

MODULE 3

RESPONSIBILITY AND
ACCOUNTABILITY OF A
FILIPINO TEACHER

Teacher Induction Program

Teacher Education Council, Department of Education

Wilhelmina Gatmaitan-Borjal, Ed. D.
Miguela G. Marasigan, Ed. D.
Aida A. Orosa, M.A.

Writers

Paraluman R. Giron, Ed. D.
Ofelia O. Flojo, M.A.T.

Reviewers

Bernadette S. Pablo, M. Ed.

Editor

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TEACHER INDUCTION PROGRAM

MODULE 3

*Responsibility and Accountability
of a Filipino Teacher*



Module Guide

Welcome to this module on the Responsibility and Accountability of a Filipino Teacher!

This module focuses on you, the Filipino teacher. *The State recognizes your vital role in nation-building and development... (R.A. 7836)*

Lesson 1 is about your roles, responsibilities, and accountabilities and the characteristics of an effective school teacher. A number of sections under the Magna Carta for Public School Teachers are also presented.

Lesson 2 is on the Code of Ethics for Professional Teachers particularly Article II- the Teacher and the State and Article IV- The Teacher and the Profession. It also discusses Article VIII, The Teacher and the Learner.

Lesson 3 is on the Professional Development Guide for Teachers anchored on the Teacher Education Development Program (TEDP) and its component parts and on the National Competency-Based Teacher Standards (NCBTS).

Lesson 4 deals on Records Management. It provides you guidance on the accomplishment of records and preparation of reports as well as assessing student performance.

Self-Check Questions (SCQ) and/or Activities test your understanding of the different topics of the Module. Try to reflect on the different Self-Check Questions and Activities and find out for yourself how you can relate to the different situations.

Answer the preassessment test honestly. Don't you worry if you find that questions are difficult to answer because this Module will guide you all the way.

You will also answer the postassessment test after reading all the lessons to gauge your full comprehension of the entire Module.

So, read, reflect, and study this module very well. *Good luck!*

OBJECTIVES

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

- Underscore the roles of a Filipino teacher;
- Reflect on the characteristics of a Filipino teacher;
- Analyze the duties, responsibilities, and accountabilities of a Filipino teacher as specified in the National Competency-Based Teacher Standards (NCBTS);
- Differentiate responsibility from accountability;
- Operationalize the rights and privileges of a public school teacher as stipulated in the Magna Carta for School Teachers and the Code of Ethics;
- Accomplish various school forms and reports both in the elementary and secondary schools;
- Gain knowledge on the Teacher Education and Development Program (TEDP); and
- Explain the performance indicators in the NCBTS).

Check your prior knowledge on the Module by answering the preassessment questions.

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PREASSESSMENT

1. What kind of a teacher anticipates problems and plans ahead?
 - A. Proactive
 - B. Effective
 - C. Active
 - D. Reactive

2. What should every Filipino teacher NOT do?
 - A. Enroll pupils/students.
 - B. Implement rules and regulations.
 - C. Disregard school records and required reports.
 - D. Prepare effective lesson plans.

3. Which of the following describes a morally mature teacher?
 - A. One who seeks out information from a range of sources
 - B. One who respects human dignity
 - C. One who manages pupils/students to achieve high performance levels
 - D. One who practices biases in giving actions to situations

4. After how many years of service shall a teacher be entitled to a study leave?
 - A. 4 years
 - B. 6 years
 - C. 1 year
 - D. 7 years

5. How many hours of actual classroom instruction are required from any teacher?
 - A. 5 hours
 - B. 7 hours
 - C. 6 hours
 - D. 4 hours

6. What does the acronym NCBTS mean?
 - A. National Competent Board Teacher Standards
 - B. National Competency-Based Teacher Standards
 - C. National Competency-Board Teacher Standards
 - D. National Commission-Based Teacher Standards

7. Which of the following indicators can teachers exemplify?
- A. Attend all seminars and meetings
 - B. Submit periodic reports of accomplishments
 - C. Model what he teaches
 - D. Accept all given suggestions
8. Who is mandated to give the Licensure Examination for Teachers?
- A. Professional Regulation Commission (PRC)
 - B. Civil Service Commission (CSC)
 - C. Technical Education and Skills Development Authority (TESDA)
 - D. Teacher Education Institutions (TEI)
9. How can a teacher develop closer relationship with parents?
- A. Solicitation for school funds
 - B. Periodic report of pupils'/students' progress
 - C. Home visitation/parent conference
 - D. Participation in seminars and trainings
10. Which of these DepEd memos is used to assess pupils'/students' performance?
- A. DepED Order No. 4 s 2007
 - B. Republic Act No. 9155
 - C. DepEd Order No, 33 s. 2004
 - D. Republic Act No. 7836
11. Which of the following is sent to the parents periodically?
- A. Form 137-E
 - B. Form 138-A
 - C. Form 138-E
 - D. Form 137-A
12. What is at the center of the Teacher Education and Development Map?
- A. DepEd
 - B. PRC
 - C. NCBTS
 - D. CHED
13. What are the bases of the set of competency standards as indicators of the quality of a teacher's performance?
- A. Core values of Filipino teachers
 - B. Principles of effective teaching and learning
 - C. Number of years in the service
 - D. In-service trainings and LAC sessions
- A) 1 and 2 B) 2 and 3 C) 3 and 4 D) 1 and 4

14. As specified in the NCBTS, which of the following is NOT a role of teachers?

- A. Motivator of learning
- B. Facilitator of learning
- C. Role model and innovator
- D. Appointing officer

15. Which of the following is an accountability of teachers?

- A. To keep accurate records of performances of learners
- B. To enroll in graduate courses
- C. To reads professional magazines
- D. To collect voluntary contributions

What have you found out about yourself after answering the preassessment checklist? Do you anticipate a gigantic responsibility ahead of you? Don't you worry, for you will discover later on that teaching is a very marvelous and rewarding experience.

Check your answers with the Answer Key on page 66.

LESSON 1

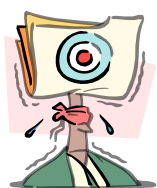
ROLES, DUTIES, AND RESPONSIBILITIES

INTRODUCTION

As a beginning teacher, you are confronted with so many apprehensions about how you will get on with your chosen career. You worry about efficient handling of classroom routine and time management. You worry about your personal ability to cope with the demands in the work place. And, of course, you are concerned with the instructional strategies you are going to use so that the students can actively learn.

To become an effective and competent teacher entails hard work. It also requires your awareness of the varying roles, duties, and responsibilities you must assume.

Read this lesson to answer all your queries about becoming an effective and an expert teacher.



OBJECTIVES

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

1. Underscore the roles of a Filipino teacher;
2. Internalize the duties, responsibilities, and accountabilities of a Filipino teacher;
3. Reflect on the characteristics of an effective teacher; and
4. Operationalize the rights and privileges of a public school teacher as stipulated under the Magna Carta for Public School Teachers.



READ

As a teacher, you wear different kinds of hats...

You are a communicator, a facilitator of learning, an evaluator, a classroom manager, a counselor, a disciplinarian, a mentor, a guidance counselor, and a surrogate parent.

As a beginning teacher, you are expected to perform a number of duties and responsibilities. Below are the duties and responsibilities of a Filipino teacher as mandated in the Qualification Standards (CSC 1995):

In this Module, the duties and responsibilities of an elementary school teacher and a secondary school teacher stated in the Qualification Standards (CSC 1995) are combined.

Under general supervision, a teacher...

1. teaches such subjects as English, Mathematics, Science, Filipino, Makabayan (to include HEKASI, Edukasyon sa Pagpapalakas ng Katawan/Musika/Sining/, and Edukasyong Pantahanan at Pangkabuhayan in the elementary level and Technology and Livelihood Education and Values Education in the secondary level;
2. enrolls pupils/students;
3. prepares effective lesson plans;
4. prepares visual aids and other devices for instruction;
5. sees to it that the pupils/students in his/her advisory class are provided with the necessary textbooks when available;
6. implements rules and regulations;
7. conducts guidance services for his/her advisory class;
8. evaluates pupils' /students' progress and provides various experiences for their continuous development;
9. supervises curricular and co-curricular projects and activities of the pupils/students;

10. checks/records the attendance of the pupils/students;
11. keeps up-to-date anecdotal records of pupils/students;
12. keeps school records and prepares required reports;
13. keeps parents informed on pupils'/students' progress;
14. attends and participates in in-service trainings and faculty meetings;
15. executes the administration of school policies designed for the welfare of the pupils/students;
16. maintains membership in professional organizations;
17. works with other school personnel, parents, and the community for the total development of the pupils/students;
18. participates in the socio-economic development projects in the community;
19. coordinates and cooperates with other teachers in school projects or activities;
20. safeguards school facilities and equipment; and
21. does other related work.

In relation to the stated duties and responsibilities, there are some other vital points to consider in order to provide pupils/students with quality educational opportunities that shall reflect both excellence and equity. These are as follows:

Every school teacher...

- ❖ demonstrates a belief that all students can learn;
- ❖ teaches responsible citizenship and life skills;
- ❖ treats each student fairly;
- ❖ promotes a safe and positive learning environment;
- ❖ exemplifies a good adult role model;
- ❖ exhibits a caring, honest, and professional attitude;
- ❖ recognizes the community as a partner in educating students;
- ❖ maintains confidentiality on critical issues that affect the secrecy of the entire educational system; and
- ❖ abides by the policies and regulations.



SCQ 1.1

The duties and responsibilities of a public school teacher are centered on such tasks as a facilitator of learning, an evaluator of student performance, a manager in the classroom, and a partner of parents and other stakeholders in the community.

Fill in the second column with the specific ways by which a teacher discharges his/her duties and responsibilities in the first column.

Duties and Responsibilities of a Teacher	Specific ways by which a teacher discharges his duties and responsibilities
Facilitating Learning	
Managing Records	
Guidance Counseling	
Assessing Pupils'/Students' Performance	



READ

Characteristics of an Effective Teacher

To be an effective teacher you do not only possess knowledge of educational theory and research. You also possess a willingness to assume your varying roles and the ability to reflect on your own performance.

Effective teaching is responsible teaching.

To be a fully functioning effective teacher, you need to be equipped with

increased skills, knowledge, and awareness of how you perceive your learning environment. This is crucial because they constitute your problem-solving and decision-making prowess.

The basic skills you possess as an effective teacher may be classified into three:

- Functional skills - the capabilities you use in the work environment, such as planning, organizing, controlling, communicating, motivating, developing, and managing.
- Adaptive skills – your personal capabilities that relate to self-management. These include creativity, discipline, dependability, drive, persuasiveness, memory, resourcefulness, and perceptiveness.
- Professional skills – related to work content. They comprise your know-how or your ability to use what you already know.

The early role – model definition of a good teacher eventually gives way to another definition, which can relate to the psychological characteristics of an effective teacher:

- Personality characteristics
 - achievement/ motivation
 - directness
 - flexibility
- Attitude
 - motivation to teach
 - empathy towards pupils
 - commitment
- Experience
 - years of teaching
 - experience in subjects taught
 - experience with particular grade/ year levels
- Aptitude / achievement
 - scores in ability test
 - college grade – point average
 - student teaching evaluations



ACTIVITY 1.1

Answer the following questions as best as you can by checking YES or NO in the appropriate column. (*Adapted from the Characteristics of an Ideal Teacher, Stronge 2002*)

Characteristics of an Effective Teacher		YES	NO
1.	Do/Can you work effectively with others to achieve shared goals for pupils and students and the school?		
2.	Are you aware of what others feel and think?		
3.	Do you understand the meaning of and reasons for other people's behavior?		
4.	Are your actions based on the desire of each pupil /student to attain high levels of achievement?		
5.	Do you believe in your own ability to succeed?		
6.	Do/Can you accept challenges?		
7.	Can others depend on you to accomplish what you have agreed to do?		
8.	Do you show respect and consideration for others?		
9.	Do/Can you set out clear expectations for others?		
10.	Do/Can you manage pupils/students to work together effectively and achieve high performance levels?		
11.	Can you analyze situations and data in a logical way?		
12.	Do/Can you strive constantly to raise pupils'/students' achievement and surpass challenging targets?		
13.	Do/Can you seek out information from a range of sources?		
14.	Do you practice biases in giving actions to situations?		
15.	Do you think ahead in order to anticipate and act on future needs and opportunities?		

Note:

If you answered **yes** to 14 out of 15 questions, you possess the characteristics of an effective teacher.

If you answered **yes** to 10 out of 15 questions, you have mastered some of the key elements of being a teacher with a passion to teach, though you still have to improve some more.

If you answered **yes** to 5 out of 15 questions, you have a lot to improve on.

If you answered **yes** to less than 10 of the questions, there is nothing to worry about for this module will guide you through so you will turn out to be an effective teacher.

**READ**

Remember that as a teacher, you will deal with various stakeholders like the students, parents, administrators, and colleagues. Good interpersonal skills are very necessary as you go along in your day-to-day activities. Your interaction with them will deepen your understanding of people and their behaviors. To do this, you will need a thorough understanding of yourself--your own motivations, hopes, prejudices, and desires--all of which will affect your ability to relate with others.

Your role as a teacher demands a sense of leadership and service indicated by certain human and/or professional values such as responsibility and accountability. These two terms are closely related in meaning.

Responsibility entails “answering” for what one has been called upon to do. **Accountability**, on the other hand, refers to the acceptance of responsibility to fulfill a certain obligation or duty.

Accountability of Teachers

Teachers' leadership is recognized as a great factor in an effective classroom setting. Teachers who fail to do their job regardless of the reasons --- poor preparation, burn out, or lack of interest in professionalism --- and who are judged incompetent must be counselled or dismissed.

The Department of Education aims to create a quality teaching force with new approaches to accountability designed and implemented through teacher leadership and the participation of large number of teachers.

Efforts to unify the training of teachers have seen dramatic changes especially in terms of cultural diversity and regional differences and languages. For instance, the Philippines-Australia Basic Education Assistance for Mindanao (BEAM) focuses on general teaching methodology and assessment practices in the key areas of English, Science, and Mathematics to improve the quality and access to basic education in Mindanao, thereby, contributing to the attainment of peace and development in Southern Philippines. Its purpose is to improve the teaching and learning of basic education in Regions XI, XII, and ARMM and to implement strategies that will provide opportunities for all children in these three regions to access quality education and develop key life skills.

As teachers, we know that accountability, when operationalized, can produce a variety of programs and proposals. Current new approaches to *accountability* emphasize early intervention, peer review, and recognition of exemplary teachers who serve as mentors or lead teachers.



SCQ 1.2

Choose five duties from the Qualification Standards (CSC, 1995). Opposite each duty, write the corresponding accountability.

RESPONSIBILITY / DUTY

- 1.
- 2.
- 3.
- 4.
- 5.

ACCOUNTABILITY

- 1.
- 2.
- 3.
- 4.
- 5.



READ

The *Magna Carta for Public School Teacher Act* better known as R.A. 4670 shall apply to all public school teachers except those in the professorial staff of state colleges and universities.

The *Magna Carta for Public School Teachers* aims to promote and improve the social and economic status of public school teachers, their living and working conditions, their employment and career prospects so that they may compare favorably with existing opportunities in other walks of life, attract, and retain in the teaching profession more people with the proper qualification.

As used in this Act, the term “teacher” shall be all persons engaged in classroom teaching at 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 function 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.

Likewise, the *Magna Carta* clarifies the career opportunities, tenure, and leave privileges of teachers. You may find a copy of this law in the library or you may request your facilitator/mentor to help you find a copy.

Some pertinent provisions of this Act were selected for further discussion.

Section 6. *Consent for Transfer – Transportation Expenses – Except for cause as herein otherwise provided, no teacher shall be transferred without his consent from one station to another.*

Where the exigencies of the service require the transfer of a teacher from one station to another, such transfer may be effected by the school superintendent who should have previously notified the teacher concerned on the transfer and the reason/s thereof. If the teacher believes that there is no justification for the transfer, he may appeal his case to the Director of Public Schools or Director of Vocational

Education, as the case may be. Pending his appeal and the decision thereon, his transfer shall be held in abeyance, provided, however, that no transfer whatever shall be made three months before any local or national election.



SCQ 1.3

1. Mrs. Abdulgani, a principal of Sta. Cruz Elementary School, transferred one of her teachers to another school for being habitual in coming late to school. She did not inform her teacher why he was transferred to another school.

Does the principal have the right to transfer the teacher?

Section 24. STUDY LEAVE – In addition to the leave privileges now enjoyed by teachers in the public schools, they shall be entitled to 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 study leave, the teachers shall be entitled to at least sixty percent 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/her thesis for a graduate study in education or allied courses: Provided, further, that no compensation shall be due the teacher after five years of such leave. In all cases, the study leave period shall be counted for seniority and pension purposes.

The compensation allowed for one year study leave as herein provided shall be subject to the condition that the teacher takes the regular study load and passes at least seventy-five percent of his courses. A study leave of more than one year may be permitted by the Secretary of Education but without compensation.



ACTIVITY 1.2

When a teacher goes on leave, he/she accomplishes Form 6 or Leave Form. Try to accomplish Form 6 below.

APPLICATION FOR LEAVE

CSC Form 6
Revised 1984

1. OFFICE/AGENCY	2. NAME (Last) (First) (Middle Name)	
3. DATE OF FILING	4. POSITION	5. SALARY (Monthly)

DETAILS OF APPLICATION

6. a) TYPE OF LEAVE <input type="checkbox"/> Vacation <input type="checkbox"/> To seek employment <input type="checkbox"/> Others (Specify) _____ <input type="checkbox"/> Sick <input type="checkbox"/> Maternity <input type="checkbox"/> Others (Specify) _____ c) NUMBER OF WORKING DAYS APPLIED FOR Inclusive Dates _____	6. b) WHERE LEAVE WILL BE SPENT: (1) IN CASE OF VACATION LEAVE <input type="checkbox"/> Within the Philippines <input type="checkbox"/> Abroad (Specify) _____ (2) IN CASE OF SICK LEAVE <input type="checkbox"/> In Hospital (Specify) _____ <input type="checkbox"/> Out Patient (Specify) _____ d) COMMUTATION <input type="checkbox"/> Requested <input type="checkbox"/> Not Requested _____ (Signature of Applicant)						
7. a) CERTIFICATION OF LEAVE CREDITS as of _____ <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 33%;">Vacation</td> <td style="width: 33%;">Sick</td> <td style="width: 33%;">Total</td> </tr> <tr> <td>Days</td> <td>Days</td> <td>Days</td> </tr> </table>	Vacation	Sick	Total	Days	Days	Days	7. b) RECOMMENDATION <input type="checkbox"/> Approval <input type="checkbox"/> Disapproved due to _____ _____ Authorized Official
Vacation	Sick	Total					
Days	Days	Days					
7. c) APPROVED: _____ days, _____ leave with pay, _____ days, _____ leave without pay, Others (Specify) _____ For the Secretary: _____ (Signature) _____ (Authorized Official)							
7. d) DISAPPROVED DUE TO: _____ _____							

Date: _____
 Copy furnished:
 1. M _____
 2. The Auditor, DECS _____
 3. Accounting Division, FMS, DECS _____



READ

A portion of Section 22 of R.A. 7610 known as Special Protection of Children Against Child Abuse, Exploitation, and Discrimination Act clearly defines the role of the teacher and his/her accountabilities in declaring this act Children as Zones of Peace.

Children are hereby declared as Zones of Peace. It shall be the responsibility of the State and all other sectors concerned to resolve armed conflicts in order to promote the goal of children as zones of peace. To attain this objective, the following policies shall be observed.

- (a) Children shall not be the object of attack and shall be entitled to special respect. They shall be protected from any form of threat, assault, torture, or other cruel, inhuman, or degrading treatment;
- (b) The safety and protection of those who provide services including those involved in fact-finding missions from both government and non-government institutions shall be ensured. They shall not be subjected to undue harassment in the performance of their work.

The teachers who are in the government service are covered in this Act. The State therefore, takes action on any malpractice or maltreatment of pupils/students while discharging their duties as teachers.

Children shall be protected from any threat, assault, torture, or other cruel, inhuman, or degrading treatment. Oftentimes we read or hear about the sad plight of school children who suffer from the maltreatment of their teachers. The Act gives protection and holds the teacher accountable for any violation of this act.

A teacher is a person in authority. Chapter 3 of the DECS Service Manual 2000 provides that “school officials and teachers shall have the right to impose appropriate and reasonable disciplinary measures in case of minor offenses or infractions of good discipline. However, no cruel or physically harmful punishment shall be imposed or applied against any pupil or student.”

The Service Manual further forbids the use of corporal punishment by teachers such as slapping, jerking, or pushing pupils/students about; imposing manual work or degrading task as penalty; meting out cruel and unusual punishment of any nature; holding up a pupil/student to unnecessary ridicule; using epithets and expressions tending to destroy a pupil's/student's self-respect and the permanent confiscation of the personal property of pupils/students.



SCQ 1.4

1. Mention some common corporal punishments inflicted by teachers on their pupils. Suggest more constructive disciplinary measures that teachers can resort to.
2. Do you think verbal defamation against pupils is more dehumanizing than physical injury? If yes, give your own opinion.
3. How do you implement the idea of children as “zones of peace” in your classroom?

As a beginning teacher, much is expected of you. You serve as a role model. You have to do your best to ensure the safety and protection of your pupils and your wards.

All the specifics may be found in the Qualification Standards, 1995 for further readings.

Teachers have **legal-moral leadership**. The teacher who has a good grasp of the pertinent laws and who possesses integrity will most likely be successful in effectively influencing learners to learn and live morally.

Teachers teach students how to learn, how to work and how to live with others. Teaching students by example shall be very effective in guiding them to identify good role models.



READ

Value formation among teachers takes the course of time. As a beginning teacher like you gain experience and get exposed to the real world of teaching, you continue to acquire learnings, develop ethical character, assume authority discretely, and stay compassionate in dealing with the learners. The values you have formed are manifested in the way you assume your roles and responsibilities and in your relationship with your learners, peers, superiors, parents, and the other stakeholders.

Learning

Learning means you have mastery of the subject matter. It requires keeping up with new insights and technology. It also conveys the spirit of sharing learning to others and being open to the knowledge of others, especially of your own students and their parents.



SCQ 1.5

Reflect

1. As an authority, do you convey your expectations and confidence to your pupils/students that they can learn?
2. Do you give extra support and encouragement to slower pupils/students?

You have authority in teaching. It is a legitimate influence over others. It is not mere power. It differs from power in its moral sense because while power may be used for good or ill, authority does not connote coercion.

If you have the authority, you have the unusual quality of being dual, reciprocal, and thus dependent upon others for its fulfillment in the classroom. It is composed both of a teacher's knowledge, character and conduct, and the pupils'/students' respect given back to you, the teacher, in free acknowledgment of the your greater understanding of the subject at hand and greater ability to convey it. Authority encourages aspiration in the learners.

Ethical Teaching

In teaching, ethics means putting the satisfaction of the needs and good of pupils/students before those of anyone else. This has to be so, not simply because this is the right thing to do, but also because it is the surest road to pupils'/students' trust and understanding and therefore the best way to ensure that they learn.

As a beginning teacher, observe that the first rule to ethical teaching is to do no harm to students. Ethical teaching requires exclusive attention to pupils'/students' welfare. Ethical teaching means setting up high standards and expectations and inspiring pupils/students to meet them. Ethical teaching may also be referred to as effective and responsible teaching.



SCQ 1.6

Reflect

1. Do you notice and comment favorably on a pupil's/student's homework, projects, and other accomplishments?
2. Do you show pupils/students who return after being absent that you are happy to have them back in class?

Compassion

You are a compassionate teacher if you have profound concern for pupils/students that springs from the heart as well as from the head and an irresistible desire to help the young overcome their natural weaknesses to dispel people's ignorance.

Compassion serves as the basis for the necessary patience of teachers. It connotes sharing of experience that requires first that teachers know who their students are.

Compassion demands an adherence to high standards and that which require teachers to put themselves in their students' place.

Compassion makes approval enjoyable and correction palatable. Compassion requires avoiding favoritism. Compassion moves teachers to acknowledge their pupils'/students' struggles.

Compassion means acting as a whole person. There are no people without emotions. Compassion is evident in a steady devotion to each pupil's/student's future.



SCQ 1.7

Reflect

1. Do you let your pupils/students know that you are aware of and interested in them as unique persons?
2. Do you find time to talk quietly alone with a pupil/student with difficulty?

The teaching profession is continually adjusting to the forces operating at a particular time through pressures from within and without. Constant renewal is imperative. Teachers like you must be sensitive to changing problems and new developments.



ACTIVITY 1.3

Choose any one of the following attributes listed below. Write something about your *perception of yourself*.

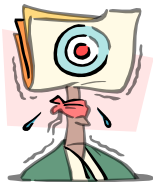
1. I believe I am a *great teacher* because I have chosen the profession.
2. I am proud I am a *teacher* because I know what I am teaching my students.
3. I am a teacher by nature because of my passion to educate the youth.

LESSON 2

*THE CODE OF ETHICS***INTRODUCTION**

The *Magna Carta for Public School Teachers* (1966) mandated a Code of Ethics for Public School Teachers which was adopted under Section 7 of R.A. 4670 and which focused on **responsibility, professional conduct, and integrity**. (See Appendix B.)

With the passage of R.A 7836, otherwise known as the Philippine Teachers Professionalization Act of 1994, the Board for Professional Teachers of the Professional Regulation Commission passed Resolution No. 435 s. 1997 promulgating and adopting the Code of Ethics for Professional Teachers. This is an expanded version of the Magna Carta Code of Ethics which provides standards and guidelines on how teachers should conduct themselves inside and outside the workplace.

**OBJECTIVES**

At the end of the lesson, you should be able to:

1. acquaint yourself with the Code of Ethics for Professional Teachers;
2. observe and practice the different provisions of the Code of Ethics; and
3. internalize the values stipulated in the Code of Ethics.

**READ**

Teaching is a demanding profession. As a teacher, you are expected to be equipped with the necessary technical knowledge and skills needed to become a

competent facilitator and manager of learning. You are also expected to manifest personal attributes, attitudes, and values that will surely enhance your image as an effective role model.

What are these personal characteristics that play a very important role in effective teaching?

Many experts stress the need for the development of love, commitment, and dedication to service in order to be successful teachers. One advice they give to new teachers like you is to “teach with love”, that is, by showing genuine concern for the learners and by being patient, understanding, and persevering in your work. When you are committed to your teaching, you will strive to do your best and will not settle for poor performance. As they say, you “forget about monetary rewards” when you find “joy in teaching”. Financially, industry gives more but in terms of chances for growth, maybe not in terms of ranks but in terms of competency and knowledge acquisition, teaching is very fulfilling and satisfying.

According to Clemente- Reyes (2002), a number of experienced teachers attribute their success in teaching to their resourcefulness, creativity, innovation, and risk-taking, coupled with discipline, an intrinsic motivation to teach well, and a strong motivation to succeed. Hence, she urges neophyte teachers like you to plan your career, set your goal, and try hard to achieve and excel.

Other personal traits which you can develop as mentioned by Clemente-Reyes are as follows: enthusiasm in teaching, open-mindedness to students' varied opinions or viewpoints, pleasing personality, and good grooming. You must also have a good sense of humor to make the class session always lively, joyful, and fun.

In a capsule, the Preamble of the Code of Ethics for Professional Teachers states all these personal and professional attributes to attain success, thus:

Teachers are duly licensed professionals who possess dignity and reputation with high moral values as well as technical and professional competence. In the practice of their noble profession, they strictly adhere to, observe, and practice this set of ethical and moral principles, standard, and values.



SCQ 2.1

1. List down the key words that are expected of the teacher as a professional.



READ

Article II of the Code of Ethics is entitled The Teacher and the State.

As stipulated in Article II, the schools are the nurseries or breeding ground of the citizens of the state and every teacher is a trustee of the cultural and educational heritage of the land.

In this context, the country depends on you, the teacher, since you have the moral obligation to transmit such heritage to the learners. High premium is placed on you in terms of elevating national morality, promoting national pride, cultivating love of country, instilling allegiance to the Constitution, and giving respect for all duly constituted authorities. You are also tasked with promoting obedience to the laws of the land. In other words, it is your duty to teach learners about the country and its people and also about the duties and responsibilities of the citizens as well as their constitutional rights and privileges.

Likewise, Section 4 states: Every teacher shall possess and actualize full commitment and devotion to duty.



ACTIVITY 2.1

Choose five responsibilities and state how you can actualize commitment and devotion in performing your roles with corresponding responsibility and accountability.

- 1.
- 2.
- 3.
- 4.
- 5.



READ

While the Code of Ethics is explicit about the duties and responsibilities of teachers as well as their rights and privileges, it also sanctions the following acts:

- a. Engaging in the promotion of any political, religious, or other partisan interest;
- b. Soliciting , requiring, collecting, or receiving any money, service, and other valuable material from any person or entity for such purpose; and
- c. Using his position or official authority of influence to coerce any other person to follow any political course of action.



SCQ 2.2

Give your opinion on each of these situations:

1. You received a cash gift from the parent of one of the candidates for honors. What would you do?
2. Would you join a political rally because a close relative is running for an elective position? Give reasons for your answer.



READ

Article IV is on the Teacher and the Profession. Read and analyze carefully the five sections in the article.

Section 1. Every teacher shall actively help insure that teaching is the noblest profession, and shall manifest genuine enthusiasm and pride in teaching as a noble calling.

Section 2. Every teacher shall uphold the highest possible standards of quality education, shall make the best preparation for the career of teaching, and shall be at his best at all times in the practice of his profession.

Section 3. Every teacher shall participate in the Continuing Professional Education (CPE) program of the Professional Regulation Commission, and shall pursue such other studies as will improve his efficiency, enhance the prestige of the profession, and strengthen his competence, virtues, and productivity in order to be nationally and internationally competitive.

Section 4. Every teacher shall help, if duly authorized, to seek support for the school, but shall not make improper misrepresentations through personal

advertisements and other questionable means.

Section 5. Every teacher shall use the teaching profession in a manner that makes it a dignified means for earning a decent living.



SCQ 2.3

1. What is your perspective of a noble profession?
2. How can you be at your best at all times in the practice of your profession?



ACTIVITY 2.2

Explain why a continuing professional education is important to a teacher.



READ

The Code of Ethics is explicit on the relation between The Teacher and the Learners (Article VIII).

Section 3. states: Under no circumstance shall a teacher be prejudiced nor discriminatory against any learner.

Section 8. A teacher shall not inflict corporal punishment on offending learners nor make deductions from their scholastic ratings as a punishment for acts which are

clearly not manifestations of poor scholarship.

The quoted provisions are pertinent to the responsibility and accountability of a teacher.



SCQ 2.4

Classroom management includes good discipline of the learners. You observe a boy who bullies his classmates. How will you handle the situation without being prejudiced nor discriminatory against the learner?



ACTIVITY 2.3

You are the adviser of a class. The Mathematics teacher reported to you that a certain percent was deducted from a learner's rating because he argued with the teacher on a solution to a problem. How will you resolve the problem citing Section 8 of Article VIII?



READ

The Code of Ethics is in Appendix C. Be guided by the provisions of the Code, specifically Articles V, VI, VII, and IX. Should you be in a dilemma in solving situations involving the school personnel, the learners, the parents, and the community, you may seek assistance from your school head and mentors. As a teacher, you “shall enjoy equitable safeguards at each stage of any disciplinary procedure” (R. A. 4670, Section 8), to wit:

*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. No publicity shall be given to any disciplinary action being taken against a teacher during the pendency of his case.



SCQ 2.5

1. What are your rights as equitable safeguards in disciplinary procedures?
2. What are your obligations to enjoy the rights?



READ

The Code of Ethics and the Magna Carta for Public School Teachers guarantee the academic freedom of teachers. Academic freedom is basically defined as the right to determine what to teach and how to teach in accordance with accepted policies and procedures not inimical to the declared laws and policies of the State.

Article II, Section 8 of the Code of Ethics states, to wit:

Section 8. Every teacher shall enjoy academic freedom and shall have the privilege of sharing the product of his researches and investigations, provided that, if the results are inimical to the declared policies of the State, they shall be drawn to the proper authorities for appropriate remedial action.

R.A. 4670, Section 12 states, to wit:

Academic Freedom - *Teachers shall enjoy academic freedom in the discharge of their professional duties, particularly with regard to teaching and classroom methods.*



SCQ 2.6

1. In accordance with academic freedom, can you modify a prototype lesson plan to suit the needs of your learners? Why? Why not?
2. May you change the strategies stated in your lesson plan if you feel your pupils still lack understanding of the lesson?

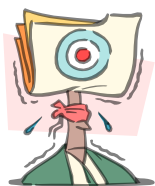
The Philippine Congress has pending bills on the amendments/ revision to The Magna Carta for Public School Teachers. Should the bill become a law, your schools shall be duly informed and necessary orientation shall be given by the Department of Education.

LESSON 3

PROFESSIONAL DEVELOPMENT GUIDE FOR TEACHERS

INTRODUCTION

Some teachers are born because they acquired their expertise at the early stage of their career. Yet your chance to become an expert teacher increases with age, teaching experience, and continued professional growth. Likewise, be guided by the policies and guidelines issued in the field and implement them as best as you can. As you master your craft you will realize that there is no other profession nobler than teaching. This also proves the dictum that most teachers are made.



OBJECTIVES

After the lesson, you should be able to;

- operationalize the Teacher Education and Development Program (TEDP);
- describe the TEDP and its component parts; and
- implement the National Competency – Based Teacher Standards (NCBTS) to improve both your personal and professional competence



READ

The Department of Education is committed to providing a quality system of public education through teachers who are able to help students develop their abilities, attitudes and skills for them to function effectively in a rapidly changing environment.

DepEd has commenced the implementation of a Teacher Education and Development Program that seeks to conceptualize a teacher’s career path as a continuum that starts upon entry to teacher education and ends when a teacher retires from formal service.

One key element in the entire program is the establishment of a set of competency standards for teacher performance so that teachers, pupils ,and parents are able to appreciate the set of behaviors, attitudes ,and skills that a teacher must possess, in order to carry out a high level of performance.

Look at Figure 1 – Teacher Education and Development Map below. Note the flow of the arrows from the start to the end.

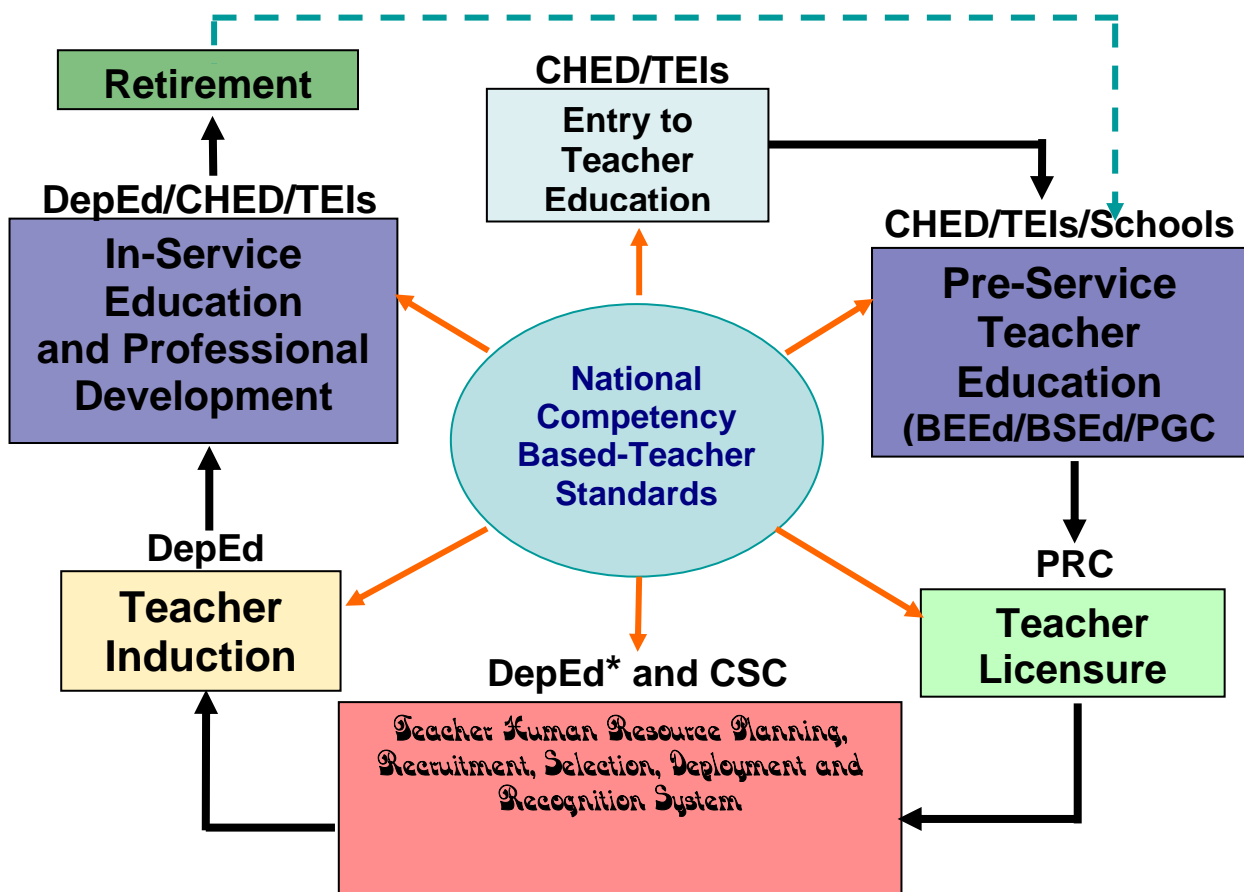


Figure 1
The Teacher Education Development Map



SCQ 3.1

Based on the TEDP Map, answer the following guide questions:

1. When does Teacher Education Development Program start?
2. What degree courses are offered by Teacher Education Institutions (TEIs)?
3. What agency gives the Licensure Examination for Teachers?
4. What department is in-charge of the recruitment, selection, and development of teachers?
5. As seen from the map, what is at the center of the TEDP that serves as the professional development guide for teachers?



ACTIVITY 3.1

Below are statements which you need to answer with True or False. Write **True** if you agree with the statement and **False** if not.

- _____ 1.The Department of Education initiates the implementation of the TEDP.
- _____ 2.The NCBTS is irrelevant in the Teacher Education and Development Program.
- _____ 3.The concern of the TEDP is mainly for the pre-service education.
- _____ 4.TEDP starts when a teacher enrolls in TEI till he retires from the service.
- _____ 5.A teacher grows professionally through in-service education with focus on NCBTS.



READ

The NCBTS is an integrated theoretical framework that defines the different dimensions of effective teaching in all aspects of a teacher's professional life and in all phases of teacher development. The use of a single framework will minimize confusion as to what effective teaching is.

You may use the NCBTS in many ways:

- As a guide to reflect on your current teaching practices
- As a framework for creating new teaching practices
- As a guidepost for planning and professional development goals
- As a common language for discussing teaching practices with other teachers

In relation to this, the TEDP expounds on a new paradigm of teaching and teacher development in the NCBTS. First, the teacher is viewed not as a technician but as a knowledge professional responsible for facilitating learning in a variety of learners and learning environment. Second, the teaching process involves not only the mere application of the technical aspects of teaching but more so, the critical and reflective utilization of varied teaching learning approaches.

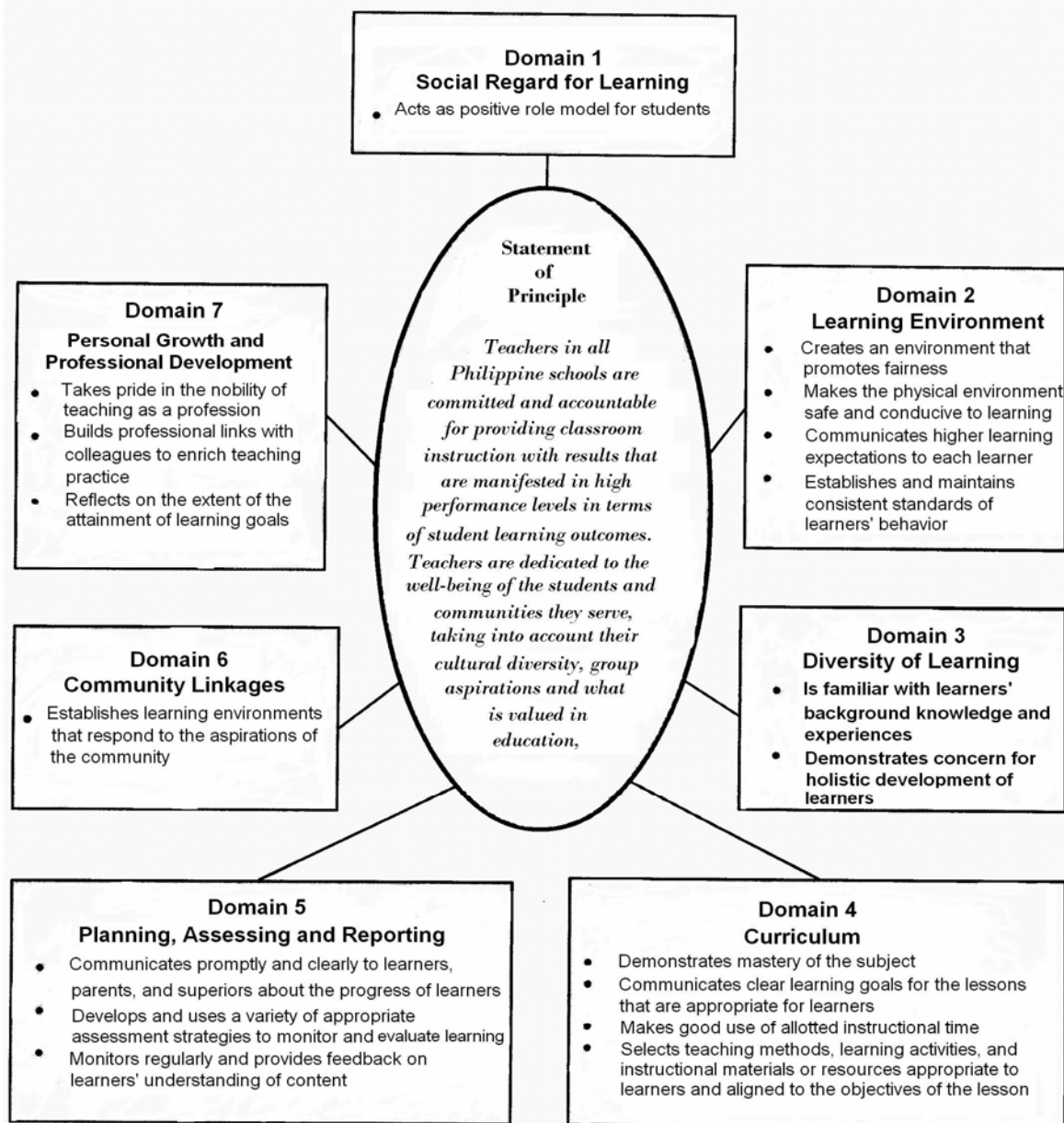


Figure 2
Schematic Representation of the Integrated Domains of the National Competency-Based Teacher Standards

As a new teacher, you need a road map to guide you. If you are determined to make teaching your career, examine the framework closely.

The competency – based teacher standards are organized hierarchically. At the highest level, the standards are categorized into seven domains namely;

➤ **Social Regard for Learning**

- Learning Environment
- Diversity of Learners
- Curriculum
- Planning, Assessing, and Reporting
- Community Linkages
- Personal Growth and Professional Development

Under each **domain** are strands that refer to more specific dimensions of positive teacher practices. Under the **strands** are specific **indicators** that are concrete observable and measurable teacher behaviors, actions, and habits. What specific roles of a teacher are suggested under each domain?

Domain 1. Social Regard for Learning	
<i>This domain of Social Regard for Learning focuses on the ideal that the teachers serve as positive and powerful role models of the values of the pursuit of learning of different kinds of the effort to learn. The teacher's actions, statements, and different types of social interactions with students exemplify this ideal.</i>	
Strands of Desired Teaching Performance	Performance Indicators
1.1 Teacher's actions demonstrate value for learning.	1.1 Implements school policies and procedures 1.2 Demonstrates punctuality 1.3 Maintains appropriate appearance 1.4 Is careful about the effect of one's behavior on students 1.5 Shows respect for other persons and their ideas
1.2 Demonstrates that learning is of different kinds and from different sources.	1.2 Makes use of various learning experiences and resources



SCQ 3.2

Which of the following practices are in accordance with the performance indicators? Tick off the indicators that correspond to the practice.

PRACTICES	INDICATORS				
	1.1.1	1.1.2	1.1.3	1.1.4	1.1.5
1. Wearing the prescribed school uniform					
2. Acting as role models to the learners					
3. Coming to school before the official time					
4. Maintaining a pleasing personality					
5. Showing respect to authorities					



ACTIVITY 3.2

Carefully read the caselets and answer the questions that follow.

Miss Ruiz is a Grade III teacher in San Rafael Elementary School. She has been in the service for five years. She is imbued with sincerity, commitment, and dedication to the profession. She is of unquestioned honesty and integrity. She comes to school before the official time making it possible for her to monitor her pupils and prepare her lessons ahead of time. She always wears the school uniform. She has a pleasing personality. Pupils and parents look up to her as role model.

1. How will you describe Miss Ruiz?

2. Would you consider her a desirable Filipino teacher? Why?

3. What particular values make her a role model?

Domain 2. **Learning Environment**

The domain of Learning Environment focuses on importance of providing for a social, psychological and physical environmental within which all students, regardless of their individual differences in learning, can engage the different learning activities and work towards attaining high standards of learning.

Strands of Desired Teaching Performance	Performance Indicators
2.1 Creates an environment that promotes fairness	2.11 Maintains a learning environment of courtesy and respect for different learners (eg. ability, culture, gender) 2.12 Provides gender-fair opportunities for learning 2.13 Recognizes that every learner has strengths
2.2 Makes the classroom environment safe and conducive to learning	2.21 Maintains a safe, clean and orderly classroom free from distractions 2.22 Arranges challenging activities given the physical environment
2.3 Communicates higher learning expectations to each learner	2.31 Uses individual and co-operative learning activities to improve capacities of learners for higher learning 2.32 Encourages learners to ask questions 2.33 Provides learners with a variety of learning experiences 2.34 Provides varied enrichment activities to nurture the desire for further learning

	2.35	Communicates and maintains high standards of learning performance
2.4 Establishes and maintains consistent standards of learners' behavior	2.41 2.42 2.43 2.44	Handles behavior problems quickly and with due respect to children's rights Gives timely feedback to reinforce appropriate to learners' behavior Guides individual learners requiring development of appropriate social and learning behavior Communicates and enforces school policies and procedures for appropriate learner behavior
2.5 Creates a healthy psychological climate for learning	2.51 2.52 2.53	Encourages free expression of ideas from students Creates stress-free environment Takes measures to minimize anxiety and fear of the teacher and/or subject



SCQ 3.3

Based on your readings, answer the following questions.

1. Do teachers need to give priorities to girls in providing opportunities to learn?
2. Is it necessary for a teacher to maintain a safe and conducive learning environment?
3. Do you need to ask HOTS questions? Why?



ACTIVITY 3.3

Mrs. Reyes is a Master Teacher I of Mabini Elementary School. She is a professional teacher who possesses the right values and passes them on to her pupils. She has the right attitude towards work as manifested by her initiative to bring out the best among her pupils. She promotes fairness to every learner regardless of gender, religion, and economic status and recognizes the strengths, potentials, and multiple intelligences of each pupil. She maintains a wholesome classroom atmosphere by providing a variety of challenging and interesting activities. In fact, she maintains a consistent standard of learner's behavior. Thus, she becomes the source of inspiration to her pupils as evidenced by their regular school attendance.

However, there are times that she hears unsavory remarks from her co-teachers like: "No wonder, she is the principal's pet."

1. Should she be affected/ discouraged by such remarks? Why?

2. If you were Mrs. Reyes, what would you do?

Domain 3. Diversity of Learners
This domain of Diversity of Learners emphasizes the ideal that the teachers can facilitate the learning process in diverse learners by first recognizing and respecting individual differences, then using knowledge about students' differences to design diverse sets of learning activities to ensure that all students can attain desired learning goals.

Strands of Desired Teaching Performance	Performance Indicators
<p>3.1 Determines, understands, and accepts the learners' diverse background knowledge and experience</p>	<p>3.1.1 Obtains information on the learning styles, multiple intelligences and needs of learners</p> <p>3.1.2 Designs or selects learning experiences suited to different kinds of learners</p> <p>3.1.3 Establishes goals that define appropriate expectations for all learners</p> <p>3.1.4 Paces lessons appropriate to needs and/or difficulties of learners</p> <p>3.1.5 Initiates other learning approaches for learners whose needs have not been met by usual approaches</p> <p>3.1.6 Recognizes multi-cultural background of learners when providing learning opportunities</p> <p>3.1.7 Adopts strategies to address needs of differently-abled students</p> <p>3.1.8 Makes appropriate adjustments for learners of different socio-economic backgrounds</p>



SCQ 3.4

Mary Ann is one the youngest teachers in the central school. She utilizes the pupils'/students' profile to suit learning experiences to their needs.

Has Mary Ann the right perception of her work as a teacher? Why/ Why not?

Do you think it will help facilitate learning? Why?



ACTIVITY 3.4

Miss Cruz handles multigrade classes in one of the rural schools in the division. Her care and consuming love for pupils is her mark as a truly competent teacher. She utilizes the profile of her pupils to suit the classroom activities to their needs and abilities.

She is never wanting in providing opportunities for her pupils to grow and develop their potentials.

1. How will you describe Miss Cruz as a teacher?

2. As a new teacher, can you do the same? Will you make inadequate resources as an excuse for not performing well? Why?

Domain 4. Curriculum

The domain of Curriculum refers to all elements of the teaching-learning process that work in convergence to help students understand the curricular goals and objectives, and to attain high standards of learning defined in the curriculum. These elements include the teacher's knowledge of subject matter and the learning process, teaching-learning approaches and activities, instructional materials and learning resources

Strands of Desired Teaching Performance	Performance Indicators
4.1 Demonstrates mastery of the subject.	4.11 Delivers accurate and updated content knowledge using appropriate methodologies, approaches and strategies 4.12 Integrates language, literacy and quantitative skill development and values in his/her subject area 4.13 Explains learning goals, instructional procedures and content clearly and accurately to students 4.14 Links the current content with past and future lessons 4.15 Aligns with lesson objectives the teaching methods, learning activities and

	<p>instructional materials or resources appropriate to learners</p> <p>4.16 Creates situations that encourage learners to use high order thinking skills</p> <p>4.17 Engages and sustains learners' interest in the subject by making content meaningful and relevant to them</p> <p>4.18 Integrates relevant scholarly works and ideas to enrich the lesson as needed</p> <p>4.19 Integrates content of subject area with other disciplines</p>
4.2 Communicates clear learning goals for the lessons that are appropriate for learners	<p>4.21 Sets appropriate learning goals</p> <p>4.22 Understands the learning goals</p>
4.3 Makes good use of allotted instructional time	<p>4.31 Establishes routines and procedures to maximize instructional time</p> <p>4.32 Plans lessons to fit within available instructional time</p>
4.4 Selects teaching methods, learning activities and instructional materials or resources appropriate to learners and aligned to objectives of the lesson	<p>4.41 Translates learning competencies to instructional objectives</p> <p>4.42 Selects, prepares and utilizes instructional materials appropriate to the learners and to the learning objectives</p> <p>4.43 Provides activities and uses materials which fit the learners' learning styles, goals and culture</p> <p>4.44 Uses a variety of teaching approaches and techniques appropriate to the subject matter and the learners</p> <p>4.45 Utilizes information derived from assessment to improve teaching and learning</p> <p>4.46 Provides activities and uses materials which involve students in meaningful learning</p> <p>4.47 Uses a variety of teaching approaches and techniques appropriate to the subject matter and the learners</p> <p>4.48 Utilizes information derived from assessment to improve teaching and learning</p> <p>4.49 Provides activities and uses materials which involve students in meaningful learning</p>
4.5 Recognizes general learning processes as well as unique process of individual learners	4.51 Designs and utilizes teaching methods that take into account the learning process
4.6 Promotes purposive study (from Domain 1)	4.61 Cultivates good study habits through appropriate activities and projects



SCQ 3.5

One Monday morning, the principal observed the Grade six English class of Ms. Tan. Being one of the youngest teachers in school she was well-prepared, assertive, and energetic. Based on the indicators you have just read, what do you think contributed to her successful teaching?



ACTIVITY 3.5

Miss. Perez ranks first in the pool of registered teacher applicants in the division, the reason why she was given teaching assignments at once. She is confident that she has mastered her subject matter but has some problems in teaching methodology. Hence, the achievement level is rather low.

On what aspect of teaching, does Miss. Perez need help?

Domain 5. **Planning, Assessing, and Reporting**

The domain of Planning, Assessing and Reporting refers to the alignment of assessment and planning activities. In particular, the domain focuses on the (1) use of assessment data to plan and revise teaching-learning plans, (2) the integration of assessment procedures in the plan and implementation of teaching-learning activities, and (3) reporting on learner's actual achievement and behavior.

Strands of Desired Teaching Performance	Performance Indicators
5.1 Develops and utilizes creative and appropriate instructional plan	5.11 Shows proofs of instructional planning 5.12 Implements instruction as planned 5.13 Demonstrates ability to cope with varied teaching milieu 5.14
5.2 Develops and uses a variety of appropriate assessment strategies to	5.21 Prepares formative and summative tests in line with the curriculum

monitor and evaluate learning.	5.22 5.23 5.24 5.25	Employs non-traditional assessment techniques (portfolio, journals, rubrics, etc.) Interprets and uses assessment results to improve teaching and learning Identifies teaching-learning difficulties and possible causes and takes appropriate action to address them Uses tools for assessing authentic learning
5.3 Monitors regularly and provides feedback on learners' understanding of content	5.31 5.32	Provides timely and accurate feedback to learners to encourage them to reflect on and monitor their own learning growth Keeps accurate records of grades/performance levels of learners
5.4 Communicates promptly and clearly to learners, parents and superiors about progress of learners	5.33 5.34	Conducts regular meetings with learners and parents to report learners' progress Involves parents to participate in school activities that promote learning



SCQ 3.6

Based on your readings, it is important that the teacher takes careful steps in assessing the learner's achievement.

Which of the following should you do as a teacher? Put a check (/) or put a cross(x) on the blanks before the number.

- _____ 1. Prepare formative and summative test congruent with the objectives of the lesson.
- _____ 2. Employ varied assessment techniques.
- _____ 3. Ignore the involvement of parents in school activities.
- _____ 4. Keep accurate records/ performance levels of learners.
- _____ 5. Report the learners progress.



ACTIVITY 3.6

Miss Santos is a Grade VI teacher in Burgos Central School. Through a well-planned and well-managed classroom, her pupils enjoy working by themselves with the assigned group leader. They manifest shared responsibilities even in academic and extra-curricular activities. The teacher keeps an accurate record of their performances and gives the report card every rating period to pupils. A group of parents came to see the teacher to complain why the report card was not given to them.

1. How will Miss. Santos justify her action?

Domain 6. **Community Linkages**

The domain of Community Linkages focuses on the ideal that classroom activities are meaningfully linked to the experiences and aspirations of the students in their homes and communities. Thus the domain focuses on teachers' efforts directed at strengthening the links between schools and communities, particularly as these links help in the attainment of the curricular goals.

Strands of Desired Teaching Performance	Performance Indicators
6.1 Establishes learning environments that respond to the aspirations of the community	6.11 Involves community in sharing accountability for the learners' achievement 6.12 Uses community resources (human, material) to support learning 6.13 Uses the community as a laboratory for learning 6.14 Participates in community activities that promote learning 6.15 Uses community networks to publicize school events and achievements 6.16 Encourages students to apply classroom learning to the community

**SCQ 3.7**

Let us recall what you have read.

It is important that the school establishes linkages with the community. Write three ways by which you as a new teacher can participate in community activities.

**ACTIVITY 3.7**

Mrs. Castro, a teacher for five years is happy to be transferred to a school in the barangay of her residence. She is good-natured and well-liked by both parents and students in the community. She always finds time to coordinate with the parents so that they readily support school programs and projects. However, she finds out that some of her co-teachers feel and show indifference to the community. They firmly believe that the school can survive without support from the community.

1. What roles can she perform to enhance school- community partnership?

2. How can she encourage the other teachers to join her?

Domain 7. Personal Growth & Professional Development

The domain of Personal Growth and Professional Development emphasizes the ideal that teachers value having a high personal regard for the teaching profession, concern for professional development, and continuous improvement as teachers.

Strands of Desired Teaching Performance	Performance Indicators
7.1 Takes pride in the nobility of teaching as a profession.	Maintains stature and behavior that upholds the dignity of teaching Allocates time for personal and professional development through <ul style="list-style-type: none"> • Participation in educational seminars and workshops • Reading educational materials regularly • Engaging in educational research Manifests personal qualities such as enthusiasm, flexibility and caring Articulates and demonstrates one's personal philosophy of teaching
7.2 Builds professional links with colleagues to enrich teaching practice	7.21 Keeps abreast with recent developments in education 7.22 Links with other institutions, organizations for sharing best practices
7.3 Reflects on the extent of the attainment of professional development goals	7.31 Reflects on the quality of his/her own teaching 7.32 Improves teaching performance based on feedback from students, peers and superiors and cooperating teachers. 7.33 Accepts personal accountability for learners' achievement and performance 7.23 Uses self-evaluation to recognize and enhance one's strengths and correct one's weaknesses

**SCQ 3.8**

Teachers should take pride that teaching is a noble profession

1. What are the ways by which you can grow professionally?



ACTIVITY 3.8

Mrs. Valdez is in charge of the school in the absence of her principal. She leads her co-teachers and coordinates with them in school programs and activities. She is an epitome of a real teacher. She enrolls in graduate courses, reads professional magazines, and shares ideas with her peers. However, two of her colleagues reject assignments and remain passive for reasons that they will soon retire.

1. Do you think Mrs. Valdez enjoys her work as a teacher? Why do you say so?

2. Under such a given situation, how will you encourage teachers who think negatively? Do you think they deserve to be called teachers? Why?

REFLECT:

Since you are the most important figure in effecting change, do you accept the roles specifically designed for you? Do you recognize the need for you to improve your teaching competence? Do you believe that this is an opportunity for you to provide pupils/students in your school the best education they deserve?

Apply What You Have Learned

As a new teacher, how do you rate your level of performance in the following indicators?

Where are you now and where do you think you should be?

Using the scale of 1-5 where “1” is the lowest and “5” is the highest, encircle your rating.

INDICATORS	WHERE I AM NOW					WHERE I SHOULD BE				
	1	2	3	4	5	1	2	3	4	5
1. Demonstrates punctuality and value for learning	1	2	3	4	5	1	2	3	4	5
2. Encourages learners to ask HOTS questions and make decisions	1	2	3	4	5	1	2	3	4	5
3. Familiarizes with learners background knowledge and experiences	1	2	3	4	5	1	2	3	4	5
4. Utilizes teaching methods, learning activities and instructional materials/resources appropriate to learners and aligned to the objectives of the lesson	1	2	3	4	5	1	2	3	4	5
5. Creates a child-friendly school and community partnership	1	2	3	4	5	1	2	3	4	5
6. Communicates to learners, parents, and superiors about the progress of learner	1	2	3	4	5	1	2	3	4	5
7. Builds professional links with colleagues	1	2	3	4	5	1	2	3	4	5



ACTIVITY 3.9

After assessing yourself based on the specified indicators, you may now answer the following questions.

1. What are the factors that may enhance your capacity to reach the expected level of performance? What can you do about them?

2. What can you commit to be the kind of teacher expected of you?



POINTS TO REMEMBER

To understand how the seven domains comprise an integrated whole, it would help to see the seven domains as filling under two broad categories. The middle domains 2,3,4,5, and 6 represent standards referring to “ The Teacher as Facilitator of Learning” whereas the two outer domains 1 and 7 represent standards referring to “ The Teacher as Learner.”

Domain 2- *Learning Environment*

Domain 3- *Diversity of Learners*

Domain 4- *Curriculum*

Domain 5- *Planning, Assessing, and Reporting*

Domain 6- *Community Linkages*

Domain 1- *Social Regard for Learning*

Domain 7- *Personal Growth and Professional Development*

You are also a motivator, communicator, implementor, decision-maker, and initiator. You can just imagine the multifarious tasks ahead of you.

Performance Appraisal System for Teachers (PAST)



READ

The Performance Appraisal System for Teachers is a self-rating tool. It is composed of three major components as follows:

- I. Instructional Competence (70%)
- II. Professional and Personal Characteristics (20%)
- III. Punctuality and Attendance (10%)

How to use the PAST

Read each item carefully before you rate yourself according to the specified performance indicators. Check (/) the column corresponding to your level of performance in the accompanying Summary Rating Sheet (SRS)-PAS Form B-2.

For example, in item no. 1 A, "Formulates/adopts objectives of lesson plan..." when all indicators were met, check under column 10. Do the same for the rest of the items. Enter your score under RATING (refer to the form in the APPENDIX)

How to Compute the Rating

After rating yourself in the three major components, add all your ratings (r) for each component (c) and divide the sum by the total number of items rated (NI) and multiply by its weight (w) assigned to the component. Do the same for components 2 and 3. Get the total rating by adding the ratings for the three components.

The PAST

What you first accomplished was your self-appraisal. Your over-all rating which is the sum of all the ratings for the three components including (plus factors), if there is any, will be reviewed by your immediate supervisor/rater who in turn, will recommend it for approval by the Schools Division Superintendent.

There are three components for both forms. They have the same weighted

averages. For every major component, there are corresponding indicators which vary according to category: 45 % for Teachers and 40% for Master Teachers

Indicators are provided under each category. There is a rating scale of 10, 8, 6, 4, 2 with the following key descriptions.

10-Outstanding
8- Very Satisfactory
6- Satisfactory
4- Unsatisfactory
2- Poor

Summary of Ratings

	Teacher	Master Teacher
I. Instructional Competence (70%)		
A. Lesson Planning and Delivery	45%	40%
B. Technical Assistance	0%	15%
C. Learners Achievement	20%	10%
D. School, Home and Community Involvement	5%	5%
II. Professional and Personal Characteristics	20%	20%
III. Punctuality and Attendance	10%	10%

Total	100%	100%

Persons Involved in the Process and Procedures

For the observation, there are persons required to rate the performance of a teacher. The Elementary or Secondary School Principal, the Supervisor, and the Department Head give ratings to teachers. They will compare ratings and then decide on the teacher's final rating. It is then forwarded to the Schools Division Superintendent for approval.

Note: Read the specific performance indicators in the PAS Form B-2 in the APPENDIX before answering the following activities.



SCQ 3.9

Take a closer look at the form on Performance Appraisal System for Teachers (PAST).

What are the three major components? How many indicators are there in each? _____

Which role of a teacher is given the heaviest weight in the performance appraisal?



ACTIVITY 3.10

Rate yourself using the PAST instrument to get an idea of your current performance. Reflect on the result. What seems to be your strengths, your weaknesses? _____

Keep this assessment and compare it with what you will be asked to do at the end of the year. Did your rating improve or not? Explain your answer. If you need assistance, you may seek the help of your mentor or school head.



POINTS TO REMEMBER

As a Filipino teacher, you are asked to teach knowledge, equip the students with academic and technical skills, and serve as role model. You have the moral obligation to maintain the highest standard of the teaching profession.

Teaching more than any other profession demands moral integrity. It is hoped that the activities in this learning module will contribute to your becoming an effective Filipino teacher. Stay dedicated and committed to the profession and your reward will come later in manifold blessings.

Note: The Performance Appraisal System for Teachers (PAST) is undergoing revision to include domains, strands and performance indicators of the NCBTS.

LESSON 4

RECORDS MANAGEMENT

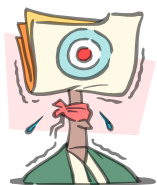
INTRODUCTION

Communicating clearly and managing student records effectively are the key to success in teaching and maintaining interpersonal and professional relationships. Being an effective communicator and records manager is about delivering a message so that someone can receive, respond, adopt, and use the information successfully” (Stronge, 2002).

As a teacher, you must underscore the crucial fact that records management and assessment are central to the teaching process. Monitoring and assessing student development and performance are complex tasks that demand adeptness and accuracy in keeping the records of students.

Assessment records are used to evaluate student progress and as bases for continuing instruction. Providing feedback to students of their performance is integral to monitoring learning outcomes. Accurate recording of the students’ assessment is a basis for giving feedback on students’ progress to parents/guardians who have the right to be informed by the school.

To be effective, you must provide feedback that is primarily corrective and which redounds to improved student performance. You must provide “specific explanations of what students are doing correctly, and what they are not doing correctly and how to fix it” (Stronge, 2002).



OBJECTIVES

At the end of this lesson, you should be able to

1. assess student performance based on specific implementing guidelines;
2. identify the various school forms used in the elementary and secondary levels and accomplish them correctly.



READ

DepEd Order No. 33, s. 2004 gives specific Implementing Guidelines on the Performance-Based Grading System. Module 2.3 entitled Grading for Performance gives the rubrics and subject specific weights of the components. Do not hesitate to ask for further guidance on this important aspect of your duty and responsibility in assessing learning outcomes.

The Education Act of 1982, Section 16 lists the teacher's obligations on learners' assessment among which are:

- To render regular reports on the performance of each student to the principal and the former's parents or guardian with specific suggestions for improvement;
- To refrain from making deductions in the students' scholastic ratings for acts that are clearly not manifestations of poor scholarship.

In the "Qualifications and Standards" (1995), the duties and responsibilities of a teacher include the following:

- Keeps the anecdotal records of students up-to-date;
- Checks/records the students' performance;
- Keeps parents informed on students' progress; and
- Prepares and submits necessary forms and reports.

The effective teacher keeps accurate anecdotal records of students. They are kept confidential unless needed to clarify events, positive or negative. The DECS Service Manual 2000 gives the following guidelines:

- Students have the right to have free expressions of opinions and suggestions and to avail of relevant information from teachers.
- Students have the right to have access to their own school records, which shall be maintained and preserved in a confidential manner by the school.

- Communicating with parents or guardians and conducting home visitation may help validate teacher's observations in the anecdotal records.

The teacher usually prepares an anecdotal record for each pupil/student in order to make the learner and parents understand his/her academic performance.

Anecdotal records of students in the elementary and secondary levels are usually prepared and filed by the teacher-adviser or the Guidance Counselor. There is no standard format of anecdotal records prescribed by the school. Sample anecdotal records are shown below:

Sample A – Individual Anecdotal Record

Masipag Elementary School INDIVIDUAL ANECDOTAL RECORD		
Name of Pupil: <u>HELENA CRUZ</u> _____		
Grade: <u>2</u> Section: <u>PALMERA</u>		
Date	Incidental Report	Remarks
February 04	Late for the first period class for three consecutive days. She looks bothered and pale. Her lack of class participation has affected her grades in her quizzes.	Notified parents of her tardiness. After the conference, she came to class early. She now participates actively in class.
February 11	Returned a wallet containing Php 50.00 in the lost and found section.	Recognized Helena for her honesty during the flag ceremony.

Sample B – Class Anecdotal Records

Masipag Elementary School CLASS ANECDOTAL RECORDS Grade - <u>2</u> Section - <u>PALMERA</u>			
Date	Name of Pupils	Incidental Report	Remarks
July 26	Luis Domingo	Cannot read sentences nor even comprehend simple stories.	Observed that he could read simple sentences after taking the remedial reading program.
September 27	Helena Cruz	Has been late in the first period of her class for three consecutive days.	Notified her parents of her tardiness. After their conference, she came to class early.
October 15	Vivian Samonte	Displayed no interest in solving Math problems. Was disturbing her classmates during class.	Called her attention to change her attitude.
October 28	Flora Fernandez	Always draws attention to herself; loses interest during class discussion of Makabayan	Assigned him as the discussant of the day.
November 06	Cely Marasigan	Bullied her seatmate by putting chewing gum on his hair.	Talked with her so she could reason out.
November 28	Nora Camarao	Called her classmate names like: Tubby, Negra, to name a few.	Called her attention individually.

The sample class anecdotal records indicate the grade and section, names of pupils, the incidental report, and some remarks. This is usually done immediately after each critical incident for recording purposes, for documentation, and for justification of pupils' behavior.



SCQ 4.1

What information should an anecdotal record contain?

- 1.
- 2.
- 3.
- 4.
- 5.



ACTIVITY 4.1

1. Mario has been absent for three days now. You get reports from his classmates that he is seen in the stores outside the campus. He attends the first two classes in the morning and skips his other classes the rest of the day.

Write an anecdotal record which can be the basis for a conference with Mario's parents. _____

2. The data recorder in Form 1 (School Register) are based on authenticated documents like the Certificate of Live Birth of the pupil/student from the National Statistics Office (NSO). If parents request that the name Ma. Victoria L. Cruz be changed to Maria Victoria L. Cruz without any supporting document, will you make the necessary changes?

3. You have computed the rating of a student for the first grading period. She got a rating of 82%. Then, a fellow teacher approached you and requested that you change the grade from 82% to 80% due to a misdemeanor of said student in the other teacher's class. Will you grant your co-teacher's request? Why/Why not? _____

Pupils/Students Records

The effective teacher keeps learners' records, which include the following:

- Form 1 School Register
- Form 2 Monthly Report of Enrollment and Attendance
- Form 137-E Elementary Pupil's Permanent Record
- Form 138-E Elementary Pupil's Progress Report Card
- Form 18-E-1 Report on Promotions for Grades I-III
- Form 18-E-2 Report on Promotions for Grades IV-VI
- Form 137-A Secondary Students Permanent Record
- Form 138-A Secondary Students Progress Report Card
- Form 18-A Report on Secondary School Promotions

You may need to buy Form 1, if it is not provided by the school. All the other forms are provided periodically.

A brief description of each form follows:

Form 1 is the record of enrolment and daily attendance of the student. The record includes the name of the pupil/student, sex, name of parent or guardian, address, age, date of birth (which should be based on the birth certificate), days in attendance,

passed, failed or transferred, and record of books issued and returned. Detailed instructions on how to accomplish Form 1 is printed on the back cover.

Form 2 includes the number of school days for the month, enrolment for the year, enrolment for the month, average attendance, percentage of attendance, and percentage of enrollment. Instructions in accomplishing the form are given at the reverse side of Form 2.

Form 137-E reflects the records of an elementary pupil in each grade level from grade 1 to grade 6. It is requested by the secondary school at the time a Grade 6 pupil enrolls.

Form 138-E reflects the report of performance of elementary pupils in the different learning areas, attendance record and the narrative comments by the teacher and parents.

Form 18-E-1 shows the report of promotions for Grade I-III while;

Form 18-E-2 is for Grade IV-VI.

Form 137-A reflects the record of a secondary school student in each year level from first year to fourth year. **Form 137-A** is requested by the college or university when a high school graduate enrolls.

Form 138-A shows the record of performance of secondary students in all learning areas. It also includes the attendance record and the narrative comments of both teachers and pupils. This is the report card shown to the parents periodically.

Both Form **137-E** and **Form 137-A** are kept on file in the School Registrar's Office. It should also be noted that **Forms 137-E and 138-E** as well as **Forms 137-A and 138-A** should be identical with each other in terms of the entries of data of pupils/students. They should also tally with the entries in **Forms 18-A** and **18-E-1/18-E-2**. Action taken such as Passed or Failed are indicated opposite the learning areas and name of students in **Form 18-A**. The remarks Promoted or Retained are indicated opposite the names of pupils in **Form 18-E-1/18-E-2**.

Any discrepancies of entries are the responsibility and accountability of teachers.



SCQ 4.2

Write the letter of the form in Column B that corresponds to the description in Column A.

A	B
_____ 1. includes a record of the percentage of attendance in a class for the month.	a). Form 18 A
_____ 2. reflects the comments of both parents and teachers of a Grade VI pupil.	b). Form 1
_____ 3. shows a record of books issued and returned by pupils.	c). Form 137 - E
_____ 4. indicates the action taken and summary of performance records of a graduating class in high school.	d). Form 138 – E
_____ 5. is requested by a secondary school after a Grade VI pupil has endrolled.	e). Form 2
	f). Form 18- E



ACTIVITY 4.2

Refer to Appendix E and accomplish a sample report of your class.

- Form 1
- Form 2



POINTS TO REMEMBER

All teachers should be familiar with the different school forms that are used in the elementary/ secondary levels. Likewise, such forms should be accomplished accurately and completely.

You should be careful in keeping pupils'/students' profile and records and always be guided by the provision in the Code of Ethics, Article VIII, Section 1, to wit:

A teacher has the right and duty to determine the academic marks and the promotion of learners in the subjects they handle. Such determination shall be in accordance with generally accepted procedures of evaluation and measurement. In case of any complaint, teachers concerned shall immediately take appropriate action, observing due process.

PANUNUMPA SA KATUNGKULAN

Ako, si _____ng _____na hinirang sa katungkulan bilang _____ay taimtim na sumusumpa na tutuparin ko nang buong husay at katapatan, sa abot ng aking makakaya, ang mga pananagutan ng aking kasalukuyang posisyon at ng iba pang iaatas sa akin sa ilaim ng Republika ng Pilipinas; na aking itataguyod at ipagtatangol ang konstitusyon ng bansa; na tunay akong mananalig at tatalima rito;na susundin ko ang mga batas, mga kautusan legal, at mga dekretong pinairal ng mga itinalagang may kapangyarihan;na kusa kong babalikatin ang mga pananagutang ito nang walang ano mang pasubali o hangaring umiwas.

KASIHAN NAWA AKO NG DIYOS.

Also take to heart what you have recited once, the oath of professionals after passing the Licensure Examination for Teachers.

PROFESSIONAL REGULATION COMMISSION

Oath of Professionals

I _____ of Region _____ hereby solemnly swear 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 executive order promulgated by duly constituted authorities of the Republic of the Philippines; and that I impose this obligation upon myself voluntarily without mental reservation or purpose of evasion.

I further solemnly swear that at all times and places I will adhere closely to the ethical standards and professional roles of teachers in the Philippines, and that I will faithfully discharge to the best of my ability the duties and obligations in incumbent upon a legally authorized Professional Teacher.

So help me God.

ANSWER KEY

(PREASSESSMENT)

1. A
2. C
3. B
4. D
5. C
6. B
7. C
8. A
9. C
10. C
11. B
12. C
13. A
14. D
15. A

Note: *If you score 13 or more, you are aware of the expectations of a teacher. But if you got below 13, you have to read and understand this module. Don't quit!*

ANSWER KEY

LESSON 1

SCQ 1.1

Duties and Responsibilities of a Teacher	Elementary	Secondary
Teaching/Facilitating Learning	Teaches elementary subjects as Language Arts, Math, Science, Sibika etc.	Prepares effective daily lesson plans
Managing School Records	Keeps school records and reports	Keeps records of the students' performance; keeps anecdotal records updated; checks/records the attendance of pupils Submits the necessary school forms and reports
Guidance and Counseling	Provides guidance services	Conducts guidance services of her/his advisory section.
Assessing Students Performance	Evaluates pupils' progress and provide various experiences for continuous improvement	Keeps parents informed of their child progress
Establishing Interpersonal Relationships	Works harmoniously with school personnel and parents	Attends and participates in meetings

ACTIVITY 1.1

Answers will vary

SCQ 1.2

Possible answers are found in the table:

Responsibility/Duty	Accountability
1. Teaches the elementary or secondary subjects	1. Ensures mastery of minimum learning competencies
2. Monitors the enrolment activities	2. Authenticates and files pupils'/students' records
3. Assesses pupils/students performance	3. Checks whether competencies have been developed and mastered
4. Collaborates/cooperates with teachers and other personnel in school regarding pupils'/ students activities	4. Supervises/monitors curricular and co-curricular activities
5. Extends support/assistance to various community projects	5. Participates actively in projects and activities of the community

SCQ 1.3

No, the principal has no right to transfer the teacher. Only the school superintendent has the authority to effect the transfer of a teacher as stated in Section 6 of the Magna Carta for Public School Teachers.

ACTIVITY 1.2

Answers will vary

SCQ 1.4

1. Chapter 3 of the DECS Service Manual 2000 states that teachers shall have the right to impose appropriate and reasonable disciplinary measures in case of minor offenses or infractions of good discipline. However, no cruel or physically harmful

punishment shall be imposed or applied against any pupil or student.

1. Some possible answers

Asking pupils to do things which are not related to school activities like:

- Staying after class hours
- Uttering verbal criticisms about the child and his family
- Writing on a paper the number of times he/she has committed mistakes
- Falling in line for a longer period of time in front of other children
- Pasting signages like 'I am a talkative pupil'
- Eating the pencil lead
- Striking with a stick
- Throwing chalk, eraser or any hard object
- Or other things that will make a pupil feel inferior S

2. Possible answer

Yes, verbal defamation is more dehumanizing because it can hurt the inner feeling of the young child. It can also create a stigma and psychological worries.

3. As cited in RA 7610, the child should be entitled to special respect that is, he/she shall be protected from threat, assault, torture or other cruel, inhuman or degrading treatment.

The child's safety and the protection of those who provide services involved in fact-finding mission from both government and non-government institutions shall be ensured. Therefore, the child should not be subjected to undue harassment by the teacher or any other school authority.

SCQ 1.5

Possible answers

1. I used to tell my pupils/students that everybody has the capacity to learn despite being slow learners.
2. I always give extra support and encouragement to slower pupils/students so that they will have trust in me.

SCQ 1.6

1. I always give positive comments on my pupils/students work so they will be more inspired to do other homework and other accomplishments again.
2. I let the pupil/student feel that I am willing to discuss with him/her the lessons which he/she missed when he/she was absent.

SCQ 1.7

1. Yes, I let my pupils/students feel that I am aware of and interested in him as a unique person.
2. Yes, I find time to talk quietly alone with a pupil/student with difficulty.

ACTIVITY 1.3

Possible answers maybe:

1. I believe I am a *great teacher* because I chose the profession

As a beginning teacher, I aim to create an atmosphere of self-reliance, efficiency, and effective in my task as a classroom teacher.

I believe I am great if I can carry out the tasks of an effective teacher that is, being prepared with my lesson plans and visual aids every time I teach and face the class.

I believe I am a great teacher if I can be a friend, a guidance counselor to my pupils by understanding the pupils' feelings, their interests, and their needs.

I believe I am a great teacher if I go beyond the expectations set by the school where I was hired.

I believe I am great because I don't count the number of hours I have to teach but the number of times I can be of service to my pupils and the community.

I believe I am great teacher because I know I can be of service to the marginal communities.

2. I am proud I am a *teacher* because I know what I am teaching my students.

I am always prepared for my class psychologically and physically. I can manage my emotion especially when dealing with classroom problems.

I am a teacher proud to share my ideas so I will advance my studies so that my teaching style, critical thinking and facilitating skill will improve.

I am a proud teacher who will be using a lot of library resources and information accessed from the Internet thereby bringing my pupils closer to global competitiveness.

I am a proud teacher because I am not only traditional in my way of disciplining but is also flexible and can easily respond to the call of the times.

3. I am a teacher by nature because of my passion to serve and to take into account the students' aspirations and the values of education.

I am a teacher by nature endowed with a passion to guide the pupils reach their goals and for their dreams to come true.

By nature I feel happy and accomplished if I see my pupils excel in Mathematics, Science, Reading and other subjects.

By nature I feel so much accomplished if I see my pupils win a contest, can construct simple correct sentences, can interpret results from an experiment.

By nature as a teacher I know someday I will be seeing my pupils shine in their chosen field and will become much better off than me.

As a teacher I am equipped with a God-fearing attitude and values which I can pass on to my pupils.

I am proud to be a teacher because I know I have contributed my share for the welfare of the youth who are the future leaders of the country.

LESSON 2

SCQ 2.1

Expected answers: dignity, reputation, moral values, technical, professional competence, ethical, moral principles, standard and values.

SCQ 2.2

1. I would refuse the cash gift. I would tell the parent that it is not right for me to receive any gift in cash or kind.
2. No, I wouldn't. It is against the Code of Ethics

ACTIVITY 2.1

Responsibilities

1. As a facilitator of learning – The teacher provides activities and opportunities for students to do hands on learning.
2. As a classroom manager – The teacher enables students to take charge of classroom routine.
3. Other answers

SCQ 2.3

1. Answers may vary
2. When I give the best I can, that is, I assume my varying roles, duties, and responsibilities as stipulated in the Code of Ethics for Professional Teachers

SCQ 2.4

1. I will be tactful in dealing with the bully. I won't accuse or scold the him for his misconduct. Rather, I will try to find the reason for his action. Probably I will coach him to see for himself how it feels to be bullied. Other answers similar to this will be accepted.

ACTIVITY 2.2

As a teacher stays longer in the service, she should grow professionally through a continuing professional education by attending in service training programs or taking a graduate course. She should keep up with the times.

SCQ 2.5

1. a. the right to be informed, in writing, of the changes;
b. the right to full access to the evidence in the case;
c. the right to defend himself/herself and to be defended by a representative of his choice by his organization, adequate time for the teacher to prepare his defense.

ACTIVITY 2.3

I will explain to the Math teacher that deducting a certain percent from a student's rating is not right. I will make him read Section 8 of Article VIII.

SCQ 2.6

1. Yes, as long as it suits the needs of the learners.
2. Yes, the teacher can come up with a strategy that will be more beneficial to the learner. This is one of the decisions that a teacher makes to ensure that students/pupils are learning.

LESSON 3**SCQ 3.1**

Upon entry to the Teacher Education Course

1. Bachelor in Elementary Education/ Bachelor in Secondary Education
2. Professional Regulation Commission
3. Department of Education
4. National Competency-Based Teacher Standards (NCBTS)

ACTIVITY 3.1

1. True
2. True
3. False

4. True

5. True

SCQ 3.2

1. 1.1.1

2. 1,1.4

3. 1.1.2

4. 1.1.3

5. 1.1.5

ACTIVITY 3.2

1. She is a committed and dedicated teacher.
2. Yes, because she exemplifies an ideal Filipino teacher.
3. honesty, integrity, modesty, sincerity

SCQ 3.3

1. No, teachers should provide gender-fair opportunities for learning.
2. Yes, a wholesome physical environment can enhance learning.
3. Yes, it promotes/develops critical thinking.

ACTIVITY 3.3

1. No, she should continue doing what is right.
2. I will do the same unmindful of what others will say.

SCQ 3.4

1. Yes, she does what is best for her pupils.

2. Yes, she sees to it that the learning experiences are suited to their needs and abilities.

ACTIVITY 3.4

1. Miss Cruz, has the love and concern for her pupils.
2. Yes. I can make adjustment to my teaching

SCQ 3.5

mastery of the subject matter

appropriate methodologies/approaches

varied instructional materials

evaluation materials congruent with the objectives

ACTIVITY 3,5

Ms. Perez needs help in using the appropriate techniques and strategies.

SCQ 3.6

1. /
2. /
3. X
4. /
5. /

ACTIVITY 3.6

Miss Santos will explain to the parents that she will really confer with them and discuss the ratings.

SCQ 3.7

- community assemblies

- information dissemination campaign
- school-community network

ACTIVITY 3.7

1. She can be a mediator, coordinator and role model.
2. Inform them that the community is a partner of the school in enhancing pupils'/students' learning through the support of parents and other community members.

SCQ 3.8

1.
 - Read professional magazines;
 - Enroll in graduate courses; and
 - Attend training and seminars.

ACTIVITY 3.8

1. Yes, she finds time to grow professionally.
2. Explain to those who think negatively the nobility of the profession.
No, because they do not manifest the behavior of an ideal teacher.

ACTIVITY 3.9

- Lack of adequate information on its expectation of a teacher. Now, I know what to do as a teacher.
- I will be a better teacher as expected of me in the NCBTS.

SCQ 3.9

- Instructional Competence
Professional and Personal Characteristics
Punctuality and Attendance
- Instructional Competence has the heaviest weight (70%)

ACTIVITY 3.10

Answers will vary.

LESSON 4**SCQ 4.1**

1. Name of pupil/s
2. Grade and section
3. Date
4. Incidental reports
5. Remarks

ACTIVITY 4.1

1. Writing an anecdotal record.
2. No, the parent must present an authenticated document from the NSO before the request can be granted.
3. No, the teacher should refrain from making deductions/changes in the grades of students.

SCQ 4.2

1. e
2. d
3. b
4. a
5. c

ACTIVITY 4.2

Making sample reports

ACRONYMS

- BEED - Bachelor in Elementary Education
- BSED - Bachelor in Secondary Education
- CHED - Commission on Higher Education
- CPE - Continuing Professional Education
- CSC - Civil Service Commission
- DepEd - Department of Education
- HOTS - Higher Order Thinking Skills
- INSET - In – Service Education for Teachers
- NCBTS - National Competency-Based Teacher Standards
- NGO - Non – Government Organization
- NSO - National Statistics Office
- PAST - Performance Appraisal System For Teachers
- PGC - Post Graduate Course
- QS - Qualification and Standards
- SCQ - Self – Check Questions
- TEDP - Teacher Education and Development Program
- TEI - Teacher Education Institution

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Appendix A

The Magna Carta for Public School Teachers (RA 4670, June 18, 1996)

Be it enacted by the senate and House of representatives of the Philippines in Congress Assembled:

I. Declaration of Policy - Coverage

Section 1. Declaration of Policy. It is hereby declared to the policy of this Act to promote and improve the social and economic status of public school teachers, their living and working conditions, their employment and career prospects in order that they may compare favorably with existing opportunities in other walks of life, attract and retain in the teaching profession more people with the proper qualification, it being recognized that advance in education depends on the qualification and ability of the teaching staff and that education is an essential factor in the economic growth of the nation as a productive investment of vital importance.

Section 2. Title – Definition. – This act shall be known as the “Magna for Public School Teachers” and shall apply to all public school teachers except those in the professorial staff of state college and universities.

As used in this Act, the term “teacher” shall be all persons engaged in classroom teacher, 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 function in all schools colleges and universities operated by the Government or its political subdivisions; but shall not include school nurses, school physicians, school dentist and other school employees.

II. Recruitment and Career

Section 3. Recruitment and Qualification. - Recruitment policy with respect to the selection and appointment of teachers shall be clearly defined by the Department of Education. Provided, however, that effective upon the approval of this Act the following shall constitute the minimum educational qualifications for teacher-applicants:

(a) For the teachers in the kindergarten and elementary grades, Bachelor’s degree in Elementary Education (B.S.E.ED.)

(b) For teachers of secondary schools, Bachelor's degree in Education or its equivalent with a major and a minor; or a bachelor's degree in Arts or science with at least eighteen professional units in Education.

(c) For teachers of secondary vocational and two years technical courses, Bachelor's degree in the field or specialization with at least eighteen professional units in education.

(d) For teachers of courses on the collegiate level, other than vocational master's degree with a specific area of specialization:

Provided further. That in the absence of applicants who possess the minimum educational qualifications as herein above provided, the school superintendent may appoint, under a temporary status, applicants who do not meet the minimum qualifications: Provided, further, that should teacher-applicants, whether they possess the minimum educational qualifications or not, required to take competitive examinations: And provided, finally, that the results of the examinations shall be made public and every applicant shall be furnished with his score and rank in said examinations.

Section 4. Probationary Period.- When recruitment takes place after adequate training and professional preparation in any school recognized by the Government, no probationary period preceding regular appointment shall be imposed if the teacher possesses the minimum educational qualifications herein above set forth but lacks the appropriate civil service eligibility, such person shall be appointed on a provisional status and shall undergo a period of probation for not less than one year from and after the date of his provisional appointment.

Section 5. Tenure of Office – Stability of employment and security of tenure shall be assured the teachers as provided under existing laws.

Subject to the provisions of section three hereof, teachers appointed on a provisional status for lack of necessary civil service eligibility shall be extended permanent appointment for the position he is holding after having rendered at least ten years of continuous, efficient, and faithful service in such position.

Section 6. Consent for Transfer – Transportation Expenses. – Except for cause and as herein otherwise provided, no teacher shall be transferred without his consent from one station to another.

Where the exigencies of the service require the transfer of a teacher from one station to another, such transfer may be effected by the school superintendent who shall previously notify the teacher concerned on the transfer and the reasons thereof. If the teacher believes that there is no justification for the transfer he may appeal his case to the Director of the Public Schools or the Director of Vocational Education, as the case may be. Pending his appeal and the decision thereon, his transfer shall be held in abeyance: Provided, however, That no transfer whatever shall be made three months before any local or national election.

Section 7. Code of Professional Conduct for Teachers. – Within six months from the approval of this Act, the Secretary of Education shall formulate and prepare a code of Professional Conduct for Public school teachers. A copy of the Code shall be furnished each teacher. Provided however, That where this not possible by reason of inadequate fiscal resources of the Department of Education, at least three copies of the same Code shall be deposited with the office of the school principal or head teacher where they may be accessible for use by the teachers.

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 of 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. No publicity shall be given to any disciplinary action being taken against a teacher during the pendency of his case.

Section 9. Administrative Charges. – administrative charges against a teacher shall be heard initially by a committee composed of the corresponding School Superintendent of the division or a duly authorized representative who should at least have a rank of a division supervisor, where the teacher belongs, as chairman, a representative of the local or, in its absence, any existing provincial or national teachers' organization and supervisor of the Division, the last two to be designated by the Director of Public schools. The committee shall submit its findings and recommendations to the Director of Public Schools within thirty (30) days from the termination of the hearings. Provided, however, That, Where the school superintendent is the complainant or an interested party, all members of the committee shall be appointed by the Secretary of Education.

Section 10. No Discrimination. – There shall be no discrimination whatsoever in entrance to the teaching profession, or during its exercise, or in the termination of services, based on any ground other than professional consideration.

Section 11. Married Teachers. – Whenever possible, the proper authorities shall take all steps to enable married couples, both of whom are public school teachers, to be employed in the same locality.

Section 12. Academic Freedom. – Teachers shall enjoy academic freedom in the discharge of their professional duties, particularly with regard to teaching and classroom methods.

III. Hours of Work and Remuneration

Section 13. Teaching Hours. – Any Teacher engaged in actual classroom instruction shall not be required to render more than six hours of actual classroom teaching a day, preparation and correction of exercises and other work incidental to his normal teaching duties: *Provided, however,* That where the exigencies of the service so require, any teacher may be required to render more than six hours but not exceeding eight hours of actual classroom teaching a day upon payment of additional compensation at the same rate as his regular remuneration plus at least twenty-five per cent of his basic pay.

Section 14. Additional Compensation. – Notwithstanding any provision of existing law to the contrary, co-curricular and out of school activities and any other

activities outside of what is defined as normal duties of any teacher shall be paid an additional compensation of at least twenty-five percent of his regular remuneration after the teacher has completed at least six hours of actual classroom teaching a day.

In the case of other teachers or school officials engaged in actual classroom instruction, any work performed in excess of eight hours a day shall be paid an additional compensation of at least twenty five percent of their regular remuneration.

The agencies utilizing the services of teachers shall pay the additional compensation required under this section. Education authorities shall refuse to allow the rendition of services of teachers for other government agencies without the assurance tat the teachers shall be paid the remuneration provided for under this section.

Section 15. Criteria for Salaries. – Teachers' salaries shall correspond to the following criteria:

(a) They shall compare favorably with those paid in other occupations requiring equivalent or similar qualifications, training and abilities;

(b) They shall be such as to insure teachers a reasonable standards of life for themselves and their families, and

(c) They shall be properly graded so as to recognize the fact that certain positions require higher qualifications and greater responsibly that others. *Provided, however,* That the general salary scale shall be such that the relation between the lowest and highest salaries paid in the profession will be reasonable order. Narrowing of the salary scale shall be achieved by raising the lower end of the salary scales relative to the upper end.

Section 16. Salary Scale. – Salary scales of teachers shall provide for a gradual progression from minimum to a maximum salary by means of regular increments, granted automatically after three years: *Provided, however,* That the efficiency rating of the teacher concerned is at least satisfactory. The progression from the minimum to the maximum of the salary scale shall not extend over a period of ten years.

Section 17. Equality in Salary Scales. – The salary of teachers whose salaries are appropriated by a city municipal, municipal district, or provincial

government, shall not be less than those provided for teachers of the National Government.

Section 18. Cost of Living Allowances. – Teachers' salaries shall, at the very least, keep pace with the rise in the cost of living by payment of a cost-of-living index. The Secretary of Education shall recommend to Congress, at least annually, the appropriation of the necessary funds for the cost-of-living allowances of teachers employed by the National Government. The determination of the cost-of-living allowances by the Secretary of education shall, upon approval of the President of the Philippines, be binding on the city municipal, municipal district, or provincial government, for the purposes of calculating the cost-of-living allowances of teachers under its employ.

Section 19. Special Hardship Allowances. – In areas in which teachers are exposed to hardship such as difficulty in commuting to the place of work or other hazards peculiar to the place of employment, as determined by the Secretary of Education, they shall be compensated by special hardship allowances equivalent to at least twenty-five per cent of their monthly salary.

Section 20. Salaries to be Paid in Legal Tender. – Salaries of teacher shall be paid in legal tender of the Philippines or its equivalent in checks or treasury warrants shall be cashable in any national, provincial, city or municipal Treasurer's office or any banking institutions operating under the laws of the republic of the Philippines.

Section 21. Deductions Prohibited. – No person shall make any deduction whatsoever from the salaries of teachers except under specific authority of law authorizing such deductions: *Provided, however,* That upon written authority executed by the teacher concerned, (1) lawful dues and fees owing to the Philippine Public School Teachers Association, and (2) premiums properly due on insurance policies shall be considered deductible.

IV. Health Measures and Injury Benefits

Section 22. Medical Examination and Treatment. – Compulsory medical examination shall be provided free of charge for all teachers before they take up teaching, and shall be repeated not less than once a year during the teacher's professional life. Where medical examination shows that medical treatment and/or

hospitalization is necessary, same shall be provided free by the government entity paying the salary of the teachers.

Section 23. Compensation For Injuries. – Teachers shall be protected against the consequences of employment injuries in accordance with existing laws, The effects of the physical and nervous strain on the teacher’s health shall be recognized as a compensable occupation disease in accordance with existing laws.

V. Leave and Retirement Benefits

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 study leave the teachers shall be entitled to at least sixty percent 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 five year of such leave. In all cases, the study leave period shall be counted for seniority and pension purposes.

The compensation allowed for one year study leave as herein provided shall be subject to the condition that the teacher takes the regular study load and passes at least seventy-five percent of his courses. Study leave of more than one year may be permitted by the Secretary of Education but without compensation.

Section 25. Indefinite Leave. – An Indefinite sick leave of absence shall be granted to teachers when the nature of the illness demands a long treatment that will exceed one year at the least.

Section 26. Salary Increase upon Retirement. – Public school teachers having fulfilled the age and service requirements of the applicable retirement laws shall be given one range salary raise upon retirement pay which shall be the basis of the computation of the lump sum of the retirement pay and the monthly benefits thereafter.

VI. Teachers Organization

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.

Section 28. – *Discrimination Against Teachers Prohibited.* – The rights established immediately preceding Section shall be exercised without any interference or coercion. It shall be lawful for any person to commit any acts of discrimination against teachers which are calculated to (a) make the employment of a teacher subject to the condition that he shall not join an organization, or shall relinquish membership in an organization, (b) cause the dismissal of or otherwise

Section 29. – *National Teacher's Organization.* - National Teacher's Organizations shall be consulted in the formulation of national educational policies and professional standards, and in the formulation of national policies governing the social security of the teachers.

VII. Administration and Enforcement

Section 30. *Rules and Regulations.* – The Secretary of education shall formulate and prepare the necessary rules and regulations to implement the provisions of this Act. Rules and regulations issued pursuant to this Section shall take effect thirty days after publication in a newspaper of general circulation and by such other means as the secretary of Education deems reasonably sufficient to give interested parties general notice of such issuance.

Section 31. *Budgetary Estimates.* – The Secretary of Education shall submit to Congress annually the necessary budgetary estimates to implement the provisions of the Act concerning the benefits herein granted to public school teachers under the employ of the National Government.

Section 32. *Penal Provisions.* – Any person who shall willfully interfere with, restrain or coerce any teacher in the exercise of his rights guaranteed by his Act or who shall in any manner commit any act to defeat any of the provisions of this Act, shall upon conviction, be punished by a fine of not less than one hundred pesos nor more than one thousand pesos, or by imprisonment, in the discretion of the court.

If the offender is a public official, the court shall order his dismissal from the Government service.

Section 33. Repealing Clause.- All acts or parts of Acts, executive orders and their implementing rules inconsistent with the provisions of this Act are hereby repealed, amended or modified accordingly.

Section 34. Separability Clause. - If any provision of this Act is declared invalid, the remainder of this Act or any other provisions not affected thereby shall remain in force and effect.

Section 35. This Act shall take effect upon its approval.

Appendix B

Code of Ethics for Public School Teachers

The following Code of Ethics for Public School Teachers is hereby adopted under Section 7 of Republic Act 4670:

Code of Ethics for Public School Teachers

- A. RESPONSIBILITY – The work of the teacher in the development and guidance of the young is a tremendous responsibility for which he is accountable to God, to his country, and to posterity. It is a trust of which every teacher should strive to be worthy. A teacher who uses his position for an unworthy purpose betrays that trust.
- B. PROFESSIONAL CONDUCT – It behooves every teacher to assume and maintain a professional attitude to his work and in dealing with his associates in the profession. It should be his self-imposed duty to constantly improve himself professionally.

Criticism, when necessary, should clearly reflect friendly motivation and a sincere desire to uphold the standard and dignity of the profession.

In dealing with his pupils or students, the teacher should ever strive to be professionally correct, friendly, and sympathetic.

INTEGRITY – Since the teacher's work is not confined merely to the development of certain fundamental skills and abilities encompassed by the teaching of the 3 R's but also includes the development of desirable habits and attitudes that go into the formation of character, his manner of living should provide a worthy example for his pupils and students to emulate, for his fellow teachers to be proud of, and for the community to feel as being enriched by it.

Appendix C

Code of Ethics for Professional Teachers

Resolution .No 435 Series of 1997

Pursuant to the provisions of Paragraph (e), Article II of R. A. No.7836, otherwise known as the: "Philippine Teachers Professionalization Act of 1994" and Paragraph (a), Section 6, P.D No. 223, as amended, the Board for Professional Teachers hereby adopts and promulgates the following "Code of Ethics for Professional Teachers".

PREAMBLE

Teachers are duly licensed professionals who possess dignity and reputation with high, moral values well as technical and professional competence. In the practice of their noble profession, they strictly adhere to, observe, and practice this set of ethical and moral principles, standards, and values.

ARTICLE I SCOPE AND LIMITATIONS

Section 1. The Philippine Constitution provide that all educational institutions shall offer quality education for all Filipino citizens, a vision that requires professionally competent teachers committed to is full realization. The provisions of this Code shall apply, therefore, to all teachers in all schools in the Philippines.

Section 2. This Code covers all public and private school teachers in all educational institutions at the preschool, primary, elementary, and secondary levels whether academic, vocational, special, technical or non-formal. The term "teacher" shall include industrial arts or vocational teachers and all 'other persons performing supervisory and or administrative functions in all school at the aforesaid levels; whether on full time or part-time basis.

ARTICLE II THE TEACHER AND THE STATE

Section 1. The schools are the nurseries of the citizens of the state, each teacher is a trustee of the cultural and educational heritage of the nation and is under obligation to transmit to learners such heritage as well as to elevate national morality, promote national pride, cultivate love of country, instill allegiance to the Constitution and respect for all duly constituted authorities, and promote obedience to the laws of the state.

Section 2. Every teacher or school official shall actively help carry out the declared policies of the state, and shall take an oath to this effect.

Section 3. In the interest of the State and of the Filipino people as much as of his own, every teachers shall be physically, mentally and morally fit.

Section 4. Every teacher shall possess and actualize full commitment and devotion to duty.

Section 5. A teacher shall not engage in the promotion of any political, religious, or other partisan interest, and shall not, directly, or indirectly, solicit, require, collect, or receive any money, service, other valuable material from any person or entity for such purposes.

Section 6. Every teacher shall vote and shall exercise all other constitutional rights and responsibilities.

Section 7. A teacher shall not use his position or official authority or influence to coerce any other person to follow any political course of action.

Section 8. Every teacher shall enjoy academic freedom and shall have the privilege of sharing the product of his researches and investigations, provided that, if the results are inimical to the declared policies of the State, they shall be drawn to the proper authorities for appropriate remedial action.

ARTICLE III THE TEACHER AND THE COMMUNITY

Section 1. A teacher is a facilitator of learning and of the development of the youth he shall, therefore, render the best service by providing an environment conducive to such learning and growth.

Section 2 Every teacher shall provide leadership and initiative to actively participate in community movements for moral, social, educational economic and civic betterment.

Section 3. Every teacher shall merit reasonable social recognition for which purpose he shall behave with honor and dignity at all times and refrain from such activities such as gambling, smoking, drunkenness and other excesses, much less illicit relations.

Section 4. Every teacher shall live for and with the community, and shall, therefore, study and understand local customs and traditions in order to have a sympathetic attitude, therefore, refrain from disparaging the community.

Section 5. Every teacher shall help the school keep the people in the community informed about the school's work and accomplishments as well as its needs and problems.

Section 6. Every teacher is an intellectual leader in the community, especially in the barangay, and shall welcome the opportunity to provide such leadership when needed to extend counseling services, as appropriate, and to actively be involved in matters affecting the welfare of the people

Section 7. Every teacher shall maintain harmonious and pleasant personal and official relations with other professionals, with government officials, and with the people, individually or collectively.

Section 8. A teacher possesses freedom to attend church and worship, as appropriate, but shall not use his position and influence to proselyte others.

ARTICLE IV THE TEACHER AND THE PROFESSION

Section 1. Every teacher shall actively help insure that teaching is the noblest profession, and shall manifest genuine enthusiasm and pride in teaching as a noble calling.

Section 2. Every teacher shall uphold the highest possible standards of quality education, shall make the best preparation for the career of teaching, and shall be at his best at all times in the practice of his profession.

Section 3. Every teacher shall participate in the continuing professional education (CPE) program of the Professional Regulation Commission and shall pursue such other studies as will improve his efficiency, enhance the prestige of the profession, and strengthen his competence, virtues, and productivity in order to be nationally and internationally competitive.

Section 4. Every teacher shall help, if duly authorized to seek support for the school, but shall not make improper misrepresentations through personal advertisements and other questionable means.

Section 5. Every teacher shall use the teaching profession in manner that makes it a dignified means for earning a decent living.

ARTICLE V THE TEACHER AND THE TEACHING COMMUNITY

Section 1. Teachers shall, at all times, be imbued with the spirit of professional loyalty, mutual confidence, and faith in one another, self-sacrifice for the common good, and full cooperation with colleagues. When the best interest of the learners, the school, or the profession is at stake in any controversy, teachers shall support one another.

Section 2. A teacher is not entitled to claim for work not his own, and shall give due credit for the work of others which he may use.

Section 3. Before leaving his position, a teacher shall organize and leave to his successor such records and other data as are necessary to carry on the work.

Section 4. A teacher shall hold inviolate all confidential information concerning associates and the school, and shall not divulge to anyone documents which have not yet been officially released, or remove records from the files without official permission.

Section 5. It shall be the responsibility of every teacher to seek correctives for what may appear to be an unprofessional and unethical conduct of any associate. This may be done only if there is incontrovertible evidence for such conduct.

Section 6. A teacher may submit to the proper authorities any justifiable criticism against an associate, preferably in writing, without violating any right of the individual concerned.

Section 7. A teacher may apply for a vacant position for which he is qualified, provided that he respects the system of selection on the basis of merit and competence, provided, further, that all qualified candidates are given the opportunity to be considered.

ARTICLE VI THE TEACHER AND HIGHER AUTHORITIES IN THE PHILIPPINES

Section 1. A teacher shall make it his duty to make an honest effort to understand and support the legitimate policies of the school and the administration regardless of personal feeling or private opinion and shall faithfully carry them out.

Section 2. A teacher shall not make any false accusation or charges against superiors, especially under anonymity. However, if there are valid charges, he should present such under oath to competent authority.

Section 3. A teacher shall transact all official business through channels except when special conditions warrant a different procedure, such as when reforms are advocated but are opposed by the immediate superior, in which case the teachers shall appeal directly to the appropriate higher authority.

Section 4. A teacher, individually or as part of a group, has a right to seek redress against injustice and discrimination and to the extent possible, shall raise his grievances within democratic processes. In doing so, he shall avoid jeopardizing the interest and welfare of learners whose right to learn must be respected.

Section 5. A teacher has a right to invoke the principle that appointments, promotions, and transfers of teachers are made only on the basis of merit and need in the interest of the service.

Section 6. A teacher who accepts a position assumes a contractual obligation to live up to his contract, assuming full knowledge of the employment terms and conditions.

ARTICLE VII SCHOOL OFFICIALS, TEACHERS AND OTHER PERSONNEL

Section 1. School officials shall at all times show professional courtesy, helpfulness and sympathy towards teachers and other personnel, such practices being standards of effective school supervision, dignified administration, responsible leadership and enlightened direction.

Section 2. School official, teachers, and, other school personnel shall consider it their cooperative responsibility to formulate policies or introduce important changes in the system at all levels.

Section 3. School officials shall encourage and attend to the professional growth of all teachers under them such as in recommending them for promotion, giving them due recognition for meritorious performance, and allowing them to participate in conferences and training programs.

Section 4. No school official shall dismiss or recommend for dismissal a teacher or other subordinates except for cause.

Section 5. School authorities concerned shall ensure that public school teachers are employed in accordance with pertinent civil service rules, and private school teachers are issued contracts specifying the terms and conditions of their work, provided that they are given, if qualified, subsequent permanent tenure, in accordance with existing laws, and, provided, further, that they are duly registered and licensed professional teachers.

**ARTICLE VIII
THE TEACHER AND LEARNERS**

Section 1. A teacher has the right and duty to determine the academic marks and the promotion of learners in the subjects they handle. Such determination shall be in accordance with generally accepted producers of evaluation and measurement. In case of any complaint, teachers concerned shall immediately take appropriate action, observing the process.

Section 2. A teacher shall recognize that the interest and welfare of learners are his first and foremost concern, and shall handle each learner justly and impartially.

Section 3. Under no circumstance shall a teacher be prejudiced nor discriminatory against any learner.

Section 4. A teacher shall not accept favors or gifts from learners, their parents or others in their behalf in exchange for requested concessions, especially if underserved.

Section 5. A teacher shall not accept, directly or indirectly, any remuneration from tutorials other than what is authorized for such service.

Section 6. A teacher shall base the evaluation of the learner's work on merit and quality of academic performance.

Section 7. In a situation where mutual attraction and subsequent love develop between teacher and learner, the teacher shall exercise utmost professional discretion to avoid scandal, gossip, and preferential treatment of the learner.

Section 8. A teacher shall not inflict corporal punishment on offending learners nor make deductions from their scholastic ratings as a punishment for acts which are clearly not manifestations of poor scholarship.

Section 9. A teacher shall insure that conditions contributive to the maximum development of learners are adequate, and shall extend needed assistance in preventing or solving learner's problems and difficulties.

**ARTICLE IX
THE TEACHER AND PARENTS**

Section 1. A teacher shall establish and maintain cordial relations with parents, and shall conduct himself to merit their confidence and respect.

Section 2. A teacher shall inform parents, through proper authorities, of the progress or deficiencies of learners under him, exercising utmost candor and tact in pointing out learners' deficiencies and in seeking parent's cooperation for the proper guidance and improvement of learners.

Section 3. A teacher shall hear parent's complaints with sympathy and understanding, and shall discourage unfair criticism.

**ARTICLE X
THE TEACHER AND BUSINESS**

Section 1. A teacher has a right to engage, directly or indirectly, in legitimate income generation, provided that it does not relate to or adversely affect his work.

Section 2. A teacher shall maintain a good reputation with respect to financial matters such as in the settlement of his just debts, loans and other financial affairs.

Section 3. No teacher shall act, directly or indirectly, as agent of, or be financially interested in, any commercial venture which furnish textbooks and other school commodities in the purchase and disposal of which he can exercise official influence, except only when his assignment is inherently related to such purchase and disposal, provided that such shall be in accordance with existing regulations.

**ARTICLE XI
THE TEACHER AS A PERSON**

Section 1. A teacher shall live with dignity in all places at all times.

Section 2. A teacher shall place premium upon self-respect and self-discipline as the principle of personal behavior in all relationships with others and in all situations.

Section 3. A teacher shall maintain at all times a dignified personality which could serve as model worthy of emulation by learners, peers, and others.

Section 4. A teacher shall always recognize the Almighty God or Being as guide of his own destiny and of the destinies of men and nations.

**ARTICLE XII
DISCIPLINARY ACTION**

Section 1. Any violation of any provision of his Code shall be sufficient ground for the imposition against the erring teacher of disciplinary action consisting of revocation of his Certificate of Registration and License as Professional Teacher, suspension from the practice of the teaching profession, reprimand, or cancellation of his temporary/special permit under causes specified in Sec. 23, Article III or R.A. No. 7836, and under Rule 31, Article VIII, of the Rules and Regulations Implementing R.A. No. 7836.

**ARTICLE XIII
EFFECTIVITY**

Section 1. This Code shall be approved by the Professional Regulation Commission and shall take effect sixty (60) days following its publication in the official Gazette or any newspaper of general circulation, whichever is earlier.

Appendix D

Ref. The Family Code of the Philippines (Executive Order No. 209, July 6, 1987 as amended by Executive Order No. 227, July 17, 1987) WITH addendum of 1998-2001 A.V.B. Printing Press

REPUBLIC ACT NO. 7610

AN ACT PROVIDING FOR STRONGER DETERRENCE AND SPECIAL PROTECTION AGAINST CHILD ABUSE, EXPLOITATION AND DISCRIMINATION PROVIDING PENALTIES FOR ITS VIOLATION, AND FOR OTHER PURPOSES.

Be it enacted by the Senate and House of Representatives of the Philippines in Congress assembled:

Article I

TITLE, POLICY, PRINCIPLES AND DEFINITION OF TERMS

Section 1. Title – This act shall be known as the “Special Protection of Children Against Child Abuse, Exploitation and Discrimination Act.”

Section 2. Declaration of State Policy and Principles. – It is hereby declared to be the policy of the State to provide special protection to children from all forms of abuse, neglect, cruelty, exploitation and discrimination, and other conditions prejudicial to their development; provide sanctions for their commission and carry out a program for prevention and deterrence of and crisis intervention in situations of child abuse, exploitation and discrimination. The state shall intervene on behalf of the child when the parent, guardian, teacher or person having care or custody of the child fails or is unable to protect the child against abuse, exploitation and discrimination or when such acts against the child are committed by the said parent, guardian, teacher or person having care and custody of the same.

It shall be the policy of the State to protect and rehabilitate children gravely threatened or endangered by circumstances which affect their survival and normal development and over which they have no control.

The best interests of children shall be the paramount consideration in all actions concerning them, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities, and legislative bodies, consistent

with the principle of First Call for Children as enunciated in the United Nations Conventions on the Rights of the Child. Every effort shall be exerted to promote the welfare of children and enhance their opportunities for a useful and happy life.

Section 3. Definition of Terms –

- (a) “Children” refers to persons below eighteen (18) years of age or those over but are unable to fully take care of themselves or protect themselves from abuse, neglect, cruelty, exploitation or discrimination because of a physical or mental disability or condition;
- (b) “Child Abuse” refers to the maltreatment, whether habitual or not, of the child which includes any of the following:
 - (1) Psychological and physical abuse, neglect, cruelty, sexual abuse and emotional maltreatment;
 - (2) Any act by deeds or words which debases, degrades or demeans the intrinsic worth and dignity of a child as a human being;
 - (3) Unreasonable deprivation of his basic needs for survival, such as food and shelter; or
 - (4) Failure to immediately give medical treatment to an injured child resulting in serious impairment of his growth and development or in his permanent incapacity or death.
- (c) “Circumstances which gravely threaten or endanger the survival and normal development of children” include, but are not limited to, the following:
 - (1) Being in a community where there is armed conflict or being affected by armed conflict-related activities;
 - (2) Working under conditions hazardous to life, safety and morals which unduly interfere with their normal development;
 - (3) Living in or fending for themselves in the streets in urban and rural areas without the care of parents or guardian or any adult supervision needed for their welfare;

- (4) Being a member of an indigenous cultural community and/or living under conditions of extreme poverty or in an area which is underdeveloped and/or lacks or has inadequate access to basic services needed for a good quality life;
 - (5) Being a victim of a man-made natural disaster or calamity, or
 - (6) Circumstances analogous to those above stated which endanger the life, safety or normal development of children.
- (d) “Comprehensive program against child abuse, exploitation and discrimination” refers to the coordinated program of services and facilities to protect children against;
- (1) Child prostitution and other sexual abuse
 - (2) Child trafficking;
 - (3) Obscene publications and indecent shows;
 - (4) Other acts of abuse; and
 - (5) Circumstances which threatened or endanger the survival and normal development of children.

Article II

PROGRAM ON CHILD ABUSE EXPLOITATION AND DISCRIMINATION

Section 4. Formulation of the Program. – There shall be a comprehensive program to be formulated by the Department of Justice and the Department of Social Welfare and Development in coordination with other government agencies and private sector concerned, within one (1) year from the effectivity of this Act to protect children against child prostitution and other sexual abuse; child trafficking, obscene publications and indecent shows; and acts of abuse; and circumstances which endanger child survival and normal development.

Article III

CHILD PROSTITUTION AND OTHER SEXUAL ABUSE

Section 5. Child Prostitution and Other Sexual Abuse. Children, whether male or female, who for money, profit or any other consideration or due to the coercion or influence of any adult, syndicate or group, indulge in sexual intercourse or lascivious conduct, are deemed to be children exploited in prostitution and other sexual abuse.

The penalty of *reclusion temporal* in its medium period to *reclusion perpetua* shall be imposed upon the following:

- (a) Those who engage in or promote, facilitate or induce child prostitution which include, but are not limited to, the following:
 - (1) Acting as a procurer of a child prostitute;
 - (2) Inducing a person to be a client of a child prostitute by means of written or oral advertisements or other similar means;
 - (3) Taking advantage of influence or relationship to procure a child as a prostitute
 - (4) Threatening or using violence towards a child to engage him as a prostitute; or
 - (5) Giving monetary consideration, goods or other pecuniary benefit to a child with the intent to engage such child prostitution.
- (b) Those who commit the act of sexual intercourse or lascivious conduct with a child exploited in prostitution or subjected to other sexual abuse: *Provided*, That when the victim is under twelve (12) years of age, the perpetrators shall be prosecuted under Article 335, paragraph 3, for rape and Article 336 of Act No. 3815, as amended, the Revised Penal Code, for rape lascivious conduct, as the case may be: *Provided*, That the penalty for lascivious conduct when the victim is under (12) years of age shall be *reclusion temporal* in its medium period, and
- (c) Those who derived profit of advantage therefrom, whether as manager or owner of the establishment where the prostitution takes place, or of the

sauna, disco, bar, resort, place of entertainment or establishment serving as a cover or which engages in prostitution in addition to the activity for which the license has been issued establishment.

Section 6. Attempt to Commit Child Prostitution. – There is an attempt to commit child prostitution under section 5, paragraph (a) hereof when any person who, not being a relative of a child, is found alone with the said child inside the room or cubicle of a house, an inn, hotel, motel, pension house, apartelle or other similar establishments, vessel, vehicle or any other hidden or secluded area under circumstances which would lead a reasonable person to believe that the child is about to be exploited in prostitution and other sexual abuse.

There is also an attempt to commit child prostitution, under paragraph (h) of Section 5 hereof when any person is receiving services from a child in a sauna parlor or bath, massage clinic, health club and other similar establishments. A penalty lower by two (2) degrees than that prescribed for the consummated felony under Section 5 hereof shall be imposed upon the principals of the attempt to commit the crime of child prostitution under this Act, or in the proper case, under the Revised Penal Code.

Article IV

CHILD TRAFFICKING

Section 7. Child Trafficking – Any person who shall engage in trading and dealing with children including, but not limited to, the act of buying and selling of a child for money, or for any other consideration, or barter, shall suffer the penalty of *reclusion temporal* to *reclusion perpetua*. The penalty shall be imposed in its maximum period when the victim is under twelve (12) years of age.

Section 8. Attempt to Commit Child Trafficking. – There is an attempt to commit child trafficking under Section 7 of this Act:

- (a) When a child travels alone to a foreign country without valid reason therefore and without clearance issued by the Department of Social Welfare and Development or written permit or justification from the child's parents or legal guardian:

- (b) When a pregnant mother executes an affidavit of consent for adoption for a consideration.
- (c) When a person, agency, establishment or child-caring institution recruits women or couples to bear children for the purpose of child trafficking;
- (d) When a doctor, hospital or clinic official or employee, nurse, midwife, local civil registrar or any other person simulates birth for the purpose of child trafficking; or
- (e) When a person engages in the act of finding children among low income families, hospitals, clinics, nurseries, day care centers, or other child caring institutions who can be offered for the purpose of child trafficking.

A penalty lower by two (2) degrees than that prescribed for the consummated felony under Section 7 hereof shall be imposed upon the principals of the attempt to commit child trafficking under this act.

Article V

OBSCENE PUBLICATIONS AND INDECENT SHOWS

Section 9. Obscene Publications and Indecent Shows.- Any person who shall hire, employ, use, persuade, induce or coerce a child to perform in obscene exhibitions and indecent shows, whether live or in video, pose, or model in obscene publications or pornographic materials or to sell or distribute the said materials shall suffer the penalty of *prison mayor* in its medium period.

If the child used as a performer, subject or seller/distributor is below twelve (12) years of age, the penalty shall be imposed in its maximum period.

Any ascendant, guardian, or person entrusted in any capacity with the care of a child who shall cause and/or allow such child to be employed or to participate in an obscene play, scene act, movie or show or in any other acts covered by this section shall suffer the penalty of *prison mayor* in its medium period.

Article VI
OTHER ACTS OF ABUSE

Section 10. Other Acts of Neglect, Abuse, Cruelty or Exploitation and Other Conditions Prejudicial to the child's Development.

- (a) Any person who shall commit any other acts of child abuse, cruelty or exploitation or be responsible for other conditions prejudicial to the child's development including those covered by Article 59 of Presidential Decree No. 603, as amended, but not covered by the revised Penal Code, as amended, shall suffer the penalty of *prison mayor* in its minimum period.
- (b) Any person who shall keep or have in his company a minor, twelve (12) years of under or who is ten (10) years or more his junior in any public or private place, hotel, motel, beer joint, discotheque, cabaret, pension house, sauna or massage parlor, beach and/or other tourist resort or similar places shall suffer the penalty of *prison mayor* in its maximum period and a fine of not less than Fifty thousand pesos (P50,000): *Provided*, That this provision shall not apply to any person who is related within the fourth degree of consanguinity or affinity or any bond recognized by the law, local custom and tradition, or acts in the performance of a social, moral or legal duty.
- (c) Any person who shall induce, deliver or offer a minor to any one prohibited by this Act to keep or have in his company a minor as provided in the preceding paragraph shall suffer the penalty of *prison mayor* in its medium period and a fine of not less than Forty Thousand pesos (P50, 000), and the loss of the parental authority over the minor.
- (d) Any person, owner, manager or one entrusted with the operation of any public or private place of accommodation, whether for occupancy, food, drink, or otherwise, including residential places, who allows any person to take along with him to such place or places any minor herein described shall be imposed a penalty of *prison mayor* in its medium period and a fine of not less than Fifty thousand pesos (P50, 000) and the loss of the license to operate such a place or establishment
- (e) Any person who shall use, coerce, force, or intimidate a street child or any child to:

- (1) Beg or use begging as means of living;
- (2) Act as conduit or middlemen in drug trafficking or pushing; or
- (3) Conduct any illegal activities, shall suffer the penalty of *prison correctional* in its medium period to *reclusion perpetua*.

For purposes of this act, the penalty for the commission of acts punishable under Articles 248, 249, 262, paragraph 2, and 263, paragraph 1 Act No. 3815, as amended, the Revised Penal Code, for the crimes of murder, homicide other intentional mutilation, and serious physical injuries, respectively, shall be *reclusion perpetua* when the victim is under twelve (12) years of age. The penalty for the commission of acts punishable under Articles 337, 339, 340, and 341 of Act No. 3815, as amended, the Revised Penal Code, for the crimes of qualified seduction, acts of lasciviousness with the consent of the offended party, corruption of minors, and white slave trade, respectively, shall be one (1) degree higher than that imposed by law when the victim is under twelve (12) years of age.

The victim of the acts committed under this section shall be entrusted to the care of the Department of Social Welfare and Development.

Article VII

SANCTIONS FOR ESTABLISHMENTS OR ENTERPRISES

Section 11. Sanctions for Establishments or Enterprises which promote, Facilitate, or Conduct Activities Constituting Child Prostitution and Other Sexual Abuse, Child Trafficking, Obscene Publication and Indecent shows, and other Acts of Abuse.

All establishments and enterprises which promote or facilitate child prostitution and other sexual abuse, child trafficking, obscene publications and indecent shows, and other acts of abuse shall be immediately closed and their authority or license to operate cancelled, without prejudice to the owner or manager thereof being prosecuted under this Act and/or the revised penal Code, as amended, or special laws. A sign with the words "off limits" shall be conspicuously displayed outside the establishments or enterprises by

The Department of Social Welfare and development for such period which shall not be less than one (1) year, as the Department may determine. The unauthorized removal of such sign shall be punishable by *prison correctional*.

An establishment shall be deemed to promote or facilitate child prostitution and other sexual abuse child trafficking, obscene publications and indecent shows, and other acts of abuse if the acts constituting the same occur in the premises of said establishment under this Act or in violation of the Revised Penal Code, as amended. An enterprise such as a sauna, travel agency, or recruitment which : promotes the aforementioned acts as aprt of a tour for foreign tourists; exhibits children in a lewd or indecent show, provides child masseurs for adults of the same or opposite sex and said services include any lascivious conduct with the customer, or solicits children for activities constituting the aforementioned acts shall be deemed to have committed the acts penalized herein.

Article VIII

WORKING CHILDREN

Section 12. Employment of Children. - Children below fifteen (15) years of age may be employed: Provided, that the following minimum requirements are present:

- (a) the employer shall secure for the child a work permit from the department of Labor and Employment;
- (b) the employer shall ensure the protection, health, safety and morals of the child;
- (c) the employer shall institute measures to prevent exploitation or discrimination taking into account the system and level of remuneration, and the duration and arrangement of working time; and
- (d) The employer shall formulate and implement a continuous program for training and skill acquisition of the child.

The Department of Labor and employment shall promulgate rules and regulation be necessary for the effective implementation of this section.

Section 13. Non-Formal Education for Working Children. - The Department of education, Culture and Sports shall promulgate a course design under its non-formal education program aimed at promoting the intellectual, moral and vocational efficiency of working children who have not undergone or finished elementary or secondary education. Such course design shall integrate the learning process deemed most effective under given circumstances.

Section 14. Prohibition on the Employment of Children in Certain Advertisements. - No person shall employ child models in all commercials or advertisements promoting alcoholic beverages, intoxicating drinks, tobacco and its by products, and violence.

Section 15. Duty of Employer. -Every employer shall comply with the duties provided for in Articles 108 and 109 of Presidential Decree No. 603.

Section 16. Penalties. - Any person who shall violate any provision of this Article shall suffer the penalty of a fine of not less than One thousand pesos (P1,000.00) but not more than Ten thousand pesos (P10,000.00) or imprisonment of not less than three (3) months but not more than three (3) years , or both at the discretion of the court. Provided, That in case of repeated violations of the provisions of this Article, the offender's license to operate shall be revoked.

Article IX

CHILDREN OF INDIGENOUS CULTURAL COMMUNITIES

Section 17. Survival, Protection and Development. - In addition to the rights guaranteed to children under this Act and other existing laws, children of indigenous cultural communities shall be entitled to protection, survival and development consistent with the customs and traditions of their respective communities.

Section 18. System of and Access to Education. - The Department of Education, Culture and Sports shall develop and institute an alternative system of education for children of indigenous cultural communities which is culture-specific and relevant to the needs and the existing situation in their communities. The Department of Education, Culture and Sports shall also accredit and support non-formal but functional indigenous educational programs conducted by non-governmental

organizations in said communities.

Section 19. Health and Nutrition. - The delivery of basic social services in health and nutrition to children of indigenous cultural communities shall be given priority by all government agencies concerned. Hospitals and other health institutions shall ensure that children of indigenous cultural communities are given equal attention. In the provision of health and nutrition services to children of indigenous cultural communities, indigenous health practices shall be respected and recognized.

Section 20. Discrimination. - Children of indigenous cultural communities shall not be subjected to any or all forms of discrimination.

Any person who discriminates against children of indigenous cultural communities shall suffer a penalty of arresto mayor in its maximum period and fine of not less than five (P5,000.00) nor more than Ten thousand pesos (P10,000.00)

Section 21. Participation. - Indigenous cultural communities through their duly-designated or appointed representatives shall be involved in planning, decision-making, implementation, and evaluation of all government programs affecting children of indigenous cultural communities. Indigenous institutions shall also be recognized and respected.

Article X

CHILDREN IN SITUATIONS OF ARMED CONFLICT

Section 22. Children as Zones of Peace. – Children are hereby declared as Zones of Peace. It shall be the responsibility of the State and all other sectors concerned to resolve armed conflicts in order to promote the goal of children as zones of peace. To attain this objective, the following policies shall be observed.

- (a) Children shall not be the object of attack and shall be entitled to special respect. They shall be protected from any form of threat, assault, torture or other cruel, inhumane or degrading treatment;
- (b) Children shall not be recruited to become members of the Armed Forces, nor be allowed to take part in the fighting, or used as guides, couriers, or spies;
- (c) Delivery of basic social services such as education, primary health and emergency relief services shall be kept unhampered;

- (d) The safety and protection of those who provide services including those involved in fact-finding missions from both government and non- government institutions shall be ensured. They shall not be subjected to undue harassment in the performance of their work;
- (e) Public infrastructure such as schools, hospitals and rural health units shall not be utilized for military purposes such as command posts, barracks, detachments, and supply depots; and
- (f) All appropriate steps shall be taken to facilitate the reunion of families temporarily separated due to armed conflict.

Section 23. Evacuation of Children During Armed Conflict. – Children shall be given priority during evacuation as a result of armed conflict. Existing community organizations shall be tapped to look after the safety and well- being of children during evacuation operations. Measures shall be taken to ensure that children evacuated are accompanied by persons responsible for their safety and well- being.

Section 24. Family Life and Temporary Shelter. – Whenever possible , members of the same family shall be housed in the same premises and given separate accommodation from other evacuees and provided with facilities to lead a normal family life. In places of temporary shelter, expectant and nursing mothers and children shall be given additional food in proportion to their physiological needs. Whenever feasible, children shall be given opportunities for physical exercise, sports and outdoor games.

Section 25. Rights of Children Arrested for Reasons Related to Armed Conflict. – Any child who has been arrested for reasons related to armed conflict, either as combatant , courier, guide or spy is entitled to the following rights:

- (a) Separate detention from adults except where families are accommodated as family units;
- (b) Immediate free legal assistance;
- (c) Immediate notice of such arrest to the parents or guardian of the child; and
- (d) Release of the child on recognizance within twenty-four (24) hours to the custody of the Department of Social Welfare and Development or any responsible member of the community as determined by the court

If after hearing the evidence in the proper proceedings the court should find that the aforesaid child has committed the acts charged against him, the court shall determine the imposable penalty, including any civil liability chargeable against him. However, instead of pronouncing judgement of conviction, the court shall suspend all further proceedings and shall commit such child to the custody or care of the Department of Social Welfare and Development or to any training institutions operated by the Government, or duly- licensed agencies or any other responsible person, until he has had reached eighteen (18) years of age or, for a shorter period as the court may deem proper , after considering the reports and recommendations as the Department of Social Welfare and Development or the agency or responsible individual under whose care he has been committed.

The aforesaid child shall be subject to visitation and supervision by a representative of the Department of Social Welfare and Development or any duly- licensed agency or such other officer as the court may designate subject to such conditions as it may prescribe.

The aforesaid child whose sentence is suspended can appeal from the order of the court in the same manner as appeals in criminal cases.

Section 26. Monitoring and Reporting of Children in Situations of Armed Conflict. – The chairman of the barangay affected by the armed conflicts shall submit the names of children residing in said barangay to the municipal social welfare and development officer within twenty- four (24) hours from the occurrence of the armed conflict.

Article XI

REMEDIAL PROCEDURES

Section 27. Who May File a Complaints. - Complaints on cases of unlawful acts committed against children as enumerated herein may be filed by the following:

- (a) Offended party
- (b) Parents or guardians
- (c) Ascendant or collateral relative within the third degree of consanguinity;

- (d) Officer , social worker or representative of a licensed child- caring institution;
- (e) Officer or social worker of the Department of Social Welfare and Development;
- (f) Barangay chairman ; or
- (g) At least three (3) concerned, responsible citizens where the violation occurred.

Section 28. Protective Custody of the Child. – The offended party shall be immediately placed under the protective custody of the Department of Social Welfare and Development pursuant to Executive Order No. 56, series of 1986. In the regular performance of this function, the officer of the Department of Social and Welfare and Development shall be free from any administrative , civil or criminal liability . Custody proceedings shall be in accordance with the provisions of Presidential Decree No. 603

Section 29. Confidentiality. – At the instance of the offended party, his name may be withheld from the public until the court acquires jurisdiction over the case.

It shall be unlawful for any editor, publisher, and reporter or columnist in case of printed materials, announcer or producer in case of television and radio broadcasting, producer and director of the film in case of the movie industry, to cause undue and sensationalized publicity of any case of violation of this Act which results in the moral degradation and suffering of the offended party.

Section 30. Special Court Proceedings. - Cases involving violations of this Act shall be heard in the chambers of the judge of the Regional Trial Court duly designated as Juvenile and Domestic Relations Court.

Any provision of existing law to the contrary not with standing and with the exception of *habeas corpus* , election cases, and cases involving detention prisoners and persons covered by Republic Act No. 4108, all courts shall give preference to the hearing of disposition of cases involving violations of this Act.

Article XII

COMMON PENAL PROVISIONS

Section 31. Common Penal Provisions

(a) The penalty provided under this Act shall be imposed in its maximum period if the offender has been previously convicted under this Act.

(b) When the offender is a corporation, partnership, or association, the officer or employee thereof who is responsible for the violation of this Act shall suffer the penalty imposed in its maximum period;

(c) The penalty provided herein shall be imposed in its maximum period when the perpetrator is an ascendant, parent, guardian, stepaparent or collateral relative within the second degree of consanguinity or affinity, or a manager, or owner of an establishment which has no license to operate or its license has expired or has been revoked.

(d) When the offender is a foreigner, he shall be deported immediately after service of sentence and forever barred from entry to the country.

(e) The penalty provided for in this Act shall be imposed in its maximum period if the offender is a public officer or employee: Provided, however, that if the penalty imposed is reclusion perpetua or reclusion temporal, then the penalty of perpetua or temporary absolute disqualification shall also be imposed: Provided, finally, That if the penalty imposed is prison correctional or arresto mayor, the penalty of suspension shall also be imposed; and

(f) A fine to be determined by the court shall be imposed and administered as a cash fund by the Department of Social Welfare and Development and disbursed for the rehabilitation of each child victim, or any immediate member of his family if the latter is the perpetrator of the offense.

Article XIII**FINAL PROVISIONS**

Section 32. Rules and Regulations. – Unless otherwise provided in this Act, the Department of Justice, in coordination with the Department of Social Welfare and Development, shall promulgate rules and regulations for the effective implementation of this Act .

Such rules and regulations shall take effect upon their publication in two (2) national newspapers of general circulation.

Section 33. Appropriations. - The amount necessary to carry out the provisions of this Act is hereby authorized to be appropriated in the General Appropriations Act of the year following its enactment into law and thereafter.

Section 34. Separability Clause – If any provision of this Act is declared invalid or unconstitutional, the remaining provisions not affected thereby shall continue in full force and effect.

Section 35. Repealing Clause. – All laws, decrees, or rules inconsistent with the provisions of this Act are hereby repealed or modified accordingly.

Section 36. Effectivity Clause - This Act shall take effect upon completion of its publication in at least two (2) national newspapers of general circulation.

Approved, June 17, 1992

Appendix E

School Forms

- Form 1 School Register
- Form 2 Monthly Report of Enrollment and Attendance
- Form 137-E Elementary Pupil's Permanent Record
- Form 138-E Elementary Pupil's Progress Report Card
- Form 18-E-1 Report on Promotions for Grades I-III
- Form 18-E-2 Report on Promotions for Grades IV-VI
- Form 137-A Secondary Students Permanent Record
- Form 138-A Secondary Students Progress Report Card
- Form 18-A Report on Secondary School Promotions

DepEd Form 2

REPUBLIKANG PILIPINAS
DEPARTMENT OF EDUCATION
MANILA, PHILIPPINES

DIVISION _____

TEACHER'S MONTHLY REPORT OF ENROLLMENT AND ATTENDANCE

	Enrollment	
	Actual	Total
Municipality _____		
School _____		
Course _____		
Grade or Year _____		
Month _____, 20__		
Submitted by _____		
Teacher		

Notes: — The person making this report should also fill in the blank spaces above.

INSTRUCTIONS

1. Read carefully the following instructions and comply with them. Note "Instructions" in the School Registrar Manual Form 2.
2. Make the entries in this report daily. The entries should be true and accurate. As soon as possible after the last school day of the month, send the report to the principal.
3. The "Total Monthly Enrollment to Date" for any day is the total number of pupils who have reported in the class for study at any time during the month to and including the date of entry less number who have transferred to another class within the same school or supervising district. For example, if 48 pupils reported in class on the first day of school in August and no transfer has taken place during August the total monthly enrollment for this month is 48. If, however, only 46 pupils report on the first day of school in September, this is the total number which will be entered for that day under "Total Monthly Enrollment to Date" regardless of whether or not this deficit is due to transfer or absences. If by the last school day of September, five of the four pupils is not reporting and the first day of September have returned and no pupils in the class has been transferred, the enrollment for September becomes 47 provided of course that this is the highest number of pupils who have reported any day during this month. The monthly enrollment for August and September are therefore 48 and 47 respectively while the annual enrollment for this month remains 48. Absences of pupils who attend only for a half-day should be included in the total number who have reported during the month.
4. Under "Daily Attendance" should be given the number of pupils actually present in the forenoon and afternoon of each day.
5. The enrollment for the month is the last entry in the column "Total Monthly Enrollment to Date".
6. To find the average attendance, add the totals in the columns under "Daily Attendance" and divide this sum by the total number of pupils who attended during the month.
7. The enrollment for the year is the total number of pupils who have enrolled in the class for school during the current school year less those that have been transferred to other classes within the same school or supervising district. The annual enrollment for a supervising district of separate intermediate or secondary schools can never decrease.
8. Care should be taken not to add to the number of pupils enrolled for the year by counting as new pupils any who have re-enrolled after having dropped.
9. To find the percentage of attendance, multiply the average attendance by 100 and divide the product by the monthly enrollment.
10. To find the percentage of enrollment, multiply the enrollment for the month by 100 and divide the product by the enrollment for the year.
11. In the column for "Remarks", note anything of interest or make any important statement.
12. In making calculations, round every fraction of one full or more to one. Round all fractions of less than one-half.
13. In cases where one teacher submits DepEd Form 2 for two or more different courses or grades, a separate DepEd Form 2 should be made out for each course and grade.

DepEd Form 2
General Instructions No. 12 - 1985
Service Manual Secs. 26-46

Form 137 - E

Republika ng Pilipinas
(Republic of the Philippines)
Kagawaran ng Edukasyon, Kultura at Sports
(Department of Education, Culture and Sports)
KAWANIHAN NG EDUKASYONG ELEMENTARYA
(BUREAU OF ELEMENTARY EDUCATION)

Rehiyon _____
(Region)

PALAGIANG TALAAN SA MABABANG PAARALAN
(ELEMENTARY SCHOOL PERMANENT RECORD)

I. Pangalan _____
(Name) Apelyido _____ Unang ngalan _____ Sangay _____ Paaralan _____
(M.I. / Division / School)

Kabarian _____ Petsa ng Kapanganakan _____ Pook _____ Petsa ng Pagpasok _____
(Sex / Date of Birth / Place / Bayan / Lalawigan / Lungsod / Date of Entrance / Town / Province / City)

Magulang/Tagapag-alaga _____ Pangalan _____ Tirahan _____ Hamapuhay _____
(Name / Address / Occupation)

PAG-UNLAD SA MABABANG PAARALAN
(ELEMENTARY SCHOOL PROGRESS)

Grade I - School _____
School Year _____

Learning Areas	Periodic Rating				Remarks
	1	2	3	4	

Eligible for Admission to Grade _____

Grade II - School _____
School Year _____

Learning Areas	Periodic Rating				Remarks
	1	2	3	4	

Eligible for Admission to Grade _____

Grade III - School _____
School Year _____

Learning Areas	Periodic Rating				Remarks
	1	2	3	4	

Eligible for Admission to Grade _____

Grade IV - School _____
School Year _____

Learning Areas	Periodic Rating				Remarks
	1	2	3	4	

Eligible for Admission to Grade _____

Grade V - School _____
School Year _____

Learning Areas	Periodic Rating				Remarks
	1	2	3	4	


Eligible for Admission to Grade _____

Grade VI - School _____
School Year _____

Learning Areas	Periodic Rating				Remarks
	1	2	3	4	

Eligible for Admission to Grade _____

Form 138 - E

<p>PARENT'S COMMENT / SIGNATURE</p> <p>First Grading _____</p> <p>_____</p> <p>Second Grading _____</p> <p>_____</p> <p>Third Grading _____</p> <p>_____</p> <p>Fourth Grading _____</p> <p>_____</p> <p>_____</p> <p style="text-align: center;">_____ <i>Parent's Signature</i></p>	<p>DepEd FORM 138-E</p> <p style="text-align: center;">Republika ng Pilipinas Kagawaran ng Edukasyon Rehiyon IV Sangay ng Lungsod ng San Pablo DISTRITO NG _____ Paralang Elementarya</p> <p style="text-align: center;">ng _____ Lungsod ng San Pablo</p> <div style="text-align: center; margin: 20px 0;">  </div> <p style="text-align: center; font-weight: bold; font-size: 1.2em;">PROGRESS REPORT CARD</p>
<p style="text-align: center;"><u>CERTIFICATE OF TRANSFER</u></p> <p>Admitted to Grade _____ Section _____ Room _____</p> <p>Eligible for admission to Grade _____</p> <p style="text-align: center;">_____ Teacher</p> <p>Approved:</p> <p style="text-align: center;">_____ Principal</p> <p style="text-align: center;">Cancellation of Eligibility to Transfer</p> <p>Admitted in _____</p> <p>Date _____</p> <p style="text-align: center;">_____ Principal</p>	<p>Name _____</p> <p>Grade _____ Section _____</p> <p>School Year _____ Sex _____</p> <p>Class Adviser _____</p>

Periodic Rating

Learning Areas	1	2	3	4	Final Rating
English					
Mathematics					
Science & Health					
Filipino					
MAKABAYAN					
Heograpiya/ Kanyayuhan/Sibilka					
Eduk. Pantahanan at Pangkalahuyan					
Musika/Sining at Eduk. sa Pagguguhin ng Kalusugan					
Average					

Attendance Record

	JUNE	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	TOTAL
No. of School Days												
No. of School Days Present												
No. of Times Tardy												

CHARACTER BUILDING

	1	2	3	4	F.R.
1. Honesty					
2. Courtesy					
3. Helpfulness and Cooperation					
4. Obedience					
5. Consideration for Others					
6. Sportmanship					
7. Love of Country					
8. Self-Reliance					
9. Industry					
10. Cleanliness and Orderliness					

DEAR PARENTS

This report card shows the ability and the progress your child has made in the different learning areas as well as his/her progress in character development.

The school welcomes you if you desire to know more about the progress of your child.

Teacher

Principal

NARRATIVE REPORT OF THE TEACHER

First Grading _____

Second Grading _____

Third Grading _____

Fourth Grading _____

DECS Form 18 (E)

REPUBLIC OF THE PHILIPPINES
DEPARTMENT OF EDUCATION

REPORT ON PROMOTIONS
(GRADES I-III INCLUSIVE)

Number of Pupils Enrolled _____

April monthly enrollment _____

Final promoted from grade during year _____

Cancelled in school _____

Total up of pupils _____

Average up of pupils _____

Number of Pupils Promoted	During Year		In Month		Total
	1	2	1	2	
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

NOTES - The grades and up of pupils shall also be in the main report under "Report on Promotions" on the left of the form.

PROMOTIONS

1. This form will be made out in duplicate at the close of the school year by each teacher who is in charge of the enrollment and attendance records of any class in Grades I, II, or III. The original copy should be returned in to the office of the principal of the school of the duplicate sent to the division office for filing.

2. In the first column will be written the names of all pupils who have been promoted during the year in the region of the class for which the report is made. (Use names of boys first.)

3. Under "Years in School" enter 1, II, III, III-2, III-3, etc., to indicate the exact length of time the pupil has been in school. From the first year he entered any school to the date of accepting the form.

4. The age the pupil is reported on this form should be his age on March 1. To find his age on April 1 add to his age as of the beginning of the school year received in MEC Form 1 - School Register.

5. Under "Third Address" should be written the actual residence of the pupil, not a temporary residence which he may have taken up while attending school.

6. A pupil who is promoted during the year will be reported in each grade to which he is promoted.

7. In the column for "Final Rating" should be indicated the final rating received by the pupil during the month he was promoted to the grade for which the report is made. For example, if a pupil is promoted in Grade I to July and is promoted to Grade II in September, he should be reported in MEC Form 1 (S-E-I) under Grade I and Grade II. His final rating for Grade I will be final rating for Grade II and be based upon his work during October in March and not on those months in which he was studying in Grade I. The term "final rating" signifies also the average of all the periods ratings according to the averaging system of grading as the sum periodic cannot be rated according to the cumulative system of grading. In the cumulative system of grading, the periodic rating after the first is obtained by dividing by 2 the sum of the two ratings and the periodic rating immediately preceding, and the last periodic rating becomes the final subject rating.

8. Careful attention should be given to the fact that the total number of days the pupil has attended the grade in both present and past school years is correctly reported.

9. Under "Promoted" indicate all pupils promoted during the school year to the grade for which the report is made by writing the words "Promoted from Grade" giving the number of the grade and the date on which the promotion was made. Likewise indicate all pupils promoted to a higher grade than the grade for which the report is made by writing the words "Promoted to Grade" giving the number of the grade and the date on which the promotion was made. Indicate all Grade I pupils who enter the grade for the first time during the school year by writing the words "Entered school", giving the date on which the pupil entered.

10. When the pupils under "Summary of Pupils Promoted" are listed in the following points should be borne in mind:

- (1) The Month monthly enrollment figures given on the form should agree with the monthly enrollment figures given on MEC Form 1 for March.
- (2) The data for the second line should include all pupils promoted to the next higher grade within the year of the school year.
- (3) The data for the third line may be based by adding the figures of the first line to the figures on the second line.

REMARKS

1. Data for the "Summary of Pupils Promoted" may be obtained from the box of the form.

2. The sum of the ages of all pupils promoted should agree with "Total Age of Pupils" in column for example "Total age is a sum of 48 pupils is 180. Average age = 180 ÷ 48 = 3.75"

3. In indicating across dates on this form use only the word "promoted" and the word "retained" and abbreviations to Prom. and Ret. respectively.

Comments: Mar. 30, 1, 1923; 43, 1, 1922; 13, 1, 1921; 21, 1, 1920; 41, 1, 1919
 Memorandum No. 26, 1, 1949
 General Memorandum No. 11, 1, 1925
 Service Manual, Book No. 100, pp. 113-115

Principal _____

Director, Department of Elementary Education _____

DECS FORM 18-E-2

REPUBLIC OF THE PHILIPPINES
DEPARTMENT OF EDUCATION

REPORT ON PROMOTIONS
(GRADE IV-VI)

Curriculum _____

Grade _____

Section _____

School _____

Division _____

Date of Close of School Year _____, 20__

Certificates _____
(Date issued)

SUMMARY OF PUPILS ENROLLED		BOYS	GIRLS	TOTAL
March monthly enrolment				
Pupils promoted from grade during year				
Correct enrolment				
Total age of pupils				
Average age of pupils				

SUMMARY OF PROMOTED PUPILS	DURING YEAR		IN MARCH		TOTAL		
	Boys	Girls	Boys	Girls	Boys	Girls	Total
Number promoted							
Total age of pupils							
Average age of pupils							

Date _____, 20__

Principal

APPROVED _____
District Supervisor or Supervising Principal

INSTRUCTIONS

- This form, accomplished in triplicate, should serve as a permanent record of all promotions during, or at the end of the School year in Grades IV-VI inclusive.
- The copies of this form for Grade VI should be fully accomplished a week before the end of the school year, and those for Grades IV and V at the close of the school year. The original copy should be retained in the office of the principal, the duplicate should be forwarded to the division office as soon as accomplished and approved, and the triplicate should be kept on file in the office of the district supervisor.
- A separate report for each section of each grade of each curriculum is required.
- Names of boys should be written first, followed by names of girls listed separately. Pupils' names should be written in the same order on all copies. The total number of pupils listed should agree with the yearly enrolment reported on DEC Form 2 for March plus the number promoted from the grade to a higher grade during the school year. These should be listed separately at the bottom of the form.
- Under "Years in School," write 4, 4½, 5, 5½, 6, 6½, etc., to indicate the exact length of time the pupil has been in school from the first time he entered any school to the date of accomplishing this form.
- The age of the pupil as recorded on this form should be his age as of the end of the school year as recorded in DEC Form 1 (School Register).
- Opposite the name of each pupil for drops out during the year should be entered such brief explanation of the cause as "Ill," "Deceased," "Dropped January 12," etc.
- Under "Total Number of Days in Grade," indicate total number of days the pupils has attended the grade in current and preceding school years.
- All final ratings on this form are to be indicated in percent.
- The data for "Average" at the bottom of the sheet will be found by adding the entries in the column and dividing the total thus obtained by the number of pupils for whom final ratings are entered.
- The term "Final Rating" signifies either the average of the periodic ratings in a subject according to the averaging system of grading or the last cumulative rating according to the cumulative system of grading. Indicate the system used accordingly, i. e., cross out the system not used.
- In indicating action taken on this form use only the word "promoted" and the word "retained" and abbreviate them to Prom. and Ret., respectively.
- In Grade IV and in the intermediate grades, the general average of each pupil shall be obtained by dividing the sum of the subject final ratings by the number of subjects or combinations of subjects entered under item 16 following. Each subject or combination of subjects will have a weight of one. In these grades a minimum average of 75 percent is required for promotion.
- When the blanks under "Summary of Pupils Enrolled" are filled in, the following points should be remembered: the March monthly enrolment given on the first line should agree with the March monthly enrolment as it appears on DEC Form 2. The data for the second line should include all pupils promoted to the next higher grade during the year at the close of the school year. The data for the third line are found by adding numbers given on the first and second lines.
- The sum of ages of all pupils concerned should appear where "Total Age of Pupils" is called for.
- In indicating the subjects under the column "Final Rating" arrange the subjects alphabetically.

REFERENCES

Circulars: Nos. 24 and 34, s. 1928; 45, s. 1930; 13 and 25, s. 1932; 23, s. 1933; 15 and 48, s. 1934; 16, s. 1936; 46, s. 1937; 12 and 44, s. 1938.

Memorandums: Nos. 29, s. 1927; 18, s. 1930; and 36, s. 1940.

Department Memorandums: Nos. 3, 6 and 16, s. 1945.

General Instructions: No. 13, 1925.

Service Manual: Secs. 99, 102, 111-112, and 115-116.

Form 138 – A

Puna ng Guro			
Unang Markahan			
Ikalawang Markahan			
Ikatlong Markahan			
Ikaapat na Markahan			

Puna ng Magulang	Lagda		
Unang Markahan			
Ikalawang Markahan			
Ikatlong Markahan			
Ikaapat na Markahan			

BALANGKAS NG PAGMAMARKA

Karapat-dapat ilipat at tanggapin sa _____
 May punang yunit sa larangan ng _____
 May kulang na yunit sa larangan ng _____
 Peta _____

_____ Tagapayo

KATIBAYIN SA PAGLIPAT NG TADN


Inilipat sa Taon _____ Pangkat _____
 Pinagibay _____ Tagapayo _____ Punongguro _____

PAGPAPINILANG-BISA SA KARAPATANG LUMPAT

Inilipat sa Taon _____ Pangkat _____
 Pinagibay _____ Tagapayo _____ Punongguro _____

DepEd Form 138-A

Republika ng Pilipinas
 DEPARTAMENTO NG EDUKASYON
 Rehiyon IV-A
 Sangay ng Lungsod ng San Pablo
SAN PABLO CITY NATIONAL HIGH SCHOOL
 Lungsod ng San Pablo



Pangalan _____
 Gulang _____ Kasarian _____
 Taon _____ Pangkat _____

_____ Taong-Panuruan

Mahal na Magulang:

Nakapaloob sa kard na ito ang ulat sa pag-unlad ng iyang anak, bilang ng oras na ipinatak, bilang ng liban at pagdating nang huli sa klase at mga pag-uugali at kahalagang ipinamamalar niya sa loob ng paaralan.

Mangyari pong makipag-uugayan sa amin tungkol sa anumang bagay na makatutulang sa pag-unlad ng iyang anak.

Salamat sa _____
 _____ Tagapayo

ULAT TUNGKOL SA PAG-UNLAD NG MARKA

Larangan ng Pag-aaral	MARKAHAN				HELING MARKA	TUNIT	PASAYA
Filipino							
English							
Mathematics							
Science & Technology							
Makabayan							
Araling Panlipunan (AP)							
Technology and Livelihood Education (TLE)							
Music, Arts, Physical Education, and Health (MAPEH)							
Edukasyon sa Pagpapahalaga (EP)							
CAT							

Pagkalahatang Marka (Average) _____

ULAT NG PAGPASOK

Buwan	Araw											
	Hulyo	Hulyo	Agosto	Septiyembre	Oktubre	Nobyembre	Disyembre	Enero	Pebrero	Marso	Abril	Mahuhait
Bilang ng araw na may pasok												
Bilang ng araw na may pumasok												
Bilang ng araw na pumasok nang huli												

PAG-UNLAD SA TAGLAY NA MGA PAGPAHALAGA AT SALOOBIN

Penuto: Lagyan ng A hing lubhang kaniya-nya ang ginamalan B hing kaniya-nya at C hing dapat pang lagyan sa mag-aaral

Mga kinakailangan namanid na pagpapahalaga at saloobin	MARKAHAN			
	1	2	3	4
Kaangyapang Pakikilala-Nagmamalas ng kaniya-nyang paaralun sa pagpapahalaga ng kaangyapang pakikilala at mental				
Sining-Nagmamalas ng pagpapahalaga sa pagpapahalaga ng iba't ibang gawin				
Tolerance-Nagmamalas ng pagpapahalaga sa pagpapahalaga ng mga paninilala at nalagay ng tao				
Katipunan-Integratad-Nagmamalas ng katipunan sa lahat ng pagpapahalaga				
Disiplina sa Bait-Nagmamalas ng kaniya-nyang mga gawin sa pagpapahalaga ng mga gawin				
Religiyos Tolerance-Nagmamalas ng pagpapahalaga sa pagpapahalaga ng relihiyon, kultad ng mga lahi ng pagpapahalaga at mga simbolyong lahat				
Paggalang sa Karapatang Pantao-Nagmamalas ng pagpapahalaga sa pagpapahalaga-pantao ng lahat maging animan ang etniko, kasarian, lahi, wika, relihiyon, paninilalang politikal, kaniya-nyang panlipunan at kapalaran				
Magpapahalaga sa Pakikilala-Nagmamalas ng kaniya-nyang pakikilala sa lahat				
Paggagalaga sa Kapaligiran-Prinangpapahalaga ang kapaligiran				
Tamang Paggamit ng mga Recurso-Ginamit ang mga recurso sa ekonomikal na paraan				
Paggagalaga sa Tamang Kultural-Nagmamalas ng pagpapahalaga sa mga katutubo at kontemporaryong aring at kultura ng Pilipinas				
Kalayaan at Pananagutan-Nagmamalas ng pagpapahalaga sa mga pangunahing kalayaan at ang mga katutubo na pananagutan				
Maganapang Pamamuno-Nagmamalas ng saring responsabilidad nang may dedikasyon				
Pambansang Pagkakaisa-Nagmamalas ng pagpapahalaga sa tamang banta sa lahat ng pagkakaisa-iba ng paninilalang politikal at kultura, wika at relihiyon				

PLUS FACTORS

(.5 for each indicator but not to exceed 2 points for the total)

For Teachers

- 1. Rendered the following technical assistance:
 - 1.1 provided assistance to co-teachers in improving their teaching competence _____
 - 1.2 assisted school administrators in planning and managing in-service trainings _____
 - 1.3 served as consultant in the preparation of supplementary instructional materials _____
 - 1.4 served as demonstration teacher on innovative teaching techniques/classroom management _____
- 2. Conducted action research whose findings and recommendations have been adopted by the school / district _____
- 3. Subject area coordinator/ chairman in district/division _____

For Master Teachers

- 1. Published at least one (1) article in professional magazines/periodicals related to field of specialization _____
- 2. Served as resource person/consultant in seminar/workshop/training related to field of specialization _____
- 3. Conducted action research(es), the findings results of which were utilized within the rating period _____
- 4. Designed evaluation and monitoring program for the district/division _____

SUMMARY OF RATINGS

I - Instructional Competence (70%)	_____
A. Lesson Planning and Delivery (43% for Teachers, 40% for MT's)	_____
B. School, Home and Community Involvement (3% for Teachers, 3% for MT's)	_____
C. Technical Assistance (8% for Teachers, 13% for MT's)	_____
D. Learners' Achievement (20% for Teachers, 20% for MT's)	_____
II - Professional and Personal Characteristics (20%)	_____
III - Punctuality and Attendance (10%)	_____
Total	_____
This Factor (2)	_____
Over-All Rating	_____
Descriptive Rating	_____

Remarks:

RATICE:

CONFERRED WITH:

Elementary School Principal
 Secondary School Principal

CONFIRME:

Signature of Ratice

RECOMMENDING APPROVAL:

APPROVED BY:

District Supervisor
 Asst. School Division
 Superintendent

School Division Superintendent

KEY TO DESCRIPTIVE RATING:

- 8.00 - 10.00 - Outstanding
- 6.00 - 7.99 - Very Satisfactory
- 4.00 - 5.99 - Satisfactory
- 2.00 - 3.99 - Unsatisfactory
- 2.00 & below - Poor

Form 6

Appendix G

Application for Leave

APPLICATION FOR LEAVE

CSC Form 6
Revised 1984

1. OFFICE/AGENCY	2. NAME (Last) (First) (Middle Name)	
3. DATE OF FILING	4. POSITION	5. SALARY (Monthly)

DETAILS OF APPLICATION

6. a) TYPE OF LEAVE <input type="checkbox"/> Vacation <input type="checkbox"/> To seek employment <input type="checkbox"/> Others (Specify) _____ <input type="checkbox"/> Sick <input type="checkbox"/> Maternity <input type="checkbox"/> Others (Specify) _____ c) NUMBER OF WORKING DAYS APPLIED FOR Inclusive Dates _____ _____	6. b) WHERE LEAVE WILL BE SPENT: (1) IN CASE OF VACATION LEAVE <input type="checkbox"/> Within the Philippines <input type="checkbox"/> Abroad (Specify) _____ (2) IN CASE OF SICK LEAVE <input type="checkbox"/> In Hospital (Specify) _____ <input type="checkbox"/> Out Patient (Specify) _____ d) COMMUTATION <input type="checkbox"/> Requested <input type="checkbox"/> Not Requested _____ (Signature of Applicant)						
7. a) CERTIFICATION OF LEAVE CREDITS as of _____ <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="padding: 2px;">Vacation</td> <td style="padding: 2px;">Sick</td> <td style="padding: 2px;">Total</td> </tr> <tr> <td style="padding: 2px;">Days</td> <td style="padding: 2px;">Days</td> <td style="padding: 2px;">Days</td> </tr> </table> _____	Vacation	Sick	Total	Days	Days	Days	7. b) RECOMMENDATION <input type="checkbox"/> Approval <input type="checkbox"/> Disapproved due to _____ _____ Authorized Official
Vacation	Sick	Total					
Days	Days	Days					
7. d) DISAPPROVED DUE TO: _____ _____							
7. c) APPROVED: _____ days, _____ leave with pay, _____ days, _____ leave without pay, Others (Specify) _____ For the Secretary: _____ (Signature) _____ (Authorized Official)							
Date: _____ Copy furnished: 1. M _____ 2. The Auditor, DECS _____ 3. Accounting Division, FMS, DECS _____							