

2018

# TEACHER INDUCTION PROGRAM

MODULE 2  
DEPARTMENT OF EDUCATION

BEST | CARDNO

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# MODULE 2: THE FILIPINO TEACHER

## **Purpose**

This module brings you to a clear and realistic perception of yourself. It provides you the opportunity to take a closer look of who you are according to how you see yourself and how others see you, how you respond to situations or circumstances, and the impact of this on others.

## **PPST Standards**

The coverage of the Module is aligned to the PPST **Domain 7, Personal Growth and Professional Development**. This domain focuses on teachers' personal growth and professional development. It accentuates teachers' proper and high personal regard for the profession by maintaining qualities that uphold the dignity of teaching such as caring attitude, respect and integrity. This Domain values personal and professional reflection and learning to improve practice. It recognizes the importance of teachers' assuming responsibility for personal growth and professional development for lifelong learning.

# I. SESSION 1: SELF-AWARENESS, SELF-MASTERY AND TEACHER AGENCY

## A. Desired Learning Outcomes

<b>Beginning Teacher Indicators (BTIs)</b>	<b>Proficient Teacher Indicators (PTIs)</b>
7.4.1 Understand how professional reflection and learning can be used to improve practice.	PTI: 7.4.2 Develop a personal professional improvement plan based on reflection of one’s practice and ongoing professional learning.

## B. Objectives:

- a. Understand personal awareness, self-mastery, and teacher agency in relation to improving teacher practice;
- b. Identify your personal strengths and weaknesses to improve teaching practice; and
- c. Apply the results of your self-inventory to develop, implement, and track progress of your personal improvement plan.

## C. Key Concepts

### 1. Self-Awareness

According to Musselwhite (2007), “self-awareness is being conscious of what you're good at while acknowledging what you still have yet to learn.” It is having “conscious knowledge about one’s self, about one’s beliefs, assumptions, organizing principles, and structure of feelings and their consequences on one’s day-to-day lived experience” (Eriksen, 2009).

Self-awareness is directly related to both emotional intelligence and success.

- It helps you create achievable goals because you can consider your strengths, weaknesses, and what drives you when goal-setting.
- It allows you to guide yourself down the right path by choosing to pursue the opportunities that are the best fit for your skill-set, preferences and tendencies.
- It makes identifying situations and people that hit our triggers and anticipating our own reactions easier.
- It allows us to make positive behavioral changes that can lead to greater personal and professional success.

Your values, on the other hand, serve as frameworks that guide you on how you interpret your experiences so that you can decide on appropriate actions to take. They guide your decision making and actions. Becoming an authentic person requires that your actions should be consistent with your values.

Remember, we are not always what we think we are.

For more tools for feedback on self-awareness, try the following free on-line Self-awareness tests:

- Myers-riggs typology  
<http://www.humanmetrics.com/cgi-win/JTypes2.asp>
- What are your biases? Project Implicit  
<https://implicit.harvard.edu/implicit/>

## D. Activities and Assessment

### Activity 1: Becoming a Better Me

On the succeeding pages, you will be asked to answer questions related to one's self. Write what comes to your mind without giving so much thought about it. Write your responses on the spaces provided for.

#### A. This is Me (Self-Reflection)

1. What qualities (positive) best describe you as a person?

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

2. What qualities (negative) best describe you as a person?

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

3. What qualities best describe you as a teacher?

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

4. From the above, which qualities form part of your strengths? weaknesses?

STRENGTHS

WEAKNESSES

- |    |       |       |
|----|-------|-------|
| a. | _____ | _____ |
| b. | _____ | _____ |
| c. | _____ | _____ |
| d. | _____ | _____ |
| e. | _____ | _____ |

Your qualities underlie the values that you hold dear.

1. What do these values mean to you and your day-to-day life?
2. How do you demonstrate these values with your actions? In other words, are they consistent or inconsistent with your actions? Cite a situation.
3. How do you integrate these values in your teaching?

## **B. My Emotional Maturity**

1. Encircle at least 10 feelings from the inventory below that you experience most of the time while in school.

### **Inventory of feelings** from Facebook

happy	annoyed	awesome
thankful	tired	frustrated
blessed	energized	blissful
relieved	great	irritated
confused	accomplished	optimistic
inspired	stressed	stressed
disgusted	confident	worried
fed up	satisfied	sarcastic
content	pained	lazy
exhausted	refreshed	bored

2. What situations usually trigger negative or uncomfortable emotions in you?
3. If a student anonymously posted on facebook something derogatory about you, how would you react or what would you do?
4. How do you feel if a student does not meet a deadline?
5. What do you do when others stress you?

## **C. Building Self-Awareness<sup>1</sup>**

1. **Put the time in** – Self-awareness is not learned in a book, but achieved through self-reflection. Use what you have learned about yourself to inform decisions, behaviors, and interactions with other people.
2. **Predict how you will feel and respond** before a situation and reflect on your actual feelings and response after the situation.

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<sup>1</sup> (adapted from [http://SELF-AWARENESS/TipSheet\\_SelfAwareness.pdf](http://SELF-AWARENESS/TipSheet_SelfAwareness.pdf))

3. **Focus on your choices** - What can you learn from your past triumphs and mistakes? Why did you make a particular decision? How did this choice make you feel?
4. **Ask for feedback** – Self-awareness is as much about acknowledging what you still need to learn as it is about identifying your strengths. Asking for feedback on your performance, behavior, interactions, can serve to improve your future actions and responses. Feedback can also identify aspects of your behavior you aren't seeing clearly (your blind spots).
5. **Record (keep a journal)** – Allows you to reflect on daily thoughts, feelings, perceptions, choices, behaviors, and interactions with others. Be honest with yourself. Reflecting on your experiences allows you to learn something that can guide your personal development so think about it and write it down.
6. **Label your emotions** – Feelings can be expressed using one word, but are often held back. Use the below Inventory of feelings to practice labeling what you experience in different situations throughout your day. Your feelings provide insight into your thoughts and actions, as well as allow us to better relate with others. You may also recognize trends in how you are feeling which can teach you something about yourself.
6. **Talk with a success coach.** Share your discoveries about yourself with a coach or peer that you trust to get the most of the experience.

It is not enough that you have increased your awareness of yourself. Understanding oneself is a continuing journey.

#### **D. Me and Others**

1. What group of people do you like to hang out with?
2. Who are your role models? Give at least 3. What make you look up to and admire these people?
3. How does your personality change as you associate with different groups of people? Why do you think it changes?
4. What kind of school head brings out the best in you?
5. How do you involve parents in the learning process?
6. What kind of people do you find it difficult to work with? Cite your reason
7. What do I value most in a pupil/student?
8. As a teacher, in what area/s do I feel I need improvement?



## E. The Leader In Me

The following questionnaire will determine your leadership style. Please be as candid as possible in your responses.

### Multifactor Leadership Questionnaire (MLQ) Form 6S

(adapted from file:///C:/Users/asus/Documents/SELF-AWARENESS/Multifactor%20Leadership%20Questionnaire.p)

**Instructions:** This questionnaire describes your leadership style. Twenty-one descriptive statements are listed below. Judge how frequently each statement fits you. The word others may mean your followers, clients, or group members.

#### KEY

0 - Not at all 1 - Once in a while 2 = Sometimes 3 = Fairly often 4 = Frequently, if not always

1. I make others feel good to be around me 0 1 2 3 4
2. I express with a few simple words what we could and should do ..... 0 1 2 3 4
3. I enable others to think about old problems in new ways..... 0 1 2 3 4
4. I help others develop themselves..... 0 1 2 3 4
5. I tell others what to do if they want to be rewarded for their work..... 0 1 2 3 4
6. I am satisfied when others meet agreed-upon standards..... 0 1 2 3 4
7. I am content to let others continue working in the same ways always. 0 1 2 3 4
8. Others have complete faith in me ..... 0 1 2 3 4
9. I provide appealing images about what we can do..... 0 1 2 3 4
10. I provide others with new ways of looking at puzzling things. .... 0 1 2 3 4
11. I let others know how I think they are doing. .... 0 1 2 3 4
12. I provide recognition/rewards when others reach their goals ..... 0 1 2 3 4
13. As long as things are working, I do not try to change anything. .... 0 1 2 3 4
14. Whatever others want to do is OK with me ..... 0 1 2 3 4
15. Others are proud to be associated with me. .... 0 1 2 3 4
16. I help others find meaning in their work. .... 0 1 2 3 4
17. I get others to rethink ideas that they had never questioned before .... 0 1 2 3 4
18. I give personal attention to others who seem rejected ..... 0 1 2 3 4
19. I call attention to what others can get for what they accomplish..... 0 1 2 3 4
20. I tell others the standards they have to know to carry out their work.. 0 1 2 3 4
21. I ask no more of others than what is absolutely essential ..... 0 1 2 3 4

#### Scoring

The MLQ-6S measures your leadership on seven factors related to transformational leadership. Your score for each factor is determined by summing three specified items on the questionnaire. For example, to determine your score for factor 1, Idealized influence, sum your responses for items 1, 8, and 15. Complete this procedure for all seven factors.

	<b>TOTAL</b>
Idealized influence (items 1, 8, and 15)	_____ Factor 1
Inspirational motivation (items 2, 9, and 16)	_____ Factor 2
Intellectual stimulation (items 3, 10, and 17)	_____ Factor 3
Individual consideration (items 4, 11, and 18)	_____ Factor 4
Contingent reward (items 5, 12, and 19)	_____ Factor 5
Management-by-exception (items 6, 13, and 20)	_____ Factor 6
Laissez-faire leadership (items 7, 14, and 21)	_____ Factor 7

**Score range: HIGH = 9-12, MODERATE = 5-8, LOW = 0-4**

### **Scoring Interpretation**

**Factor 1 – Idealized influence** indicates whether you hold subordinates’ trust, maintain their faith and respect, show dedication to them, appeal to their hopes and dreams, and act as their role model.

**Factor 2 – Inspirational motivation** measures the degree to which you provide a vision, use appropriate symbols and images to help others focus on their work, and try to make others feel their work is significant.

**Factor 3 – Intellectual stimulation** shows the degree to which you encourage others to be creative in looking at old problems in new ways, create an environment that is tolerant of seemingly extreme positions, and nurture people to question their own values and beliefs of those of the organization.

**Factor 4 – Individualized consideration** indicates the degree to which you show interest in others’ well-being, assign projects individually, and pay attention to those who seem less involved in the group.

**Factor 5 – Contingent reward** shows the degree to which you tell others what to do in order to be rewarded, emphasize what you expect from them, and recognize their accomplishments.

**Factor 6 – Management-by-exception** assesses whether you tell others the job requirements, are content with standard performance, and are a believer in “if it ain’t broke, don’t fix it.”

**Factor 7 – Laissez-faire** measures whether you require little of others, are content to let things ride, and let others do their own thing.

The description of the Factor where your score dominantly lies indicates the kind of leadership style/s that you have. In most situations, you are likely to behave according to that leadership style. You may discuss your result with your coach if you think you need to improve on the way you lead.

### **F. Developing Self-Mastery<sup>2</sup>**

Self-mastery is a broad term that covers many aspects of your personal and professional life. Developing self-mastery can mean working on many of these areas. (if so, it may be best to focus on one or two areas at a time, so you don’t become overwhelmed.)

Look at the following areas of your life to develop self-mastery:

1. Goals

Start with a vision of how you want your life to be.

2. Attitudes and Emotions

Your attitude and emotions play a major role in self-mastery. Those who show strong self-mastery don’t let their emotions control them—they control their own emotions.

Focus on something positive every day. Be grateful for things, even if these are just things like the weather is beautiful. Having gratitude and a positive outlook will set the tone for the rest of your day.

Resist the temptation to blame yourself when things go wrong. Self-sabotage is a quick and cruel way of stopping yourself from reaching your true potential. If you find that you are undermining yourself, consciously make yourself stop. Instead, think of something positive and encouraging.

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<sup>2</sup> <http://sigbi.org/leadership/files/2014/09/Self-Mastery.pdf> retrieved August 8, 2017 at Cagayan De Oro City.

3. Willpower  
Think about how many times you have set a goal and, for one reason or another, never followed it through because of lack of willpower  
To boost your willpower, make sure you have both rational and emotional motives for what you want to achieve.
4. Focus  
Improving focus is also a key to self-mastery. For instance, how much time do you waste during our day? What could you accomplish if you fully use the hours available to you?  
Start by focusing on one task at a time, and slowly increase your level of focus. At first you may find that you cannot concentrate on a task for more than one hour at a time, before you get tired and distracted. Try to increase this to two hours by adding 15 minutes of focused work every day. This will allow you to strengthen your focus to two-hour stretches – and then even more, if that’s what you need to get things done.

It seems counterintuitive, but being selfish and focusing on enriching yourself will lead to being selfless and enriching the lives of those around you.

**G. My Personal Professional Improvement Plan**

In this activity, you will plot your plans to continually improve your competence and career as a teacher and a teacher-leader.

Fill up the template following the terms of reference provided.

**Professional Goals** – refer to short or long term goals you set to improve your professional competence.

**Time Frame** – reflects the target date/s you intend to accomplish your stated goal.

**Strengths** – refer to positive qualities that you possess that are needed to accomplish the goal.

**Weakness** – refer to your qualities that may hinder the achievement of that goal.

**Remarks** – are the reason/s that contribute to or hinder the achievement of the desired goal

PPIP	Time Frame	MY STRENGTH /s	MY WEAKNESS /es	Achieved ? ((please check))		REMARKS
				YES	NO	

## E. Reflection

- Cite significant experience with either your school head, learners, colleagues, parents, community, that reflects your values. Use the STAR format. (Cite reference)
  - S- stands for Situation
  - T – stands for Task
  - A – stands for action
  - R – stands for result/s

Situation/Task	
Action	
Result	

- Indicate the person/s involved in each milestone. How did you express your gratitude to them?
- What benefit/s you have gained with each milestone?

## II. SESSION 2: PERSONAL PROFESSIONAL DEVELOPMENT

### A. Desired Learning Outcomes

<b>Beginning Teacher Indicators (BTIs)</b>	<b>Proficient Teacher Indicators (PTIs)</b>
<b>7.4.1</b> Understand how professional reflection and learning can be used to improve practice.	<b>7.4.2</b> Develop a personal professional improvement plan based on reflection of your practice and ongoing professional learning.

### B. Objectives:

- a. Assess the core behavioral competencies for personal development.
- b. Prepare and implement individual professional plan including collaborative activities for development based on the assessment.
- c. Evaluate your improvement in teaching practice as a result of your self-assessment for personal and professional development.

## C. Pre-Test

Rate yourself on the space provided below the table and answer the reflective questions.

Competency Title	SELF-MANAGEMENT			
Operational Definition	The ability of an individual to set clear personal directions which are aligned to the organization.			
Level	1	2	3	4
Behavioral Indicators	Tries to manage own time if there are not too many interruptions.	Manages time efficiently and effectively.	Practices Time management and personal organization is a natural component of ever	Manages other's <u>time and</u> advises others on effective self-management strategies.
	Accepts feedback on own performance	Gives and seeks feedback on own performance.	Actively seeks feedback on own performance and voluntarily improves own performance	Overcomes performance obstacles which lead to high productivity in the workplace.
	Sets personal goals and direction, needs and development.	Prioritizes work tasks and schedules (through <u>gant</u> charts, checklists, etc.) to achieve goals.	Displays emotional maturity and enthusiasm for and is challenged by higher goals.	Sets high quality, challenging, realistic goals for self and others.

Your self-rating: \_\_\_\_\_

Competency Title	RESULTS FOCUS			
Operational Definition	High drive for achieving targets and results consistent with the Department's objectives and standard of excellence			
Level	1	2	3	4
Behavioral Indicators	<ul style="list-style-type: none"> <li>• Tries to deliver outputs with minimal errors</li> <li>• Expresses desire to do better and focuses on precise ways of meeting goals set</li> <li>• Avoids wastage and achieves results with optimal use of resources</li> </ul>	<ul style="list-style-type: none"> <li>• Delivers outputs with minimal errors most of the time</li> <li>• Ensures on-time delivery of quality work to meet Department goals with minimal supervision</li> <li>• Makes suggestions on how work processes can be improved and more efficiently</li> </ul>	<ul style="list-style-type: none"> <li>• Achieves results and error-free outputs with optimal use of time and resources consistently</li> <li>• Takes initiative to ensure that key objectives are achieved with no supervision</li> <li>• Makes specific changes in the system or in own work methods to improve performance</li> </ul>	<ul style="list-style-type: none"> <li>• Models excellence and motivates fellows to achieve results with optimal use of time and resources</li> <li>• Takes pride on his/her own work and initiatives against standards of excellence</li> <li>• Leads in making specific changes in the system or in own work to improve performance</li> </ul>

Your self-rating: \_\_\_\_\_

<b>Competency Title</b>	<b>INNOVATION</b>			
<b>Operational Definition</b>	An ability to implement change by using different approaches and applying “out-of-the-box” solutions to issues for efficient and smart work environment.			
<b>Level</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<b>Behavioral Indicators</b>	<p>Identifies possibilities of improvement in current areas of work</p> <p>Opens to the possibilities of change and considers ways to implement and adapt change in current area of work</p> <p>Examines the root cause of problems and suggests effective solutions.</p>	<p>Fosters new ideas, processes, and suggests better ways to do things (cost and/or operational efficiency)</p> <p>Demonstrates an ability to think “out of the box” in work-related scenarios</p> <p>Identifies bottlenecks and weaknesses in one’s work performance and presents new approaches to remedy the same.</p>	<p>Seeks improvement in service delivery through multiple methods such as technology, efficient work practices, etc.</p> <p>Continuously focuses on improving personal productivity to create higher value and results</p> <p>Promotes a creative climate and inspires co-workers to develop original ideas or solutions</p>	<p>Translates creative thinking into tangible changes and solutions that improve the work unit and organization</p> <p>Uses ingenious methods to accomplish responsibilities.</p> <p>Demonstrates resourcefulness and the ability to succeed with minimal resources</p>

Your self-rating: \_\_\_\_\_

Competency Title	PROFESSIONALISM AND ETHICS			
<b>Operational Definition</b>	Has concern for the degree of trustworthiness and ethical behaviours with consideration for the knowledge one has of the impact and consequences when making a decision or taking action in fostering and supporting the principles and values of the organization and the Public Service as a whole			
<b>Level</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Behavioral Indicators</b>	<p>Acknowledges the values and behavior enshrined in the Norms of Conduct and Ethical Standards for public officials and employees (RA 6713).</p> <p>Takes responsibility for own work, including problems and issues.</p> <p>Uses applicable professional standards and established procedures, policies and/or legislation when taking action and making decisions.</p> <p>Identifies ethical dilemmas and conflict of interest situations and takes action to avoid and prevent them.</p>	<p>Demonstrates the values and behavior enshrined in the Norms of Conduct and Ethical Standards for public officials and employees (RA 6713.)</p> <p>Practices ethical and professional behavior and conduct taking into account the impact of his/ her actions and decisions.</p> <p>Maintains a professional image: being trustworthy, regularity of attendance and punctuality, good grooming and communication.</p> <p>Makes personal sacrifices to meet the organization's need.</p>	<p>Influences others to demonstrate the values and behavior enshrined in the Norms of Conduct and Ethical Standards for public officials and employees (RA 6713).</p> <p>Acts with a sense of urgency and responsibility to meet the organization's need, improve systems and help others improve their effectiveness.</p> <p>Advises others in maintaining fair and consistent dealings with others and in dealing with ethical dilemmas.</p> <p>Deals directly and constructively with lapses of integrity (e.g., intervenes in a timely fashion to remind others of the need to respect the dignity of others).</p>	<p>Actively advocates demonstration of values and behavior enshrined in the Norms of Conduct and Ethical Standards for public officials and employees (RA 6713).</p> <p>Defines, communicates and consistently exemplifies the organization's values and ethics.</p> <p>Ensures that standards and safeguards are in place to protect the organization's integrity (e.g., professional standards for financial reporting, integrity/ security of information systems).</p> <p>Identifies underlying issues that impact negatively on people and takes appropriate action to rectify the issues (e.g., systemic discrimination).</p>

Your self-rating: \_\_\_\_\_



<b>Competency Title</b>	<b>TEAMWORK</b>			
<b>Operational Definition</b>	The ability of an <u>individual</u> to collaborate with others by doing his/her share of responsibility to accomplish organizational goals and objectives.			
<b>Level</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Behavioral Indicators</b>	Does his/her share of <u>responsibility</u> .	Does his/her share of responsibility <u>willingly</u> .	Does his/her share of responsibility willingly and works constructively with others.	Does his/her share of responsibility willingly and works constructively and collaboratively with others.
	Promotes collaboration to accomplish organizational goals.	Promotes collaboration and removes barriers to teamwork to accomplish organizational goals.	Promotes collaboration and removes barriers to teamwork to accomplish organizational goals.	Promotes collaboration and removes barriers to teamwork to accomplish organizational goals.
	Drives consensus in making decisions.	Drives consensus in making decisions.	Drives consensus and team ownership in making decisions	Drives consensus and team ownership in making decisions and applies negotiation principles for win-win agreements.

Your self-rating: \_\_\_\_\_

<b>Competency Title</b>	<b>SERVICE ORIENTATION</b>			
<b>Operational Definition</b>	The ability of an individual to deliver and develop quality service/s to better serve stakeholders/clienteles in a strategic and simplified manner.			
<b>Level</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Behavioral Indicators</b>	<ul style="list-style-type: none"> <li>Identifies organizational directions, issues and problems</li> <li>Recognizes personal responsibility for dealing with and/or correcting customer service issues and concerns</li> <li>Identifies desired deliverables</li> </ul>	<ul style="list-style-type: none"> <li>Explains organizational directions, issues and problems</li> <li>Takes personal responsibility for dealing with and/or correcting customer service issues and concerns</li> <li>Develops service improvement/s to desired deliverables</li> </ul>	<ul style="list-style-type: none"> <li>Explains and articulate organizational directions, issues and problems</li> <li>Deals responsibly with customer service issues and concerns</li> <li>Adapts service improvement/s to desired deliverables</li> </ul>	<ul style="list-style-type: none"> <li>Directs and resolves organizational paths, issues and problems</li> <li>Takes full responsibility in handling and solving customer service issues and concerns</li> <li>Innovates simplified procedures that will further enhance service delivery.</li> </ul>

Your self-rating: \_\_\_\_\_

Questions:

1. How do you feel about your self-rating?
2. Could you improve/sustain yourself on these?
3. How do you plan to realize this?

#### D. Glossary of Terms

<b>Term</b>	<b>Definition</b>
<b>Behavioral competencies</b>	observable and measurable behaviors for individual and organizational effectiveness.
<b>Teachers Strengths and Needs Analysis (TSNA)</b>	a self-assessment tool designed to identify the strengths and needs of teachers.
<b>Individual Professional Plan for Development</b>	a tool that serves as a guide for the teachers' purposive learning and development as a professional.

#### E. Key Concepts

1. Self-assessment and evaluation will help you to make your own personal and performance improvement plan. The more you improve, the more your students will benefit. Although it is extremely difficult to critique one's own strengths and weaknesses, it is hugely important.
2. The TSNA is essential in the provision of quality professional development programs that are aligned to the needs of the programs' clientele. The TNSA determines the differences between the actual situation (what is) and the desired condition (what should be) in terms of teacher's competencies within the department. It also described the current competencies as perceived by the teacher.
3. An IPPD is a tool that serves as guide for the teacher's purposive learning and development as a professional. The IPPD is structured such that every teacher regularly and individually prepares, implements, monitors, and updates the plan. It is based on the individual teacher's identified professional development needs as revealed by the NCBTS-TSNA and is consistent with the priority development goals of the school, division and region.
4. The IPPD is accomplished by the teachers to enable them chart their goals and planned learning activities to enhance their professional competencies in order for them to work better for the improvement of their school and learners' performance. Developing a structured IPPD allows them to practice individual accountability for professional growth and shared responsibility for the entire organization's development.

## F. Activities and Assessment

**Direction: Check the box which answers the questions.**

DOMAIN	QUESTIONS	YES	NO
1. SOCIAL REGARD FOR LEARNING	Do you demonstrate value for learning?		
	Do you demonstrate that learning is of different kinds and from different sources?		
2. LEARNING ENVIRONMENT	Do you create an environment that promotes fairness?		
	Do you make the classroom environment safe and conducive to learning?		
	Do you communicate higher learning expectations to each learner?		
	Do you establish and maintain consistent standards of learners' behavior?		
	Do you create a healthy psychological climate for learning?		
3. DIVERSITY OF LEARNERS	Do you determine, understand and accept the learners' diverse background knowledge and experience?		
4. CURRICULUM	Do you demonstrate mastery of the subject?		
	Do you communicate clear learning goals for the lessons that are appropriate for learners?		
	Do you make good use of allotted instructional time?		
	Do you select teaching methods, learning activities and instructional materials or resources appropriate to the learners and aligned to objectives of the lesson?		
	Do you recognize general learning processes as well as unique processes of individual learners?		
	Do you promotes purposive study?		
	Do you demonstrate skills in the use of ICT in teaching and learning?		
5. PLANNING, ASSESSING AND REPORTING	Do you develop and utilize creative and appropriate instructional plan		

DOMAIN	QUESTIONS	YES	NO
	Do you develop and use a variety of appropriate assessment strategies to monitor and evaluate learning?		
	Do you monitor regularly and provide feedback on learners' understanding of content?		
	Do you communicate promptly and clearly to the learners, parents and superiors about the progress of learners?		
6. COMMUNITY LINKAGES	Do you establish learning environment that respond to the aspiration of the community?		
7. PERSONAL GROWTH AND PROFESSIONAL DEVELOPMENT	Do you take pride in the nobility of teaching as a profession?		
	Do you build professional links with colleagues to enrich teaching practice?		
	Do you reflect on the extent of the attainment of your professional development goals?		

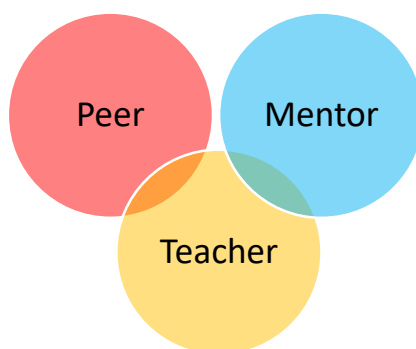
Note: You can have a detailed result using the NCBTS-TSNA by downloading e-TSNA through [www.deped.gov.ph](http://www.deped.gov.ph)

**Questions:**

1. What are the domains where your strength lie?
  
2. What are the domains where your weakness lie?
  
3. How will you improve/sustain yourself on these?

**Validation**

Direction: Ask a colleague and a mentor or a rater of your IPCRF to validate the self-assessment you have made on your core behavioral competencies.



## Planning

Direction: Based on the weaknesses you have identified on the self-assessment conducted and validated by your colleague and mentor, prepare a plan of professional development using this template.

TEACHER'S INDIVIDUAL PLAN FOR PROFESSIONAL DEVELOPMENT (IPPD)					
School Year:					
Name of Teacher:				Position:	
School:		District:		Division:	
Professional Development Goal:				Region:	
Objectives	Methods/Strategies	Resources	Time Frame	Success Indicator	
<i>What competence will I enhance</i>	<i>What professional activities will undertake to achieve my objective</i>	<i>What will I do to access resources?</i>	<i>(When do I expect to have accomplished the activities?)</i>	<i>What NCBS competencies would I have enhanced?</i>	<i>What learners performance would have been improved?</i>

1. Why do core behavioral competencies count in your personal development?
2. What are the domains where your strengths and weaknesses lie? How will you use or improve them to help you as a teacher?
3. Why do self-assessment and peer validation matter in your professional development?
4. What makes your plan for professional development workable?

## G. Reflection

In your journal, write concrete ways that would help you become a better teacher.

### III. SESSION 3. FINANCIAL LITERACY

#### A. Desired Learning Outcomes

<b>Beginning Teacher Indicators (BTIs)</b>	<b>Proficient Teacher Indicators (PTIs)</b>
7.4.1 Demonstrate an understanding of how (personal) professional reflection and learning can be used to improve practice.	7.4.2 Develop a personal professional improvement plan based on reflection of one's practice and ongoing professional learning.

#### B. Objectives:

- a. Identify principles of financial literacy and its importance in improving personal practice
- b. Analyze by charting one's own financial standing by creating a table and graph showing cash flow (Income vs. Expenditure).
- c. Use the cash flow chart in charting one's financial success.
- d. Determine ways of achieving financial success.
- e. Write an essay on good financial practices and those which should be avoided to improve personal management of finances
- f. Apply the principles of financial literacy in making personal financial development plan
- g. Document in a portfolio, personal ways to improve practices in financial management.

#### C. Glossary of Terms

<b>Term</b>	<b>Definition</b>
<b>Financial literacy</b>	one's awareness and ability in managing finances to make responsible and effective decision on the flow of the finances.
<b>Income</b>	the amount earned from one or many sources
<b>Expenses</b>	the amount spent on anything
<b>Debt</b>	the amount or thing owed from an individual or an institution
<b>Saving</b>	the amount set aside and kept for whatever financial goal
<b>Budgeting</b>	the breaking down of income into different expenses and savings
<b>Cash flow</b>	a list or table showing income and expenditures

## D. Pre-Test

### Current Financial Situation

Before you proceed with the lesson, assess your current financial situation. This self-assessment tool will help you determine your status and help you improve your personal financial management.

This assessment is excerpted from *Money Management International E-Book on Financial Literacy: Your 30 Step Path to Financial Wellness*.

<b>Financial Practices</b>	<b>Always</b>	<b>Sometimes</b>	<b>Never</b>
Pay the rent/mortgage payment and utility bills on time?			
Save at least 10% of your net income?			
Keep three months net income in reserve for emergencies?			
Plan ahead for large expenses?			
Set and keep financial goals?			
Follow a budget?			
Shop for comparison?			
Regularly review your credit report?			
Examine your checking account statements often?			
Continue your financial education?			

### SCORING

Add your points using this system:

Always = 2 points

Sometimes = 1 point

Never = 0 points

*0-10 Points:* Indicates a need to take control of your finances.

*11-15 Points:* Reflects a good effort to manage your money effectively.

*16-20 Points:* Demonstrates ability to manage your finances successfully.

Can you write down your realization?

## E. Key Concepts

### 1. *How can you live within your income and keep away from chronic debts?*

Based on the result of your assessment, you can now reflect on your financial situation. As a teacher, be aware that banks and other loan institutions would love to offer you loans. Not only that. There will also be individuals who would sell you products through cash or credit. They all sound tempting. Be careful.

So, before they will get you, navigate your ways into this lesson to learn more about how to become financially literate.

First stop. Let's get to know the principles.

### 2. *What is personal financial literacy?*

It refers to your efficiency in managing personal finances through making appropriate decisions on spending, budgeting, saving, investing, and planning.

### 3. *Why is it important to be financially literate?*

The kind of life you live depends on the way you handle your finances. This means that with financial literacy you will be able to live within your budget to avoid chronic debts and other financial issues. Aside from that, you can effectively handle your income, expenses, and debts.

### 4. *How do you make sense of your money?*

As a teacher, you are excited to receive your salary because you would like to share your blessing and reward yourself. Sometimes you don't keep track of your spending thus you end up short of budget and eventually resort to loans.

According to the Institute for Financial Literacy in its e-book on *Making Sense of Your Money*, there are things that you need to consider and do to make sense of your financial resources.

#### A. Set financial goals

- Financial goals have to be set first to identify your financial direction. Goals can be short-term or long-term depending on you.
- Goals have to be SMART.
  - Specific – your goals should state clearly what will you do and how you will do it. Otherwise you won't be able to focus your efforts or feel truly motivated to achieve it.

Example: Monthly pay off of my motorcycle loan by allocating P2,000.00 from my monthly salary.
  - Measurable – these have to be measurable for easy progress monitoring or for taking action if you are not on the right track.

Example: Completely pay off motorcycle loan in 2 years.
  - Attainable and realistic – your goals must also be based on your current financial status. Goals should require you discipline for you to stick to the plan.
  - Time-bound – goals require timeframe. This will set also your direction and keep you away from procrastination and from the pitfall of debts. If it is about paying off loans or anything borrowed, especially with interest, you must set the target before or on the due date to avoid additional interest.



Example of a goal statement:

- Completely pay off my motorcycle loan in 2 years by setting aside P2,000.00 of my monthly salary to pay its monthly amortization.
- Let us see if you can make now your SMART goal. Please write it inside the box.

B. Be motivated by the compounded interest.

- It refers to an interest gaining interest. Meaning, your earned interest value will increase in monthly or annual basis depending on the institution where you save your money.
- It is your friend if it is a saving or investment interest, but, it is your greatest enemy if it is a debt interest.
- You can practice solving for your compounded interest. If you saved P12,000.00 (that is 1,000.00 a month taken from your salary) for your first year of service, look how far your money would go for 5 years with 4% interest per annum. Compute the interest. The first item is done for you.

Year	Amount at the Start of the Year	Interest Earn in the Year	Amount at the End of the Year
1	12,000.00	480.00	12,480.00
2	12,480.00		
3	13,000.000		
4	13,250.00		
5	15,000.00		

See? Your money is growing! How much more if you continually save every year.

- Here is a suggested formula to ensure that you will really be able to save and gain compounded interest.

$$\text{Income} - \text{Savings} = \text{Expenses}$$

C. Track your Cash flow

- This first essential step in achieving your financial goal is understanding one's own financial cash flow. Write down in the table below your income and schedule:

Here is a sample table for you:

<b>Income and Expenditures Chart</b>				
<b>List of Income</b>	Frequency	<b>Expenditure</b>	Frequency	Net Income (I-E=NI)  Where: I- Income E- Expenditures  NI- Net Income

- Based on the table reflect and plan out your budget. You need to track down where your money goes so that you know if you are still within budget.
- How can you track your spending? You may try this.

Date of Spending	Item / Service Paid	Cost	Mode of Payment (Cash/ Credit/ Cheque)
Total			

D. Develop a spending plan.

- Taking control of your financial situation can be done through setting up a spending or budget plan. Do it today before money will take control of you.
- You may consider using this budget/spending plan template.

Item/Service	Need / Want?	Targeted Cost	Actual Cost
Total			

After you get the targeted cost and actual cost, compare them because this will tell you if you did not deviate from your budget.

You may take note of these signs of overspending.

- Use of savings to pay bills
- Delayed payment of bills
- Decrease of monthly savings with the same income
- Increase of expenses with the same income
- More monthly loan payment against monthly income

E. Choose easy ways of budgeting

- There are ways to make your budgeting easier.
  - Envelope system – use an envelope in separating your budget for different expenses
  - Written record system – use the template suggested above or a simple list of budget for tracking down the different expenses
  - Electronic system – similar to the written record system but can only be done using your mobile phone application or computer.
  - Three bank account system – open three bank accounts for different purposes.
    - Normal savings account for day to day banking transaction where you may get your daily expenses.
    - Emergency savings account for emergency purposes which mean you only have to withdraw when it is an absolute necessity.
    - Long term savings account for retirement or for your children's education.

F. Stretch your money

- Be a wise consumer. Buying “sale” items does not mean you are wise but only when you bought it because it's necessary. Necessary means you can't survive without it or you don't have any alternatives available.
- Be thrifty. Being thrifty is different from being miser. It comes with being a wise consumer.

G. Focus on needs not want

- There is a need to differentiate needs from wants. It is only then that you can prioritize and decide whether you will buy or not.
- There are suggested questions to help you decide when to spend on anything.
  - Why should I spend on this item?
  - What difference does it make if I have it or not?
  - Is there any cheaper alternative?

Now, let's have a break from here. Then, please proceed to Activity 2. Practice what you learn here. After you finish doing the activity, please continue.

*(Proceed to Activity 2)*

5. *Why do you get into debts?*

Chinkee Tan, in his book *'Till Debt Do Us Part*, identified four roots of debts.

- a. *Greed* – the desire to have everything you want whatever it takes.
- b. *Ignorance* – practices on spending your finances and on getting credit from an institution without checking on its terms and conditions.
- c. *Impulsiveness* – buying things even if you don't actually need them. You tend to be lured by the “sales” on department stores thinking that you saved but you actually didn't because it's not a necessity. Your money, then, was put to waste. This also speaks about being impatient on getting something. For example, you like to have a new cellphone, but instead of saving for 6 months to buy a new

one, you borrow money from someone or from the bank just to have it right there and then.

- d. *Self-indulgence* – living on the idea of gratifying yourself without thinking that what you did put out money on unnecessary expenses. It is good to gratify yourself but you need to look at your budget if it would still allow.

Aside from these roots of debt, Mr. Tan also introduced the two sources of debts.

- a. *We spend our tomorrow's income today.* For this reason, we tend to rely on credit to pay for our current bills.
- b. *We are not willing to change our lifestyle.* This means that our lifestyle may not fit to our income anymore. If we don't change, again, we succumb to debt to pay for the lifestyle that we enjoyed living.

#### 6. *What are the bad money habits that you need to avoid or break?*

According to the article written by Alexa Mason, there are 10 bad money habits that need to be avoided.

- a. **Spending more than you earn**  
This is considered as a cardinal sin in personal finance. This will lead you into debt troubles. For example, if you spend more than what you earn, you will rely on credit to pay the excess of your expenses. Thus, this will make you trapped by debts.
- b. **Relying on credit to pay your bills**  
Why pay bills for electricity, water or other basic needs, through credit if you have the income?  
In your mind, you might be framing answers to this question. It can happen because your income is not sufficient. But if you live within the limit of your income, you will not encounter this problem.  
There are times when you need to pay mortgages or education expenses, through credit. If you do, you need to put extra care and planning to meet your basic needs without resorting to credit.
- c. **Taking out payday loan**  
There might be cases that you need to succumb to payday loan because you don't have savings for emergency. Remember, loans have interest and worst is if it is compounded, meaning, interest gaining interest.
- d. **Preparing for an emergency**  
There are things that might happen that you don't expect or you don't even like to happen. These are called emergencies. How prepared are you for such?  
Saving is the key.
- e. **Paying your bills late**  
Paying our bills late incur additional interest which means additional expenses.
- f. **Failing to save for the future**  
You don't know what the future holds. You don't know what comes during your retirement age. It is good to live life everyday but still save for the future.

- g. Not taking control of your career  
You have a good career in DepEd but if you miss to take control of it by not taking control of your finances, this good career will become your nightmare.
- h. Hoarding money and never having fun  
This is what stingy people do. They miss the fun of life because they are afraid to spend. Lighten up. Have fun. But spend prudently.

7. *What can you do to achieve financial success?*

According to George S. Clason, author of the book “The Richest Man in Babylon”, there are seven cures for a lean purse.

- a. Start thy purse to fattening  
Allocate 10% of your income for yourself, meaning save that 10% for yourself. This is a way of gratifying yourself for all the job that you do.
- b. Control thy expenditures  
Do not spend beyond the remainder of your income. Budgeting here is necessary.
- c. Make thy gold multiply
  - o Make investments. There are a lot of ways to invest your money. You can invest through:
    - o Bank
    - o Traditional business
    - o Stock market
- d. Guard thy treasures from loss  
Invest only where your money is safe. If you invest into business, make sure you know the system and nature of the business.
- e. Make thy dwelling a profitable investment  
Invest on a house that you will own. Renting is not a good practice because it would cost you more.
- f. Insure a future income  
Plan for your retirement years. Grab or make opportunities to increase your income today because you do not know what tomorrow holds because as you age your energy lessens.
- g. Increase thy ability to earn  
It is a fact that we are all facing financial concerns every day and to be able to deal with them all it is necessary to look for other sources of income. Study and become wiser and skillful.

## F. Activities and Assessment

### Assessment 1. Case Analysis: How Do I Budget?

The case study that you are about to read is adopted from Next Gen Personal Finance (NGPF).

Sharon thought back her conversation with Alana last month. All of Sharon's friends knew who to turn to if they had money questions and problems. Sharon has been a secondary teacher for four years. Alana, her friend and co-teacher, has been experiencing financial stress for the past years. Alana asked Sharon what she could do to manage her money more effectively. After Sharon answered with a one word answer, Alana asked "How do I budget?"

Sharon asked Alana to describe her goals and current spending habits. Alana responded in the following way:

"I totally freaked out after talking with my parents. They were asking me to help send my younger sister to college. College costs a lot of money and my parents tell me now that they expect me to pay for my sister's board and lodging expenses which I estimate to be 70,000 per year. That's so unfair. I have no idea how I can make both ends meet given that additional responsibility.. Something needs to change, but I don't know where to start."

Sharon developed a basic plan for Alana to track every peso she spent over the course of a month. Alana collected all her receipts in a shoebox and reviewed them with Sharon at the end of the month:

- Food: lunch and snacks at Jollibee/Chow king - 5,000 per month
- Transportation: 2,000 per month
- Clothes: 3 trips to the mall with friends @ 4,000.00
- Shoes: 1 pair @ 1,500.00
- Cell phone/internet load : 1,500.00
- Movies: 4 movies - 4,000
- Personal/beauty care: 2,000.00

To help make sense of all of this information, Sharon asked Alana to organize the information by using the budget template provided below. In the category column, she would list all of her various expenses. She would then make a judgment call about whether each expense was a Want or a Need. In the Monthly Cost column, she would total up the cost for each of the expenses. In the last column, she would calculate how much that item was as a percentage of her total costs. This would help her determine where she was spending most of her money in the past month.

Answer the questions applying the principles and tips on financial management that you learned.

Help Alana realize her spending by completing this chart with the information provided above:

Category	Want/Need	Monthly Cost	%age of Total Costs
Movies			
Food			
Clothes/mall shopping			
Cell phone bill			
Shoes			
Transportation			
Personal/beauty kit			
<b>TOTAL COSTS</b>			

Answer these questions:

1. Do some quick math to compare how much Alana is spending for her needs and for her wants.
2. What should be her goals by this time?
3. What 2-3 options would you outline for Alana to help her achieve her goals? Be ready to discuss with her the ways to adjust her budget. Be specific with your recommendations, highlighting specific principles in achieving financial success.

Once Sharon lent some clarity on Alana's pay, she felt slightly better, but she's still really worried about her initial problem:

"This is going to be extremely difficult for me to cut anything. I mean, I'm working hard, and think I deserve to enjoy my salary. To save Php7,000 per month for my sister's college education is much of a sacrifice. This is really going to crimp my social life, and what about my beauty maintenance?"

Sharon thought back to where their conversation started last month and how lost Alana seemed. She hoped that having Alana prioritize her goals and review her spending would help her gain some necessary perspective. Instead, she seemed to be at a dead-end, less focused on solutions and more on her inability to change. Sharon thought her best approach would be to outline a few options for Alana so she could choose a solution that would work best for her. Sharon had worked with enough friends before to know that these conversations could be difficult ones, but she looked forward to solving Alana's money problems.



## Assessment 2. “Sangla ng ATM”

Another case you will read is about the plight of teachers who have succumb to money lenders.

It is payday again and Principal Reyes is already anticipating that some teachers would either go to school late or go home early. As usual they have to go to Mrs. Puntarito, a known loan shark in the municipality. Because she holds the ATM of the borrowers including the PIN (supposed to be confidential) they need to see her every pay day to get the remaining balance of their salary for the month after deducting the installment plus the interest of their loans.

Principal Reyes became more anxious this time because three of the newly appointed teachers, just five months in the service, have already joined the bandwagon. He observed that the young teachers’ passion for fashionable clothes, iPhones, tablets, laptops, and other stuff have caused them to be in this complicated, embarrassing, and demeaning situation. No wonder, even on paydays, they don’t look happy, inspired, and rewarded.

1. Why do you think the so called “Sangla ng ATM” is happening to teachers and personnel of the department?
2. How can the teachers get out of that situation?
3. What recommendations can you give them?

## Assessment 3. The Debt Test

This Debt Test is also excerpted from *Money Management International E-Book on Financial Literacy: Your 30 Step Path to Financial Wellness*.

You are now about to unveil your ways of dealing with debts. The questions are answerable by YES or NO. Answer it honestly with either “yes” or “no.”

1. Yes No Is an increasing percentage of your income going toward paying debts?
2. Yes No Is your savings cushion inadequate or nonexistent?
3. Yes No Are you near or at the limit of your lines of credit?
4. Yes No Can you only make the minimum payments on your revolving charge accounts?
5. Yes No Are you often late with bill payments?
6. Yes No Are you paying bills with money earmarked for something else?
7. Yes No Are you using credit to pay for items you used to buy with cash?
8. Yes No If you lost your job, would you be under immediate financial strain?
9. Yes No Are you unsure about how much you owe?
10. Yes No Are you being threatened by collectors with possible legal action?

A 'yes' to any of these questions is a sign that you may need to make debt payoff a priority.

Write your reflection here.

Assessment 4. Take the 30-day Challenge

Things to do:

1. Get a transparent jar. You can decorate it if you desire.
2. Prepare a Saving Chart (A) as shown below.
3. In the chart, write down your target amount.
4. Make a daily saving to develop your saving habit. As you start saving, make an entry to the chart (A) every day.
5. In another chart (B), track where your saved money goes: ex. save in the bank, put in stock market or put in a business.
6. Note: Sunday is a recess day for saving.

**Saving Chart A**

Target Amount:		
Target Dates: (has to be 30 days excluding Sundays)		
Week/Total per Week	Date	Amount
Week 1 Total Money Saved: _____	6/7	
	6/8	
	6/9	
	6/10	
	6/11	
	6/12	
Week 2 Total Money Saved: _____		

Week 3		
Total Money Saved: _____		
Total Amount Saved		
Hit the target? Why?		
What to do next? (whether you hit or not the target)		

**Saving Chart B**

	Inclusive Dates	Amount Saved	Where Do Money Go
1 <sup>st</sup> 30 days			
2 <sup>nd</sup> 30 days			
3 <sup>rd</sup> 30 days			
4 <sup>th</sup> 30 days			
Total Money Saved (at the end of the year)			

Assessment 5. My Budget and Spending Plan

This simple plan will help you budget your monthly income. Include in this budget plan your savings, debt payment and bill payment.

Month & Year: _____			
Total Income: _____			
Savings/Item/Service	Need / Want?	Targeted Cost	Actual Cost

Total			
Reflection:			

### Assessment 6. My Long-Term and Retirement Plan

Here, make your long-term and retirement plan. You might be interested to buy a house and lot or a car or attend school or send someone to school, so, you need to make this plan.

Don't forget to allocate for your retirement. Make a sort of an investment plan for your retirement age.

Make sure to keep your goals SMART.

Financial Goals	Priority (Low, Medium, High)	Target Date	Number of Years	Amount Required	What to Do	Remarks

### G. Reflection

#### Portfolio Making

- In every plan that you make, you are asked to make a reflection. Put them in a portfolio.
- At the end of the year, reflect on how this session affects you as a person and as a teacher in terms of your financial status.
- State your commitment on what you will do for the next year.
- You are encouraged to do the suggested plans the next year around or improve them if you wish.

## IV. SESSION 4: HEALTH AND WELLNESS PROGRAM

### A. Desired Learning Outcomes

<b>Beginning Teacher Indicators (BTIs)</b>	<b>Proficient Teacher Indicators (PTIs)</b>
7.4.1 Demonstrate an understanding of how (personal) professional reflection and learning can be used to improve practice.	7.4.2 Develop a personal professional improvement plan based on reflection of one's practice and ongoing professional learning.

### B. Objectives:

- a. Explain the importance of maintaining a positive personal health and wellness in improving teaching and learning
- b. Evaluate personal health and wellness-related practices that affect work in school
- c. Implement a plan for positive health and wellness

## C. Pre-Test

### A. Direction:

Here are some health practices and behavior which will allow you to rate your opinion. Please highlight your option by rating your responses using the following:

#### **Strongly Disagree (SA), Disagree (D), Agree (A), and Strongly Agree (SA).**

1. Diet is a temporary thing. I'll do it next week after heavy work in school.
2. It is ok that I sleep at 12 midnight and will wake up at 3: 00 AM to finish my work.
3. Time is gold. I do recreation if I have the time.
4. There are lots of paper works. Teaching is stressful.
5. I follow the "more fruits less fatty foods" rule
6. I drink coffee a lot, it makes me alive and energetic
7. Cleaning my workplace is not a priority to me
8. I believe and practice the saying "Do not do for tomorrow what you can do for today
9. I do stretching every two hours while working with my laptop
10. I need my boss or someone, to inspire me to accomplish my work on time.

#### **Key to Interpretation of answers:**

For questions 1 – 2,3,4, & 6: Those who answered: SD will get 4 points, D will get 3 points, A will get 2 points, and SA will get 1 point.

For questions 5,7,8, 9, & 10 Those who answered: SA will get 4 points, A will get 3 points, D will get 2 points, and SD will get 1 point.

Get the average of scores. Then you will be given the interpretation of

- 4 - You can be a health advocate
- 3 - You have a good knowledge about health habits
- 2 - You have a fair knowledge about health habits
- 1 - You need to improve your health habits

## D. Glossary of Terms

<b>Term</b>	<b>Definition</b>
<b>Health</b>	the level of functional and metabolic efficiency of a living organism. In humans it is the ability of individuals or communities to adapt and self-manage when facing physical, mental, psychological and social changes with environment. It encompasses a broad spectrum. It is a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity."
<b>Wellness</b>	refers to the state of being in optimal mental and physical health. It is a dynamic process of change and growth. It's about living a life full of personal responsibility and therefore taking proactive steps for one's entire well-being. This means that a person living life very well controls risk factors that can harm them. It

	has a direct influence on the overall health, which is essential if one is trying to live a better life
<b>Health Awareness</b>	the process that provides health related knowledge to the people for preventing and curing disease.
<b>Physical Health</b>	defines a form of the body that includes perfect and harmonious physiological functions of all the body parts that are anatomically intact with each other.
<b>Psychological Health</b>	refers to the emotional state (feelings and moods) adaptability to circumstances development of sense of meaning of life compassion, unselfishness
<b>Mental Health</b>	based on the positive thoughts and ideas. Brain is a body part that deals with both emotional and mental aspects (thoughts, perception of reality & response to it)
<b>Social Health</b>	the ability to interact effectively with other people and can developing satisfying relationships
<b>Healthy lifestyle/practices</b>	lifestyle/practices that contributes positively to physical, mental and social wellbeing and which includes regular exercise and physical activity to help and improve people's health and well-being
<b>Personal Goal</b>	a self-motivation task which is the force that keeps pushing someone to go on It's the internal drive to achieve, produce, develop, and keep moving forward. It is what pushes people to go on, especially when one thinks they're ready to quit something

## E. Activities and Assessment

### Activity 1. On Facing Life's Challenges

Here are situations/ thoughts for you to ponder. Tell us what you think and how will you react to the following situations. Your responses might give you a glimpse of what you do when confronted with similar or related situations in the future.

#### *On positivity vs reality*

Make your first thought of the day: "Great things will happen today."

You woke up early with a smile, thinking for a happy day. Yet while contemplating on it you were alerted from a call coming from the school security guard telling you that the faucet in your room is still running, for it was not turned off yesterday. They cannot open the door for you did not leave the key in the guard house. Your room is adjacent to the office, who is already in his/her office.

What would be your initial reaction?

---

What would you do?

---

What insights have you gained?

---

*On sleeping well vs preparing well*

You came home tired, with a headache. You wanted to have an early night sleep. Yet you are worried for the coming of the visitors from the division office to observe classes the following day. Being a newly hired teacher, you are sick worried for you might be chosen to be observed. That's why you have to prepare instructional materials and enhance your daily lesson plan. You know that you will end up sleeping at 12:00 to 1:00 o'clock in the morning.

What would be your initial reaction? \_\_\_\_\_

What would you do? \_\_\_\_\_

What insights have you gained? \_\_\_\_\_

*On breaking the fast vs making it fast!*

Skipping Breakfast altogether

It is said that breakfast is the most important meal of the day: You have known it ever since. Yet here you are making it the second priority of your day.

You sleep late, for you spent the night exchanging texts messages in the messenger with a "special friend". Naturally you woke up late. You are in a hurry to go to school knowing that its Monday and you need to be early for you it's your turn to lead the morning activity of the flag ceremony. The food is already set on the table and its aroma is enticing you to taste it. The time is 6:50 AM. The ceremony starts at 7:00. You still need to walk 10 minutes to school. But you promise your mother that you will no longer skip breakfast.

Tell us what you think \_\_\_\_\_

Tell us what you will do \_\_\_\_\_

Tell us what insight  
will you learn \_\_\_\_\_

*On medical expenses vs basic household expenses*

You feel well, you seldom catch colds or cough. Yet your colleague who seems as healthy as you always visit her doctor for a general check-up from time to time.

You on the other hand thinks it's not your priority for your salary is just enough for your personal needs and the needs of your parents whom you promise to help them with the school expenses of your 3 siblings. Just today your colleague is asking you if you would like to visit a doctor with her for a check-up.



Tell us what you think

---

Tell us what you will do

---

Tell us what insights  
You have gained

---

*On expressing anger vs handling stress*

**Team in Crisis**

As human beings, we are each subject to a range of emotions from elation to rage. While anger is a normal human emotion, it is important to express anger in healthy ways that are appropriate in the workplace setting.

It's a hectic day for the all of you. Your school is scheduled to be visited by the regional evaluators on the "Barkada Kontra Duga" Program tomorrow. Your group is assigned to take charge of the decoration of the hall. While working one of the members, the niece of the principal adamantly refuses to extend her time for she has visitors waiting at home. You really need to finish the task for tomorrow's activity.

Tell us what you think

---

Tell us what you will do

---

Tell us what insight you have gained

---

Activity 2. WHO AM I?

Here are some habits which you need to tell whether you are practicing this. That's why you need to complete the table for the necessary data. You have place (✓) if you done it and (X) if you have not.

Habits	YES/ NO	Frequency	Reasons for practicing it	Reasons for not practicing it
1. Do you make dietary changes slowly?				
2. Do you plan healthy meals in advance?				
3. Do you shop with a ready list based on your weekly meal plan?				
4. Do you buy more organic foods?				
5. Do you drink a minimum of eight cups of water every day?				
6. Do you do exercise everyday?				
7. Do you often get angry?				
8. Do you go out with friends?				
9. Do you give yourself time to recover from workouts.?				
10. Do you take naps strategically?				

Make your own weekly health and wellness plan. Be sure to religiously follow it.

**My Health and Wellness Plan**

A. 1. My short-term health goal is:

2. My long-term health goals is:

B. To live healthier and feel energetic, I commit to follow this plan **every day**. Following this plan will lead to the quality life and teaching and will help me to reach my short and long-term goals.

Examples:

**Eat healthier**

- Reducing my fried foods to no more than twice a week
- Reduce my sugar treats to more than twice a week
- Increase my water intake to 8 glasses a day

**Emotional**

- Positive thinking
- Mingle with 3 L's (least, Last and Lost) learners
- Acceptance
- Journal daily progress

**Physical Fitness**

- Stretch for 15 minutes
- Walk at least 15 minutes

**Pleasurable Activities**

- Spend time with family
- Read books
- Watch T.V
- Craft

Eat healthier by:

Incorporate the following exercises into my daily routine:

Improve my emotional health (i.e Mindfulness, Stress management) by:

Get better sleep by:

<b>My Health and Wellness Plan</b>	
Improve my life by:	
Increase satisfaction with my relationship to my learners by:	
Increase satisfaction with my professional life by:	
Enjoy pleasurable activities, like:	

## F. Reflection

### Journal Writing

- In what concrete ways does the session help me become a more health conscious teacher in promoting a positive health habit?

## G. Post-Test

**SD   D   A   SA**

1. Diet is a temporary thing. I'll do it next week after heavy work in school.
2. I'll sleep at 12 and will wake at 3: 00 AM to finish my work.
3. Time is gold. I'll do recreation if I have the time.
4. There are lots of paper works. Teaching is stressful.
5. I follow the "More fruits less fatty foods" rule
6. I'm a coffee person, it makes me alive and energetic
7. Cleaning my workplace is not a priority to me
8. I believe in the saying "Do not do for tomorrow what you can do for today", and it's good to practice it
9. I do stretching every two hours of facing my laptop
10. I do not like my Department head she is giving me tasks which I do not like to do.

### ***Key to Interpretation of answers:***

For questions 1 - 4,6,7&10: Those who answered:SD will get 4 points, D will get 3 points, A will get 2 points, and SA will get 1 point.

For questions 5,8 & 9, those who answered: SA will get 4 points, A will get 3 points, D will get 2 points, and SD will get 1 point.

Get the average of scores. Then you will be given the interpretation of

- 4 - You can be a health advocate,
- 3 -You have a good knowledge about health habit
- 2- You have a fair knowledge about health habit
- 1-You need to improve your health habit.

## V. SESSION 5: GENDER AND DEVELOPMENT (GAD)

### A. Desired Learning Outcomes

<b>Beginning Teacher Indicators (BTIs)</b>	<b>Proficient Teacher Indicators (PTIs)</b>
3.1.1 Demonstrate knowledge and understanding of differentiated teaching to suit the learners' gender, needs, strengths, interests and experiences	3.1.2 Use differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences

### B. Objectives

- A. Explain and understand the concepts of sex, gender, gender characteristics, gender roles, and other key concepts related to Gender and Development;
- B. Identify gender-bias practices in the classroom; and
- C. Integrate gender-fair practices in the teaching-learning process.

### C. Pre-Test

**Directions: Rate your responses using the following: strongly disagree (SA), disagree (D), agree (A), and strongly agree (SA).**

	SD	D	A	SA
1. Anyone can lead.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Classroom cleanliness and orderliness is everybody's responsibility.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I am for "Ladies first" practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Boys and girls both excel in Math.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Schools mandate to follow prescribed-haircut for boys.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Blue is associated with masculinity while pink is associated with femininity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I prefer boys as Class Presidents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Women are more articulate than men.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. One comfort room in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Teaching is a female profession.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### ***Interpretation of Answers:***

For questions 1 & 2, those who answered: SA will get 4 points, A will get 3 points, D will get 2 points, and SD will get 1 point.

For questions 3-10, those who answered: SD will get 4 points, D will get 3 points, A will get 2 points, and SA will get 1 point.

Get the average of scores. Then 4 will be interpreted as Gender Fair, 3 is Nearing Gender Fair, 2 is Nearing Gender Biased, and 1 is Gender Biased.

## D. Key Concepts and Vocabulary

### 1. *Gender is about recognizing roles between men and women.*

The challenge is to strike an appropriate balance of gender roles between men and women/boys and girls, through education and training, given that gender, role differences and stereotyping are socially constructed.

Gender equality is a globally recognized development agenda. Addressing gender issues is a complex process – the issues are often culturally ingrained, and involve a number of institutions.

### 2. *Difference between SEX and GENDER*

**Sex** is biological, universal, relatively fixed, categorized as male or female, and attributes are equally valued.

**Gender** is socially and culturally constructed. It is socio-physiological, culture-bound, interchangeable/changing, categorized as feminine and masculine, and attributes are marked by inequality.

### 3. *Gender Roles are developed/Perpetuated by*

- a. Manipulation
- b. Canalization
- c. Verbal Appellations
- d. Activity Exposures

Gender and development adopts the principle that development is for all – all humans, men or women have the right to the same opportunities to achieve a full and satisfying life. It further recognizes that gender biases impede development (capacity to do and be).

GAD rethinks and restructures practices and structures perpetuating inequalities (discrimination) of all kinds.

Gender issues are deterrents to development.

#### **Gender sensitivity:**

- Is a frame of mind.
- A set of attitude
- The way we approach whatever we do in our intimate relationships, in our work, in our everyday transactions with the outside world
- Not a war of the sexes
- Not anti-male
- Recognition that in practically all cultures women have a lower status than men.

#### **Agents of Gender Socialization**

- Family
- Peer Group
- School
- Media
- Government



- Church
4. *What emerged?*
- Schools in most cases **reinforce** the existing gender ideology, stereotypes, norms, and expectations everywhere
  - schools have the **potential** of playing a transformative role in changing the prevalent notions and unequal relations, it does not necessarily happen on its own, and requires specific and targeted interventions in most cases.
5. *What is Gender Fair Education (GFE)?*
- involves the **experiences**, **perceptions**, and **perspectives** of girls and women as well as boys and men.
  - aims to **promote** the teaching and learning of **gender equity**, highlighting **female experiences** as products of historical and cultural processes.
6. *Gender in Philippine Education*
- Strategic gender issues to be addressed
- Boys are underperforming in key education indicators compared to girls
  - Indigenous people (IP) also fall behind in enrolment data and experience discrimination
  - Higher education degrees manifest marked gender-segregation
  - Gender biases and stereotypes remain, and are still embedded in the curricula, instructional methods, materials and learning media
  - Women and girls continue to be vulnerable to sexual harassment and violence inside schools because of the lack of safe and gender responsive teaching-learning environment
7. *DepEd's role in ensuring that gender-based discrimination/violence is minimized if not totally eradicated in the school system:*
- a. In RA 9710, the instructional goal is “to ensure the promotion and protection of the dignity and self-worth of both sexes by integrating and/or infusing core messages and related values on gender-fair education in the curricula...”
  - b. Learners goals are:
    - “To foster a sense of personal growth and dignity and respect for the abilities and rights of people of all races, ethnic backgrounds of both sexes; and
    - To develop awareness of the gender biases and stereotyping that have been culturally perpetuated in order to be able to rectify these.”

(Note: You can also refer to Magna Carta of Women SEC. 13. *Equal Access and Elimination of Discrimination in Education, Scholarships, and Training.*)

8. *Develop Skills*
- Recognize that gender issues are rooted in cultural attitudes and social structures that prioritize men's needs over those of women
  - Understand and recognize the link between violence prevention and increasing gender equity
  - Teach young people to engage in respectful and emotionally healthy relationships
  - Empower young people with useful knowledge, skills and understanding and promoting positive, non-violent relationships based on equality and respect
  - Create an atmosphere where violence (such as bullying) and the use of aggression to resolve conflicts is not tolerated

## E. Activities and Assessment

**A.** Review the basic concepts between sex and gender. Provide your answer before every item by writing Sex or Gender.

_____ male and female	_____ penis and vagina
_____ weak and strong	_____ XY and XX
_____ child rearing	_____ masculine and feminine
_____ emotional and logical	_____ husband and wife
_____ child bearing	_____ mother and father

**B.** Answer the following questions.

1. How does gender sensitivity/responsiveness of the education system contribute to the DepEd's performance of its mandate?

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2. What are the causes and effects of gender disparity?

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3. As a teacher, how can we create a gender sensitive/responsive classroom/school?

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**C.** The next activity is writing the actions that you will do on a given situation. You may also share your answer/s during the LAC Session for additional input or discussion.

**Case 1:** A learner got pregnant and expected to deliver toward the end of the school year.

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**Case 2:** At the middle of the school year, you noticed an increase in absences among the boys in your class.

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**Case 3:** A girl student reported to you that she was harassed by her teacher. Then another student reported same experience with the same teacher.

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**Case 4:** Posters and other classroom materials showed gender bias and sexist messages.

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**D. Activity: Mirroring (*This could be done when you have a School LAC*)**

**Note: For Non-Muslim areas only**

Directions:

1. Find a partner of opposite sex.
2. You should stand face to face.
3. The male partner execute actions while the female imitates or mirror.
4. Exchange roles.

*Process Questions:*

1. How do you feel while doing the activity?
2. Did you find any difficulty?
3. Did you perfectly mirror the actions of your partner? Why?
4. Are there attributes or characteristics that your partner has which you don't have? What are those?
5. What are your insights from the activity?

**E. Application Activity** (Note: Let your mentor/coach check your LP. You agree with your mentor of the schedule of your demonstration. Post conference shall be done shortly after. The result of observation on your demo **may** be brought for discussion during the LAC Session)

Prepare a lesson plan in your subject area integrating the GAD concepts learned.

**F. Reflection**

Journal Writing

In what concrete ways does the session help me become a more agentive teacher in promoting gender-fair classroom setting.

## G. Post-Test

Directions: Rate your responses using the following: strongly disagree (SA), disagree (D), agree (A), and strongly agree (SA).

	SD	D	A	SA
1. Anyone can lead.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Classroom cleanliness and orderliness is everybody's responsibility.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I am for "Ladies first" practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Boys and girls both excel in Math.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Schools mandate to follow prescribed-haircut for boys.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Blue is associated with masculinity while pink is associated with femininity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I prefer boys as Class Presidents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Women are more articulate than men.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. One comfort room in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Teaching is a female profession.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### ***Interpretation of Answers:***

For questions 1 & 2, those who answered: SA will get 4 points, A will get 3 points, D will get 2 points, and SD will get 1 point.

For questions 3-10, those who answered: SD will get 4 points, D will get 3 points, A will get 2 points, and SA will get 1 point.

Get the average of scores. Then 4 will be interpreted as Gender Fair, 3 is Nearing Gender Fair, 2 is Nearing Gender Biased, and 1 is Gender Biased.

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