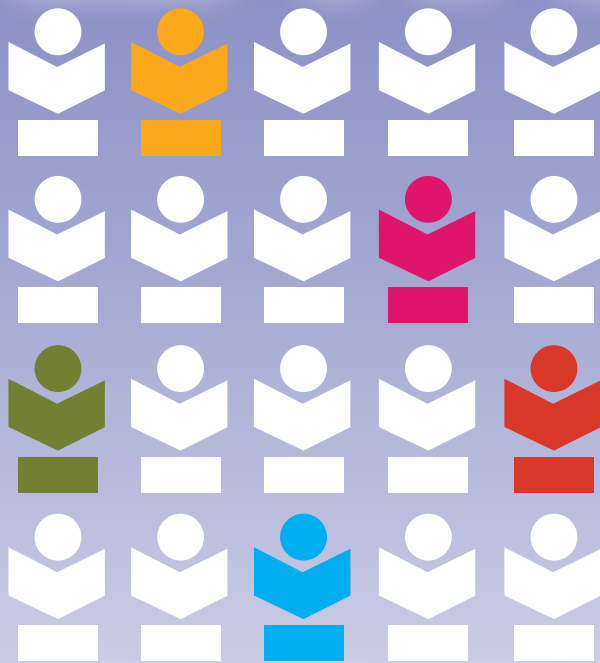




PHILIPPINE NATIONAL  
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PHILIPPINE PROFESSIONAL  
STANDARDS FOR TEACHERS

# DOMAIN 3: DIVERSITY OF LEARNERS



## ELABORATION OF PROFICIENT TEACHER PRACTICE



A DFAT Australian Aid Program through the University of New England - SiMERR National Research Centre in partnership with the Philippine Normal University - The National Center for Teacher Education





## Domain 3: Diversity of Learners

Domain 3 emphasizes the central role of teachers in establishing learning environments that are responsive to learner diversity. This Domain underscores the importance of teachers' knowledge and understanding of, as well as respect for, learners' diverse characteristics and experiences as inputs to the planning and design of learning opportunities. It encourages the celebration of diversity in the classroom and the need for teaching practices that are differentiated to encourage all learners to be successful citizens in a changing local and global environment.



## Strand 3.1

### LEARNERS' GENDER, NEEDS, STRENGTHS, INTERESTS AND EXPERIENCES

#### Indicator 3.1.2

Uses differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences.

#### Content:

- Classroom experiences that affects a learner's gender development (e.g. learning about the defined characteristics and socialized aspects of gender; the consolidation of gender identity; and the peak of rigidity or fluidity of gender).
- Gender-neutral terms and expressions that provide a balanced perspective of gender roles.
- Approaches to ensure that all learners are protected against violence and bullying. Bullying occurs when: (1) a student fears possible physical or emotional harm or damage to his or her property; (2) a student sees the school as a hostile and unsafe environment; and (3) when a student's rights have been violated.
- Informal assessment measures (e.g. observations, file reviews and interviews) and formal assessment measures (e.g. adaptive functioning, IQ tests and other standardized assessments) that can help teachers identify learners' needs and plan a relevant education program.
- Various approaches in engaging the learners' personal and situational interests in class.
- Concrete experiences and practices on how to engage learners with the materials they are studying.
- How lessons can be made relevant to the learners' experiences.

#### Existing policies:

- **RA 10627** (*Anti-Bullying Act of 2013*)
- **DepEd Order No. 27 s. 2013** (*Guidelines and procedure on the establishment of DepEd Gender and Development (GAD) Focal Point System (GFPS) at the Regional, Division and School Levels.*)
- **UNICEF's Inclusive Education Core Values:**
  - ▶ Valuing learner diversity.
  - ▶ Supporting all learners.
  - ▶ Working with specialists and the community.
  - ▶ Personal and professional development.

#### TEACHER-GUIDED ACTIVITIES

##### 1. Using gender-fair language in the classroom.

#### ILLUSTRATIONS OF PRACTICE

- The teacher uses gender-neutral terms (e.g. camera-operator, chairperson, firefighter, spokesperson, letter carrier etc.)
- The teacher helps the learners develop gender sensitivity by using materials, examples and illustrations that show men and women in a variety of roles, which reflect their interests and choices (e.g. female/male plumber, driver, pilot etc.)

	<ul style="list-style-type: none"> <li>● The teacher uses humor and comments that are wholesome and respectful of all genders. He or she does not put down male or female learners or joke about their abilities, roles and backgrounds.</li> </ul>
<p><b>2. Providing equal opportunities for learners regardless of gender.</b></p>	<ul style="list-style-type: none"> <li>● The teacher initiates learning experiences that are equitable for all learners. He or she does not show preferences for any group over the other (e.g. The teacher does not say that female learners are working better than male learners. The teacher can also assign male and female leaders in small group discussions and activities.)</li> </ul>
<p><b>3. Taking measures to prevent bullying.</b></p>	<ul style="list-style-type: none"> <li>● The teacher conducts after-class sessions or holds class meetings, when necessary, with the whole class or with specific learners involved, to address any form of bullying in class. This can take the form of giving advice or reminders, listening to concerns, encouraging positive peer relations, among others.</li> <li>● The teacher integrates the importance of respect for individuals in the lessons. He or she may ask learners to recognize bullying and ways to prevent bullying in various materials such as modules, literature, films and real life experiences.</li> <li>● The teacher reinforces the school’s anti-bullying policy in class. He or she emphasizes formative, corrective and remedial measures on bullying (e.g. disciplinary actions)</li> <li>● The teacher immediately reports bullying incidents that are beyond their capacity to address, to the school head and the Child Protection Committee.</li> <li>● The teacher shares good practices with his or her colleagues to prevent or address bullying.</li> </ul>
<p><b>4. Responding to learners’ emotional needs.</b></p>	<ul style="list-style-type: none"> <li>● The teacher integrates in his or her lessons, activities that promote the emotional well being of the learners. He or she encourages learners to work together and practice friendship skills (e.g. helping others, sharing toys or books, taking turns in games or activities). The teacher also provides positive comments when learners manifest these skills.</li> <li>● The teacher makes himself or herself available to provide guidance and counseling to learners with emotional concerns. He or she discusses with parents, the concerns of the learners when needed. He or she refers concerns that are beyond his or her capacity to address, to the school’s guidance counselor.</li> </ul>

	<ul style="list-style-type: none"> <li>● The teacher gives learners, the opportunity to express their emotional concerns through out-put based activities such as artwork, essays, poems, journal entries etc. He or she uses these outputs to understand the learners’ emotional concerns.</li> <li>● The teacher teaches learners how to manage and how to appropriately express their emotions (e.g. through the use of emotion words or emotional vocabulary; through playing emotional charades; creating feelings collage; using sounds to express emotions; using songs that express different emotions and keeping a feelings journal.)</li> <li>● The teacher helps learners respond to their overwhelming emotions such as anger, anxiety, fear, frustration etc. He or she can facilitate exercises such as cool down breaks and proper breathing exercises.</li> </ul>
<p><b>5. Encouraging the learners’ appropriate interests.</b></p>	<ul style="list-style-type: none"> <li>● The teacher gathers information on the interests of the learners through interest survey forms and activities such as <i>The Party Game</i><sup>1</sup> and <i>The Human Bingo</i><sup>2</sup>. These activities allow the learners to group themselves according to their similar interests.</li> <li>● The teacher provides varied opportunities for learners to express and pursue their individual interests. He or she offers choices on how learners can accomplish tasks according to the learners’ interests (e.g. In a music class, a teacher can assign learners to interpret a song by creating a relevant artwork; presenting an interpretative dance; composing a different lyric or reporting on the background of the song.)</li> </ul>
<p><b>6. Providing opportunities and activities that enhance learners’ strengths.</b></p>	<ul style="list-style-type: none"> <li>● The teacher considers the learners’ diverse strengths (e.g. drawing, problem solving, public speaking) when developing learning activities.</li> <li>● The teacher provides activities that help learners celebrate their strengths. He or she can use prompts such as “I was proud of myself when I...” or “The things I am good at are...” He or she can also facilitate activities such as <i>Strength Chats</i>, <i>Genius Hour</i>, <i>Innovation Day</i> and <i>Identity Day</i>.</li> </ul>
<p><b>7. Relating lessons and activities to the learners’ personal experiences.</b></p>	<ul style="list-style-type: none"> <li>● The teacher facilitates reflective learning exercises such as journal writing, personal essays, and learners’ portfolio that integrate the students’ learning and personal experiences.</li> </ul>
<p><sup>1</sup> <a href="http://career.berkeley.edu/sites/default/files/pdf/Plan/PartyGame.pdf">http://career.berkeley.edu/sites/default/files/pdf/Plan/PartyGame.pdf</a>  <sup>2</sup> <a href="http://www.icebreakers.ws/large-group/did-you-know-bingo.html">http://www.icebreakers.ws/large-group/did-you-know-bingo.html</a></p>	

- The teacher facilitates activities that draw out the learners' experiences and connect them to the lesson (*e.g. The Talking Stone Activity*) He or she guides the learners in finding purpose and meaningful application of the lessons in their personal experiences.

**The Talking Stone Activity:** *The students gather around in a circle. A stone is placed at the center of the group; anyone who wishes to share a story could go to the center and pick up the stone.*



## Strand 3.2:

### LEARNERS' LINGUISTIC, CULTURAL, SOCIO-ECONOMIC AND RELIGIOUS BACKGROUNDS

#### Indicator 3.2.2

Establishes a learner-centered culture by using teaching strategies that respond to their linguistic, cultural, socio-economic and religious backgrounds.

#### Content

- The role of mother tongue-based education in helping students become better learners, thinkers and multi-lingual speakers.
- Learning in the mother tongue can train students to work in a common language and become conversant in a language of wider communication in the global stage.
- The influence of linguistic, cultural, socio-economic and religious diversity on how teachers and students view the importance of the classroom and what should happen there. For instance, a teacher's perspective on diversity can influence the way they select their resources or how they determine what students need to know.
- How diversity in the classroom can lead to social-emotional benefits; increase tolerance; cross-cultural dialogue that result from these interactions.
- The role of faith and religion in shaping the perspective and learning process of some students.

#### Existing Policies:

- DepEd Order No. 32 s.2013 (*Strengthening the Protection of Religious Rights of Students.*)
- DepEd Order No. 105 s. 2010 (*The Right of DepEd Personnel and Students to Free Exercise of Religion.*)

#### TEACHER-GUIDED ACTIVITIES

1. **Demonstrating positive attitudes towards the use of different languages in class.**

#### ILLUSTRATION OF ACTIVITIES

- The teacher provides opportunities for learners to use their mother tongue to formulate and express their thoughts orally or in writing (e.g. The teacher provides classroom activities that enable students to learn the different language forms and styles and structures that are appropriate for different situations such as: home, church, business meeting, school, interview, telephone conversations etc.)
- The teacher uses learning materials such as songs, poems and stories that are written in the learners' mother tongue.
- The teacher shows respect for the learners' diverse languages by providing communicative language teaching activities where the learners can use their mother tongue (e.g. talk show interviews, role playing games, news reporting activities etc.)
- The teacher helps the learners become familiar with and appreciate each other's mother tongue by using functional

	<p>labeling of objects in the classroom (e.g. charts and sight words)</p> <ul style="list-style-type: none"> <li>• The teacher makes learning accessible for learners who do not speak the official school language for instruction by assigning a language buddy to provide assistance.</li> </ul>
<p><b>2. Providing content and activities that are culturally inclusive and appropriate.</b></p>	<ul style="list-style-type: none"> <li>• The teacher demonstrates understanding of how the learners’ culture affects their classroom behavior and learning by practicing classroom routines (e.g. greetings, polite/honorific expressions, prayer, seating arrangement etc.) that are sensitive to the cultural backgrounds of the learners.</li> <li>• The teacher provides activities that value and celebrate cultural diversity in the classroom such as storytelling, games, performing arts and exhibits from various cultures.</li> <li>• The teacher contextualizes the learning content by using resources (e.g. poems, songs, dance and music) that reflect the diverse culture, social backgrounds and experiences of learners.</li> </ul>
<p><b>3. Adjusting instructional strategies according to the learners’ socio-economic backgrounds.</b></p>	<ul style="list-style-type: none"> <li>• The teacher uses real life narratives and stories that provide a balanced perspective of experiences, activities and life patterns of people from diverse socio-economic backgrounds.</li> <li>• The teacher integrates concepts of human dignity and dignity of labor in lessons and activities by presenting characters from various professions (e.g. white-collar, blue collar and pink collar jobs) to instill respect for all kinds of dignified work.</li> <li>• The teacher gives projects that are affordable for all learners regardless of their socio-economic background. He or she also sets high expectations on the quality of the learners’ output.</li> </ul>
<p><b>4. Helping learners develop a positive understanding and attitude towards religious diversity.</b></p>	<ul style="list-style-type: none"> <li>• The teacher creates a classroom environment that is sensitive and respectful of the different religious beliefs of the learners. He or she ensures that the respect for religious diversity will be reflected in all classroom experiences and physical set-up (e.g. prayers, attendance of religious activities, seating arrangements, prescribed attires etc.)</li> <li>• The teacher promotes knowledge and understanding of different religious beliefs or worldview. He or she does not impose his or her own views and attitudes upon another’s religion or way of life. The teacher also refrains from discouraging their students from practicing their faith and traditions.</li> </ul>

## Strand 3.3

### LEARNERS WITH DISABILITIES, GIFTEDNESS AND TALENTS

#### Indicator 3.3.2

Design, adapt and implement teaching strategies that are responsive to learners with disabilities, giftedness and talents.

#### Content:

- The use of appropriate language that prioritizes the student over his or her disability. The language and references that teachers use should focus on the learners' abilities rather than their disability.
- How different types of disabilities can limit a student's participation in classroom activities and the requirements it entails to make learning more accessible. Disabilities can be temporary, relapsing, remitting or long-term. Types of disabilities may include: hearing loss, low vision or blindness; learning disabilities (Attention-Deficit Hyperactivity Disorder, Dyslexia or Dyscalculia etc.); mobility disabilities; chronic health disorders (epilepsy, Crohn's disease, arthritis, cancer, diabetes, migraine, headaches); Psychological or psychiatric; Asperger's disorder and other Autism spectrum disorders and Traumatic Brain Injury.
- Theoretical frameworks and models for differentiated instruction such as the RAFT (Role, Audience, Format and Topic) framework; the Triarchic theory of intelligence etc.)
- Theoretical models for conceptualizing disability: **(1)** The Charity Model **(2)** The Medical Model and **(3)** Social or Human Rights Model.
- The relationship of human development to education. Human development is defined as the changes in the physical, mental and emotional components of personality that are continuous and orderly and that proceed in valued directions. Educators are concerned with understanding the nature of the interaction between a developing human being and its physical, social and emotional environment. The interaction between human development and education could either lead to a healthy development or deterioration of a learner.
- Traditional and non-traditional methods such as reviewing student behaviors and standardized test scores that allows for the identification and recognition of diversity in giftedness. (Fraiser, 1992; Clasen 1993)

#### Existing Policies:

- RA No. 9442 (*Magna Carta for Disabled Persons.*)
- 1987 Philippine Constitution Section 1 and 2.
- RA No. 7277 Section 12
- DepEd Order No. 26 s. 1997 (*Institutionalization of Special Education Programs in all schools.*)

#### TEACHER-GUIDED ACTIVITIES

- 1. Considering the learners' needs in the preparation of inclusive learning activities.**

#### ILLUSTRATION OF ACTIVITIES

- The teacher observes the learners' behavior; attitudes, actions, academic performance and relational skills using an observation check list and a narrative report.

	<ul style="list-style-type: none"> <li>● The teacher communicates his or her observations to the learners’ parents or guardian.</li> <li>● The teacher consults with specialists when designing learning activities for learners with disability, giftedness and talents.</li> <li>● The teacher helps learners apply concepts and skills to daily experiences by facilitating activities such as role playing games and dynamic activities.</li> <li>● The teacher makes learning more accessible to learners with disability by making sure that they have access to hearing aids; reading glasses, appropriate seating arrangements etc.</li> <li>● The teacher uses differentiated instruction when delivering lessons.</li> <li>● The teacher undergoes continuing professional development in order to respond to the educational needs of learners with disability, giftedness and talents (e.g. relevant training, workshop and professional readings).</li> </ul>
<p><b>2. Engaging learners in activities that are challenging and stimulating.</b></p>	<ul style="list-style-type: none"> <li>● The teacher enhances the learners’ self-directed skills by stimulating their interests through various activities such as exhibits, demonstrations, presentations, etc.</li> <li>● The teacher helps learners develop self-directed learning skills by encouraging them to pursue in depth learning through project-based learning; problem-based learning and inquiry based learning.</li> </ul>
<p><b>3. Providing opportunities for collaborative work.</b></p>	<ul style="list-style-type: none"> <li>● The teacher ensures the full participation of all learners by initiating cooperative learning activities such as games where learners can work and play together in groups, in pairs or individually.</li> <li>● The teacher provides opportunities for learners to use their skills in order to support the learning experience of their peers. Peer learning is an educational practice in which students interact with other students to attain their educational goals.</li> <li>● The teacher provides opportunities for positive social interaction through activities such as: <ul style="list-style-type: none"> <li>☺ <b>Talk Partners:</b> Split images in an activity, which involves learners taking turns to describe illustrations in a text to a partner.</li> <li>☺ <b>Barrier Games:</b> Barrier game for math and language skills: Place a barrier between a pair of learners, or seat</li> </ul> </li> </ul>

	<p>them back-to-back. One learner places six shapes on colored squares and explains to the other what to do. Once the other learner has followed instructions, the barrier is lifted so they can check if their cards match.</p> <ul style="list-style-type: none"> <li>☺ <b>Snowballing:</b> Learners discuss something or investigate an issue in pairs. The pairs then join another pair to form a group and share their findings. The small groups then join together to make a larger group: 2 – 4 – 6 – 8 – whole class.</li> <li>☺ <b>Think-Pair Share:</b> Learners prepare a response to an information text or prepare a news item to be read aloud and then explain their ideas to a partner. After the pairs have discussed the issue, they join another pair, share views and emerge with a group conclusion or perspective.</li> <li>☺ <b>Rainbowing:</b> This is a form of jigsaw activity where each member of a working group is given a color. When the group task is complete the learners form new groups according to their colors. Within the color groups, they compare findings, discuss what they have achieved, or carry out another task that they all need to contribute to. This is a useful way of disseminating and sharing ideas. It helps learners to clarify their own understanding and provides an opportunity for them to question others.</li> <li>☺ <b>Envoys:</b> Once each group has completed its initial discussion, it sends out one member as an envoy to the next group. Envoys move round all the other groups in turn explaining and sharing ideas gathered from the groups they have visited.</li> <li>☺ <b>Listening Triangles:</b> Learners work together in groups of three. The Speaker explains the topic (or expresses their opinion on an issue) as directed by the teacher, the Questioner listens carefully and asks for clarification or further detail and the Note-taker observes this process and provides feedback to both Speaker and Questioner.</li> </ul>
<p><b>4. Providing opportunities to strengthen moral character.</b></p>	<ul style="list-style-type: none"> <li>● The teacher enables learners to develop a moral compass by teaching moral intelligence, modeling behavior, respecting authority and correcting mistakes.</li> </ul>

## Strand 3.4

### LEARNERS IN DIFFICULT CIRCUMSTANCES

#### Indicator 3.4.2

Plan and deliver teaching strategies that are responsive to the special educational needs of learners in difficult circumstances, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices.

#### Content:

- The role of education in helping learners face difficult circumstances (e.g. health education, vocational training, compulsory basic education, family life education, etc.)
- Basic counseling activities that can help learners in difficult circumstances cope with stress and improve their participation in class activities.
- First aid response for children.
- Positive education such as establishing classrooms that are caring, supportive, safe, challenging and academically robust.

#### Existing Policies

- DepEd Order No. 40 s. 2010 (*Child Protection Policy*)
- DepEd Order No. 18 s.2015 (*Guidelines and Procedures on the Management of Children at Risk and Children in Conflict with the Law.*)

#### TEACHER-GUIDED ACTIVITIES

##### 1. Using individual or group interventions for learners in difficult circumstances.

#### ILLUSTRATION OF ACTIVITIES

- The teacher coordinates the application and reinforcement of therapeutic activities with specialists and the guidance counselor. He or she ensures that proper coordination is carried out. In order to reduce symptoms of post-traumatic stress, adjustment difficulty, emotional dysregulation, mood swings and even meltdowns.
- The teacher creates joy and positive experiences in the classroom. He or she provides meaningful activities that emphasize resilience, thriving, self-kindness, mindfulness and well being of learners (e.g. creating collage; poetry reading; guided imagery; meditation; creating a symbol and *Trust Fall*)  
  
**Trust Fall** is a trust-building game often conducted as a group exercise in which a person deliberately allows themselves to fall, relying on the other members of the group (spotters) to catch the person.)
- The teacher guides the learners in practicing positive coping through activities that encourage self-expression.

	<ul style="list-style-type: none"> <li>● The teacher immediately responds to signs of emotional and psychological distress such as spacing out, crying spells, melt downs and even social withdrawal by using non-threatening venues like art, play, relaxation exercises and body movement. He or she coordinates with the guidance counselor and other specialists if the learners' symptoms are beyond his or her capacity to address.</li> </ul>
<p><b>2. Providing reasonable accommodations for learners in difficult circumstances.</b></p>	<ul style="list-style-type: none"> <li>● The teacher adjusts the pace of the lesson according to the learners' conditions. The teacher considers that some learners in difficult circumstances might find it difficult to process information and to concentrate in class.</li> <li>● The teacher uses classroom management techniques that help learners cope with the learning tasks and activities. He or she uses entry and exit routines such as writing the lesson objectives on the board; review drills; practical applications; generalization and the giving of assignments.</li> <li>● The teacher actively supports the return to school programs for learners who have had long-term absences due to their difficult circumstances. He or she provides alternative delivery modes such as modular activities and remediation.</li> </ul>
<p><b>3. Making help accessible for learners in difficult circumstances.</b></p>	<ul style="list-style-type: none"> <li>● The teacher immediately reports cases of drug abuse, domestic violence, sexual abuse and suicidal behaviors / tendencies to the proper authorities. Proper Authorities include: Guidance Counselors, the School Principal and DSWD.</li> <li>● The teacher establishes rapport and builds the learners' trust. He or she takes the time to listen to their problems, concerns, struggles and achievements. The teacher can use writing activities to encourage learners to describe their problems, concerns and struggles.</li> </ul>

## Strand 3.5

### LEARNERS FROM INDIGENOUS GROUPS

#### Indicator 3.5.2

Adapt and use culturally appropriate teaching strategies to address the needs of learners from indigenous groups.

#### Content:

- The educational methods and platforms that facilitate the interaction between the general education curriculum and the local and indigenous knowledge.
- The challenges of taking a collaborative approach in creating a culturally responsive learning environment with the local community leaders and culture bearers.
- The role of reflection about one's own cultural position, identity and all other factors that perpetuate inequality for indigenous learners.

#### Existing Policies

- **RA No. 8371** (*Indigenous People's Right Act*)
- **DepEd Order No. 62 s. 2011** (*Adopting the National Indigenous Peoples Education Policy Framework*).
- **DepEd Order No. 51 s.2014** (*Guidelines on the Conduct of Activities and use of Materials Involving Aspects of Indigenous People's Culture.*)
- **DepEd Order No. 32 s. 2015** (*Adopting the Indigenous People's Education Curriculum Framework*).
- **DM 194 s. 2006** (*Expansion of The Modified In-School Off-School Approach: (Misosa) An Alternative Delivery Mode In Public Elementary Schools.*)

#### TEACHER-GUIDED ACTIVITIES

##### 1. Integrating the indigenous culture in the general education classes.

#### ILLUSTRATION OF ACTIVITIES

- The teacher contextualizes the lesson through the use of localization by using materials, examples and illustrations from the community. He or she can use culturally generated songs, stories, artifacts, music, dances and others. He or she designs and implements assessment activities based on the settings and contexts of the learners.
- The teacher contextualizes the lesson through the use of indigenization by relating the lesson to the learners' environment and to the Indigenous People's knowledge, systems and practices (e.g. A math teacher can illustrate the concept of fractions by referring to the division of harvest during the harvest season in a farming community. The concept of ratios can also be explained by describing how products are delivered to the market using a carabao that carries six sacks of rice. In this case it is a 1:6 ratio.)



	<ul style="list-style-type: none"> <li>● The teacher initiates and participates in the development of instructional materials that addresses the differences and similarities of the learners.</li> <li>● The teacher ensures the appropriate delivery of content and knowledge by using relevant community and cultural resources about the topic.</li> <li>● The teacher engages the community leaders and culture bearers in the process of developing instructional materials and the appropriate delivery of content.</li> <li>● The teacher uses a variety of culturally responsive teaching methods such as: explaining concepts in smaller units; using simple language rather than elaborating on a concept; scaffolding learning content and building mutually respectful and trusting relationships with indigenous learners.</li> </ul>
<p><b>2. Creating a safe and accessible learning environment for indigenous learners.</b></p>	<ul style="list-style-type: none"> <li>● The teacher provides learning experiences and opportunities where indigenous learners can freely demonstrate and share their culture, heritage and history. The teacher can encourage indigenous learners to share their dances, songs, music, art, language and food.</li> <li>● The teacher provides access to learning through alternative delivery modes such as <i>Open High School Programs and Modified in-school off-school approach (MISOSA)</i> etc. In the event that the existing Alternative Modalities are not relevant to the needs of the learners, the teacher shall refer them to the school head for appropriate intervention.</li> <li>● The teacher instills among the learners, respect for cultural identity and diversity. He or she does not tolerate bullying, discrimination and other negative pressures against indigenous learners.</li> </ul>

## GLOSSARY OF TERMS

<b>Elaboration</b>	The process of adding more information to existing, relatively simple information to create a more complex, emergent whole. It involves developing an idea by incorporating details to amplify the original simple idea.
<b>Proficient Teacher Practice</b>	The independent application of skills that is vital to the teaching and learning process. This practice involves: the provision of focused teaching programs that meet curriculum and assessment requirements; the display of skillful planning and management of learning programs; collaborative teaching and community linkages as well as the continuing consolidation and reflection of teaching principles and strategies.
<b>Teacher-Guided Activities</b>	Activities that allow learners to work collaboratively with their teachers and peers in ways that help them advance in the development of certain skills. <i>(Tudge and Rogoff, 1989)<sup>3</sup></i>
<b>Learners' Gender</b>	A learner's subjective experience of his or her own gender.
<b>Gender rigidity and fluidity</b>	<p><b>Gender rigidity:</b> relating to, or being a person whose gender identity is fixed.</p> <p><b>Gender fluidity:</b> relating to, or being a person whose gender varies over time. A gender fluid person may at any time identify as male, female or any other non-binary identity, or some combination of identities.</p>
<b>Gender Neutral Terms</b>	<p>Noting or relating to a word or a phrase that does not refer to one gender only.</p> <p>Using words wherever appropriate that are free of reference to gender.</p>
<b>Gender Roles</b>	The public image of being a particular gender that a person presents to others.
<b>Bullying</b>	The use of superior strength or influence to intimidate (someone), typically to force him or her to do what one wants.
<b>Gender Development</b>	The age-related changes in gender typing, and the emergence of patterns in gender behaviors and thinking.
<b>Learners' Needs</b>	The gap between what the learner wants to get out of the learning experience and his or her current state of knowledge, skill and enthusiasm. <i>(Noessl, 2003)</i>
<b>Learners' Strengths</b>	The natural aptitude of a learner that they can use to learn and work with new information (e.g. learning by looking, listening, learning through language, action, logic, learning with others or independently) these aptitudes could help learners work with their weaker areas as well.

<sup>3</sup> Peer influences on cognitive development: Piagetian and Vygotskian perspectives.

Tudge, Jonathan; Rogoff, Barbara Bornstein, Marc H. (Ed); Bruner, Jerome S. (Ed). (1989). Interaction in human development., (pp. 17-40). Hillsdale, NJ, US: Lawrence Erlbaum Associates, Inc, xv, 306 pp.

## GLOSSARY OF TERMS

<b>Natural Abilities</b>	The quality of being suitable or being receptive to do something.
<b>Learners' Interests</b>	A quality that attracts a learner's attention and makes them want to learn more about something or to be involved in something.
<b>Learners' Experiences</b>	A skill or knowledge that a learner gets from doing something.
<b>Developmentally Appropriate Learning Experiences</b>	An approach to teaching grounded in research on how young children develop and learn and in what is known about effective early education. This framework is designed to promote young children's optimal learning and development.
<b>Differentiated teaching</b>	The process of tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction. <i>(Carol Ann Tomlinson)</i>
<b>Content</b>	The requisite knowledge and understanding for the application of a Domain 3 strand in class.
<b>Bullying</b>	The use of superior strength or influence to intimidate (someone), typically to force him or her to do what one wants.
<b>Teacher-Guided Activities</b>	A teacher's active and intentional role in supporting the learning experience of their students. <i>(The intentional teacher pp.8-9)</i>
<b>Illustrations of Practice</b>	Specific examples of Teacher-Guided Activities.
<b>Personal Interests</b>	Personal interests are comprised of a learners' likes, preferences and desires that influence their participation or engagement in different activities, events or behavior.
<b>Situational Interests</b>	Situational interests refer to the people, objects and events that gain and maintain a learner's attention. It can draw a learner's engagement or participation in activities.
<b>Linguistic Background</b>	The extent of a learner's ability to understand and express themselves both in written or in oral form.
<b>Cultural Background</b>	The integrated pattern of human behavior that includes thoughts, communications, actions, customs, beliefs, values and institutions of a racial, ethnic, religious or social group, that a student brings to a learning experience. <i>(Gilbert, Goode &amp; Dune, 2007)</i>
<b>Socio-Economic Background</b>	The set of circumstances such as family structure and living situation that a learner brings to a classroom.
<b>Religious Background</b>	Religious beliefs, practices and traditions that are important in a person's life.

## GLOSSARY OF TERMS

<b>Cross-Cultural Dialogue</b>	The study of how different members of different cultural groups perceives and/or engages in dialogue.
<b>Faith and Religion</b>	A strong belief in God or in the doctrines of a religion.
<b>White-collar; Blue-collar and Pink-collar work</b>	White-collar work is performed in an office, cubicle or other administrative setting. Blue-collar work requires manual labor. Pink-collar work is related to customer interaction, entertainment, sales or other service-oriented work.
<b>Disabilities</b>	A physical or mental condition that limits a person's movements, senses or activities.
<b>Giftedness</b>	An ability that is significantly higher than average.
<b>Talents</b>	A learner's natural aptitude or skill.
<b>Triarchic theory of intelligence</b>	The triarchic theory of intelligence was formulated by Robert J. Sternberg, a prominent figure in the research of human intelligence. Sternberg's theory comprises of three parts: componential, experiential and practical. The triarchic theory describes three distinct types of intelligence that people can possess. Sternberg calls these three types practical intelligence, creative intelligence and analytical intelligence.
<b>Charity model of disability</b>	The charity model assumes that a person with disability is afflicted with something and that he or she needs to be a recipient of care.
<b>Medical model of disability</b>	The medical model assumes that disability is a condition of an individual that can be treated.
<b>Social model of disability</b>	The social model assumes that the surrounding environment imposes the limitations that result into the emergence of disabling barriers. In this model, the responsibility is shifted from the individual to society.
<b>Project-based learning</b>	A student centered pedagogy that involves a dynamic classroom approach in which it is believed that students acquire deeper knowledge through creative exploration of real-world challenges and problems.
<b>Problem-based learning</b>	An approach that challenges students to learn through engagement in a real problem. The process is aimed at using the power of authentic problem solving to engage students and enhance their learning and motivation.
<b>Inquiry-based learning</b>	Inquiry-based learning is an umbrella term, encompassing a range of teaching approaches, which involve stimulating learning with a question or issue thereby engaging learners in constructing new knowledge and understanding. Teachers who use these approaches act as facilitators of learning.

## GLOSSARY OF TERMS

<b>Moral intelligence</b>	A person’s capacity to understand right from wrong. It entails having and acting on strong ethical convictions in order to behave in the right and honorable way.
<b>Geographic Isolation</b>	The state of having restricted access to social, cultural and educational activities and services.
<b>Chronic Illness</b>	An illness that persists for a long time and cannot be prevented by vaccines or cured by medication, nor do they just disappear.
<b>Displacement due to Armed Conflict</b>	People who are forced to flee their homes due to the following reasons: the state authorities are unable or unwilling to protect them; armed conflict including civil war; generalized violence; and persecution on the groups of nationality, race, religion, political opinion or social group.
<b>Displacement due to Urban Resettlement or Disasters</b>	People who are displaced because of natural disasters, environmental change and human-made disasters.
<b>Child Abuse</b>	The physical maltreatment or sexual molestation of a child.
<b>Child Labor Practices</b>	Labor that violates minimum wage; threatens children’s physical, mental or emotional well-being; involves intolerable abuse; prevents children from going to school and uses children to undermine labor standards.
<b>Interventions</b>	Action taken to improve a situation.
<b>Culturally Appropriate Teaching Strategies</b>	A pedagogy that recognizes the importance of including students’ cultural references in all aspects of learning. ( <i>Ladson-Billings, 1994</i> )
<b>Indigenous Groups</b>	People who have a specific set of rights based on their historical ties to a particular territory, and their cultural or historical distinctiveness from other populations that are often politically dominant.
<b>Local and Indigenous Knowledge</b>	Local and Indigenous Knowledge refers to the cumulative and complex bodies of knowledge, know-how, practices and representations that are maintained and developed by peoples with extended histories of interactions with the natural environment. ( <i>UNESCO, 2003</i> )

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### ACKNOWLEDGEMENTS

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