for Public School Teachers.

Who is covered under the Magna Carta?

The Act applies to all public-school teachers except those in the professorial staff of state colleges and universities.

As used in the Act, the term "teacher" shall mean all persons engaged in classroom teaching, in any level of instruction on full-time basis, including:

- guidance counselors
- school librarians
- industrial arts or vocational instructors
- and all other persons performing supervisory and/or administrative functions in all schools, colleges, and universities operated by the Government or its political subdivisions

but shall not include:

- school nurses
- school physicians
- school dentists
- and other school employees

Required Task 1: Policy Reading

Read the Magna Carta for Public School Teachers. Write down portions in the document that you think might be helpful as you practice your profession or those that you would like more elaborations or clarifications on. Discuss them with your mentor. You may use the format below. An example is provided for you.

Topic and Page number	Queries/Points for Clarification	Input/Response from the Mentor/s or from the LAC session
Section 11, page __ Provision for Married Teachers	Could I be in the same school as my husband/ first degree family member?	

Required Task 2: Case Study

Read the following cases with your mentor. Use the Magna Carta for Public School Teacher as a tool to navigate and solve the problems in the given scenario:

Scenario	Issues and concerns	Related Provisions in the Magna Carta	How should the matter be properly resolved?
Scenario 1: Teacher Ana is a Science teacher in a Senior High School and has been very active in fostering a variety of learning strategies to engage her learners in learning their topics. She would mostly ask her learners to do outdoor activities, explore the surroundings and come up with hypotheses related to their topic. Teacher Jurado, the 53-year-old Grade Level Chair, found this teaching technique of Teacher Ana Castro quite disturbing since he believed that Science could be better learned through experiments within laboratories and paper-and-pencil exams. He raised this concern to the principal and has asked Teacher Castro to explain her side of the matter.			

Scenario	Issues and concerns	Related Provisions in the Magna Carta	How should the matter be properly resolved?
Scenario 2: Teacher Connie was a newly-assigned English public school teacher in Mataas na Nayon High School, and as she started to adapt in the new setting of the school, she noticed something in one of the more seasoned teachers in the same department whose classroom is just next to her. Most of the time, she would observe the teacher to be giving short discussions among her learners and would leave them to do their own thing while she also sat on the teacher's chair scrolling her phone, not minding how the class is misbehaving. In turn, this would affect the class of Teacher Connie as the learners in the next classroom would tend to be noisy. When she could no longer keep her frustration, she went to the classroom of her co-teacher and gently confronted her about the situation. Then, the other teacher answered, "Well, this is how I wanted to teach, I have the academic freedom to utilize my time no matter how I want it. You should try it, too" and left Teacher Connie dumbfounded.			

Scenario	Issues and concerns	Related Provisions in the Magna Carta	How should the matter be properly resolved?
Scenario 3: Teacher Antonio is an Araling Panlipunan Teacher in public high school for 5 years. He is taking up his Master's Degree in Demographics and now in his final year to finish the program. He would only need to complete his Thesis Study to fully graduate from the program. He asked to set an appointment with the regent of the university to enroll himself for the final term thinking that he will be given the Study Leave Allowance by the school. The next day, he talked with the principal about his plans, and how he thinks his study will also help the school in the long run.			
Scenario 4: Teacher Sareemah moved from Mindanao to Pampanga and was successfully employed to teach in a public school. Rooted in her Islam culture and tradition, Teacher Sareemah wishes to practice her customs as a Muslim, like not eating pork, wearing her hijab when going to school, and praying five times a day. However, at the beginning of the school year, she realized that the Grade Level Coordinator gave her a class schedule that conflicts with her prayer time at Duhor (midday).			



Scenario	Issues and concerns	Related Provisions in the Magna Carta	How should the matter be properly resolved?
Scenario 5: Teacher Alonzo saw his photo being shared in social media by one of the influential TV programs that hails itself as the program that gives justice to the poor and disadvantaged. As he clicked the link of the program, there on his screen was the interview with one of his learners who told the host that her teacher, pertaining to Teacher Alonzo, didn't give her the chance to make up for all her missed quizzes and was ridiculed by him in front of the class. Knowing the truth, Teacher Alonzo was enraged by the false accusations of the student until he received a call from his principal and asked him to explain the matter to his office since they are being pressured by the TV program to give his statement.			

Scenario	Issues and concerns	Related Provisions in the Magna Carta	How should the matter be properly resolved?
Scenario 6: After strong typhoons that caused multiple damages on the production of the commodities in their area farmed and tilled by the parents of the learners of Teacher Carla, she felt compelled to do something to help them, particularly in providing for their essential needs. But as she checked on her funds, she realized that it would not even suffice for the needs of three families, so she thought hard and looked into her social media about some relief operations being done by organizing a donation fund. After this, she immediately messaged her co-teachers who are also living within the area and asked them to contribute. Until eventually, they were able to come up with a group name, created an announcement banner which they posted on their social media accounts, and started to reach out to different individuals and organizations to help them in their cause. At the end of their target date, they were able to raise more than PhP 100,000.00, which they utilized in buying the needs of more than 50 farmers and their families.			

Scenario	Issues and concerns	Related Provisions in the Magna Carta	How should the matter be properly resolved?
Scenario 7: Teacher Justine is excited about giving birth to her first baby as a public-school teacher for just over three years in Macalintal National Science High School. She is in the third trimester of her pregnancy and is expecting to give birth in the month of June, which she thought is the perfect time to use her maternity leave and avail its full benefits. However, due to some pregnancy issues, she started to feel labor contractions early May, which is still technically part of the vacation season of the school. A few days after giving birth, Teacher Justine felt uneasy and troubled because she was worried that she won't be able to avail the full benefits of maternity leave due to the fact that she gave birth during the vacation season.			

Required Task 3:

LAC Session (Based on D.O. 35 s. 2016, the Principal, School Head, Master Teacher or an invited external resource persons can conduct the LAC session) see: DO_ s2016_035.pdf (deped.gov.ph)

Challenge your understanding of the Magna Carta for Public School Teachers and explain how the following provisions affect your professional duties as a teacher. Choose **only 3 provisions** that were identified below and discuss it with your mentor or colleagues in a LAC session. Keep the essential question in mind while discussing:

Essential question: How does the Magna Carta for Public School Teachers impact my professional duties as a teacher?

Provisions in the Magna Carta for Public School Teachers	Implications for your professional duties as a teacher	Notes from the LAC session
1. Section 13. *Teaching Hours.* Any teacher engaged in actual classroom instruction shall not be required to render more than 6 hours of actual classroom teaching per day. Provided, however, that where the exigencies of the service so require, any teacher may be required to render more than 6 hours, but not exceeding 8 hours of actual teaching hours a day.		
2. Section 10. *No Discrimination.* There shall be no discrimination (i.e., gender, cultural, religious, disability, etc.) whatsoever in the entrance to the teaching profession, and/or during in exercising its duties or even in the termination of tenure in service.		
3. Section 27. *Freedom to Organize.* Public school teachers shall have the right to freely and without previous authorization both to establish and to join organizations of their choosing, whether local or national to further and defend their interests.		

Provisions in the Magna Carta for Public School Teachers	Implications for your professional duties as a teacher	Notes from the LAC session
4. Section 8. *Safeguards in Disciplinary Procedure.* Every teacher shall enjoy equitable safeguards at each stage of any disciplinary procedure and shall have: a. the right to be informed, in writing, of the charges; b. the right to full access to the evidence in the case; c. the right to defend himself and to be defended by a representative of his choice and/or by his organization, adequate time being given to the teacher for the preparation of his defense; and d. the right to appeal to clearly designated authorities.		
5. Section 24. Study Leave. In addition to the leave privileges now enjoyed by teachers in the public schools, they shall be entitled to study leave not exceeding one school year after seven years of service. Such leave shall be granted in accordance with a schedule set by the Department of Education. During the period of such leave, the teachers shall be entitled to at least sixty per cent of their monthly salary: Provided, however, That no teacher shall be allowed to accumulate more than one year study leave, unless he needs an additional semester to finish his thesis for a graduate study in education or allied courses: Provided, further, That no compensation shall be due the teacher after the first year of such leave. In all cases, the study leave period shall be counted for seniority and pension purposes.		

Summary

1. The Magna Carta for Public School Teachers intends to promote and improve the teachers':
    - social and economic status
    - living and working conditions
    - terms of employment
    - career prospects
2. This Act aims to:
    - compare the teaching profession favorably with existing opportunities in other walks of life
    - attract and retain in the teaching profession more people with the proper qualifications
3. It is recognized that advancement in education depends on the qualifications and ability of the teaching staff.
4. Education is respected to be an essential factor in the economic growth of the nation as a productive investment of vital importance.
5. Knowing and understanding the relevant laws in education will provide an insight and guidance into the rights and responsibilities in practicing your professional duties as a public school teacher.



Session 2: The Code of Ethics for Professional Teachers

Key Topic 1: Code of Ethics for Professional Teachers

The **Code of Ethics for Professional Teachers** serves as a guide for teachers to exhibit professional disposition in the learning community at all times. It is imperative that you observe and practice this set of ethical and moral principles, standards, and values. In everyday life, you are confronted with the challenges to do the right thing. When you are faced with professional decisions that seem to have ethical implications, there are conditions and provisions of the Code of Ethics that will guide you to determine the best actions.

Required Task 1: Scenario Analysis

Read the Code of Ethics for Professional Teachers and reflect on your practice as a teacher. Guided by your understanding of the Code of Ethics for Professional Teachers, identify the provisions that can guide you to come up with the best action. Discuss with your mentor and write your answers on the space provided in each number.

Scenario 1: Teacher Antonio received a complaint from the father of one of his advisory students regarding the grade of his daughter in English. The father told him that the student struggles in English but she is very persistent to learn. He insisted that his daughter did not deserve to receive a failing mark and demanded a reconsideration. However, Teacher Antonio knows that the student skips classes and seldom goes to her English classes. As a homeroom adviser, what's the best thing for Teacher Antonio to do following the Code of Ethics for Professional Teachers? Write your answer in 5-7 sentences in the space provided below. Once done, discuss this topic with your mentor.

What did you learn about the discussion with your mentor? Did your perspective change when you discussed the scenario with your mentor?

Key Topic 2: Provisions of the Code of Ethics for Professional Teachers

As mandated in the Code of Ethics for Professional Teachers, you have the responsibility to interact positively with parents, community members, and other stakeholders in the school. Communication with parents must be conducted regularly and be kept professional and free from arguments. If you have an issue with parents, community members, or stakeholders, it must be presented during meetings and conferences. As a teacher, you must recognize that education is a public service. Strive to keep the public informed of the programs, projects, and activities of the school.

Scenario 2:

Teacher Ronnie has been teaching for the last five (5) years in a public elementary school. Every time his principal asked him to attend a training, he would always decline and give several reasons and alibis why he couldn't attend. What possible actions should be done by the school if he continuously refuses?



Scenario 3:

Malaban National High School is scheduled to hold its Reading Camp on a Saturday. Teacher Dina, who is enrolled in a Master's degree program, informed the principal that she could not make it as she needs to take her comprehensive examination. Prior to the school's Reading Camp, Teacher Dina already expressed her intent to take a leave from the Reading Camp. The principal also knew that she has classes every Saturday. However, due to the work demands of the Reading Camp preparations, she requested Teacher Dina to render her service on that day. The School Head told her that she could help her get permission from the university to take a leave and reschedule her comprehensive examination. Choose the best answer in the scenario below.

Prompt	Answer	Feedback
If you were in the situation of Teacher Dina, what would you do? a. I will just pronounce my absence during the Reading Camp without having the principal's permission. b. I will follow the advice of my principal and request for an excuse letter that I can give to the university. c. I will negotiate with the principal and tell her that I need to take the examination in order to proceed to my master's thesis. In exchange, I will offer to render extra service in lieu of the day when I can't render service. d. I will negotiate with the principal and tell her that I need to take the examination. To recompense my absence, I will offer to invite an external resource person that could help in the success of the Reading Camp.		Think of the most plausible solution that could be equally beneficial to both parties. The school principal has the authority to decide which options are best in a particular situation. In the same way, as a proactive teacher, present options that align with your values as educators and find a common ground. (refer to Article VII Section 1 and Section 3 of the Code of Ethics for Professional Teachers)

Prompt	Answer	Feedback
Which of the following provisions in the Code of Ethics for Professional Teachers covers the particular scenario? a. Sections 1 and 2 of Article VI b. Sections 1 and 3 of Article VII c. Preamble d. Section 6 of Article II		

Required Task 1: Case Study

Read the following cases with your mentor. Use the Code of Ethics for Professional Teachers as a tool to navigate and solve the problems in the given scenario:

Provisions in the Code of Ethics for Professional Teachers	Implications for your professional duties as a teacher	Notes from the LAC session
Scenario 1: Teacher Suzette is a new teacher in Mapayapa High School and was appointed as the Campus Journalism advisor while also handling a Grade 9 advisory class. She always arrives early for her morning classes and leaves school late in the afternoon to finish coaching student-journalists. Her mentors and colleagues always remind her that she should work smartly and avoid staying at school very late.		
Scenario 2: Teacher Arthur is a first-year HUMSS teacher who teaches primarily Grade 12 learners. At the end of the year, several of the seniors invited him to a graduation party including some teachers. His students wanted their teachers to join the party to celebrate the graduation of their batch. The Faculty Coordinator called a meeting to discuss the graduation ceremony. Majority of the faculty decided not to go but your students are pleading for you to come.		
Scenario 3: Teacher Larry is a Grade 10 Science teacher. He had been struggling financially since her wife's deposition from work. The parents of one of his students asked Teacher Larry to tutor their daughter since they found out that she failed her periodical exam. However, the School Head stressed that teachers should not offer tutoring services to their learners for remuneration.		

Provisions in the Code of Ethics for Professional Teachers	Implications for your professional duties as a teacher	Notes from the LAC session
Scenario 4: Teacher Eli, a 55-year-old Grade 11 English teacher had been struggling with her finances for the previous months since she had applied for a loan which she used for her health maintenance and the renovations of their house. Finding herself in the difficult situation, she had an idea of doing buy-and-sell to her neighbors, but it did not suffice so she searched for other opportunities and she identified her learners as one of her markets. Every 15 minutes before the end of class, she would bring out her rummage of items that she sells to learners and would tell them that if they do not buy at least 2 items, she will not give them a passing mark. And so, the learners buy her items until one day, she has been reported by one of the learners to the principal's office and was called up for interrogation.		
Scenario 5: Raya was a slow learner in almost all of the subject areas, especially Mathematics. While discussing linear equations, her teacher called her up to answer one of the equations. She went close to the board trying her hardest to answer the calculations, but was not able to write the correct answer. When she presented her equation to her teacher, she saw her classmates laugh. She felt very embarrassed.		

Required Task: Pledge of Commitment (Portfolio Output)

MY PLEDGE OF COMMITMENT

I,_____, of _____ having been appointed to the position of _____ _____ solemnly swear that I will well and faithfully discharge to the best of my ability the duties of my present position and of all others I may hereafter hold under the Republic of the Philippines, that I will support and defend the Constitution of the Philippines, that I will bear true faith and allegiance to the same that I will obey the laws, legal orders and Decrees promulgated by the duly constituted authorities of the Republic of the Philippines and that I impose this obligation upon myself voluntary without mental reservation or purpose of evasion.

SO, HELP ME GOD.

Required Task 2: Answer the following questions

Now that you are done reading and analyzing the different provisions and articles specified in the Code of Ethics for Professional Teachers, please share your insights focusing on the learning that you gained from this session and at the same time, other information that you think is necessary to understand the Code of Ethics. Discuss with your mentor.



What are your significant learnings?	How will these learnings be of help to you as a teacher?
What other information related to the Code of Ethics do you want to know? Please elaborate. **How will these learnings be of help to you as a teacher?**	

Congratulations!

You've come to the end of this course.

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.





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