

MODULE 5

SCHOOL AND COMMUNITY PARTNERSHIP

Teacher Induction Program

Teacher Education Council, Department of Education

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TEACHER INDUCTION PROGRAM

MODULE 5

*School and Community
Partnership*

OVERVIEW

Former DepEd Secretary Florencio Abad once said, “The problem of Education is everybody’s problem. As building literacy is our collective responsibility, so too is improving the quality of our schools, our collective responsibility. We must build bridges between the school and the home. We must build bridges between the school and the community.” (2005 Educators Congress).

This module hopes to do just that... to help you new teachers build bridges between the school and the community. It will acquaint you with the importance and channels of community-school collaboration.

You must remember that schools belong to the public, and the public is entitled to be informed about the operation of the school system. Schools operate best when they have positive relationship with the community.



OBJECTIVES

After you have finished this module you should be able to:

- identify and utilize community resources as context of learning and teaching;
- identify and establish areas of linkages between the school and community for mutual benefits;
- describe the various roles of teachers in the community where the school is situated; and
- recognize the roles and harness the support of the Local School Board, PTCA and other organizations and institutions, both GO's and NGO's.



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PREASSESSMENT

Before working on this module, test your knowledge on school-community partnership .Ready? Begin.

I. Write True or False before each statement.

- _____ 1. A group of people with common or diverse language, culture, occupation and values is a community.
- _____ 2. The teaching and learning that takes place in a school is rarely affected by the community where it is situated.
- _____ 3. Communities can be differentiated in terms of their social, political, economic and cultural features.
- _____ 4. Teachers don't have the power to break the cycle of financial difficulty.
- _____ 5. The physical environment of a community can serve as a resource from which the school can draw support and sustenance.
- _____ 6. The community has something to teach students in the same way that teachers have something to teach the community.
- _____ 7. Teachers are partners of both the government and non-governmental organizations in the promotion of the common good.
- _____ 8. Teachers put their lives in danger when rendering election duties.
- _____ 9. It takes an entire community to raise a child.
- _____ 10. The PTCA is strictly for parents and teachers only.

II. Encircle only the letter of the correct answer.

1. One of the statements below is true. Which is it?
 - a. The teaching and learning that takes place in school is not influenced by the location of the community.
 - b. The location of the community does not affect teaching and learning.
 - c. The teaching and learning that takes place in the school is affected by the community where it is situated.
 - d. School performance cannot be linked with the community.

2. What kind of community is predominantly farming or agricultural where most families are low-income and few are elites or rich?
 - a. squatter area
 - b. elite community
 - c. urban community
 - d. rural community

3. Which of the following CANNOT be considered as community assets?
 - a. material resources
 - b. social assets
 - c. people's attitude
 - d. gambling dens

4. In order to break the cycle of financial difficulty, there is a need to
 - a. be aware of the community resources.
 - b. identify the community assets.
 - c. locate material wealth.
 - d. tap all available community resources.

5. Which is a false statement?
- The community cannot be a place for learning.
 - Teachers have something to teach the community.
 - The community has something to teach the students.
 - The community members benefit from the teachers.
6. What is expected of teachers by the community members?
- To be always in accord with their ideas
 - To do functions aside from teaching
 - To perform everything except teaching
 - To treat them according to their financial status
7. Teachers as a surrogate _____, perform the role of a parent during the time the child is in the school.
- friend
 - relative
 - parent
 - neighbor
8. A teacher is a _____; therefore she must be a source of knowledge .
- receiver
 - facilitator of classroom experiences
 - reactor
 - believer
9. Teaching is not merely a _____, it is a vocation.
- dream
 - hard task
 - vision
 - profession
10. A teacher is a _____ if he/she can meet the community ideal for good citizen, good parent/sibling and good employee.
- role model
 - public citizen
 - government worker
 - civil worker

Finished? Now, compare your answers with the appended key to corrections. Got a perfect score? That's exceptional! Anyway, you have to go on studying this module to pick up insights.

If your score is 19 or below, there's a need for you to read and understand further this module. You may now start.

LESSON 1

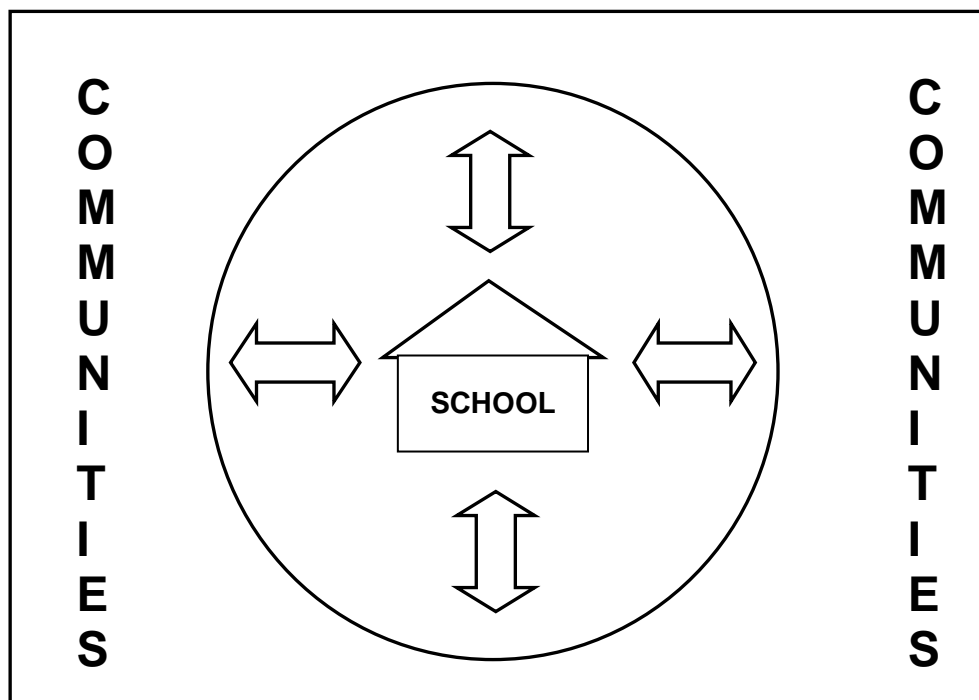
COMMUNITY AS A CONTEXT OF TEACHING AND LEARNING

LESSON I-A

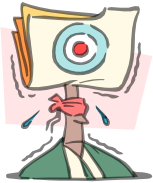
The Community: Its Social, Political, Economic and Cultural Features

INTRODUCTION

Let us view the school as part of the whole system. Consider this: A school is situated in a specific community and its students are members of this community or a nearby one. The teaching and learning that goes on in a school is affected by these communities. When we view a school, then, we must see it as part of a community.



We must study the community and try to understand its social, political, economic and cultural features because they greatly affect the performance of our school in general, and our effectiveness as a teacher in particular.



OBJECTIVES

After this lesson, you are expected to:

- define community;
- identify the kinds of communities students come from;
- describe the social, political, economic, and cultural features of the communities where students come from; and
- identify ways by which the social, political, economic, and cultural features of communities may impact on how students learn.



READ

A *Community* (also called a social group) is a plurality of individuals with the following essential characteristics (Chalfant and Labeff, 1988):

- 1) **regular and sustained interactions**, though not necessarily directly, **between members**
- 2) **shared decision making**
- 3) **sense of common identity**
- 4) **shared interests/goals**

The members of a community may have diverse language and occupations. They may even have varying ages but they form a unity or group and can be identified as such for as long as they share the aforementioned characteristics.



ACTIVITY 1-A1

Ask yourself these questions:

- 1) Where do you live?
- 2) Describe the neighborhood where you live.
- 3) Classify them according to the list below. You may have more than one classification.

urban

suburban

indigenous

rural

rich

depressed area

poor

industrial

remote

Were you able to identify only one? Then that means your group is homogenous, meaning, people have the same background.

If you identified several on the list, that means you belong to a heterogeneous class and school. You come from different communities.

Do you have a student who comes from a community that is not on the list? Given the variety of communities around us, that is very likely to happen. You can add that kind of community to the above list (and you can congratulate yourself for being observant)!

Do you think different kinds of communities would have different social, political, economic and cultural conditions?

If your answer is yes, you are right!

Read on so you will know exactly how these communities can vary.

Examine this grid and take note of the different aspects of each kind of community.

Kind of Community	Social Relations (What are their typical interactions)?	Political (Who has power)?	Economic (Who has wealth? What is the source of wealth)?	Cultural (What do they believe in? What do they consider important)?
Urban	Impersonal	Patronage politics; politics controlled by a few elite	Members come from different income brackets; cash-based	Modern, westernized
Rural	Personal, usually face-to-face interactions; <i>bayanihan</i> or voluntary groupings	Patronage politics; politics controlled by a few elite	Predominantly farming or fishing mostly low income families; few elite/rich	Traditional beliefs exist side-by-side modern ones
Indigenous Communities	Personal, usually face-to-face interactions; <i>bayanihan</i> or voluntary groupings	Indigenous power arrangements (ex. Council of elders called <i>lallakays</i> or <i>panglakayen</i> in the Cordilleras, or the sharia in Moslem communities in the South) exist alongside formal governmental institutions	Mostly low income families; few elite/rich	Pre-Christian or pre-colonial beliefs and practices exist side-by-side modern ones
Squatter Colony	Impersonal; transient populations	Patronage politics Protection from ranking government officials	Low income families; unstable sources of livelihood	
Urban exclusive Community	Tend to be impersonal		Can afford to pay for quality products, including education; own the latest in technology; industrial & business economy	

Can you think of other communities?

Is your school within a mining community, fishing community or suburbia (or sub-urban)?

You can continue filling up the matrix by characterizing the social relations, politics, economy and culture of these communities. Before doing that, bear in mind these distinctions:

- **Social Features**—refer to the typical relationships of people in a community (impersonal or personal? close, direct, face-to-face and highly emotional or indirect, brief and instrumental/utilitarian? clannish or individualistic?)
- **Political Features**—refer to how power is distributed in a community. Those with power are known as leaders, elites, authorities and the like. Power can be formal/official or informal/unofficial. Examples of individuals holding formal power are the elected officials, designated or appointed authorities in business corporations, government agencies and NGOs. People enjoying informal power may not be easily identified by a newcomer to a place because they don't have formal appointments. Their power rests on the influence they wield over others. Example: Sharon Cuneta's influence over her fans, the respect we automatically give to the elders, the deference we accord to priests. Celebrities, older people and priests enjoy informal power.
- **Economic Features**—refer to the production, distribution and consumption of goods and services. These days, the economy of communities is classified as either predominantly agricultural or industrial. The people in a community can be classified economically in terms of the socio economic status.
- **Cultural Features**—refer to the beliefs, norms or rules of conduct, and values in a community. Today, we differentiate between modern, westernized culture, and traditional culture. Modern culture can be traced to industrialized US and Europe. It has reached our shores through the power of technology (think of Internet, satellites, computers,

and mass media). Traditional culture refers to the beliefs, norms/rules of conduct and values that can be traced to our past and which have survived the colonialism and /or modernization and westernization of our country. Examples of these are the beliefs in *nuno sa punso*, or the practice of skipping a bath on Tuesdays and Fridays in the belief that these are “bad” days.



ACTIVITY 1-A 2

Imagine that you are a teacher with students who come from the communities listed above. Do you think your students will behave in different ways? Do you think their parents will relate to the school in various ways as well?

If your answer is **YES** to both questions, list down the ways in which they differ.

Example:

Kind of Community	Student's Behavior in School	How Parents Relate with School
Rural poor	Frequent absences	Hardly attends meetings in school

Now, it's your turn . You can list down as many as you can think of. You can also add more communities to the list based on your experience and/or observation. You may ask your mentor for assistance in doing this.

Kind of Community	Student's Behavior in School	How Parents Relate with School
Rural poor		
Urban		
Indigenous		
Squatter		
Rich		

The first sentence you read in this lesson bears repeating at this point:

Let us view the school as part of the whole system.

As you went through the exercises, you learned that school performance is linked to the community where the school is located and the communities to which its students belong.

Simply put, the social relations, politics, economy and the culture of the community can greatly affect how the school performs its functions and how students learn.



ACTIVITY 1-A 3

As a new teacher, it is likely that you will be assigned to a school where students have varied social, political, economic and cultural conditions. Some of these students are likely to come from poor communities.

What adjustments can you make in your school and in your class so that the students and parents from these poor communities can participate more actively in school activities?



SCQ 1-A 1

Using the knowledge gained from this lesson, complete the puzzle.

1 Based on the description, where do you think the school is located?

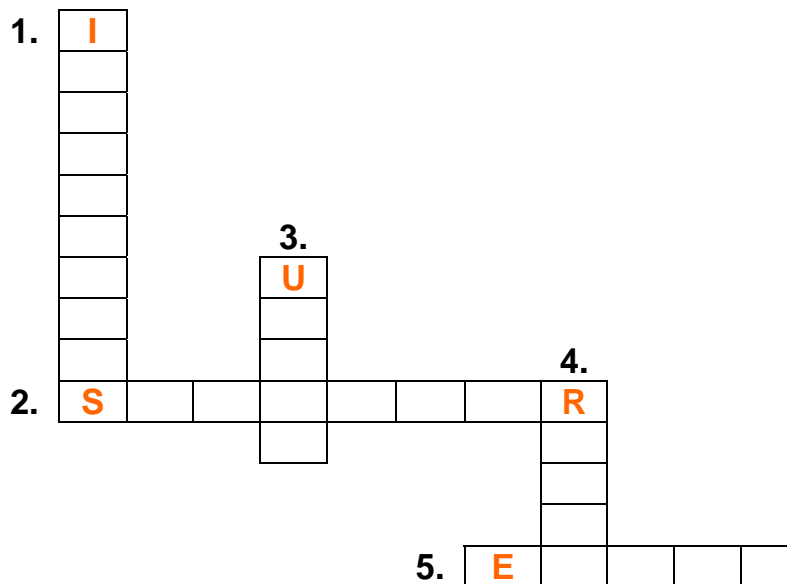
1–DOWN. Pupils practice pre-Christian, pre-colonial traditions and beliefs.

2– ACROSS. Pupils have parents with low income and unstable livelihood source.

3–DOWN. Relationship is impersonal.

4–DOWN. Most of the pupils from this community come from low income farming families.

5– ACROSS. Pupils can afford to pay high tuition fees for quality education.



Compare your answers with the key on p. 78



POINTS TO REMEMBER

- The teaching and learning that goes on in a school is affected by the community where it is situated.
- Communities can be differentiated in terms of their social, political, economic and cultural features.

LESSON I-B

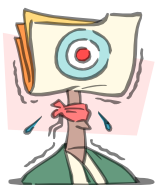
The Community Resources

INTRODUCTION

Every community has resources. These can be in the form of human, social, material, financial, and natural/physical environment assets.

- ❖ Human resources refer to the skills, talents, qualities, and attitudes of the people living in the community.
- ❖ Social assets are those relationships, rules, established course of action, and practices that can serve as instruments in attaining specific goals in a given situation.
- ❖ Material resources are man-made things such as equipment, property, facilities, tools, and the like which are at the disposal of a community.
- ❖ Financial assets consist of monetary, income or cash resources.
- ❖ Natural resources refer to the physical environment.

Most of these resources surround the school. There is a need for you as beginning teacher to be thoroughly aware of these resources in order to tap and utilize them as you go on your teaching journey.



OBJECTIVES

After completing this lesson, you are expected to:

- identify the community resources of your school; and
- suggest ways of coordinating effectively with the community in order to make full use of its resources.



ACTIVITY I-B 1

Let's do some resource mapping of the community where your school is located.

NAME OF SCHOOL: _____

KIND OF COMMUNITY: _____

1. Enumerate at least 5 human resources of the community where your school is located.
2. Enumerate at least 5 material resources in the community where your school is located.
3. Where does the community get its financial resources?

Do you think the community is rich in financial resources? Why do you think so?

4. Rules/norms and tradition are established practices to be followed in recurring situations. These can either be informal/unwritten or codified/written in a formal document.

For each of the school objectives listed in the table next page, write down some community norms/rules and traditions that contribute to its realization. A sample answer is given for your reference.

School Objective	Community Norm/Rule or Tradition that can help in reaching the stated objective
a. To raise the achievement score of students	EXAMPLE: Honor graduates are looked up to in the community YOUR OWN EXAMPLE: _____
b. To prepare school for the opening of classes	EXAMPLE: Bayanihan/Brigada Eskwela YOUR OWN EXAMPLE: _____
c. To maintain school cleanliness throughout the school year	EXAMPLE: Clean and Green Movement: Clean Air Act; community ordinance on proper garbage disposal YOUR OWN EXAMPLE: _____
d. To provide security for students and the expensive school equipments	EXAMPLE: <i>Pagroronda ng Barangay Tanod sa gabi; bayanihan</i> YOUR OWN EXAMPLE: _____

5. Identify at least two natural resources in the community and the benefits the school derives from them.

Now, compare your answers with the answers seen in the Answer Key. Are there answers common to both lists? There are no cut-and-dry answers to these questions, actually. Resources vary from community to community. It's up to people using these resources to optimize the benefits they can draw from them.



POINTS TO REMEMBER

- The following assets of the community can serve as valuable resources for the school:
 - Human resources
 - Social assets
 - Material assets
 - Financial assets
 - Physical environment

- Teachers have the power to break the cycle of financial difficulty by tapping community resources.

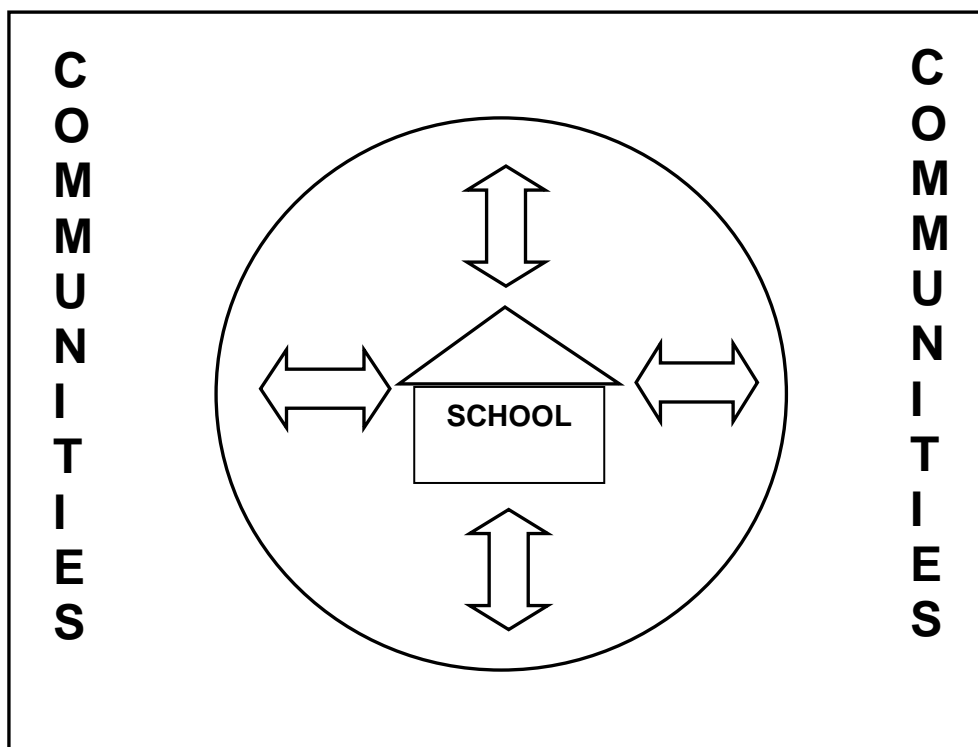
LESSON I-C

Teaching and Learning From and In the Community

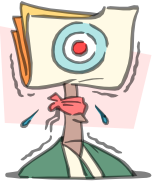
INTRODUCTION

The school and the community can share resources in ways that can benefit both of them.

The dynamics of this relationship is illustrated below.



You may wonder what resources the school and community can share together. For one, they can share human resources. This lesson shall dwell on how this can be done.



OBJECTIVES

After studying this lesson, you should be able to :

- enumerate lessons and methods of teaching that involve the community;and
- identify teachers and students from the members of the community.



READ

Students learn through discussion, simulation, reading, writing, etc. These are common activities inside the classroom. But there are lessons that can be effectively and enjoyably taught and learned by going to the community and observing, asking the experts and actively participating in, or even initiating, community activities (Lardizabal, 1988). Through these varied and practical strategies, teaching and learning becomes more interesting and meaningful.

Learning and the areas to be learned should not have boundaries. Education, as public property, should belong to everyone, not just the academically successful but also those who have wisdom outside the school (Sayer and Williams, 1989)

Go over this table that lists down classroom lessons which can involve the community.

Lessons that Involve the Community	Method of Learning
Justice	Simulation of a court proceeding
Health (alternative medicines)	Interviewing local healers about their organic remedies
Peace and order	Visiting barangay headquarters or police precinct
Entrepreneurship	Interviewing local businessmen
Environmental protection	Joining the Clean and Green campaign
Statistics	Conducting surveys in the community
Descriptive Writing	Writing descriptions of the scenic spots in the community for the school paper



ACTIVITY I-C 1

Can you think of some more lessons in your subject area, which involve the community? Write the lessons below, classified according to where they can be learned more effectively: in the school/classroom or out of it (that is, in the community).

Inside the school	In the community



ACTIVITY I-C 2

Think of a person in your neighborhood who has taught you something, such as how to make a kite or how to make antiseptic from guava leaves. Or, perhaps there were older people who helped you develop the habit of reading through their encouragement and /or example.

Write a short essay on this experience. Be sure to include the following points: What did you gain from the person? Did the person make a difference in your life? In what ways?

Share this essay with your fellow inductees when you come together for tutorials.



READ

Community members as teachers

Members of the community may be tapped in the education of the school children. Lessons in history, geography, social studies, and values may be learned from community members. One way to do this is by organizing field trips so students can learn from community members in their institutional setting. (Dove, 1986). Teachers can also arrange for community members to act as resource speakers.

Parents are the most commonly tapped resource. They have the insight and first-hand information on how their children learn. The teachers have the direct responsibility to collaborate with parents to create the best home and school

environment by directly or indirectly involving the parents in the learning process (Dove, 1986).

Community members as students

Teachers may also be involved in the education of the community by extending their roles to include the old folks, out-of-school youth, and jobless residents.

Volunteering in the informal education of the community members is the best way to do this. There is evidence that with adequate training, time, materials, reward, and personal fulfillment, teachers can help eliminate adult illiteracy, motivate and educate out-of-school youth, and provide skills training and livelihood opportunities to able but unemployed members of the community (Dove 1986).



ACTIVITY I-C 3

1. Have you ever served as resource speaker in your community? Or informally, have you given lectures to some of your neighbors? List down things which you can teach to the members of your community.
2. Identify community members who can serve as teachers. For each community members that you list down, identify the expertise he/she can share with your students.

3. Identify community members who can benefit from your teaching.

Identify the skills, attitudes, and knowledge that they may want to learn from you.



POINTS TO REMEMBER

The community may have something to teach your students in the same way that you may have something to teach the community.

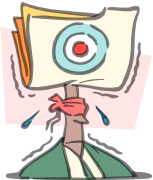
LESSON 2

COMMUNITY-BASED ROLES OF THE TEACHERS

LESSON II-A

Community Expectations of the Teachers

Teachers play various roles beyond the boundaries of the school. Local communities, which are just a block away from the school, turn to teachers for a lot of needs.



OBJECTIVE

After this lesson, you are expected to adequately discuss the following community expectations of teachers using concrete examples: agent of change, legal counsel, person in authority, and source of knowledge



ACTIVITY II-A 1

1. Expand your Word Power

Encircle all the words synonymous with **ROLE**.

Function

Duty

Mission

Task

Service

Responsibility

Mandate

Obligation

Encircling all the words shows that you have in your vocabulary a wide array of synonyms for the word **ROLE**. This is because a role denotes function, task, duty, service, mission, or responsibility. It is an obligation that an organization/person is supposed to accomplish.

Now that you have a clear grasp of what **ROLE** is, you may continue with the rest of the activity.



ACTIVITY II-A 2

Analyze the following caselets and then answer the questions that follow. Write your answers in the spaces provided for in the answer booklet.

Caselet A

A mother of a first year high school student complained to Mrs. Aragos, the adviser of her son. "Why did you place my son in the Bridge Program? I know my son too well. He can read, he can write, and he can even speak English. I heard him talking to the American husband of his aunt and the latter could understand him well. Besides, another year of schooling means

additional expenses. I really don't understand this program". Mrs. Aragos was a little bit rattled but she managed to explain to the mother why her son had to go through the Bridge Program ...

1. What problem is presented in the caselet?
2. How did the teacher react?

Caselet B

Ms. Guerra, a new teacher in Bangkal Barangay High School noticed that one of her students was unusually quiet, and hardly recited in class. She would not participate in group activities and seldom interacted with her, classmates. The teacher noticed also that she was untidy and shabbily dressed. She was habitually late and often absent. So she talked to her and asked her if she had a problem. The girl hesitated but after some prodding, she confided her problem which shocked the teacher – the girl was being sexually abused by her own father.

1. What problem is presented in this caselet?
2. How did the teacher discover the student's problem?
3. Describe the reaction of the teacher when she learned about the problem of the student.

Caselet C

Mr. Vallejo was informed by one of his students that a fraternity initiation was being conducted at an abandoned warehouse within the vicinity of the school campus. He hurriedly went to the alleged place and found that five of his students were the ones conducting the initiation rite.

1. What is the problem in this caselet? Why is it a problem?
2. How did the teacher find out that a prohibited activity was going on within the school premises?
3. What did the teacher do when he learned about the activity?

Caselet D

The Barangay Chairman of Brgy. Tala-Tala wanted to initiate an information campaign about illegal drugs. But he and his councilmen lacked the knowledge and resources about this particular topic. They didn't even know how to start, so they asked the help of one of the teachers in Tala-Tala High School.

1. What problem confronted the barangay chairman?
2. What step did he take to address the problem?

Identify the role expected of the teacher in each caselet.

Choose from the following roles:

- a. an agent of change
- b. a legal counsel
- c. a person in authority
- d. a source of knowledge

In Caselet A

1. The teacher has to be

In Caselet B

2. The teacher is expected to be

In Caselet C

3. The teacher has to assert his being

In Caselet D

4. The teacher has to prove that she is



SCQ II-A 1

1. If you were the teacher in each caselet, what would you do to address the problem presented in

Caselet A?

Caselet B?

Caselet C?

Caselet D?

2. Do you think you are ready to perform the roles that the community is expecting of you? Why/why not?

Apply what you have learned

Make a journal on how to be a better

- a. agent of change (making people understand and observe policies, programs, and projects of DepEd and government)

- b. legal counsel / person in authority (informing/ advising the community of actions / decisions to make based on the country's laws and Department Order, etc.)

- c. person in authority (knowing and exercising authority with regard to student's discipline and working relationship with others based on existing laws and DepEd Orders.)

- d. source of knowledge (knowing current events / issues; ability to share information with others.)

**POINTS TO REMEMBER**

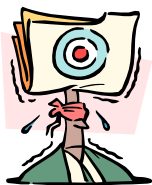
- Teachers are expected by the community to perform other functions besides teaching.
- These other functions are as follows: agent of change, legal counsel, person in authority, source of knowledge

LESSON II-B

Teachers as Members of the Community

Educating young people is no easy task. This formidable challenge of shaping the minds and hearts of the young takes more than intelligence and potentials. It requires resilience, a firm determination and a commitment to survive. Only a handful dare answer the call to be a teacher for it is not merely a profession, it is a VOCATION.

Read through this lesson and understand the difference between teaching as a profession and teaching as a vocation.



OBJECTIVE

After studying this lesson, you should be able to name and explain the following roles of a teacher as a member of the larger community: surrogate parent, role model, and community organizer



READ

Ms. Angelita Santos, a new teacher, was assigned to a Barangay High School. For several years, the students of this school were getting low ratings in the National Achievement Tests (NAT). In addition, truancy and delinquency were rampant. The community rarely participated in school activities. The teachers were complacent and inefficient.

Ms. Santos was initially disappointed over her new assignment. Idealistic as she was, she couldn't at first believe what she observed. But she was undaunted. She began to assess the situation, identify, and analyze the problems. "After all, it is not a hopeless case", she thought to herself.

She began her crusade, first with her students. She established a personal relationship by listening to them, even when some of them were just blabbering nonsense. She was sympathetic with their feelings.

Much to her surprise, she discovered that many of the students had special talents. They simply lacked the opportunity to develop them. So, she sought permission from the principal to hold contests in public speaking, spelling, essay writing, and slogan making.

During the awarding ceremony, she personally invited the parents and the barangay officials to grace the occasion. This was the first group of parents whom she encouraged to form a club that would provide support for the co-curricular activities of the students.

Ms. Santos never faltered in her duties and responsibilities, not only within the school but also as member of the community. She exhibited exemplary professional behavior. However, the sailing was not smooth, for she became the target of intrigues and jealousy from her colleagues.

Nevertheless, she remained firm and determined to improve the conditions in her school. After all, she had already won the hearts of the students, the parents and the community. She was positive that in the near future her fellow teachers would join her crusade.



SCQ II-B 1

If you were the new teacher, would you have done what she did?

Explain your answer.

Would you like to compare your answers with some suggested answers found in the Answer Key at the back? This can broaden your perspective and enable you to effectively handle similar incidents in the future.



ACTIVITY II-B 2

Below is a set of statements that can help you assess your awareness of your role as a teacher and live up to the expectations of your community.

If the statement is **VERY TRUE**, check #1

If the statement is **SOMEWHAT TRUE**, check # 2

If the statement is **UNTRUE**, check # 3

If the statement is **VERY UNTRUE**, check # 4

1. As a surrogate mother/father,
 - a. I will recognize the potentials of my students.
 - b. I will listen to my students.
 - c. I will address the emotional needs of my students.
 - d. I will show them love and affection.

1	2	3	4

2. As a role model,
 - a. I will observe professional ethics.
 - b. I will perform my duties and responsibilities, efficiently and effectively.
 - c. I will make intelligent decisions.
 - d. I will try to win the respect of the community through honest and sincere interaction with them.

3. As a community organizer,
 - a. I will establish good relationship with parents.
 - b. I will involve parents and other people in the community in school activities.
 - c. I will encourage them to organize and/ or join the PTA.
 - d. I will harness the potential and resources of the community for the improvement of the school.

1	2	3	4
1	2	3	4

- Add the points you assigned to every item of each role. Then, divide the total points with the number of items. If you get . . .
 - 1–Reform it
 - 2–Resolve it
 - 3–Improve it
 - 4–Sustain it



ACTIVITY II-B 3

Apply what you have learned.

Specialized knowledge, and long and intensive academic preparation may not be enough for a teacher to earn the respect of the community. Make a resolution to improve yourself as teacher- member of the local community, keeping in mind some of your weaknesses and inadequacies. Be concrete and specific as you can. Write down your resolution below.

** Note: Submit this essay to your school head.*



POINTS TO REMEMBER

- Teaching is not merely a profession, it is a vocation. It is a calling, a summons or strong inclination to educate young people.
- As a citizen of the community the teacher must assume the following roles:
 1. surrogate mother/father
 2. role model
 3. community organizer

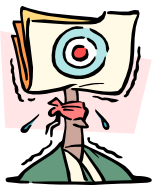
LESSON II-C

Teachers as Citizens of the Country

INTRODUCTION

In the previous lesson, you have learned that you have different roles in the community. The discussions there focused on the immediate locality within which the school is situated.

In this lesson, we shall move farther out of the immediate locality and focus on the larger community: the country. As a citizen, there are certain duties expected of you, duties defined by the state and government and which take you out of your school and classroom.



OBJECTIVES

After studying this lesson, you should be able to:

- differentiate your regular roles as a teacher from that of your role as a citizen assisting the government in implementing non-DepEd programs; and
- identify ways by which you can serve the people as a teacher- citizen.



SCQ II-C 1

- ✓ Who risks life and limb to ensure that votes are counted during national and local elections?
- ✓ Who bears the task of going around, asking citizens their names, birthdays and other vital information that are crucial to national legislation and administration?
- ✓ Who explains, argues or promotes policies in behalf of the government?
- ✓ Who are most often tapped to serve as liaison between the government and the community?

There is only one answer to these questions:

The teachers.



ACTIVITY II-C 1

Create a job vacancy ad for public school teacher. You may refer to the given sample on the next page.

The Department of Education
is hiring 5,000 new teachers

QUALIFICATION

- LET passer
- With good moral character
- Physically and psychologically fit
- With good communication skills

DUTIES AND RESPONSIBILITIES

- _____
- _____
- _____
- _____

For those interested to become civil servants, send your cover letter, resume and transcript of records to the nearest public school.

Let's focus on a teacher's regular teaching tasks and on the additional civic duties that the state or government assigns to her/him as the need arises. Write these in the appropriate columns below.

Regular Tasks	Citizen Roles

Are you done? Compare your list with the suggestions in the Answer Key at the back of this module. Read to get more ideas.



READ

Your primary role as teacher is to teach inside the classroom—lesson planning, lecturing, facilitating the flow of knowledge, evaluating knowledge and skills gained, managing the class, etc. But you have duties that extend beyond the classroom/school for the betterment of the nation. These are your citizen-teacher roles.

Since there is a common belief that teachers are honest, reliable and self-sacrificing, they are the unanimous choice to assist in the implementation of programs and projects by other government agencies.

Furthermore, there are instances when functionaries at the local level are in short supply, so teachers like you, very many at the grassroots level, often find themselves called away from their schools to participate in government-initiated activities in the community (Dove, 1986).

Hence, in the course of your being a teacher, expect that you will be called upon to do the following in the service of the community and nation:

- **Election duties.** Aside from teaching, the most widely publicized duty of teachers is rendering poll duties. Teachers are hailed for their heroism in ensuring the smooth conduct of elections.
- **Census enumerators.** Teachers are sent to the fields to update population data, which is conducted every 10 years. As teachers go about this task outside the classroom, they have to contend with the lack of cooperation, indifference, and even ill manners of target respondents.

- **Drug Education Campaign.** One noble task of teachers is to present choices from which students draw their life-changing decisions. One such choice that teachers emphasize is the choice to stay away from illegal drugs.

Teachers are therefore almost always part of drug education campaigns conducted by government and non- government agencies.

- **Conducting government campaigns.** Teachers with a wide range of knowledge and teaching strategies are great contributors to information and advocacy campaigns of the government such as its nutrition information campaign, water conservation campaign, environmental protection campaign, youth development, tree-planting, etc.
- **Organizer/Host of Government-initiated festivities, especially at the local level.** Teachers are usually mobilized during foundation days of local government units (LGUs), official holidays such as Rizal Day, Independence Day, and the like.

Can you think of other non-DepEd activities that are assigned by the government or state to the teachers? If so, you can add them to the list.

Fulfilling the tasks mentioned above may elevate your status a little and occasionally provide a little extra income, not to mention leave credits. Aside from this compensation, you earn the respect of the community for a job well done.



ACTIVITY II-C 2

What have you learned?

Write **TRUE** or **FALSE** for each statement.

- 1) Teachers are government servants and should therefore not charge additional compensation when called upon by the government to render services during elections.
- 2) Teachers have the right to be free from compulsory assignments which are not related to their duties specified in their appointment.
- 3) Teachers should help government implement its programs and projects.
- 4) Teachers are partners of both the government and non-governmental organization in the promotion of the common good.
- 5) Teachers have superhuman qualities that enable them to fulfill their roles in the school and in the community.
- 6) Teachers, with their social standing, no longer need further orientation and training in their duties as civil servants.
- 7) Teachers can contribute to information and advocacy campaigns if they have a wide range of knowledge.
- 8) Teachers are the only ones who carry out the Operation Timbang.
- 9) Teachers who serve the community may earn not only additional (though minimal) income but also the respect of the community.
- 10) Being civil servants, teachers can be called upon by the state or government to perform duties not directly related to DepEd for the sake of national interest.



SCQ II-C 2

In fulfilling what you can and are willing to do as a teacher-citizen, compose a resolution.



POINTS TO REMEMBER

- As a teacher, you have duties that are related to your being a citizen of a larger community, the State.
- These citizen-duties include rendering services during elections, national census of population, and information campaign of other government agencies.

LESSON 3

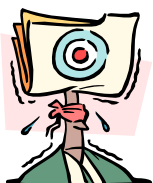
THE SCHOOL-COMMUNITY PARTNERSHIP

LESSON III-A

The Role of the School in the Community

INTRODUCTION

The school is one of the most important institutions in any community. Its importance is undisputed hence it is enshrined in the fundamental law of the land, the Constitution.



OBJECTIVES

After this lesson, you will be able to:

- state the aim of education as defined in the 1986 Phillipine Constitution; and
- analyze your school and yourself in relation to your Constitutional aim/duty as agents of learning.



READ

Article XIV, Section 3, (2) of the 1986 Constitution

The 1986 Philippine Constitution stresses that all schools shall aim to “inculcate patriotism and nationalism, foster love of humanity, respect for human rights, appreciation of the role of national heroes in the historical development of the country, teach the rights and duties of citizenship, strengthen ethical and spiritual values, develop moral character and personal discipline, encourage critical and creative thinking, broaden scientific and technological knowledge, and promote vocational efficiency.



ACTIVITY III-A 1

Wow! Schools sure have a very serious mandate, don't you agree? Let's see how you can relate your situation now to this constitutional duty.

Answer the following:

1. What is the name of the school where you are now assigned?
2. Surely, your school has already drawn up its mission-statement.

Write it down.

Is your school mission in consonance with Article XIV, Section 3, (2) of the 1986 Constitution? Why do you say so? What effect will it have on the community if schools are able to achieve their aims or mission?

3. What then can you conclude?



POINTS TO REMEMBER

- The school is one of the most important institutions in a community.
- The Constitution, the fundamental law of the land, spells out the aim of every school as an institution.
- The aim of the school, as provided for in the Philippine Constitution, when achieved, will redound to the betterment of the community.
- Your school mission must be in consonants with Article XIV, Section 3 of the 1986 Constitution

LESSON III-B

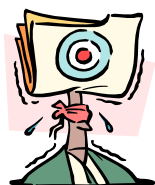
The School Partners and Key Stakeholders

INTRODUCTION

Quality education is not the sole responsibility of the school. It is and it should be the community's responsibility as well. After all, as pointed out in the preceding lesson, it is in the interest of the community to see to it that its children are well-taught. Poorly educated children will result in an undeveloped community.

It is important for the school and the community to build a partnership in the business of educating the young.

In this partnership, it is the school that must initiate the move for a positive linkage, nurture it, and sustain it in the long term. The relationship must be based on mutual respect and trust, and must rest in the belief that quality education is a shared responsibility.



OBJECTIVES

After studying this lesson, you should be able to:

- identify the school partners and key stakeholders;and
- discuss ways and means on how the school can effectively link up with the community.



READ

November 10, 2004

Lion Leila Aquino
Emerald Lions Club
San Pablo City

Madam:

Greetings of peace and prosperity!

Your organization's pro-poor projects have provided great help to us especially to the public school pupils who are in dire need of additional facilities. Our school, Sta Catalina Elementary School, needs one more classroom to accommodate the growing number of enrollees from the depressed areas of our community. Our school's local fund is not sufficient to buy the construction materials for this project.

In this connection, we are appealing to your very kind heart to help us build this project. Donations in cash or in kind are most welcome.

May this merit your most generous attention.

Thank you very much.

Very truly yours,



ACTIVITY III-B 1

Suppose that you were the signatory in the letter in the previous page. Make a list of people/organizations to whom you should send your letter.

Now, match your list with the list in the Answer Key. If your list matches it, that's good! It means you are quite familiar with your community.

As teacher, what will you do if a similar problem arises

You are right! You have to ask for help from any of the social partners of the school.



READ

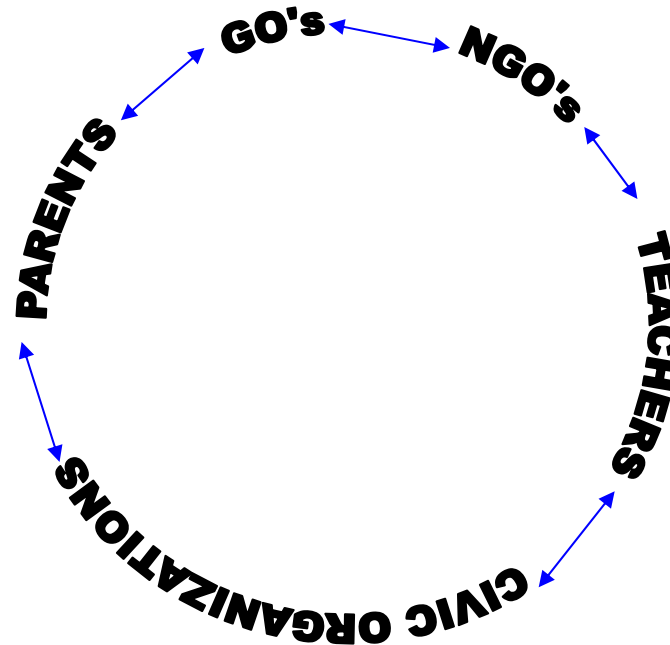
As a teacher, you should bear in mind that your duty is not only confined within the four walls of the classroom. You are also a partner in the school's continuing quest for over-all improvement of the school. This may involve finding ways and means to improve facilities, provide learning materials, etc.

In performing these tasks, you should always remember that you are not alone, you have social partners and key stakeholders who are also part of this quest for improvement.



ACTIVITY III-B 2

Analyze the circular diagram. What do the arrows tell you?



Write your interpretation of the above illustration:

Compare your interpretation with the paragraph below.

The diagram reflects that the school teachers are not alone in their goal of developing and improving the education process. They have social partners and fellow stakeholders. These are the parents, government organizations (GO's), non-government organizations (NGO's), and civic organizations.

At the local level, the GO's that can be usually tapped are the Local School Board and the Barangay Council. There are the Parents, Teachers and Community Association (PTCA), of course, that has proven time and again its reliability as a partner.



READ

The Local School Board

Every province, city or municipality has a Local School Board (LSB). It is co-chaired by the highest DepEd official in that unit (Superintendent in the provincial level, district supervisor in the municipal level) and the top executive (governor or mayor as the case maybe), as the chair.

Its members are: the Chair of the LGU's Education Committee, Treasurer, SK Representative, Federated PTCA President, the duly elected representative of the teachers' organization, and the duly elected representative of the non-academic personnel.

The functions of the LSB include:

- ❖ determining the annual and supplemental budgetary needs for the operation and maintenance of public schools within its jurisdiction.
- ❖ authorizing disbursements from the Special Education Fund; and
- ❖ serving as advisory committee to the Sanggunian concerned with educational matters

The DepEd shall consult the LSB on the appointment of division superintendents, district supervisors, school principals, and other school officials.

Source: Rules and Regulations Implementing Local Government Code (RA 7160)



ACTIVITY III-B 3

Apply what you have learned.

Write a letter to any of the social partners of the school. Present a problem that commonly happens in the school setting. Ask for their help/support. You may follow the format of the letter written at the start of this lesson.



READ

In school-community partnership, it is the schools that should initiate the relationship nurture it and see to its sustainability.

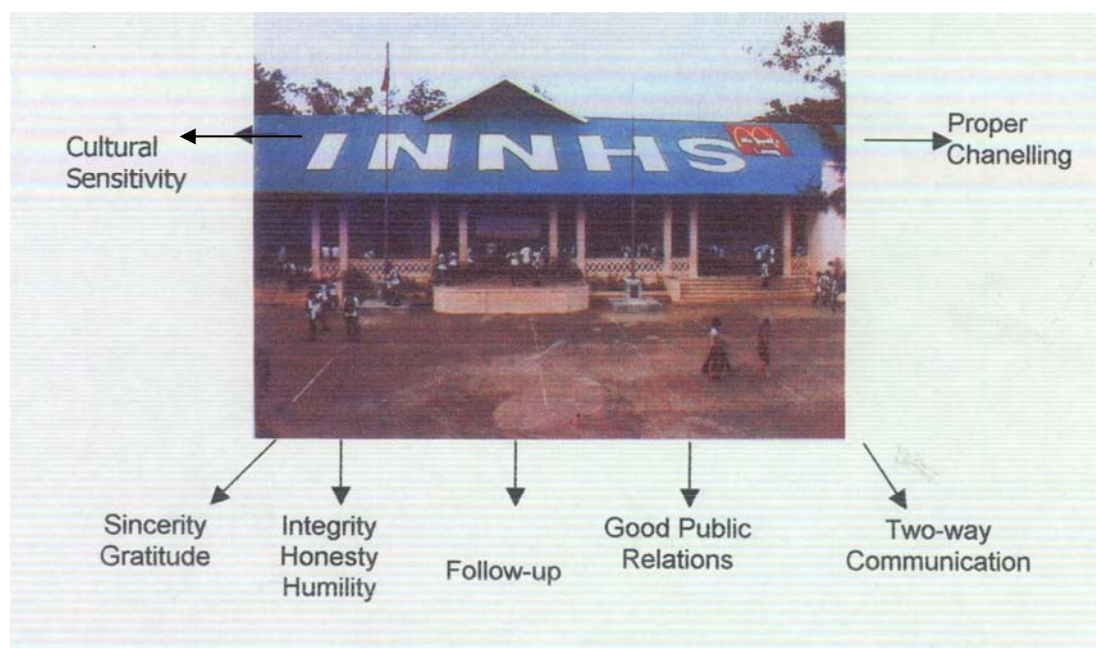
How can the school do this, and what areas must it cover in the process?

More than three decades ago, a DepEd program called Program for Decentralized Education (PRODED) listed down the following as the areas to nurture in relations with the community: (Teacher-Formation Program, PRODED Educational Program, 1980).

1. Develop intelligent public understanding of the school on all aspects of its operations;
2. Help citizens feel more responsibility for the quality of education the school provides;

3. Earn the goodwill, respect and confidence of the public in the professional and personal services of institution;
4. Involve citizens in the work of the school and in solving educational problems;
5. Promote a genuine spirit of cooperation between the school and community for the improvement of community;
6. Secure community support for the school and its program;
7. Keep the community informed of developments and trends in education; and
8. Secure an unofficial but frank evaluation of the school program in terms of educational needs as the community sees them.

Shown are some suggested ways of coordinating effectively with the community on the use of community resources. If you think there are other means, add them to the framework.





ACTIVITY III-B 4

Your school would like to build and strengthen harmonious working relationship with the community. List possible mechanisms or ways on how your school can maximize its interactions with the community.

Application

Collect and write down quotations/sayings applicable to this lesson.



POINTS TO REMEMBER

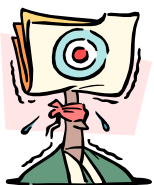
- The school must initiate the move for a positive educational partnership with the community.
- The school has a mechanism for all members of both the school and community to interact with one another.

LESSON III-C

Achieving Child-Friendly School through School and Community Partnership

INTRODUCTION

The school is not just a place for formal learning, but rather, an institution where both the school and community recognize and regard the range of rights of children and not just their right to be educated. The school should be a place where children are happy and feel secure; in short, the school should be child-friendly.



OBJECTIVES

After studying this lesson, you should be able to:

- describe the characteristics of a child-friendly school;
- identify activities that will help create a child-friendly school;and
- do your part in establishing a child-friendly school through linkages with the community.



ACTIVITY III-C 1

Just to have a snapshot of your concept of a child-friendly school that is made possible through the teamwork of the school and community, try doing this exercise.

1. Write the name of a child-friendly school that you know of in your division.
2. Write five (5) of its interesting features/characteristics.
3. Focus on its staff (teaching and non-teaching personnel). Encircle your choice from these five questions.
 - Are they people-persons or behind-the-scenes persons?
 - Are they convenience-driven or commitment-driven?
 - Do they make principle-based decisions or popular-based decisions?
 - Which do they first ask – what are my rights or what are my responsibilities
 - Do they mobilize the curriculum support for education or not?

Comment to Activity III-C

If you encircled these as your answers:

- people-persons
- commitment-driven
- principle-based decisions
- what are my responsibilities?
- mobilize community support for education,
- then you have identified a well-meaning child-friendly school (CFS's). Read further the succeeding paragraphs to confirm your idea or to add to your knowledge.



READ

A child-friendly school, considered a second home of the children, has a staff who are more of the people-person type. They have good interpersonal skills and they work harmoniously with others. On the other hand, behind the scenes persons shy away from people. They are aloof and they lack people skills, hence, they are unable to express and get community support.

Another important asset of a child-friendly school is the presence of commitment-driven teachers and administrator. Their pleasant disposition influences the way people and the pupils around them think and feel. Their right attitude sets the right atmosphere, which elicits the right responses from others. The opposite are the convenience-driven school staff and administrator who prefer to stay in their comfort zones and hesitate to spend time with others. In a child-friendly school, the leader makes principle-based decisions and works his heart out for a good cause even if these may seem unpopular. Persons within a child-friendly school prioritize their responsibilities rather than their rights.

School principals and teachers mobilize community support for a child-friendly school. This includes community institutions such as the local barangay council, other civic organizations, and the children's family in creating and enhancing a pleasant and comfortable learning environment. The UNICEF pamphlet by the Department of Education suggests ways by which the school can link up with the community to create a child-friendly school.

A child-friendly school

- consults parents and invites their opinions regarding school policy and activities;
- holds regular dialogues with parents and collaborates with them to encourage their children to practice at home what they learn in school;
- cares about the children's safety not only within the school premises but also on their way to and from school;
- enlist the support of community institutions and individuals for its projects and activities for children; and
- acts on behalf of and upholds the interest of children in community assemblies.



ACTIVITY III-C 2

At this point, focus again on what you identified as a child-friendly school in your Division and put a tick inside the box before each item if it has done or is continually doing the following.

- 1. Creates a Parent–Teacher–Community Association (PTCA) with officers, who meet regularly and has an Action Plan.
- 2. Enlists the support of the community to help raise funds and resources for learning.
- 3. Takes the lead in conducting literacy programs for illiterate parents.
- 4. Coordinates with barangay institutions to identify children who are made to do hard labor.
- 5. Discusses with parents the learning progress of their children.

Comments to Activity III-C 2

That's about it. Hope you ticked all!

Can it be said that from a snapshot, your photograph on this specific lesson has now been blown–up and magnified?



SCQ III-C 1

What have you learned?

On the blank, write TRUE if the statement describes a CHILD-FRIENDLY School or FALSE if the statement does not describe it.

- _____ 1. The principal and the learner have good working relationship with the PTA and the community.
- _____ 2. The principal is a dynamic leader and the teachers are highly motivated.
- _____ 3. The school chooses people who can provide financial and material support.
- _____ 4. The Barangay Council and the PTA are involved in preparing and implementing the school improvement plan.
- _____ 5. The school schedules meetings with the PTA and other people in the community only where there are problems to resolve in order not to disrupt classes.
- _____ 6. The principal and teachers see to it that the school is a safe place for all the pupils/students.
- _____ 7. The school discusses with the parents the learning progress of their children.
- _____ 8. The school offers literacy program for illiterate parents and other adults.
- _____ 9. The school consults educated parents and members of the Barangay Council.
- _____ 10. The school involves the parents in decision-making.



POINTS TO REMEMBER

Don't forget the important points in this lesson!

- A child-friendly school is a second home to children with caring and motivated teachers, with families and community helping each other so that they can become the best that they can be.
- It has on its staff people-oriented and commitment-driven people who make principle-based decisions, prioritize responsibilities rather than their rights, and who mobilize community support.

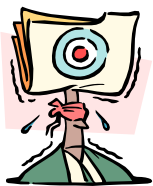
LESSON 4

PARENT-TEACHER-COMMUNITY ASSOCIATION (PTCA) AS SCHOOL PARTNER

LESSON IV-A

INTRODUCTION

In Chapter three, we identified a number of the key community partners of the school in its pursuit of quality education. One of them is the Parent-Teacher-Community Association (PTCA), usually one of the more visible and reliable of the education stakeholders. In this lesson, we shall dwell at length on this key partner.



OBJECTIVES

At the end of this lesson, you are expected to:

- identify the rights and responsibilities of children and parents as embodied in PD 603 and Education Act of 1982; and
- expand the DepEd guidelines on PTCA.



READ

The heart of our efforts in school is the child. Parents, teachers, and interested community members who form the PTCA are bound together by this collective concern for the welfare of the children who are getting formal education in school.

Before zeroing in on the PTCA itself, let's first go through the rights and duties of children and parents as embodied in PD 603 and Education Act of 1982. An understanding of these shall provide a perspective and framework for our partnership with the community and our collective efforts of helping children achieve their full potential.

Every Child has the **right** to:

- be born and endowed with the dignity and worth of a human being
- a wholesome family life
- become a happy, useful and active member of society
- be brought up in an atmosphere of morality and rectitude
- an education which is commensurate to his/her abilities and chosen field
- an access to his/her own school records and its confidentiality
- form, establish, join and participate in school organizations

Every child is held **responsible** to:

- lead an upright and virtuous life
- love, respect and obey his/her parents
- extend love and thoughtfulness to keep the family harmonious and united
- exert his/her best to develop his/her potentials
- participate actively in civic affairs and leadership in shaping the nation's future

- uphold the academic integrity of the school
- promote and maintain peace and order in the school by observing the rules of discipline

Likewise, parents have the **right** to:

- the company of their children, the primary right and obligation of their upbringing
- discipline the child as may be necessary for the formation of his/her character
- organize themselves or with teachers for the purpose of providing a forum for discussion

Parents have the following **duties**:

- always set a good example
- give the child affection, companionship and understanding
- supervise the child activities
- coordinate with the school in activities that will involve their participation
- see themselves as partners in school program
- perform their roles as expected

**** Education Act of 1982**

*** PD 603**



ACTIVITY IV-A 1

Check the items which are the concerns of the child and cross out those that relate to parents

- To be happy, useful and active
- To be given love, affection and understanding
- To be looked up to as a model
- To have the best kind of upbringing
- To be born with dignity and worth

Look at the answer key at the back to see if your answers are correct.

Did you get all the answers right? If you did, very good!

If not, review the items you missed first before proceeding to the next lesson.



SCQ IV-A 1

Do you remember that in Lesson Two, you learned that you are the child's surrogate parent in school? So, the rights and responsibilities of parents outlined in the previous pages apply to you as well.

The interested community members who join the PTCA are moved by this same primal concern of a parent. Although not necessarily biologically based, the compelling desire to nurture the growth of a child is there.

In a sense, all of us in the community are and should be—parents to the young. As an old saying by the Africans put it: “It takes a village to raise a child.”

Recall your favorite teacher. How did she/he treat you as a student in her class? Looking back, can you say she/he behaved like a parent to you? Write a brief description of this favorite teacher, taking time to narrate one or two incidents where his/her parental concern was evident:



ACTIVITY IV-A 2

Before we go on to a discussion of the PTCA, let's check on your stock knowledge of it.

State whether the statement is TRUE or FALSE.

- _____ 1. PTCA is encouraged in all schools but its membership is voluntary.
- _____ 2. The PTCA is strictly for parents and teachers only.
- _____ 3. Local officials can be members of the PTCA as long as they are interested to help.
- _____ 4. PTCA fees maybe entrusted to the class adviser in order to facilitate collection.
- _____ 5. Pupil's report cards should not be issued unless the parents have paid the PTCA fees.



POINTS TO REMEMBER

- Teachers are surrogate parents in school.
- Children, like parents, have rights as well as obligations.
- It takes an entire community to raise a child.

Look at the Answer Key at the back to check if your answers are correct. If you got 4 to 5 of the items right, very good, you may proceed. If you got some of them wrong, look for the right answer in the section that follows.



READ

What is the PTCA?

The Parent-Teacher-Community Association (PTCA) is a cooperative organization within a given school dedicated to the interest of children. It is composed not only of the parents and teachers but also of interested people from the community, including local officials.

The establishment of a PTCA is encouraged in all schools but its membership is voluntary. Likewise, PTCA fees are collected by the PTCA treasurer on voluntary basis and not by public school teachers.

Other important points regarding the PTCA (taken from DepEd Order No. 23, s. 2003):

- The Board of Directors is composed of no less than five but not more than fifteen members, who may be elected at large by the general assembly. Their tenure of office may be for one year or two years to coincide with the school year.
- The other key officers are President, Vice-President, Secretary, Treasurer, Auditor, Business Manager or other equivalent positions. They may be elected by the Board of Directors from among themselves.
- Financial contributions from its members may be authorized so it can fund and sustain its operations and implement its projects for the benefit of the school. PTCA fees should be:
 - ✓ **Reasonable**

The amount shall be determined by the Board of Directors and approved by the General Assembly.
 - ✓ **Voluntary**

Non-payment shall not be a basis for non-admission and non-issuance of clearance of child.

- ✓ **Collected only once every school year by the PTCA treasurer regardless of the number of children he/she has in school.**

No teacher or any school personnel shall be involved in such collection activities.

- PTCA dues and other voluntary contributions shall be treated as trust funds and shall be deposited in a reputable bank as determined by the PTCA Board.
- A teacher may become a PTCA member as long as she/he is a parent of a pupil/student. She/He cannot hold a key position in it, though, except as member of the board or its secretary. Under no circumstances shall the number of school personnel who are members of the PTCA exceed 50% of the PTCA membership.
- PTCAs are prohibited from doing any of the following:
 - ✓ Sell insurance, pre-need plans or similar schemes/programs to students or parents.
 - ✓ Operate a canteen/school supplies store, or be a concessionaire thereof inside the school or nearby premises.
 - ✓ Engage in any partisan political activity in the school premises.
 - ✓ Directly interfere in the academic and administrative management and operations of the school.
- Accreditation/recognition of the PTCA shall be issued by the Office of the School Principal. The following shall serve as basis for this:
 - ✓ Duly approved/ratified constitution and by-laws
 - ✓ SEC Certificate if already registered
 - ✓ Roster of its officers and members.

What have you learned?

You can go back to the pre-test you took before the PTCA guidelines were enumerated and see if you'll get all the items right this time!

**ACTIVITY IV-A 3**

Write a speech to persuade people to join the PTCA. Your audience is composed of principals, teachers, parents and local officials.

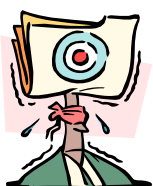
Deliver this speech when your school or advisory class holds its PTCA meeting.

LESSON IV-B

Harnessing School Support from the PTCA for Mutual Benefits

INTRODUCTION

The PTCA is a vital force in linking the school to its service area, the community. Founded on the noble spirit of volunteerism, it serves as an important means by which funds may be generated and community support for the school may be mobilized. If properly organized and directed, the PTCA can be a strong partner in improving the welfare of pupils/students.



OBJECTIVE

After the lesson, you should be able to:

- identify ways of getting support from the PTCA and strengthening ties between school and the parents



ACTIVITY IV-B 1

Do you know of ways by which you can harness support from the PTCA? Identify at least four (4).

Compare your list with a listing taken from others who have had some extensive experience on this. You can find this listing in the Answer Key portion of the manual. I am sure as you teach through the years, you'll be able to add more to your own list!



READ

Some parents today have become rather detached from school affairs because they are deeply involved in their work and other social activities. However, there are still many parents who show lively and intelligent interest in the school. They coordinate with the school in sensing problems of their children, in mediating differences, and in giving support that will help achieve better results. In this regard, the following may be considered effective in enlisting parental support:

1. Home Visits

Get to know them well. That is the rule of thumb in starting and nurturing relations with parents. Make time to find out more about the students' home condition.

2. Parenthood Seminar

You can succeed at this through a planned program of home visitations. Although home visits may be rather difficult to arrange, the parents, the teachers and the school principal should be involved to effect and serve the purpose of the home visit.

Parents can be invited to attend school seminars on parenting, responsible parenthood, child development, and proper guidance and connecting. Seminars can also focus on how to help pupils develop their study habits. Furthermore, seminars can help pupils develop working independently and to have self-confidence. sThese sessions may be organized into Parents Learning Action Cell (**PLAC**). You may discover that some of the parents themselves can be resource persons in these seminars!

3. Parent Conferences

These sessions should always focus on problems related to the child. It is advantageous for you to know the parents personally. There is no single pattern in conferring with parents for they differ from one another. However, here are some tips that will help make teacher-parent conferences effective:

- Know the parents personally even before any problem arises.
- Have all the relevant information about the child before the conference.
- Inform the parents of the purpose of the conference.
- Conduct your conferences with parents in a face-to-face, give-and-take, no holds-barred manner. Create an atmosphere of an informal chat rather than that of a formal meeting.

4. School-Home Projects

If parents are too busy/occupied to come and attend meetings and conferences, an alternative is to send home printed materials about school/class program. Such information includes a brief description of its learning area/s and the materials the child needs. All of these should be presented in a clear and understandable language.

TIPS WHEN DEALING WITH PARENTS

- Use a conversational tone.
- Create an atmosphere of an informal chat rather than that of a confrontation.
- Make more positive than negative comments and suggestions. .
- Involve parents in school programs/activities.



ACTIVITY IV-B 2

APPLY WHAT YOU HAVE LEARNED

Which of the following practices below facilitate the strengthening of ties between the school and PTCA? Check the appropriate boxes.

- Making arrangements for a home visit
- Keeping communication lines with parents open
- Ignoring parents' indifference to school affairs
- Leaving teachers to deal with children's problems
- Informing parents of their children's achievements.

Share your commitment or ideas on how you can relate better with parents.

Well, we are now done with Module Five. Congratulations for another job well done!

As you move on to the next, may I send you on your way with this African proverb that you encountered in Lesson 3 of this module:



It takes a village to raise a child!

Always keep that in mind!

ANSWER KEY

Test I

1. True
2. False
3. True
4. False
5. True
6. True
7. True
8. True
9. True
10. False

Test II

1. c
2. d
3. d
4. d
5. a
6. b
7. c
8. b
9. d
10. a

PREASSESSMENT

Lesson I

Community as a Context of Teaching and Learning

Lesson I-A: The Community: It's Sociological, Economic and Cultural Considerations

SCQ 1-A 1

1.	I								
	N								
	D								
	I								
	G								
	E								
	N		3.						
	O		U						
	U		R						
			B					4.	
2.	S	Q	U	A	T	T	E	R	
			N					U	
								R	
								A	
									5.
								E	L
								I	T
								E	

Lesson I-B: The Community Resources

Activity 1-B 1

Possible Answers:

Name of School: MANGATAREM CENTRAL SCHOOL

Community: Nearly Urban (Most of its pupils come from the Poblacion)

1. What can you derive from the human resources of a community?

Talents – singing, drawing

Skills – UP – trained professionals; tupig-making

Knowledge – see skills

Attitude – Optimism, Volunteerism

OFW Experiences

Trust, Respect, Religiosity

2. Material Resources.

Gymnasium (1), Drying and Storage Facilities (3), Rice Mill (6), Basketball Court (10)

3. Where it gets its income/financial resources

Farming, Business, OFWs, Stable Employment

Is the community rich? One-third of its population do not have sufficient source.

4. Examples of community rules are already listed in the exercise itself.

5. Waterways that serve as irrigation source and outlets for runoffs. Trees that still abound that serve as anti-population guards.

Lesson I-C: Teaching and Learning From and In the Community

Possible Answers

Activity I-C 1

Inside the school	In the community
Simulation of court proceeding to learn justice	Interviewing local healers about their organic remedies
Writing essay to learn how to describe	Visiting barangay headquarters or police precinct to learn peace and order
	Interviewing local businessmen to learn entrepreneurship
	Joining Clean and Green Campaign to learn about the environment
	Conducting survey in the community to learn statistics

Lesson II

Community-Based Roles of the Teacher

Lesson II-A: Community Expectations of Teachers

Activity II- A 2

Caselet A

1. The parent complained about her son's classification as Bridge Program student. She believed her son should not undergo the Bridge Program because, as she argued, he has good learning skills. She also said, the program will mean additional expenses.
2. Initially, the teacher was caught by surprise, but she managed to give an explanation.

Caselet B

1. The problem is about a high school student who was sexually abused by her own father.
2. The teacher noticed her student's unusual behavior. She talked to the girl and was able to convince her to confide her problem.
3. The teacher couldn't believe what she discovered. She was really shocked with her student's revelation.

Caselet C

1. Fraternity activities are prohibited within the school campus. It saddened the teacher to find out that his own students were violating the prohibition.
2. The teacher was informed by one of his students that an initiation rite was being held within the school campus.
3. After learning about the prohibited activity, the teacher immediately went to the place where it was conducted.

Caselet D

1. The Barangay Chairman liked to hold an anti-drug campaign but he was not quite knowledgeable about the topic. He didn't even know how to start the project.
2. The chairman decided to seek the help of a teacher.

Roles of the Teacher

Caselet 1. an agent of change

Caselet 2. a legal counsel

Caselet 3. a person in authority

Caselet 4. source of knowledge

SCQ II- A 1**1. Caselet A**

The teacher underwent intensive trainings about the Bridge Program, so I believe she could enlighten the mother about its relevance. She could explain to her the rationale for the program, citing data on student achievement and the various DepED issuances on the Bridge Program.

Caselet B

The teacher will explain to her student that the act is a heinous crime, punishable by death. She will guide/assist the student to file her case in the court of law and help her seek help from the DSWD.

Caselet C

The teacher will stop the initiation rite and bring the students to the office of the principal. He will inform their parents about the violation committed by their children as well as the corresponding sanction that will be imposed on them.

Caselet D

The teacher will surely assist the Barangay Chairman in his project. She will give the needed resources and information about illegal drugs, as well as the steps in the project implementation

2. Yes, I am positive I can perform those roles because I am fully aware that aside from teaching, a teacher is expected to do other functions and I am ready to live up to the expectations of my community.

Lesson II-B: Teachers as Members of the Community

Activity II-B 1

1. The school was poorly managed. It is saddled with several problems.
2. The teacher encountered the following problems:
 - a. low students' performance
 - b. delinquency and truancy of the students
 - c. complacent and inefficient co-teachers
 - d. weak community linkages

3. As surrogate parent

The teacher got to know her students better. She was sympathetic with their feelings and she encouraged them to discover and develop their talents.

As role model

The teacher showed exemplary behavior and became a real picture of an efficient and effective citizen of the community.

As community organizer

The teacher succeeded in establishing good relationship with the parents. She initiated and encouraged them to form an association and be involved in school activities.

SCQ II-B 1

I know that the problems encountered by the new teacher were quite tough. But I believe these problems are not impossible to resolve. I know I can also do what the teacher did, because when I decided to become a teacher, I made a firm commitment. "I will live up to the expectations of my students, my co-educators and my community".

Lesson II-C: Teachers as Citizens of the Country**Activity II-C 1**

Regular Tasks	Citizen Tasks
Facilitator of knowledge	Poll watcher/canvasser
Keeper of students records	Interpreter/implementor of government policies
Evaluator of student performance	Campaigner/advocate of government programs (like graft watch)
Value developer and advocate	

Activity II-C 2**Answers:**

1. False 2. True 3. True 4. True 5. False
 6. False 7. True 8. False 9. True 10. True

LESSON III-The School and Community Partnership**Lesson III-A: The Role of School in the Community****Activity III -A1** (Sample possible answers)

1. Sta. Cruz Elementary School
2. Deliver Quality Education making use of indigenous and modern technology in upgrading teaching and management competencies with the cooperation of parents and multi-sectoral groups.

3. Yes.
4. The school plays a vital role in the community's peace and progress.

Lesson III B: The School Partners and the Key Stakeholders

Activity III-B 1(Answer Key)

Possible people / organizations to write

- Civic organizations (Rotary Club, Kiwanis Club, Inner wheel Club, Lion's Club)
- Filipino- Chinese Chamber of Commerce
- Congressmen and Senators
- Businessmen in the Community (involved in Hardware/ Construction materials)
- PTA
- Concerned private persons
- School's alumni
- Successful members of the community abroad

Activity III-B 2(Possible Answers)

- Newsletter
- Parents Assemblies (Parents Learning Action Cell on the PLAC)
- Creating Parents' Center a place in the school that parents can call their own.
- Open Houses/ Exhibits on Pupils? Students/ Portfolio
- Holding Family Day, Literary-Musical Programs
- Opinion Box
- Student's Bulletin Board.
- Inviting Parents/Community Members as Resource Persons/Members of the Board of Judges in Competitions

SCQ III – C 1

- | | |
|----------|----------|
| 1. True | 6. True |
| 2. True | 7. True |
| 3. False | 8. True |
| 4. True | 9. False |
| 5. False | 10. True |

Lesson IV**The Parent-Teacher-Community Association (PTCA) as School Partners****Lesson IV A: What PTCA is**

Activity IV-A 1 Apply what you have learned

- Being happy, useful and active
- Being given love, affection and understanding
- Being looked up to as their model
- Being expected to have the best kind of upbringing
- Being born with dignity and worth

Did you get all the answers right? If yes, VERY GOOD! If not, review the items you missed before proceeding to the next lesson.

Activity IV -A 2: Test your Knowledge

1. T
2. F Interested people in the community can be members.
3. T
4. F Fees are collected only by PTCA treasurer/representative and not to teachers
5. F Payment of fees are on voluntary basis

Score: 5 VERY GOOD!

3-4 GOOD

1-2 NEED TO STUDY (But don't worry, that is precisely what you are going to do in the subsequent portion. This is a pre-test).

Lesson IV-B: Harnessing School Support from the PTCA

Activity IV- B 1

Home Visitation

Parenthood Seminar

Parent Conferences

School-Home Projects

APPLY WHAT YOU HAVE LEARNED

Activity IV- B 2

- Making arrangements for a home visit
- Keeping communication lines with parents open
- Ignoring parents indifference to school affairs
- Leaving teachers to deal with children's problems
- Informing parents of their children's achievements

SCORE:

5 VERY GOOD!

3-4 GOOD

1-2 NEED TO STUDY AGAIN

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DepEd Order No. 23, s. 2003

Education Act of 1982

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