

TEACHER'S MODULE

ADDRESSING LEARNERS' **GENDER, NEEDS, STRENGTHS, INTERESTS, AND EXPERIENCES** DURING THE PANDEMIC AND BEYOND



An online module on PPST 3.1.2 (Using differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests, and experiences)

This Teacher's Module on Addressing Learners' Gender, Needs, Strengths, Interests, and Experiences during the pandemic and beyond was developed in collaboration with the **Philippine National Research Center for Teacher Quality (RCTQ)**, a partnership between the **Philippine Normal University** and the **University of New England Australia**, with support from the **Australian Government**.

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Addressing Learners' Gender, Needs, Strengths, Interests, and Experiences during the pandemic and beyond

Module on PPST 3.1.2

Use of differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests, and experiences

This module aims to equip teachers with the necessary skills, knowledge, and values to use differentiated, developmentally appropriate learning experiences to address concerns on learners' gender, needs, strengths, interests, and experiences (GNSIE).

The modules are designed to be compatible with emergency remote teaching (ERT) contexts; however, this does not rule out the potential of the module addressing traditional learning contexts. The word "and beyond" refers to the module's goal of remaining a useful instructional resource for teachers long after the COVID-19 situation has settled.

Table of Contents

OVERVIEW	vi
Chapter 1 Recognizing Learners' Well-being and Gender Diversity	1
Chapter 2 Empowering Learners' Strengths	35
Chapter 3 Ascertaining Learners' Needs	62
Chapter 4 Discovering Learners' Interests	87
Chapter 5 Integrating Diverse Learners' Experiences	107
Chapter 6. Diverse Learning Environment: Challenges and Opportunities	130
Appendix	150
ACKNOWLEDGEMENTS	151

OVERVIEW

The pandemic has undoubtedly impacted the education system which resulted in the adoption of alternative modalities to ensure continuity of learning. This unprecedented event forced sectors to adopt changes and formulate policies while quarantine restrictions were enforced to prevent further transmission of the deadly virus. In 2020, the Department of Education (DepEd) launched *the Basic Education Learning Continuity Plan* (BE-LCP) through which large-scale use of Alternative Delivery Modalities (ADM) were employed (DepEd 2020). Alternative platforms were offered to schools for adoption and could be one or a combination of the following:



Limited face-to-face (f2f) is an ADM for those who were able to satisfy the conditions set forth by the government authorities;



Distance Learning is an ADM with three types: Modular Distance Learning (MDL) utilizing self-learning modules (SLMs), Online Distance Learning (ODL), which utilizes the internet, and TV-based instruction/Radio-based Instruction (RBI), where SLMs were converted to lessons and radio scripts;



Blended Learning is an ADM with a combination of face-to-face (f2f) with any or a mix of Distance Learning types; and



Homeschooling is an ADM that is facilitated by qualified parents or tutors.

As the traditional face-to-face approach is not available, preparations utilizing other modes of the delivery of the curriculum other than face-to-face were considered by education agencies ensuring the safety of the learners. The Basic Education Sector also shifted the start of the School Year from June to August.

Restrictions in mobility due to the quarantine status paved ways for these alternative models to continue schooling.

The shift required a number of changes such as teacher training and the creation of self-paced learning materials. While the ADMs enable learning to continue, the shift brought about by the pandemic also revealed gender-related inequities. These are addressed in this module.



GNSIE

A module dedicated to learners' *gender, needs, strengths, interests, and experiences* (GNSIE) was developed to respond to the issues brought about by the pandemic. This module considered multiple scenarios addressing the identified issues while utilizing teaching approaches appropriate to the *Emergency Remote Teaching* (ERT) setting.

With the chief aim of equipping the teachers with the knowledge, skills, attitude, and values needed in the present context, this module has been developed by teachers and advocates for their fellow teachers.

Learner's gender, needs, strengths, interests, and experiences in the context of a pandemic

The Domain 3 of the Philippine Professional Standards for Teachers (PPST) 'Diversity of Learners' contains a number of competencies teachers should possess to achieve the standards in each level. Particularly, Domain 3 of PPST emphasizes:

the central role of teachers in establishing learning environments that are responsive to learner diversity. This Domain underscores the importance of teachers' knowledge and understanding of, as well as respect for, learners' diverse characteristics and experiences as inputs to the planning and design of learning opportunities. It encourages the celebration of diversity in the classrooms and the need for teaching practices that are differentiated to encourage all learners to be successful citizens in a changing local and global environment. (p. 16)

The *five strands* are:

Strand 3.1 Learners' gender, needs, strengths, interests and experiences

Strand 3.2 Learners' linguistic, cultural, socio-economic and religious backgrounds

Strand 3.3 Learners with disabilities, giftedness and talents

Strand 3.4 Learners in difficult circumstances

Strand 3.5 Learners from indigenous groups

This module focuses on *Strand 3.1*, where five (5) chapters were created. In-depth discussion of each chapter with corresponding activities, analysis, abstractions, and assessments are provided. Now more than ever, the current situation calls for a COVID-responsive module to empower teachers to include GNSIE-inclusive concepts in their ADMs.

The United Nations Foundations in 2020 noted the spike in domestic violence (Morse & Anderson 2020) among women and girls being situated in homes or sheltering places with their abusers. Integrating these experiences into the discussions will greatly help teachers in *crafting their learning plans*.



Gender-based violence may be presented as a pandemic in itself that is exacerbated by the COVID19 pandemic. The risk and vulnerability of marginalized sectors like the LGBTQIA (Lesbian, Gay, Bisexual, Transgender, Queer, Intersex) community during the pandemic has also been reported by the UNHR (2020). Access to health services, de-prioritization, discrimination, stigma, hate speech, attacks, domestic violence and abuse, and unemployment (access to livelihood) is also reported to have been experienced by the LGBTQIA community.

The learner's *gender, needs, strengths, interests, and experiences* (GNSIE)-related issues (lack of diversity, inclusion challenges, changes in learning environment), as exacerbated by the COVID-19 pandemic, in an Emergency Remote Teaching (ERT) setting require institutional interventions to address the increasing rates, risks, and vulnerabilities of the marginalized sectors. This teacher training module on GNSIE that is fully conscious of the challenges of the pandemic was designed as a response. This module is guided by the *Principles of Gender*

Diversity, Non-Discrimination, and Equality as espoused in numerous policies issued by the Department of Education

Guiding Principles

The principles of non-discrimination and equality appear to be the most pronounced principles present in various human rights instruments observed by many countries. In the Philippines, *Executive Order No. 100 in 2019* was signed by the President of the Philippines institutionalizing the Diversity and Inclusion Programs (Official Gazette 2019). This order recognizes the country's commitment to numerous international agreements guaranteeing equality and legal protection against discriminations before the law.

On the other hand, the principle of gender diversity was made more pronounced in the *Policy Brief 11 of the Philippine Commission on Women* (PCW) with PCW recommending the need to end gender-based discrimination through the enactment of the anti-discrimination bill that prohibits discriminatory practices based on sexual orientation and gender identity (SOGI) (PCW 2019).

Principles	Description
Gender Diversity	Recognition of all genders and their inclusion in the learning plans
Non-Discrimination	Guarantee of rights to be exercised without preference, exclusion, nullification to any other attributes (UDHR 1948)
Equality	Access to rights and services of all people (UDHR, 1948)

Guided by these principles, this module has been developed to increase proficient teachers' understanding of the importance of integrating these principles in their learning plans. This will promote reflection on current school and classroom practices.

The end result of this module is to capacitate teachers to help decrease *COVID-exacerbated issues* relative to the learners' gender, needs, strengths, interests, and experiences. More importantly, this emphasizes the central role of teachers in the establishment of learning environments that are responsive to learners' diversity especially in the context of a pandemic. This approach is faithful to the outcomes of Domain 3, where teachers are aware of the diverse contexts our learners have.



Learners' Gender, Needs, Strengths, Interests, and Experiences and the Teaching Approaches

The strategies and approaches to create learning plans that use differentiated and developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests, and experiences have been carefully selected.

In 2021, DepEd released the DepEd Order on Child Protection Policy No. 40. Section 3 (j) emphasizing sexual orientation and gender identity (SOGI) in the definition of 'Discrimination against children'. This acknowledges that learners could be discriminated against on the basis of their SOGI, which DepEd vows to eliminate. DepEd has this to say:

"Discrimination against children" – refers to an act of exclusion, distinction, restriction or preference which is based on any ground such as age, ethnicity, sex, sexual orientation and gender identity (emphasis supplied), language, religion, political or other opinion, national or social origin, property, birth, being infected or affected by Human Immunodeficiency Virus and Acquired Immune Deficiency Syndrome (AIDS), being pregnant, being a child in conflict with the law, being a child with disability or other status or condition, and which has the purpose or effect of nullifying or impairing the recognition, enjoyment or exercise by all persons, on an equal footing, of all rights and freedoms.

This module provides an extensive discussion equipping teachers on the importance of the impact of learners' gender in instruction as supported in the DepEd's existing policies relative to the principles of Non-Discrimination and Equality. A year after the release of the DepEd Order No. 40 or the Child Protection Policy, the DepEd published the Implementing Rules and Regulations (IRR) for RA 10627— An Act Requiring all Elementary and Secondary Schools to Adopt Policies to Prevent and Address the Acts of Bullying in their Institutions. Particularly, DO No. 55 s. 2013 identified the types of bullying as either (1) social-based or (2) gender-based.

Gender-based refers to any act that humiliates or excludes a person on the basis of their perceived or actual SOGI (DepEd, 2013).

This Anti-Bullying Act is a concrete policy that took note of gender-based issues that exist in the education sector paving the way for the release of the gender-responsive policy in 2017:

DepEd Order 32, s. 2017 or the Gender-Responsive Basic Education Policy seeks to enable the DepEd to undertake gender- mainstreaming in education to address both enduring and emerging *gender and sexuality-related issues in basic education*, to promote the protection of children from all forms of gender-related violence, abuse, exploitation, discrimination, and bullying, and to promote gender equality and non-discrimination in the workplace and within the DepEd.



Proficient teachers will be informed on the *gendered impacts of COVID-19* and will also learn how to integrate concepts of diversity and inclusion in their learning plans. Scenario-based illustrations are provided to inspire teaching strategies appropriate to teachers' contexts.

Identification of different learners' strengths will guide teachers on how they can improve teaching approaches using the strength-based approach as they dig deeper in knowing the diverse skills and talents their learners possess. The utilization of these skills and talents will help learners value tasks specifically based on their strengths and interests. Likewise, the acknowledgment of various learners' needs, especially in times of emergency-response teaching, will guide teachers in developing more *differentiated and developmentally-appropriate pedagogies*. This is consistent with DepEd's Inclusion as core principle the Basic Education Program in DepEd Order No. 43, S. 2013 where (a) inclusion, (b) responsiveness to rights, and (c) sensitivity and responsiveness to context (Inclusive Education Policy Framework for Basic Education, Annex 5 of DepEd Order 21, s. 2019) are highlighted.

As proficient teachers recognize *how diverse the learners' GNSIE are*, they are empowered to use appropriate teaching strategies, incorporating the experiences of learners in their learning plans especially in the time of COVID 19. Learning plans have now become more relevant and meaningful to learners as their contexts are included.

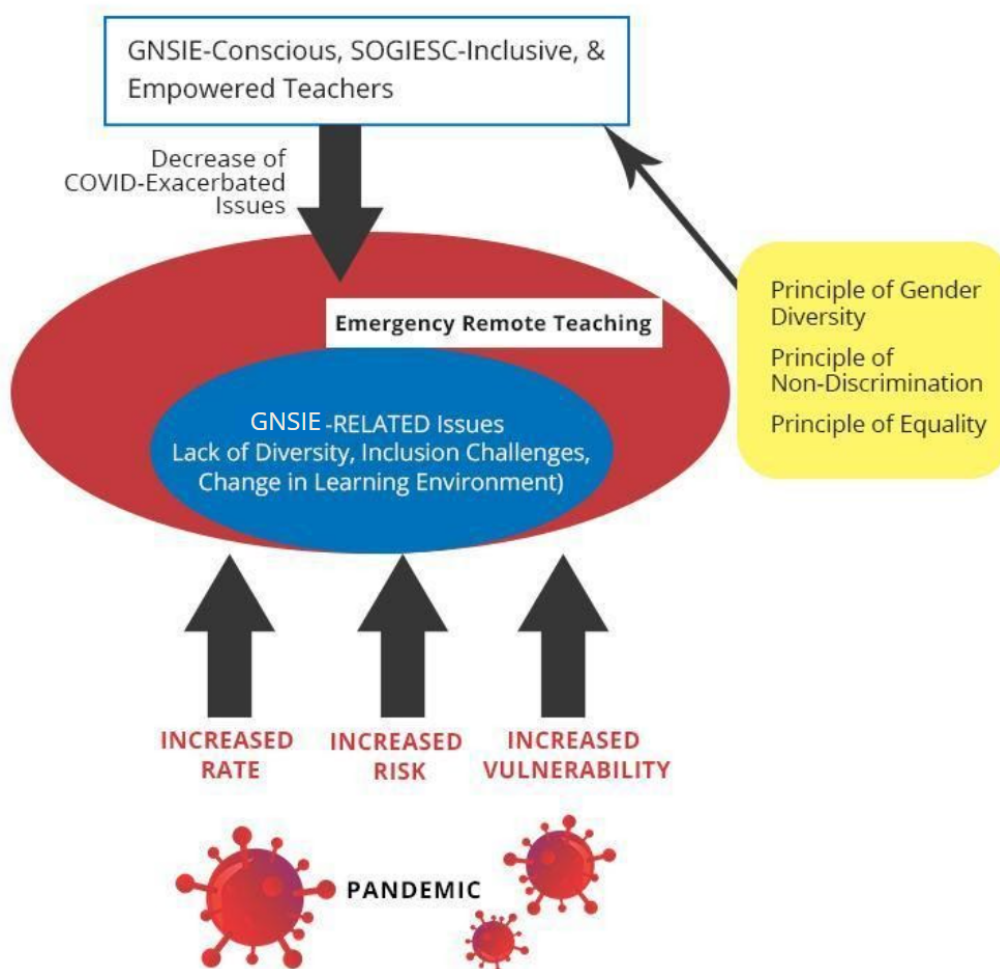


Figure 1. Conceptual Framework for PPST 3.1.2

The pandemic triggered the increased rates, risks, and vulnerabilities of people to GNSIE-related issues (UNHR 2020). The issues include but are not limited to the lack of diversity, inclusion challenges, and change in learning environment in the ERT setting.

The module aims to unpack teachers' perceptions and understanding about these GNSIE issues and concerns in the home, school, and workplace.



Teachers will be given tasks to identify these issues and concerns, and analyze their roles in addressing them. The importance of creating a gender-diverse, inclusive, and non-discriminating online classroom environment will be discussed in depth. It will highlight the recognition of strengths of learners where opportunities of inclusion practices in the lessons can be identified. It will also take note of the wide array of experiences of learners in the construction of knowledge and how these experiences impact their learning.

Discovering *learners' interests and needs* will likewise make teachers aware of the concepts to include in the discussion. Knowing their interests and needs will allow teachers to better understand them as teachers attempt to come up with developmentally appropriate teaching designs and approaches that are faithful to the principle of diversity. Teachers can now use examples in the lessons that are contextualized to learners' interests and needs.

The concluding part of this module will explain the challenges of creating a learning environment that is *conscious of all learners' GNSIE*. As teachers hold personal views and beliefs which may run counter to the achievement of a truly diverse learning environment, the chapter will highlight the benefits and promises in making teaching more meaningful. A COVID-Conscious, SOGIE-Inclusive & Empowered Teacher will be the education's response in the reduction of GNSIE issues and concerns that are exacerbated by the pandemic.

Hello, teacher! Welcome to this module which covers indicator 3.1.2 of the PPST -- Use of Differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests, and experiences!



This is a short course on PPST indicator 3.1.2 which will help you further improve your teaching for learning experiences.

Especially in the time of pandemic, many of us were caught off-guard by this situation. Restrictions in mobility compelled us to utilize online modalities to continue learning. We are working hand in hand to counter the impacts of the pandemic and ensure quality by developing materials that will guide you in this journey.

While this is a self-directed module where you can manage and be flexible in accomplishing the tasks, your mentors will help you navigate around areas that require further *discussions and collaborations*.

Collaborating with your colleagues and mentors is recommended to ensure interactive relations as you utilize the expertise of one another.



This module for the Philippine Professional Standards for Teachers (PPST) will equip you -- as proficient teachers -- with the necessary skills and knowledge as well as values to transform the teaching for the learning process.

We know that you are one with us in making the teaching for learning processes more meaningful and relevant to everyone especially to our dear learners

Module Intended Learning Outcomes

At the end of the module, the teachers will be able to:

identify areas where differentiated, developmentally appropriate learning plans will address learners' gender, needs, strengths, interests, and experiences;

analyze the importance of including learners' gender, needs, strengths, interests, and experiences in their discussions; and

develop learning plans that are consistent with the achievement of goals described in the PPST.



Duration:

It is estimated that you will finish the Module in **15 hours**.

Crucial to the implementation of Domain 3.1.2 are the sections that are congruent to the establishment of learning environments responsive to the concept of diversity.

By this time, beginning teachers can already demonstrate learners' *gender, needs, strengths, interests, and experiences* (GSINE). Proficient teachers are now expected to use differentiated, developmentally appropriate learning experiences to address the learners' gender, needs, strengths, interests, and experiences.



Chapter 1

Recognizing Learners' Well-being and Gender Diversity

You will have an understanding of your SOGIESC and you will be informed on the gendered impacts of COVID-19. You will also learn how to promote diversity and inclusion.

Chapter 2

Empowering Learners' Strengths

You will be able to identify different learners' strengths and how you can use these in improving your teaching approaches.

Chapter 3

Ascertaining Learners' Needs

You will ascertain that acknowledging various learners' needs, especially in times of emergency response teaching, will guide you in developing more differentiated and developmentally-appropriate pedagogy

Chapter 4

Discovering Learners' Interests

You will discover that through valuing and recognizing learners' interests you will be more than capable of coming up with developmentally appropriate teaching designs and approaches.

Chapter 5

Integrating Diverse Learners' Experiences

Your learners' diverse experiences will be integrated into the discussion of the principles of nondiscrimination and equality as applied to learning where appropriate topics of inclusion are identified.

Chapter 6

Diverse Learning Environment

You will identify the challenges and opportunities of creating a learning environment that is conscious of all learners' gender, needs, strengths, interests, and experiences.



This module was created *by fellow teachers and advocates who* believe that the learners' gender, needs, strengths, interests, and experiences are integral parts that must be incorporated in our learning plans.

Each chapter introduces key terms, meaningful activities utilizing multi-modal deliveries, followed by in depth-analyses of activities leading to abstractions, illustrations of practice, and assessment that will help you achieve the desired outcomes per chapter.

You are highly encouraged to do the activities in each chapter to gain more appreciation of the concepts as you apply them in your learning plans.

What are you waiting for?
Go on and flip on the *next page*.



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CHAPTER

1

RECOGNIZING LEARNERS' WELL-BEING AND GENDER DIVERSITY

Rainbow greetings and welcome to *Chapter 1* of this module!

Our situation right now is unprecedented as we are having our classes through different modalities (e.g. modular, online classes). The pandemic has affected different aspects of everyone's lives, from employment and mobility to individuals' well-being and physical health. However, some population groups are more affected by the health crisis. Case in point, the global health pandemic exacerbated the stigma, discrimination, and violence that women, girls, and LGBTQI individuals experience. (Dixon, 2020) By completing this session, you will be informed on the *gender-based impacts of COVID-19* and you will also learn how to promote diversity and inclusion.



In this chapter, you will gain an understanding of the concepts of *diversity and inclusion* and how they positively affect learners' well-being. A deeper discussion of learners' sexual orientation, gender identity, gender expression, and sex characteristics will build your perspective on learners' diversity and guide you on creating differentiated, developmentally appropriate and inclusive learning experiences as we progress with this module.

Overview

This module will focus on:

- Gender and its impacts in the context of an emergency remote teaching.
- Use of differentiated, developmentally appropriate learning experiences to address learners' gender.

Intended Learning Outcomes

At the end of this chapter, the teachers will be able to:

- recognize learners' diversity in terms of SOGIESC;
- relate how learners' well-being may be affected by different stressors and enablers; and
- explain the value of diversity and inclusion.

Time Required

It is estimated that this session will take two (2) to three (3) hours to complete.

Required Tasks

There are five (5) required tasks in this session.

- How are you?
- My SOGIESC
- SOGIESC Quick Check
- More and Less
- Learning Evaluation

 Definition of Terms

Differentiated Teaching Strategies. These refer to the approaches or tactical procedures used to reach a goal involving a wide variety of texts, tasks, processes, and products suited to the various learning needs of a diverse range of learners.

Learners' Gender. This refers to the socially-constructed roles and expectations that exist to define what is masculine or feminine. These attributes, opportunities, and relationships are learned through socialization. Over the years, these roles and rules have been challenged to promote equality and inclusion.

Learners' SOGIESC. This refers to a learner's sexual orientation, gender identity, gender expression, and sex characteristics.

 Required Resources

Philippine Professional Standards for Teachers Domain 3: Diversity of Learners (Strand 3.1)

Activity 1 - Understanding Well-being

How are you?

Mark the box that corresponds to the emoji that represents your answer to the following questions:

Questions							
1.How was your sleep?							
2.How was your last meal?							
3.How is your day?							
4.How are you?							

Well-being

The previous activity's questions 1, 2, and 3 explore the different factors that may affect your answer to the main question, "how are you?" In the Philippine context, when we are asked "how are you?" or "kumusta?" We usually answer with "Okay lang (Just okay)," and sometimes, we don't even expect a response — "kumusta" becomes a mere pleasantry. But looking deeper into the question "how are you?", it is a question of one's well-being.



Well-being is how people feel and function on a personal and social level, and how they evaluate their lives as a whole. It also involves their evaluation of their lives based on positive self-regard, mastery of the surrounding environment, quality relations with others, continued growth and development, purposeful living, and capacity for self-determination.

Well-being is “a multifaceted domain encompassing positive self-regard, mastery of the surrounding environment, quality relations with others, continued growth and development, purposeful living, and the capacity for self-determination (Riff and Keyes 1995).”



The New Economics Foundation also describes well-being as the following: “*Well-being* can be understood as how people feel and how they function, both on a personal and a social level, and how they evaluate their lives as a whole.”

These are the few definitions of the term “well-being.” For now, please hold on to these definitions as we proceed to the second part of this chapter. The next part of this Chapter will delve into the concepts surrounding an individual’s SOGIESC. It is important to understand that learners may be subjected to stigma, discrimination, and violence based on their SOGIESC. SOGIESC, per se, does not affect learners’ ability to learn; but rather, it is the learners’ experience of stigma and discrimination based on their SOGIESC that affects their well-being and academic performance. The concept of well-being will be used as the foundation of the discussion of stigma, discrimination, and violence. Furthermore, it will also help you understand diversity and inclusion.



Did you know?

The Filipino term for well-being is “*kagalingan*” which can either mean “well-being” or “excellence.”

Abstraction - Unlocking SOGIESC Concepts



Optional Reading:

DepEd Child Protection Policy: Department Order no. 40, s. 2012

Accessible through: https://www.deped.gov.ph/wp-content/uploads/2012/05/DO_s2012_40.pdf

In this part, we will be relating the scenarios in the pre-test with the following definitions of sexual orientation, gender identity, gender expression, and sex characteristics (SOGIESC). Reflect on the question-titles that will follow by trying to answer the process questions before reading the passages that follow them



What is your SEX?

The question “**What is your sex?**” is not widely used since the term ‘sex’ has been a taboo subject. When you fill out forms, you usually encounter a section that asks to provide your ‘gender’ and you are expected to provide your assigned sex at birth. It is important that we identify the difference between sex and gender. At this point, an important concept in determining one’s sex will be one’s characteristics related to being male or female.



Sex characteristics are primary and secondary biological characteristics that may show whether a person is female, intersex, or male.

- *Primary characteristics* are present at birth and are directly involved in reproduction (e.g. internal and external genitalia)
- *Secondary characteristics* often develop at puberty and are not directly involved in reproduction (e.g. facial and chest hair, pelvic structure, breasts)

Most people are aware of male and female sex characteristics but there is another classification under sex when one's characteristics are not categorically female nor male.

Intersex persons are born with a biological makeup that does not pertain to either binary of male or female. For the World Health Organization, sex refers to the biological characteristics that define humans as female or male. While these sets of biological characteristics are not mutually exclusive, as there are individuals who possess both, they tend to differentiate humans as males and females (WHO, 2016). "When someone is born with sex characteristics that differ from what is typically seen as female or male traits, they are known as intersex.

For instance, in some cases, a person's body has both male and female characteristics. Another instance is where a person's chromosomal make-up is neither typically male nor female. These characteristics might be present at birth or become more apparent during or after puberty" (Amnesty International 2020).

Now, that we are aware of the concept of sex characteristics, we can now discuss how our sex is identified.

Assigned Sex at Birth refers to the sex assigned to infants by doctors or midwives, usually based on external genitalia. Sex as reflected on birth certificates is based on this assignment. At present, the Philippine legal system only recognizes male and female as sex categories. Because of this, intersex persons are assigned as either male or female. It is important to note that sex is assigned at birth.

It is very important to remember the difference between sex and gender. Sex refers to biological make up, whereas gender refers to social roles and expectations of being a woman or a man.



WHAT are you?

"What are you?" is an unusual question. We usually ask, "Who are you?" When asked, *"What are you?"*, the usual responses would be varied. Answers would be in terms of one's occupation (e.g. homemaker, teacher, educator, student), gender (e.g. woman, man), or simply just "human."

This question wants to highlight the idea that your identity is defined only by yourself. And this includes your gender identity. It is also important to remember that asking a person's gender should only be done after establishing a safe space to avoid being impolite.

Gender identity refers to how a person identifies in relation to their true sense of gender. This deeply-felt sense of self may refer to being man, woman, or other genders (e.g. genderqueer, non-binary). The gender identity of a person can either be same or different from their assigned sex at birth. This is because gender identity is beyond one's physiological characteristics.

According to the Parliamentarians for Global Action (PGA), gender identity is "a person's internal, deeply-felt sense of being male, female, an alternative gender or a combination of genders."

Cisgender refers to when one's gender identity match the sex assigned to them. APA defines cisgender as an adjective used to describe a person whose gender identity and gender expression align with sex assigned at birth.

When one's gender identity is different from their assigned sex at birth, the individual may identify along the *transgender* spectrum (APA 2012; Gainor 2000). A cisgender man is a person that identifies as a man and was assigned male at birth. A transgender man is a person that identifies as a man and was assigned female at birth. A cisgender and transgender woman both identify as women. However, they were assigned different sexes at birth.

Trans women are women and *trans men* are men simply because they identify as these genders.



What do you like to WEAR?

When asked this question, one of the most common responses would be the type of clothes one prefers to wear (e.g. shirt and shorts, dresses) or the phrase “comfortable clothes.” The important part from the quoted phrase is ‘comfort.’

Gender expression pertains to the way an individual presents one’s self, including physical appearance, choice in clothing and accessories, and behaviors that may pertain to aspects of gender.

Note that gender expression may or may not match a person’s gender identity.

Gender expression refers to the “way in which a person acts to communicate gender within a given culture; for example, in terms of clothing, communication patterns and interests. A person’s gender expression may or may not be consistent with socially prescribed gender roles, and may or may not reflect his or her gender identity” (American Psychological Association 2008, p. 28). For example, Julie may identify as a heterosexual cisgender woman (“straight” woman) and still expresses her gender in a more ‘manly’ way.

WHOM do you like?

Feelings of attraction are a universal experience. They may be physical, emotional, romantic, or sexual. Interestingly, the absence of attraction is also a natural thing.

Sexual orientation pertains to a person’s sexual and/or emotional attraction to another person.

Sexual orientations include being lesbian, gay, bisexual, heterosexual, among others. Sexual orientation is “A component of identity that includes a person’s sexual and emotional attraction to another person and the behavior and/or social affiliation that may result from this attraction. A person may be attracted to men, women, both, neither, or to people who are genderqueer, androgynous, or have other gender identities. Individuals may identify as lesbian, gay, heterosexual, bisexual, queer, pansexual, or asexual, among others” (APA 2015).

Heterosexual	being attracted to different gender
Bisexual	being attracted to the same and different gender
Lesbian and Gay	being attracted to the same gender
Asexual	having little to no attraction to any gender or person.
Pansexual	being attracted to another person regardless of their gender

As the term orientation denotes, sexual orientation reflects the *direction* of attraction. As the aforementioned sexual orientations show, heterosexual people are attracted *towards* people of a different gender. Bisexual people are attracted *towards* people of the same and different gender. And so on and so forth.

Gender Fluidity

Gender fluidity refers to changes in a person's gender expression, gender identity, or both throughout time. This shift might be in expression but not in identity, or in identity but not in expression. Alternatively, both expression and identity may alter concurrently.

Other than gender identity and expression, a learner’s sexual orientation may also change as they continue to explore their sexuality while growing up. For some people, their sexualities are not rigid and may change throughout their lives. Sexual orientation, gender

identity, and gender expression -- being part of human sexuality -- may change through time.

The term “fluid” is used to reflect the dynamic form of one’s sexuality. Just like any “fluid” that changes its shape depending on its container, human sexuality can change as we discover other faces of our humanity.

SOGIESC and the LGBTQIA Community

One’s SOGIESC is a combination of any Sexual Orientation, Gender Identity, Gender Expression, and Sex Characteristics (SOGIESC). For example, a self-identified “cisgender gay man” may identify as gay in terms of his sexual orientation, man in terms of his gender identity, and may express his gender in any way (manly, womanly, or androgynous). A self-identified “masculine transgender man” is assigned female at birth but identifies as a man, and expresses himself in a masculine way. He may be attracted to any or no genders. A “straight woman”-identifying person is a woman that is attracted to men. She may express her gender in a feminine or masculine way and she will still be considered a heterosexual woman. An “asexual nonbinary person” is an individual who is not sexually-attracted to any gender and does not identify as man or woman. All of these identities are equally valid.



We usually hear the term “LGBTQIA Community” and if we break down the letters:

- L is for lesbian, G is for gay, and B is for bisexual. These are types of sexual orientations.
- T is for transgender which is a category under gender identity.

- Q is for queer¹. This may be gender identity or gender expression and for some people, it may also be their sexual orientation.
- I is for intersex which is a sex category.
- A refers to person who has no physical or sexual attraction with other people

So together, *LGBTQIA Community* is a group of people that are considered minorities in terms of SOGIESC. Another term for members of the LGBTQIA Community is “people with diverse SOGIESC.”

Sometimes, we see the term LGBTQ+ Community. + (plus) is an umbrella term that refers to other possible gender preferences that are yet to be identified. However, the ambiguity that the ‘plus’ represents may lead to underrepresentation or can become a blanket term that may encourage the inclusion of eccentric sexual behaviors like pedophilia or bestiality. Hence, there is a preference to use “LGBTQIA” in this module, rather than “LGBTQ+”.

Analysis

My SOGIESC

Now that you have an understanding of the concepts within the SOGIESC acronym, assess yourselves in terms of your SOGIESC and feel free to mark the sex, gender expression, gender identity, and sexual orientation that you can identify with. The blank cells are for identities that you are more comfortable to identify with, which are not found on the list.

¹The term ‘*queer*’ has a very long history as it was formerly considered a derogatory term until members of the LGBTQIA Community reclaimed its meaning. It refers to those whose identities do not fit within categories under SOGIESC.

Sex	Gender Expression	Gender Identity	Sexual Orientation
Female	Feminine	Woman	Lesbian/Gay
Male	Masculine	Man	Bisexual
Intersex	Androgynous	Non-binary	Heterosexual
	Queer	Queer	Asexual
			Queer

This activity reiterates that we all have SOGIESC and that each component of our SOGIESC may or may not be related to how we identify ourselves in terms of the other components.

This activity can also be an interactive way of explaining SOGIESC concepts to your learners. You can use different colors of pens and crayons per learner and allow them to feel comfortable to connect lines on the sex they were assigned, connect it to their gender expression, connect it to their gender identity, and finally connect it to their sexual orientation. This can show how diverse your learners are in terms of their SOGIESC.

Only do this activity after establishing safe space (which we will discuss in Chapter 2 of this module) **and if there is enough privacy and comfort for the learners' security and wellbeing.**



The following activities can also be used in discussing the diversity of people's SOGIESC with your learners:

For younger learners, you can use children's stories that reflect SOGIESC concepts and features LGBTQIA lives. Stories like the following can be used for this exercise:

- Si ChowChow by Angelo P. Benavidez and Aiko Shumizu
- Dumating na si Manang Elisa! by Godfrey T. Dancel and Gabbi Ramirez
- Bukas na si Cajon by Jesh Alberto and Gabbi Ramirez
- Ang Ikaklit Sa Aming Hardin by Bernadette Villanueva Neri
- Dalawa ang Daddy ni Billy by Michael P. De Guzman

You can also opt to use this event that features the reading of the first three enumerated stories above: <https://fb.watch/4Jlv7bShlk/>. This video can be used for online classes or be played during face-to-face classes.

By showing your young learners' stories of people of diverse SOGIESC, you can introduce them to the concepts of SOGIESC. More children's stories on LGBTQIA people and SOGIESC concepts can be found on *Mulat Sulat's Facebook* page.

For Grades 5-12, you can use the process questions you encountered under SOGIE Discussion.

Suggested Mechanics:

1. Establish a safe space for your learners. Mention the purpose of the activity. Make sure to only do this activity with willing learners. Consent is important in establishing safe learning spaces.

2. Ask each learner to write down their answers to the following questions:

a. What is your sex?

b. What are you?

c. What do you like to wear?

d. Whom do you like?

3. After this, collect their papers and shuffle the deck of papers with their answers. Ensure that a learner's response will not be traced back to any learner.

4. Distribute the papers to your learners.

5. Ask for 3-7 volunteers to read the answer on the paper they are holding.

6. Discuss the concepts attached to the questions one by one. Use the definitions provided in this module

You can also do this via online class by letting your learners enter their responses to the questions to anonymous group facilitation programs like [Google Jamboard](#) or [menti.com](#).

The importance of this activity is to show that *people are diverse* in terms of SOGIESC. This will facilitate your discussion of the SOGIESC concepts.

Assessment: SOGIESC Quick Check

Tick the letter that corresponds to the best answer.

1

Paula is a Grade 5 student from Bayombong Elementary School. She confides with her best friend, Jenny, that she likes one of the girls from their class. In this scenario, what aspect of Paula's SOGIESC is highlighted?

- a. Sexual Orientation
- b. Gender Identity
- c. Gender Expression
- d. Sex Characteristics

2

Julie is an incoming senior high school student who was picking up new uniforms. She asked their principal's permission to wear pants instead of the usual skirt that comes with the blouse for female students. Following the DO no. 65, s. 2010, the principal allowed her to wear what she's comfortable with. In this scenario, what aspect of Julie's SOGIESC is illustrated?

- a. Assigned Sex at Birth
- b. Gender Identity
- c. Sexual Orientation
- d. Gender Expression

3

Sam raised in their English class that she wants to be referred to with feminine pronouns during their online classes. She said that she identifies herself as a girl so her classmates should refer to her by female pronouns. In this scenario, what aspect of Sam's SOGIESC is highlighted?

- a. Sexual Orientation
- b. Assigned Sex at Birth
- c. Gender Identity
- d. Sex Characteristics

4

Gabbie is a 4-year-old girl who will be enrolling for preschool. Upon enrolment, a mistake in her personal documents was observed. Her birth certificate listed her as a male. In this scenario, what aspect of Gabbie's SOGIESC is highlighted?

- a. Sex Characteristics
- b. Gender Identity
- c. Assigned Sex at Birth
- d. Gender Expression

5

Kenneth is a Grade 7 student. Upon checking his image in the Zoom app during the online discussion of their modules, he observed that he is starting to develop Adam's apple. In this scenario, what aspect of Kenneth's SOGIESC is illustrated?

- a. Sexual Orientation
- b. Sex Characteristics
- c. Gender Expression
- d. Gender Identity

Activity 2 – More and Less

Complete the following sentences:

1

For my learners to have a gender-sensitive and more productive learning experience, I want them to have **LESS** of...

2

For my learners to have a gender-sensitive and more productive learning experience, I want them to have **MORE** of...

Abstraction - Grounding Discrimination and Inclusion

Stressors

The responses you have provided in the previous activity (More and Less) item number 1 can be considered as *stressors* or things that negatively affect one's well-being. For instance, household chore is a stressor that most of the learners face regardless of their SOGIESC and other statuses. On the other hand, bullying is a stressor that is experienced by certain individuals that are considered to be "different" by their peers in terms of SOGIESC and other statuses.

LGBTQI individuals encounter stress that are influenced by their minority status. The stressors include stigma and discrimination they encounter to their internal processes as they navigate their identities.



Meyer (2003) outlined processes of minority stress as they relate to lesbian, gay, and bisexual (LGB) people. He further locates **minority stressors** on a range from distal to proximal.

Distal minority stressors are those that are based on events external to the individual and unrelated to the individual's self-perception or identity. These could be acute events, such as experiencing an incident of violence or job loss due to being perceived as LGB, or chronic events, such as homelessness due to family rejection.

Proximal minority stressors are those that are based on an individual's self-perception and identity. Meyer explains, "Minority identity is linked to a variety of stress processes; some LGB people, for example, may be vigilant in interactions with others (expectations of rejection), hide their identity for fear of harm (concealment),

or internalize stigma (internalized homophobia)" (2003, 676)." Stressors which go beyond this and which are experienced by anyone regardless of their status can be called, for the sake of this module, as **majority stressors**.

Examples of Minority Stressors	Description
 Stigma	devaluation of an individual based on <i>attributes treated negatively</i> by others. This may lead to discrimination against or exclusion of an individual. It refers to the dynamic devaluation and dehumanization of an individual in the eyes of others, which may be based on attributes that are arbitrarily defined by others as discreditable or unworthy, which may lead to discrimination when acted upon (Philippine HIV and AIDS Act, 2018). Bullying is an action that is usually rooted from stigma on a certain status possessed by the bullied.
 Discrimination	<i>unjust treatment</i> based on any grounds, whether actual or perceived, that leads to the impairment of all of one's rights and freedoms (Philippine HIV and AIDS Act, 2018)
 Violence	<i>"intentional</i> use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment or deprivation" (WHO, 1996, quoted in WHO, 2002, p.4).

You learned from the previous part that everyone has *SOGIESC*, which means that having a diverse SOGIESC (i.e. being part of the LGBTQIA community) is completely normal. The biases against members of the LGBTQIA community is what promotes stigma. It is not the learners' SOGIESC that affects their well-being and capacity to learn. Rather, stigma and discrimination based on their SOGIESC are the factors that negatively affects their well-being which may result to poor academic performance.



Stigma, discrimination, and violence are considered minority stressors as they are experienced by victims due to their status as a woman or a person with diverse SOGIESC. And minority stressors have more negative effects on one's well-being. Since unlike majority stressors which you can discuss and relate with more people, minority stressors are experienced by fewer people who are commonly marginalized.

Gender-based Impacts of the Pandemic

Cases of stigma, discrimination, violence, and other gender-based marginalization are happening in different parts of the country. With the COVID-19 pandemic, these forms of inequality are only further exacerbated.

For example, domestic violence against women and children was one of the most commonly reported cases according to the Public Attorney's Office. This is often associated with the restrictions in movements, social isolations, coupled with the growing economic and social stress from the effects of the pandemic. School closures have put demands on women and girls to do more household activities on top of having online classes at home.

In a webinar organized on May 19, 2020 by the Commission on Human Rights, Lagablab Network, Babaylanes Inc, and UNDP, the narratives of *LGBTQIA Filipinos during the COVID-19 pandemic* surfaced.

LGBTQIA individuals who have limited access to job opportunities are struggling financially due to loss of income, especially those in the informal economy. a lot are not included in social amelioration programs. Antiretroviral medications became inaccessible since most people living with HIV (PLHIV) went back to provinces far from their treatment hubs.

The combination of *minority stressors* on top of *stressors due to the COVID-19 pandemic* and the *restrictions* imposed by the government have negatively affected even the mental health of LGBTQIA youth whose narratives were also discussed during the said webinar. For LGBTQIA youth who have not come out to their families, their situation of being stuck at home with their families has taken its toll on their well-being and mental health because they are not able to express themselves freely. Some transgender youth who are undergoing medical transitioning are not able to access hormone replacement medications. This situation induces their gender dysphoria. (Atkinson & Russel 2015)

Financial crises may increase discrimination of LGBTQIA people and of other marginalized groups (Mattei, 2020). The first people to be affected by loss of jobs, mobility, and other necessities are commonly those in marginalized communities. On top of this, the absence of inclusive policies causes discrimination in government responses. This means that LGBTQIA-led families are usually not considered as beneficiaries for such programs.

The recession caused by the COVID-19 pandemic increases discrimination of LGBTQIA individuals, further worsening the well-being of these population groups

(Mattei et. al. 2020). Low well-being may cause mental health problems within these affected groups.

If a learner or co-faculty approaches you and opens up about an abuse they are experiencing, you can help by reporting the incident through reporting to the Gender Ombud through <https://gbvcovid.reportor> through these hotlines:

CHR NCR

Email: chr_ncr2017@yahoo.com

Smart: 0919 444 7720

CHR Investigation Office

Globe: 0963 660 1364 or 0927 328 2835

Smart: 0961 451 2426

Talk N' Text: 0950 369 9026 CHR Legal Division

Email: elawyering.ld.chrp@gmail.com

Smart: 0961 450 8590 or 0961 451 2428 or 0961 450 8566

Bantay Bata 163

Landline (toll-free): 163

Globe (toll-free): #163

Smart: 163

Inter-Agency Council Against Trafficking

Actionline Against Human Trafficking: 1343 or +632 (1343) if outside Metro Manila or the Philippines

PNP - Women and Children Protection Center (WCPC)

Luzon: 0945 863 2235

Visayas: (032) 410 8483

Mindanao: 0928 604 6425 or 0917 180 6037

PNP AlengPulis: 0919 777 7377

WCPC Anti-Trafficking in Persons Division

Landline: (02) 8 420 6460

NBI Anti-Human Trafficking Division

Landline: (02) 8 521 9208

Philippine Red Cross

Hotline: 143

COVID-related hotline: 1158

More information (including regional and provincial hotlines in Appendix of this Chapter on pp. 50].

Enablers

In the More and Less activity, the second question highlights the things that can enable productive learning experiences for learners. These can be *enablers* for well-being which in turn would also improve learners' academic participation.

While stigma, discrimination, and other minority stressors, negatively affect well-being, diversity and inclusion can do the opposite.



Diversity refers to individual differences, may it be in traits or characteristics. Aside from SOGIESC, dimensions of diversity also include race, ethnicity, socio-economic status, age, religious and political leanings, and other ideologies. Embracing diversity is understanding each person's uniqueness.

Inclusion refers to the process of ensuring equal and accessible opportunities for all regardless of their background and

characteristics. In the second session, we will be discussing more ways to facilitate inclusive learning experiences for our learners.

As you have learned from Activity 2, we all have SOGIESC. Emphasizing this in the attempt to make academic spaces more inclusive lightly follows the *All-Inclusive approach to diversity*. This approach reconciles diversity approaches which focus on initiatives specifically for minorities with the approach which tries to be blind on matters of identities and social statuses.

By emphasizing that everyone has SOGIESC and can potentially be discriminated against, we can identify ways to be *inclusive of everyone*. It just so happens that there is a need for us to be more sensitive to learners with diverse SOGIESC. Furthermore, this approach acknowledges the important role that non-minorities play in diversity. Being mindful of this approach in shaping learning environments can lead to effective development of positive relationships between minorities and non-minorities. This positive relationship and well-being enable learners and teachers to innovate, flourish, and grow to their fullest potential freed from concerns about inclusion.

Implementing an all-inclusive approach promotes a sense of inclusion among all individuals and connectedness to one another. It may also increase empathetic understanding among the learners, build social and emotional support systems, and foster sharing of information.

Application (Illustrations of Practice)

Surfacing Learners' Stressors and Enablers

You can use different ways to identify the stressors and enablers that your learners experience. Observations and conversations with your learners can help you in identifying these factors. Through these conversations, you are also starting to establish a safe learning space that facilitates effective communication between you and your learners.

You can also try the following activities to guide you in identifying your learners' stressors and enablers.

For young learners, preschool to Grade 3, you can do this activity.

1. Give your learners different colors of chalk/whiteboard markers.
2. Divide your blackboard or whiteboard to two sections.
3. Put a 😊 emoji in one section and a 😞 emoji on the other.
4. Ask your learners to write things that make them feel 😊 and things that make them feel 😞.

This way you can facilitate discussions on your students' stressors and enablers. By identifying the stressors under the 😞 section, you can address them one by one to help improve learners' well-being.

On the other hand, things under the 😊 section are the learners' enablers that can also be utilized to further increase good learners' well-being.

This activity is designed for a *face-to-face physical classroom* setup with the learners. You can adapt this in remote teaching by using a table divided into two sections that asks your learners to write things under each section with the following headings:

- Things that make me feel 😊
- Things that make me feel 😞

For more advanced learners, you can ask them through a conversation or a questionnaire the following questions:

- What do you want *less* of?
(Things that they have or experience that they want less of)
- What do you want *more* of?
(Things that they have or experience that they want more of)
- What else do you *want*?
(Things that they do not have yet but want to have or experience)

After identifying your learners' stressors and enablers, you can design *more effective and developmentally appropriate* activities. Make use of the enabling factors to facilitate learners' well-being and address the stressors that hinder learners' participation.

Designing SOGIESC-inclusive Learning Experiences

Now that you have identified factors that positively and negatively affect your learners' wellbeing, it is time for you to design activities that apply this knowledge. One way is to make sure that your teaching instructions are inclusive. Another strategy is by fostering safe learning spaces for your learners. There will be suggested practices in Chapter 2 of this module.

Summary/Key Learning

- Everyone has SOGIESC.
 - o *Assigned sex at birth* is based on primary sex characteristics (e.g. external genitalia). There are secondary sex characteristics that becomes prominent during puberty.
 - o There are *three sex categories* in terms of one's sex characteristics — female, intersex, and male.
 - o *Sexual Orientation* is the direction of one's attraction. It can be towards people of the same (lesbian/gay), different (heterosexual), or same and different (bisexual) gender/s. The absence of attraction is also a sexual orientation (asexual).
 - o *Gender Identity* is how an individual identifies in terms of gender in relation to one's assigned sex at birth. If a person's gender identity is the same as their assigned sex at birth, one is considered cisgender. Otherwise, one is considered transgender. There are also gender identities that do not fall under the gender binary (e.g. nonbinary, genderqueer).
 - o *Gender expression* refers to how people convey their gender.
- SOGIESC *does not affect their well-being and capacity to learn*. Stigma, discrimination, and violence based on one's gender and SOGIESC are stressors. Hence, they negatively affect one's well-being.
- The COVID-19 pandemic exacerbated the gender-based *stigma, discrimination, and violence* experienced by learners.
- *Diversity and inclusion* are enablers that positively affect one's well-being and in turn improve learners' academic performance.

- *All-Inclusive approach* on creating teaching instructions values diversity and utilizes learners' diversity in SOGIESC can improve learning experiences for all teachers and learners.

Assessment Task / Learning Assessment - Empathy Map

Imagine you are a learner of diverse SOGIESC (e.g. gay man, transgender woman, lesbian woman, asexual person). Complete this empathy map with your idea and observations of what their experiences, thoughts, feelings, and needs might be.

I hear...	I think...
I feel...	I need...

Learning Evaluation

Underline the correct word in the parentheses to complete the paragraph.

Paula is your student. In one of her consultations with you, she opened up about her being a lesbian. This means that Paula is attracted to people from the (**same** / **different** / **both**) gender/s.

Julie is an incoming senior high school student. She told you that she is more comfortable expressing herself in a more **(feminine / masculine)** way since she likes wearing skirts and long hair.

During Sam's online classes in English, she raised that she wants to be referred to with feminine pronouns since she identifies herself as a transgender woman. Sam is a **(boy / girl / nonbinary)**.

Gabbie is a 4-year-old girl. Her parents are preparing the documents for Gabbie's enrolment to preschool. One of the documents is her birth certificate which lists her assigned **(sex / gender)** at birth as female.

Kenneth is a Grade 7 student and he is assigned male at birth. When he was reviewing the recording of their class, he noticed that his voice is much deeper and he has a prominent Adam's apple. This means that he is starting to exhibit **(primary / secondary)** sex characteristics.

(Stressors / Enablers) positively affects one's well-being.

(Stigma / Discrimination / Inclusion) refers to the unjust treatment of an individual based on some actual or perceived grounds such as race, ethnicity, age, gender, SOGIESC, and disability.

LGBTQIA individuals experience stress because of the stigma and discrimination they receive from other people. This stress is considered as an example of **(majority / minority)** stressors.

(Discrimination / Diversity / Inclusion) is the practice of ensuring equal and accessible opportunities for everyone.

The All-Inclusive Approach aims to develop **(positive / neutral / negative)** relationships among teachers and learners.

SOGIESC is something that **(all / some / none)** of us have.

Only (**ourselves / others / authorities**) can identify our SOGIESC. Refer to discussion on SOGIESC, and My SOGIESC activity.

It is the learners' experiences of (**sexual orientation / discrimination**) that affects their capacity to learn.

We (**should / should not**) recognize and build on the diversity of our learners.

Learners who are part of the LGBTQIA community are (**normal / sick**).

Overview of the Next Chapter

Congratulations for reaching this part of Chapter 1! As you proceed to the next session, please hold on to the concepts we have discussed in this chapter.



In the next chapter, you extend your knowledge and understanding of key concepts in Chapter 1, especially the concepts of *well-being, diversity, and inclusion*. The next chapter will help you recognize the diversity of learners' strengths and how you can use these strengths in making your teaching instructions holistic and inclusive. Moreover, Chapter 2 will guide you in creating safe spaces and COVID-19 responsive learning spaces through a strength-based approach.

GLOSSARY

- An **asexual** person is an individual that lacks or has low attraction to another. Some define it as a sexual orientation while other sources say it is the absence of sexual orientation.
- A **bisexual** person is attracted to people of same and different gender.
- A **cisgender** person identifies as the gender identity that matches the sex assigned to them at birth.
- **Discrimination** refers to unjust treatment based on any grounds, whether actual or perceived, that leads to the impairment of all of one's rights and freedoms.
- **Diversity** refers to individual differences, may it be in traits or characteristics.
- A **gay** man is a man who are attracted to the same gender. The term "gay" is also used to refer to people with diverse SOGIESC.
- **Gender** refers to social roles and expectations of being a woman or a man.
- **Gender Expression** pertains to the way an individual presents one's self, including physical appearance, choice in clothing and accessories, and behaviors that may pertain to aspects of gender. Note that gender expression may or may not match a person's gender identity.
- **Gender Identity** refers to how a person identifies in relation to their true sense of gender. This deeply-felt sense of self may refer to being man, woman, or other genders (e.g. genderqueer, non-binary).
- **Inclusion** refers to the process of ensuring equal and accessible opportunities for all regardless of their background and characteristics.
- **Intersex** persons are born with a biological makeup that does not pertain to either binary of male or female.
- **Lesbian** women are women who are attracted to the same gender.
- A **majority stressor** refers to factors that negatively affect well-being which are experienced by, if not all, most of the population.
- A **minority stressor** refers to factors that negatively affect well-being which are experienced by marginalized or minority groups.
- **Nonbinary** people identifies, in terms of their gender, outside the gender binary of being a woman or a man.
- **Queer** may be an umbrella term for people with diverse SOGIESC. It may also refer to an identity that does not fit the usual categories under the LGBTQIA umbrella.
- **Sex** refers to categories referring to biological make up of a person that may show whether a person is male, female, or intersex.
- **Sex Characteristics** are primary and secondary biological traits that may show whether a person is male, female, or intersex.
- **Sexual Orientation** pertains to the direction of a person's sexual and/or emotional attraction. It can either be towards the same, different, same and different, or no gender.
- **Stigma** refers to the devaluation of an individual based on attributes treated negatively by others.
This may lead to discrimination against or exclusion of an individual.
- A **transgender person** has a gender identity that is different from their assigned sex at birth.
- **Violence** is the use of power to inflict physical, sexual, psychological, or economic abuse.
- **Violence against women and children** refers to any act or a series of acts committed by any person against a woman who is his wife, former wife, or against a woman with whom the person has or had a sexual or dating relationship, or with whom he has a common child, or against her child whether legitimate or illegitimate, within or without the family abode, which result in or is likely to result in physical, sexual, psychological harm or suffering, or economic abuse including threats of such acts, battery, assault, coercion, harassment or arbitrary deprivation of liberty.

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CHAPTER

2

EMPOWERING LEARNERS' STRENGTHS

Welcome to *Chapter 2* of this module! Congratulations for completing the first chapter on recognizing learners' well-being and gender diversity.

In the last chapter, you learned how a person's sexual orientation, gender identity, gender expression, and sex characteristics (SOGIESC) can be a source of learners' diversity and be a basis for experiencing stigma. And then, you learned how stigma, discrimination, and violence negatively affect well-being while diversity and inclusion improves it.



In this chapter, you will build on your learnings from the previous chapter so that after this chapter you will be able to recognize *learners' strengths* and build a holistic learning experience. This chapter will help you identify different learners' strengths and how you can use these in improving your teaching instructions.

Moreover, you are now situated to change your teaching modalities to an online, modular, or blended approach due to the COVID-19 pandemic. Through this chapter, you will be using the SOGIESC concepts and your understanding of diversity and inclusion from Chapter 1 in *creating safe spaces* and COVID-19 responsive learning spaces through a strength-based approach.

Intended Learning Outcomes

At the end of this chapter, the teachers will be able to:

- identify how learners can be *differentiated* in terms of strengths;
- facilitate developmentally appropriate, differentiated instructions that will respond to *learners' strengths*; and,
- reflect on *best practices* on making an SOGIESC-inclusive and COVID-responsive learning experience.

Time Required

It is estimated that this session will take two (2) to three (3) hours to complete.

Required Tasks

There are five (5) *Required Tasks* in this session.

- Looking Back
- Analysis in Support Group part
- Going Forward
- Stop-Start-Continue
- Learning Assessment

Key Concepts

Differentiated Teaching Strategies. These refer to the approaches or tactical procedures used to reach a goal involving a wide variety of texts, tasks, processes, and products suited to the various learning needs of a diverse range of learners.

Learners' Strengths. These are pre-existing talents, abilities, skills, knowledge, and other capacities that help a learner be able to learn concepts, meet standards, and perform in schools.

Learning Delivery Modalities. These refer to the ways or means that teachers conduct classes and facilitate learning for the learners.

Safe Learning Spaces. These refer to learning experiences or the environment in which a learner can feel confident that s/he will not be exposed to discrimination, criticism, harassment, or any other emotional or physical harm.

Required Resources

Philippine Professional Standards for Teachers.

Activity 1 - Recognizing and Developing Learners' Strengths

Looking Back

Take this chance to have an initial reflection on your current learners' *possible strengths* and on your teaching styles by completing the following sentences.

"Looking back, I observed that my learners have the following talents, abilities, skills, knowledge"

•

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"Looking back, I honed the talents, skills, and abilities of my learner, by using teaching strategies such as..."

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"Looking back, I realized that my role as a teacher in developing their strengths are..."

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Abstraction - Learner's Strengths

Aside from being diverse in terms of SOGIESC, learners can also be diverse in terms of their *talents, abilities, skills, and knowledge* which educators must accommodate by using differentiated learning experiences. There are different models on how to identify and group learner's strengths. The *OCEAN model*, for example, offers five big personality traits and many measures of personality were categorized according to these five traits.

These are: *Openness to experience, Conscientiousness, Extraversion, Agreeableness, Neuroticism* (Rothmann & Coetzer 2003). Learners can have varying degrees of these traits.

Openness to Experience

This includes having an active imagination, intellectual curiosity and independence of judgement, among others. Learners with high openness to experience can be observed to challenge preconceived ideas and taken-for-granted notions. In contrast, learners with low openness to experience can be observed to have reservations and a more conservative outlook (Rothmann & Coetzer 2003).

Conscientiousness

This includes having self-control and being organized and methodological. Learners with a high level of conscientiousness can be observed to perform tasks with careful attention to details, whereas those with a low level of conscientiousness can be observed to approach activities in a more flexible manner (Rothmann & Coetzer 2003).

Extraversion

This includes levels of sociability, assertiveness, and emotional expressiveness. Learners with high extraversion can be observed to be more energetic and talkative, and more enthusiastic with meeting new people. Learners with low extraversion can be observed to prefer fewer social engagements and be more independent (Rothmann & Coetzer 2003).

Agreeableness

This includes showing empathy to others, being altruistic, and having trust that others would equally exhibit these traits. Learners with high agreeableness can be observed to be more cooperative and more helpful to others.

Learners with low agreeableness can be observed to be more competitive and less engaged in other people's problems. (Rothmann & Coetzer 2003).

Neuroticism

This includes the tendency to experience negative emotions such as stress and anxiety, among others. Learners with high levels of neuroticism can be observed to be more sensitive and more easily upset while learners with low levels of neuroticism can be observed to be more emotionally stable and relaxed. (Rothmann & Coetzer 2003).

You can also explore other models on this topic or you could learn to locate learner's strengths on your own beyond existing models on learning styles and intelligences. Learners' strengths can be defined simply as developed skills, talents, knowledge, and other competencies and characteristics that provide value to an individual or group. Even if these strengths or intelligences are traditionally observed in areas beyond the typical classroom settings, these strengths can be expanded to help learners address their issues in learning (Rawana & Brownlee 2009, p. 256).

Application (Illustration of Practice)

Support Group

Here is an example of an activity with *differentiated instructions* to address the diversity of learners' strengths. This activity can be done with learners from Grade 12 taking up the HUMSS academic track, during the introduction of world religions and belief systems:

Small Group Activity

Group yourselves into teams of 4-5 learners. Each group will create a representation of the team's assigned religion or belief system. Differentiate your team's assigned belief system from other belief systems by highlighting the different *elements* of your team's assigned religion.

Team 1 - Judaism

Team 6 - Mahayana Buddhism

Team 2 - Christianity

Team 7 - Confucianism

Team 3 - Islam

Team 8 - Taoism

Team 4 - Hinduism

Team 9 - Shintoism

Team 5 - Theravada Buddhism

Team 10 - Secular Humanism

Each team can choose one of the following *methods* of presenting their assigned belief system:

Act. Teams can recreate milestones in the assigned religion's history through staging a short skit. On the deadline, submit the final script of the skit.

Draw. Teams can make a comic book or a painting that represents the history of the religion assigned to them. Submit the comic book or the painting on or before the deadline. If you choose to create a painting, a short writeup should come with the output.

Sing. Teams can perform a song that tells the story of the belief system assigned to them. The lyrics of the song should be submitted on or before the deadline.

Analysis

1

What kind of activities were given? How were the activities differentiated?

2

Did the activity correspond to learners' diversity in strength? Why or why not?

3

Based on the OCEAN Model, how can the activity facilitate the identification of learners' strengths?

4

If you were to enrich the same activity, how would you ensure that learners' diversity is addressed?

Abstraction

Strength-based Approach

Now that you have learned that learners can also be diverse in terms of developed competencies and characteristics, as an educator, you can use an approach to assess what the strengths of the learners really are and how you can help them use these strengths to *achieve certain goals*.



During Emergency Remote Teaching, the availability of online platforms presents various opportunities to be both critical and creative in assessing learners' learning. It provides learners with a range of activities and formats to show evidence of learning. This characterizes the strength-based approach which consists of stages called the '4Es': *Engagement, Exploration, Expansion, and Evolution*. These four stages may not necessarily be explicitly stated in your activity process but they are key elements you can always consider for an efficient assessment and treatment based on learners' strengths (Brownlee, Rawana, and MacArthur, 2012).

Engagement

In the engagement stage, you need to create an on-going relationship with your learners, and if possible, with their other peers and guardians to let them be involved as well in the development of the learners. This relationship should also be positively oriented -- meaning that rather than centering on the learners' weaknesses, it is centering on the many competencies and characteristics that can arise throughout the school year. This sets positive expectations and positive regard for your learning environment by

emphasizing the potential value of their strengths in many of their activities (Brownlee, Rawana, and MacArthur 2012, p. 4-5).

Exploration

The exploration stage involves the formal assessment of the *learners' strengths*. This can be achieved with questionnaires, which can assess learners' strengths, respective contexts and developmental aspects. You can also check if your school guidance office records contain strength assessments of your learners (Brownlee, Rawana, and MacArthur 2012, p. 5-7).

You can also *innovate discussions* with your learners, fellow educators, counsellors, and staff members on the strength of each learner. These discussions can be creatively integrated in face-to-face or online classroom activities wherein everyone may identify strengths which may be overlooked by self-reporting assessments.

Expansion

In this stage, the objective is to let the learners be aware of *how to utilize* the identified and assessed strengths in order to achieve certain goals and/or address problems they may be encountering. This can be done through conversations and other activities which can allow learners, guardians, fellow educators, and school staff members to reflect on how learner's strength can be utilized in relevant situations (Brownlee, Rawana, and MacArthur 2012, p. 7-8).

Evolution

Finally, the evolution stage involves you as an educator actively making use of your personal rapport with your learners and the people around them to facilitate situations wherein the learners will be enabled to utilize the *uncovered and assessed strengths* to achieve either their academic goals or to overcome certain obstacles in school (Brownlee, Rawana, and MacArthur 2012, p. 8-9).

Application (Illustrations of Practice)

An example of knowing your learners' strengths is establishing a "*Strengths Wall*." This is most effective when created in a physical setting in classrooms. In this example, the learners are in Grade 1:



Materials to Prepare

- Writing implements
- Sticky notes of different colors
- A space (preferably a wall or a bulletin board)



Suggested Instructions to Learners

Today, we will be creating our **"Strengths Wall"** and each student gets to put one sticky note which we will call **"Strength Note"** where you can write one strength of yours.

Every week, everyone will get one Strength Note and you can post them on our Strength Wall. You need to write your name on the back of the Strength Note.

Strengths can be in any form. You can write your talents like "drawing airplanes" or "*singing my ABC's*" or "*dancing Tala*." You can also write your skills we have learned in the classroom like "*adding numbers*" or "*reading full sentences*." You can also write other abilities like "*making my classmates smile*" or "*giving hugs*."

Another modality of this "*Strengths Wall*" creation is through an online platform like *Google Jamboard* where you can add sticky notes. Learners can add the sticky notes or you can add it for them depending on how adept they are in using online platforms. Assistance of learners' guardians can also be utilized.

This “Strengths Wall” activity can also be done by creating a physical board on the space where you hold your online classes.

You can add the sticky notes upon asking each student. On one hand, the learners will see what skills they have and developed. On the other hand, the weekly updates in the “Strengths Wall” can keep your *engagement* with the learners’ strengths. This will also guide you in *exploring* the different strengths that your learners possess. The good thing with this activity is its universality. You can deliver it in any language and each learner will feel included as any form of their strengths are worth recognizing since it will be included in the class’ “Strengths Wall.”



This can also be done with *more advanced learners*. There are available questionnaires online for assessing learners’ strengths. This can be done with learners in Grades 7-12. However, as an educator, you can always use your personal observations of and conversations with your learners in determining their strengths. The aforementioned tools and activities are suggestions that may assist you in knowing their talents, abilities, skills, and knowledge. The important lesson from this illustration is that you are able to recognize the *diverse types of strengths* that your learners may possess and that you can build on in improving their learning experiences.

After knowing and recognizing the strengths of your learners, we can now proceed to the *utilization of these strengths*. A suggested activity can be activity in the *Support Group* part of this Chapter.



In that illustration of practice, different ways of presenting the assigned topics for each group are provided. You can apply your knowledge of the learners' strengths and group them accordingly.

Learners who are more outspoken and who prefer performances can be grouped together. Those who are more creative in drawing, painting, sculpting, or any visual arts can be grouped together while learners who are more musically-inclined can be grouped together.

One way to enrich this activity is to provide *more choices* on how they can present. Options to develop poems, report slides, or video presentations (video blogs/vlogs). It is important to note that no specific strength is inherent to groups of learners of certain SOGIESC. This way, your learners will find it easier to choose the mode of presentation they can use and also be more inclusive during remote learning setup. Additionally, you are also creating activities which can *expand your learners' strengths*.

Lastly, the *evolution phase* of learners' strengths can be better facilitated by your continuous efforts to support your established rapport with the learners and create developmentally appropriate and differentiated instruction that can develop your learners' talents, skills, abilities, and knowledge.

This means that your classes should make your learners feel free to voice their opinions without fear of being judged or harmed. By fostering an inclusive approach in teaching, you can improve academic participation and achievements. It is important that your teaching and learning spaces be considered *safe learning spaces*. This can be done by identifying stigmatizing and discriminatory practices present in your schools and addressing them. You can apply your learning from Chapter 1 of this module. Enumerated below are practices that can turn your classes into safe spaces.

On language...

- It is always important to refrain from using gendered phrases and start using more appropriate and *gender-neutral phrases*.
 - Instead of using *"Hi boys and girls!"* — Use *"Hi class!"* or *"Hi everyone!"*
 - Instead of using *"policeman, chairwoman, fireman"* — Use *"police officer, chairperson, firefighter"*
- *Practice People-First Language*. This will show learners to highlight that people with disabilities are people first before having their disabilities.
 - Instead of using *"disabled persons"* and *"autistic child"* — Use *"persons with disabilities"* and *"child with autism"*

On the use of pronouns...

- Ask and use your learners' *preferred pronouns*. This recognizes learners' genders and respects their identities as human beings. You can start this practice in the introductions of your classes. It is always better to start with your own preferred pronouns as a guide for your learners (Ex: *"Good day, class! I am [insert your full name] and you can call me [insert your preferred name in class] and my pronouns are [insert your preferred pronouns are - masculine pronouns he/him, feminine pronouns she/her, or neutral pronouns they/them]."*).

- Make sure to emphasize the *learners' comfort* in disclosing their preferred pronouns by saying, for example, "Please introduce yourselves by stating your nicknames and if you're comfortable, your preferred pronouns that you want to use during our classes."
- You can also use the *Change Name* function in online meeting platforms to include the preferred pronouns of each individual. For example, "Bryan Perez (he/him)".

On stereotypes...

- Refrain from assigning *certain functions* to a group of people because of their gender or SOGIESC. For example, all household chores can be done by anyone in the family.

It is NOT only the women in the family that should perform this function. It is also important NOT to associate gender with certain occupations. Any person of any gender or SOGIESC can be a president, a homemaker, a beautician, a security guard, etc.

- Another way to promote the principle of equality to your learners is to show *good representation of people* with disabilities and people with diverse SOGIESC in discussion materials. Show examples of successful people who are members of the LGBTQIA Community, people who have disabilities, and people of different backgrounds. It is important to feature works of people with diverse backgrounds. Featuring more literature pieces written by women can also promote gender equality.

On uniforms...

- Gendered uniforms reinforce *gender stereotypes*. It also affects the well-being of transgender learners who are forced to wear the uniforms that does not affirm their identities.
- Uniforms can also highlight the differences in learners' socio-economic backgrounds. It is important to *foster equality* among learners.

- Negative effects on learners' well-being may result in poor academic performance and affect their access to education. Additionally, pursuant to *DepEd Order No. 45 of 2008 and 65 of 2010*, learners shall not be required to wear uniforms. According to DepEd Order No. 46 of 2008, a learner's attire should not become a cause for discrimination.

On addressing bullying and discrimination...

- Learners may be bullied based on their *SOGIESC*, disability, socio-economic class, or other experiences and status.
- LGBTQIA individuals are stigmatized due to biases against them. It is important to address these biases by informing your learners that we all have SOGIESC and having a *diverse set of SOGIESC* should not be frowned upon.
- If bullying and discrimination happens in the classroom, you can create a safe space by informing your learners that *they can talk to you* if they become targets of these attacks.
- For the bullies/perpetrators, *explain why bullying is wrong*. Reprimand them by educating them on people's diversity and how they can be more inclusive towards their classmates.

On disclosing learners' SOGIESC ...

- The SOGIESC of a learner, if disclosed to you by a learner, should be *kept in confidence*. Learners who have a diverse SOGIESC may be put in danger if their identity is publicized. For example, learners may be subjected to bullying by peers or discrimination by other educators or supervisors. A learner's welfare may also be put in danger if their parents are not accepting of their SOGIESC.
- If a learner is being bullied or discriminated against because of his or her gender or SOGIESC, you can address the bullying and discrimination while *protecting the identity of the victim*. This way, you are keeping the bullied learner from further abuse and attacks.

The aforementioned suggested practices may be in contrast to current teaching and guiding practices of some educators. However, it is important to update ourselves on

these principles of inclusive learning instructions. By creating a *safe learning space for learners*, you can decrease stigma, discrimination, and violence, and increase diversity and inclusion. This will result in better well-being of the learners which can improve academic participation and accessibility of education. It is important to note that a learner's right to education includes the principle of education being accessible. In the next part, there will be a discussion on how you can make education more accessible to learners during this global health pandemic.

Creating a COVID-19 mindful space

Aside from exacerbating the minority stressors, the COVID-19 pandemic has forced schools to undergo an emergency remote teaching which is an abrupt temporary shift of learning delivery modality in times of crises. This goes in consonance with the DepEd's mandate on the continuity of learning while the crises are being handled. Because of its usual origins, emergency remote teaching often serves as remote versions of face-to-face delivery modalities which were done in normal circumstances.

Given the chance to further improve the remote education of learners, what you can do is to look into *nine dimensions in designing an effective remote education*. The table below shows certain options for each dimension. You can use some of its options or use this as a guide in your own effective remote learning design. By identifying the right option for each dimension, you will be able to create a more COVID-19 mindful learning space for your learners.



Dimension	Options	Description
Modality	• Modular • Blended • Web-enabled Face-to-Face	the platform or place where the learning takes place. Under the emergency remote teaching due to the COVID-19 pandemic, your options are the use of online modules, online face-to-face sessions, and a mix of both
Pacing	• Self-paced • Class-paced • Class-paced with a mix of self-paced	pace of learning from one session to another or the time it takes to finish one session
--instructor ratio	• <35 to 1 • >35 to 1	the amount of learners handled by an instructor since this is often fixed, what you can explore if you can hold multiple sessions with different sets of learners depending on other dimensions such as pedagogy and learner online role
Pedagogy	• Expository • Practice • Exploratory • Collaborative	refers to the method of teaching collaborative pedagogies for example maybe fit well with a manageable learner-teacher ratio on web enabled face-to-face sessions
Instructor online role	• Active presence • Small presence • None	level of presence of the instructor
Student online role	• Listen or read • Complete problems or answer questions • Explore simulation and resources • Collaborate with peers	refers to the expected role of learners per session self-paced modular sessions for example may only required learners to read and answer questions this can even hold a higher learner-teacher-ratio

Online communication synchrony	• Asynchronous • Synchronous • Blended	Refers to how involved he will be in the sessions. Online face-to-face sessions may demand more presence for example than modular or blended modalities
Role of online assessments	• To determine if learners are ready for new content • Tell student how to support the student • Provide student or teacher with information about learning site • Input to grade • Identify learners at risk of failure	The purpose of your assessments and evaluations of learner performances
Source of feedbacks	• Automated • Teacher • Peers	Refers to who or what will be providing the learners feedback. Despite each dimension having their own autonomy, they are clearly connected.

(Means, Bakia, and Murphy, 2014, as cited in Hodges, Moore, Lockee, Trust and Bond, 2020)

Whenever you design your effective online education, make sure to decide on these dimensions in relation to each other.

Summary/Key Learning

- Every learners has their own different sets of *competencies and characteristics* that set them apart from each other
- Once the learners see the value of these competencies and characteristics you can facilitate an environment which can help them achieve their goals and *address their problems*
 - Remember the strength-based method from assessment to treatment through the *4Es*

- Engagement
 - Exploration
 - Expansion
 - Evolution
- Learning environment should always be inclusive to learners of **diverse gender, strengths, interests, needs, and experiences**.
 - Effective remote learning can occur with proper preparation and consideration of the ***nine interrelated dimensions***.
 - An inclusive and effective remote education which utilizes the strength of learners can ***positively affect well-being***, and facilitate an easier accomplishment of the learner's goals.



Stop-Start-Continue

Building on the learnings from Chapters 1 and 2, complete the table with practices that you can (a) continue, (b) stop, and (c) start.

To foster diverse and inclusive learning experiences that will encourage my learners' strengths, I will...

Continue	Stop	Start
<i>...using different ways for my learners to present their learnings.</i>	<i>...grouping my learners according to sex in classroom activities.</i>	<i>...asking for my learners' preferred pronouns.</i>

Learning Evaluation/ Summative Assessment

Multiple Choice. Tick the box that corresponds to the correct answer.

1

Jenny is a Grade 8 student. She likes meeting new people. She has many friends from different grade levels. This represents that she has a high level on which trait?

- conscientiousness
- openness to experience
- extraversion
- neuroticism

2

A group of Grade 2 students loves to play basketball after classes. Bea is able to lead the group by taking the role of the leader. She usually breaks up fights between her playmates and is able to solve misunderstandings. Her skills in solving misunderstandings is a representation of her strength in terms of what trait?

- openness to experience
- agreeableness
- neuroticism
- conscientiousness

3

Teacher Gino started a "Show and Tell" portion in his preschool class every Friday through Zoom meetings. He assigns a student that will bring something or show a talent that the learner will then have to tell a story about. Teacher Gino wants to know what strengths his students possess. In which stage of the strength-based approach is he trying to perform?

- exploration
- engagement
- expansion
- evolution

4

Which of the following terms is not gender-inclusive?

- teacher
- lawyer
- bus driver
- congressman

5

Which of the following members of the family can fix a broken toilet?

- father
- mother
- sister
- any of the above

True or False. Write “TRUE” in the space provided if you agree with the statement, or write “FALSE” if you do NOT agree with the statement.

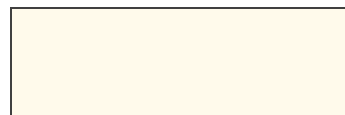
Statement**TRUE or FALSE**

1. The most important capacities to develop in a learner are their ability to solve mathematical problems and speak in fluent English.

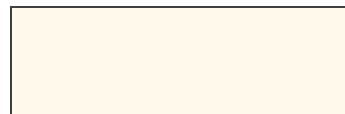
2. It is important to know your learners' strengths and create activities that will hone those talents, abilities, skills, values, and knowledge.

3. All activities should be performed by learners in a certain way for them to be able to learn.

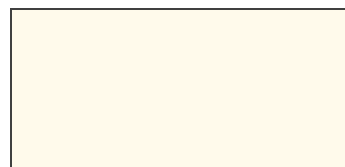
4. LGBTQIA students should not be allowed to attend schools because they will just be bullied.



5. Strict implementation of school uniforms for students should be observed.



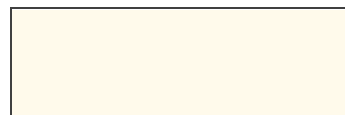
6. It is important to tell the whole class and co-faculties about a learner's SOGIESC disclosed to you by the student.



7. Women are better teachers.



8. Using self-paced modules is one way teachers can teach during the COVID-19 pandemic.



9. Student-instructor ratio is one of the modalities of remote learning design.



10. It is important to be aware of your students' access to education during the pandemic to be able to design an effective remote learning experience for them.



Overview of the Next Chapter

This is the *end of the Chapter 2* of this module.

Now, you are more equipped to create more inclusive, accessible, and safe learning spaces for your learners. In the succeeding chapter, you will learn how to recognize your learners' needs and how to create activities that will address those needs.

Knowing your learners' needs will assist you in understanding them in coming up with developmentally appropriate differentiated teaching designs and approaches that are faithful to the principle of diversity and inclusion. Use your learnings from Chapters 1 and 2 in continuing to the next chapter of this module.



GLOSSARY

- **Emergency remote teaching** refers to alternative remote learning delivery used during crisis situations.
- The **Engagement stage** is the first stage of the strength-based approach wherein positively orientated relationships are established with learners, fellow teachers, parents, and staff.
- The **Exploration stage** is the second stage of the strength-based approach wherein the formal and comprehensive assessment of the learners' strengths occurs.
- The **Expansion stage** is the third stage of the strength-based approach in which the learners understand the origins of their strengths and become aware of how they can use them to address difficulties they may be encountering.
- The **Evolution stage** is the last stage of the strength-based approach wherein you as an educator maximizes the potential of the learner's strengths by facilitating an environment wherein the strengths of the learners will be utilized as solutions and pathways to address their issues
- **Learning delivery modality** refers to the ways or means that teachers conduct classes and facilitate learning for the students.
- **Online learning**, as opposed to emergency remote teaching, refers to learning through an online modality that is not in response to crisis situations. Online learning has a more prepared learning design than emergency remote learning.
- **Safe space** refers to learning experiences or a learning environment in which a learner can feel confident that they will not be exposed to discrimination, criticism, harassment, or any other emotional or physical harm.
- **Strength** refers to a set of competencies and characteristics valued by an individual or society.

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ASCERTAINING LEARNERS' **NEEDS**

Welcome to the third part of the Module! This chapter will focus on Learners' Needs. Before you proceed, let us look back and remember what you have learned in the previous chapters.

In *Chapter 1*, you learned how learners' diversity and inclusion positively affect learners' well-being.

Chapter 2 discussed the significance of learning strengths which combine the learners' talent, ability, skills, and knowledge to help them assimilate new information. Chapter 2 also equipped you with various teaching modalities that you may use in response to the COVID-19 pandemic.

Great! Now, you are ready for *Chapter 3*.



In this chapter, you will ascertain that learners' needs are deeply associated with *their readiness and engagement*, which affect their inclination to accept new information and actively participate in educational tasks.

Intended Learning Outcomes

At the end of this chapter, the teachers will be able to:

- compare and contrast the various learners' needs;
- develop lesson plans that incorporate learners' needs; and promote mental health awareness and self-care.

Time Required

It is estimated that this session will take **three (3) to five (5)** hours to complete.

Definition of Terms

Let us first unlock concepts associated with learners' needs as well as differentiation in the classroom. Understanding these concepts will help us plan and deliver lessons that would fully embody diversity.

Differentiated Teaching Strategies. These refer to the approaches or tactical procedures used to reach a goal involving a wide variety of texts, tasks, processes and products suited to the various learning needs of a diverse range of learners.

Learners' Needs. These are observable gaps between a learner's present knowledge or competence vis-a-vis the curriculum standards identified as necessary for the grade level.

Inclusion. This refers to the process of ensuring equal and accessible opportunities for all regardless of their background and characteristics. (same definition used in Chapter 1)

Inclusive Education. It is an approach that enjoins schools to accommodate all children regardless of their physical, intellectual, emotional, social, linguistic, or other conditions (DepEd Order No. 32, s. 2017 Gender-Responsive Basic Education Policy).

Activity 1

Before you move on, let us stop and consider your present practice. As a Proficient Teacher, how well do you know your learners? As you continue to learn more about your learners in class, are you able to adopt various differentiated teaching strategies to address their specific needs?

To further guide you in your reflection, please answer the following questions adapted from Powell and Powell (2011):

A

Do I know my students as learners?

- a. Do I know their cultural identity?
- b. Do I know their linguistic background?
- c. Do I know their family circumstances?
- d. Do I have students who are members of the LGBTQIA Community?
- e. Do I know their learning strengths?
- f. Do I know their preferred and available mode of learning during this time of pandemic?

B

Do I know myself as a teacher??

- a. Do I have cultural, gender, and ethnic biases and assumptions?
- b. Do I have a specific way of learning that might directly affect my teaching style?
- c. Do I have suppressed beliefs and expectations about children and learners, in general?

C

If I were a learner now, how would I want my teacher to teach and relate to me?

Now, let us write down our reflections by completing the sentences below.

K	S	A	V
As a Proficient Teacher, I Know....	As a Proficient Teacher, I Do....	As a Proficient Teacher, I Feel....	As a Proficient Teacher, I Give Importance to (for values)....

ABSTRACTION – Learners' Needs

As a Professional Teacher, you must learn the *individual needs* of your learners to provide appropriate, goal-concentrated, and specialized instruction. Teachers have the power to embrace the challenge of teaching all students in the class – not some or even most, but all (Tomlinson, 2003). Through differentiated teaching strategies, it is possible to develop classrooms that will address learners' diverse needs and interests (Tomlinson 2017).

Abraham Maslow, a humanistic psychologist, conceptualized the renowned theory "*Maslow's Hierarchy of Needs*" where he set up five general levels of needs within a pyramid that must be satisfied for a person to achieve self-actualization. The needs located in the lowest portion of the tier must be satisfied first before individuals can attend to the needs located in the upper tier. Maslow's basic needs are as follows:

Physiological Needs

– these are the most basic needs such as food, water, air, and clothing;

Security Needs

– these refer to shelter, health, and protection from harm;

Social Needs

– these denote relationships such as those we have with family, friends, partners, and sense of belonging;

Esteem Needs

– these are emotional and affective needs which include sense of freedom, self-respect, and recognition; and

Self-Actualization Needs

– these refer to self-fulfillment, the individual's need to be and to do what he or she is "born to do" (Milheim, 2012).

The figure below shows the five (5) levels of Abraham Maslow's Hierarchy of Needs as represented by a pyramid.

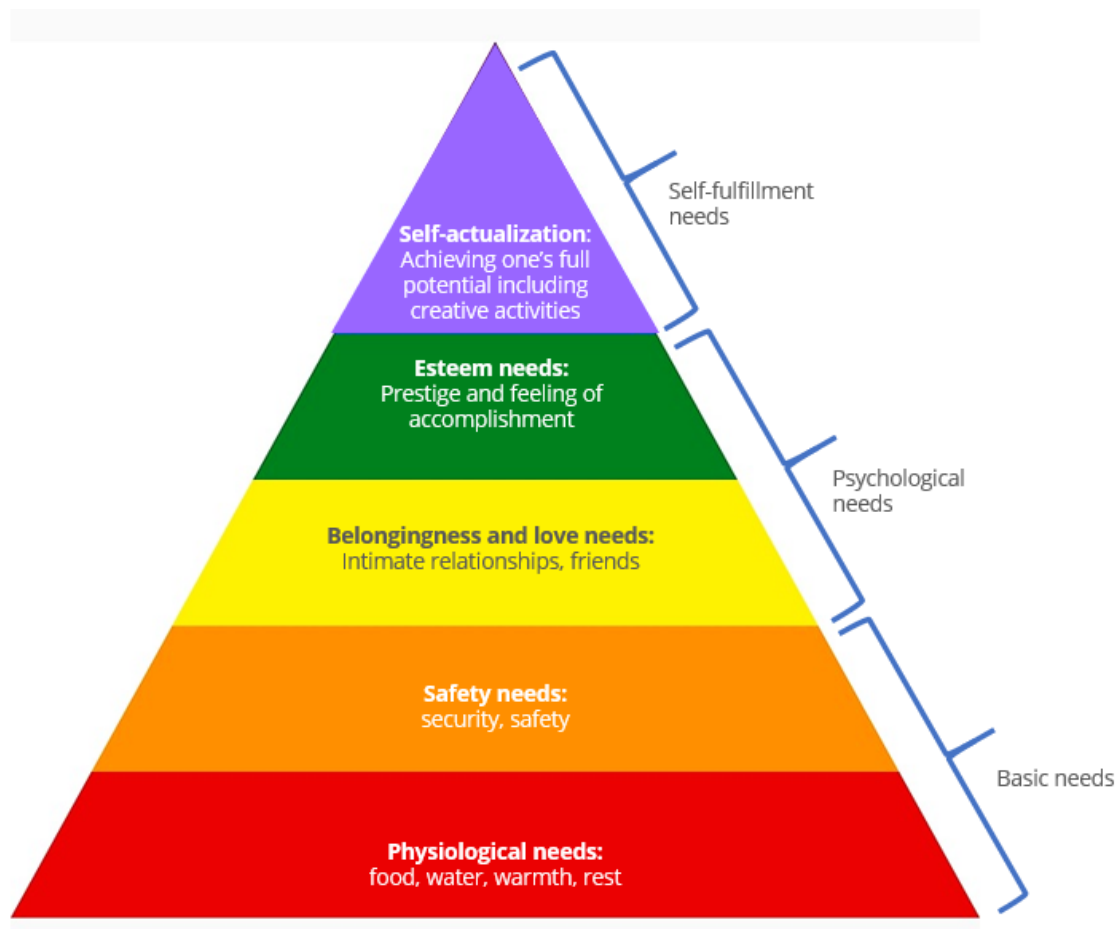


Figure 2. Maslow's Hierarchy of Needs

Since learners are in their homes due to the pandemic, you would think that their *physical needs are* being met. However, during online or modular classes, it is still very important to provide and include *short breaks* during online synchronous classes or give a flexible schedule to enable learners to meet their basic physical needs such as eating and drinking.

Security needs include shelter and protection from harm, and an orderly, familiar, non-threatening, and comfortable environment, i.e., a safe space. This is equally important for all learning modalities. As a professional teacher, you can already provide examples on how to turn your classes into safe learning spaces for your learners as you have already gone through Chapters 1 and 2 of this Module.



It is quite challenging to develop learners' *Social Needs* at this time due to the pandemic; however, you can include social learning tasks and resources in your online synchronous and modular classes to be able to realize this need and to help make the lessons and the actual learning experience more engaging and interactive.

For online classes, you can provide activities that would encourage *group collaboration*, learners can prepare vlogs or blogs – projects that would encourage them to work together. For modular learners, provide activities that would inspire them to use social media pages and online platforms appropriately to conduct interviews or even collaborate with other classmates within the safety of their own homes.

One of the most effective ways to fulfill learners' *esteem needs* is by developing their emotional intelligence. Your learners must feel self-confident and capable in your learning environment. They must be able to recognize their emotions and know that these emotions are valid or accepted, for these are the initial steps in self-awareness. In your learning environment, ensure that your learners are empowered. Allow them to choose activities they would like to complete first, provide them with options and freedom to present and express what they have learned.



To help your learners achieve *self-actualization*, encourage them to set realistic and achievable goals and help them track their progress. Provide reflection activities that allow them to assess what they know, what skills are they good at or what needs improvement, what attitudes do they need to develop or enhance to reach their goals, and what matters to them most.

In connection to the discussions on the basic, psychosocial, and self-actualization needs, it is also equally relevant to examine the mental health of learners during a catastrophe or a pandemic. *Mental health*, as defined by Medline Plus, “includes our emotional, psychological, and social well-being. It affects how we think, feel, and act as we cope with life. It also helps determine how we handle stress, relate to others, and make choices.” (National Institute of Health, n.d.).

*The World Health Organization corroborates Medline Plus's definition as it defines **mental health** as, "a state of well-being in which an individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and is able to make a contribution to his or her community." (World Health Organization 2018, para, 1).*



As schools and teachers race to face unparalleled challenges to shift from face-to-face teaching to online and modular formats that will provide equitable access for all kinds of learners, you also have to pause and realize that the calamity has caused much worry, stress, anxiety, and even grief to learners.

These stressors can cause **mental health challenges** and acute symptoms may occur for people who have preexisting mental health challenges (Carillo, 2020).

Since teachers are teaching remotely via online and modular means, they may not be able to extend the usual concern or care that they usually give during face-to-face classes. You may ask yourself the question, "**What can parents and teachers do to help kids during this rough time?**" Basu (2020), a research scientist in the Department of Epidemiology at Harvard Chan School and a clinical psychologist and instructor, discussed the mental health challenges learners face as they begin a school year during a pandemic.



She mentions that worry or anxiety during these trying times would be expected and is a normal response. As such, it is prudent to know that younger kids would manifest psychological distress differently from older kids.

Younger kids may display separation anxiety from family members or caregivers close to them, they may exhibit changes in sleeping patterns or even in appetite, as well as somatic symptoms such as aches and pains. Conversely, older kids can also experience these somatic symptoms aside from feeling nervous, fear, stress, irritability, and even hypervigilance.



As a Professional Teacher, it is your responsibility to work with parents to help learners achieve their full potential even in times of disasters. You can begin by making sure that your learners' needs as well as their mental health are prioritized.

You can also include short discussions or an introduction of the concept of self-care in some of your activities. Lawler (2012) defines self-care as “a means *of taking care of yourself* so that you can be healthy, you can be well, you can do your job, you can help and care for others, and you can do all the things you need to and want to accomplish in a day.” (Lawler, 2012, para. 1).

The World Health Organization (2021) also provides an encompassing definition of *self-care* as, “the ability of individuals, families, and communities to promote health, prevent disease, maintain health, and to cope with illness and disability with or without the support of a healthcare provider.” Having read the definitions mentioned, we can glean that self-care is any activity that we engage in to take care of our well-being and personal needs.

Self-care is vital not only for our mental health but also for our overall health.

In your online and modular classes, you can help promote mental health self-care by encouraging *social connectedness*.

The need to remain *physically and spatially distant* does not have to mean a loss of social contact (Abel & McQueen 2020). Continue to encourage and build social connections among peers via group work and activities, and find ways to sustain those connections throughout the school year (Basu 2020).

Dowdy et. al, in 2015, also mentions the importance of *universal screening* to identify learners in need.

Universal screening for complete mental health is proposed as a key step in service delivery reform to move school-based psychological services from the back of the service delivery system to the front, which will increase emphasis on prevention, early intervention, and promotion.

You may also refer learners who appear *excessively worried* in class or who show frequent sadness to essential school personnel such as school psychologists and guidance counselors.



The World Health Organization (WHO), in 2018, also identified specific ways to promote *mental health in education*. The table below presents interventions, programs, and supports teachers, schools, and communities can provide learners.

Specific ways to promote Mental Health	Examples
early childhood interventions	e.g. providing a stable environment that is sensitive to children's health and nutritional needs, with protection from threats, opportunities for early learning, and interactions that are responsive, emotionally supportive and developmentally stimulating
support to children	e.g. life skills programmes, child and youth development programmes
programmes targeted at vulnerable people, including minorities, indigenous people, migrants and people affected by conflicts and disasters	e.g. psycho-social interventions after disasters
mental health promotional activities in schools	e.g. programmes involving supportive ecological changes in schools
anti-discrimination laws and campaigns	
promotion of the rights, opportunities and care of individuals with mental disorders	

Application (Illustration of Practice)

An activity that you can do to know your learners' current mental health and teach them how to cope and process what they are feeling would be to provide them with *What-Can-I-Do When* or (WH) *Calm Down Kits*. The activity below will be for Grade 3 learners in face-to-face classes.

1

When I'm angry, I can...

Take 5 breaths.

Drink water.

Fold my hands.

2

When I'm frustrated, I can...

Sit in my chair.

Count to 10.

Go to a quiet place.

3

When I'm sad, I can...

Listen to music.

Paint.

Call a friend.

This activity can be modified for younger learners by including *colorful pictures and images* depicting options that they can do when faced with big, intense, or powerful emotions. This can be used in online classes by (i) creating interactive slides on Google Slides that learners can access or (ii) by making a virtual version of the (WH) Calm-down Kits which learners can manipulate.

For older learners, you can provide a copy of the World Health Organization's (WHO) *"Doing What Matters in Time of Stress"* Toolkit, a stress-management guide that helps older learners to cope with difficulties. It includes downloadable audio files that can help learners build awareness, practice grounding exercises, and be kind to themselves and others.

Activity 2

A. Categorize the needs listed in the word bank below according to Maslow's Hierarchy of Needs.

achieving	water	house	shirt	respect from others	property
sleep	underwear	rice	health	sense of recognition	becoming
performing	confidence	friends	mother	employment	partner

Physical Needs	Security Needs	Social Needs	Esteem Needs	Self-Actualization Needs

Analysis

Now that you know what learners' needs are, you will begin to realize their importance in achieving both your personal and professional goals. Using *Maslow's Hierarchy of Needs* and understanding the significance of mental health will help guide you to prepare and to plan differentiated and developmentally appropriate instruction slanted towards learners' needs.

Activity 3

Given the different scenarios below, choose an activity or task that you would provide for the concerned learners from the mental health treasure trove adapted from the TFA Editorial Team (2020).

Mental Health and Self-Care Treasure Trove			
Physical	Emotional	Social	Spiritual
• Yoga Breaks • Stretching • Walking • Exercising • Movement Break	• Journaling • Drawing • Writing a letter • Coloring • Doodling	• Social Media break • Communicating with a friend • Setting boundaries • Asking for help • Looking for support systems	• Time along • Meditation • Going to your sacred space at home • Praying • Connecting with nature
Personal	Space	Financial	Work
• Doing hobbies • Setting goals • Exploring creativity • Honoring your true self • Positive self-talk	• Decluttering • Cleaning areas in the house • Doing chores • Organizing	• Saving • Budgeting • Managing money • Paying bills • Splurging	• Time management • Setting work boundaries • Setting a positive workplace (even at home)

	Focusing on Safety and Security		- Having break times - Continued learning
--	---	--	--

Scenario 1

In the middle of an online class for your Grade 4 learners, you noticed that some of them are constantly yawning and rubbing their eyes.

What do you do?

Task / Activity

Reason/s for Choosing the specific task/activity:

Scenario 2

You would like to encourage your Grade 7 modular learners to continue being in touch with their classmates and friends as you know that they might feel lonely due to the COVID-19 restrictions on physical distancing.

What activity would you explicitly include in their module?

Task / Activity

Reason/s for Choosing the specific task/activity:

Scenario 3

During a discussion in your Grade 12 online class, one student reveals that he is feeling quite anxious due to several neighbors contracting the virus.

What do you do?

Task / Activity

Reason/s for Choosing the specific task/activity:

Scenario 4

You want your preschool modular learners to develop a healthy learning environment at home. You want to do this by collaborating with family members that you know will help facilitate modular learning at home.

What activity will you include in the learners' modules?

Task / Activity

Reason/s for Choosing the specific task/activity:

Analysis

The previous discussions stressed the importance of *mental health*, especially during challenging times when there are sudden and unexpected changes brought about by disasters, calamities, and pandemics, etc.

By knowing how to address your learners' mental health needs in and out of the classroom, in collaboration with family members, you can utilize activities and tasks that promote self-care and stress management as you design your differentiated and developmentally-appropriate learning plans.

Abstraction - Actualizing a Needs-Based Model

Earlier in this chapter, you learned about the different kinds of learners' needs as categorized by Maslow and the relevance of *learners' mental health*, especially during disasters, emergencies, or catastrophes.

You have discovered that for self-actualization to manifest, the different needs from each tier in Maslow's Hierarchy of Needs must be met first.

Presently, in the unprecedented situation we are in due to the COVID-19 pandemic, the entire educational system is in *Emergency Remote Teaching Mode*.



Emergency Remote Teaching or ERT is defined by Mohammed, et.al (2020) as a “sudden interim shift of instructional delivery to an online delivery mode as result of an immense catastrophe, in contrast to the online courses which are initially planned and designed to be delivered virtually.”

During these adverse and trying circumstances, learners may experience trauma and may find themselves lacking positive recognition in school. A Needs-Based Model in teaching may be used to respond to learners' needs.

Applying a Needs-Based Model ensures that learners are provided with supports in the development and attainment of competencies and independence; learners will have access to appropriate learning opportunities, resources, and supports; learners are supported through differentiated and responsive instruction, and they are provided with inclusive opportunities to reach their potential (Saskatchewan Ministry of Education 2015).

The needs-based model highlights the development and implementation of procedures and practices that support all learners. Some practices that help actualize a needs-base model include:

Differentiating instruction – providing multiple means of engagement, representation, and expressions of learning;

Nurturing student independence – through provision opportunities that will promote the development of personal empowerment and confidence of learners;

Screening and early intervention – incorporating assessments and approaches that can be used in developing instructional practices and programming immediate interventions;

Involving collaborative, interprofessional teams – delivering supports and services based on the result of assessments and learners' needs;

Engaging parents, guardians and caregivers; and – collaborating with significant members of the family as well as developing a culture of shared responsibility; and

Building partnerships within the community and other agencies – developing an interdisciplinary team approach that will involve not only the family and the school but also the community. (Saskatchewan Ministry of Education, 2015).

Collaboration is the key to an *effective needs-based model*. Hence, collaboration among parents/guardians, other teachers, supporting professionals, and community organizations is fundamental to learners' success especially in challenging times.

Support Group

Teacher Camille provides an example of an activity which involves the assistance and support of the *learners' parents, or guardians, or caregivers*.

Teacher Camille is a Grade 1 special needs education teacher who is teaching the concept of family and family members under Araling Panlipunan. Below is a part of her daily lesson plan.

Task 1: Family Activities (Online)

Teacher Camille will begin the online class by asking the learners to do some animal stretches (Basic YOGA positions) for 5-7 minutes. This activity will be facilitated at home by the learners' family or caregivers.

She begins the lesson of family by reading a story book, "The Family Book" by Todd Parr.

After reading the story, Teacher Camille, will give examples of different kinds of family: some families have father and mother as parents, some have grandparents for parents, some have single-parent families, some even have two-father families or two-mother families, and some even have OFW families.

Teacher Camille will then ask the learners to draw or paint or cut out pictures of family members to make a family portrait. In this activity, the learners with needs will be assisted by their parents or caregivers at home.



As homework, the learners must show a specific chore being done with parents or guardians or any family members.

Analysis

1

What kind of activities did Teacher Camille implement to introduce the concept of family and family diversity?

2

Do you think she was able to tap on a specific learner's needs through her pedagogy?

3

If you were to enhance Teacher Camille's practice, what differentiated activity would you use?

4

What mental health awareness activity did teacher Camille include in her class? If you were to teach the same lesson, what mental health activity would you use? Cite examples for both online and modular learners.

Assessment

Task 1: Based on what you have learned in this chapter, what school practices could you continue, stop, and change to ensure that inclusion and discovering learners' needs are prioritized?

I will continue

A large, empty rectangular box with a red border, intended for the user to write their response to the task question regarding school practices to continue.

I will change

A large, empty rectangular box with an orange border, intended for the user to write their response to the task question regarding school practices to change.

I will stop

A large, empty rectangular box with a yellow border, intended for the user to write their response to the task question regarding school practices to stop.

1

Can you cite an instance when you realized that your needs have changed due to a calamity or disaster that you went through?

2

Do you think that your learners' needs will also change if they go through a challenging and trying time? Why? Why not?

3

How will knowing your learners' needs impact your pedagogy?

4

In the future, will you be willing to include mental health exercises in your classes? Why? Or why not?

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CHAPTER

4

DISCOVERING LEARNERS' INTERESTS

HI TEACHER! How are you doing so far?

Welcome to the fourth part of the Module! [Chapter 4](#) is focused on valuing the learners' interests.

In the previous chapter, you discovered that learners' needs especially in times of emergency-response teaching, guided you in developing more differentiated and developmentally-appropriate pedagogies.



In this chapter, you will discover that through valuing and recognizing [learners' interests](#) you will be more than capable of coming up with developmentally appropriate teaching designs and approaches that are faithful to the Principle of Diversity while keeping in mind the SOGIESC concepts and learners' strengths in the midst of emergency teaching due to the COVID-19 pandemic.

You can now use examples in the lessons that are contextualized to suit the learners' interests.



Intended Learning Outcomes

At the end of this chapter, the teachers will be able to:

- articulate the importance of knowing the learners' interests;
- develop lesson plans that incorporate learners' interests; and
- demonstrate the learning plan.



Time Duration

It is estimated that this session will only take you four (4) hours to complete.



Key Concepts

The following are vital concepts that will guide you in planning and delivering lessons that will embody diversity in the classroom through the acknowledgment of the relevance of your learners' interests.

Learners' Interests. These are learners' personal preferences, likes or dislikes, which must be considered in the teaching-learning process.

Learner Readiness. This is where instructions should begin, where the level of the learner's skill currently is.

Learner Engagement. This refers to learners' readiness combined with interest to participate and accept new information.

Interest-Based Learning. This is making use of learners' interests as the basis for making decisions about the content, process, and product of lessons.

Activity 1 – Self-Reflection

The most important questions that we want to answer in this module are *“What are the interests of my learners?”* and *“How can I utilize their interests to teach effectively?”*



Mull over the questions then read the statements below and tick those you agree with:

-  Some learners learn best by listening, some by seeing, some by moving, and some by combination of different sensory inputs.
-  Teachers are collaborators with learners and they are also organizers who develop opportunities for learning.
-  Teachers must be committed to reaching and teaching all learners in class.
-  Teachers should employ varied approaches to engage learners, represent information, and assess learners.

Analysis

To efficiently utilize learning through differentiated and developmentally-appropriate instruction, you must be able to get to know your learners first.

Knowing your students as learners will involve systematic and deliberate attempts on your part to explore their home and family circumstances, cultural beliefs, learning strengths, intelligence preferences, readiness levels, and many other individual learning experiences and then using the information you have gathered to *address specific needs* by providing meaningful and challenging work. (Powell & Powell, 2011).





Developing a deeper and more comprehensive understanding of each learner enables teachers to create a *psychologically safe environment*, **determine each learner's readiness and learning styles, and identify multiple access points to the curriculum to increase their engagement.**

Creating a Psychologically Safe Environment

As teachers get to know their learners deeply, they develop a sense of rapport and trust which extends among the learners. This sense of belonging and feeling of being valued creates a psychologically safe atmosphere in the classroom, which provides the security learners need to experience the intellectual discomfort of new ideas and adjust their pre-existing mental models to accommodate new, deep learning (Powell & Powell 2011).

Determining Each Learner's Readiness and Learning Styles

Teachers make decisions regarding the level of readiness to learn of their students every single day. More often than not, you base your decision on the readiness of the class as a whole. If you are to meet the interests and needs of your learners you have to personalize learning by thinking of student readiness in both group and individual terms. You can do this by using scaffolds, asking family members to assist in learning, providing various means of engagement and representation of topics, and keeping in mind that as you know your learners deeply, you are able to consider different factors and determine individual readiness with greater accuracy—and then pitch instruction more precisely to a learner's optimal zone for learning (Powell & Powell 2017).

Identifying Multiple Access Points to the Curriculum

Access points are areas of strengths and interests that connect the learners to the content and concepts that are relevant to them. As teachers get to know their learners better, these access points become more evident.

Activity 2

Before you go any further in this chapter of the module, recall **five (5) things** that you did over the weekend and list them in each box.

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Great!

Now, let's categorize the activities as *hobbies* and *interests* or *chores* and *responsibilities*. Write your answers inside the boxes.

MY HOBBIES AND INTERESTS

MY CHORES AND RESPONSIBILITIES

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Analysis

In the activity, you were asked to list down your hobbies and your interests as well as your chores and responsibilities. This is to help you differentiate these concepts.



Oxford Learner's Dictionary provides a definition of:

interest as, "the state of wanting to know or learn about something or someone";

hobby as, "an activity done regularly in one's leisure time for pleasure."

From the definitions provided, you can surmise that interest has a broader scope than hobby and that it encompasses what a hobby is. A hobby is something that's done during one's spare time while an interest is something that holds a person's curiosity, attention, and concern.

Oxford Learner's Dictionary also provides the following definitions.

chores are routine tasks that someone do in a regular basis.

responsibilities are things that one is required to do as part of their duties and obligations.

Now that you know the differences between each of the words, keep the interests of your learners in mind when you plan and prepare learning tasks. Your learners should perceive them as appealing activities, which may help increase their class participation and engagement.

Abstraction – Learners' Interests

Getting to know your learners in an in-depth manner will help you in preparing and creating differentiated teaching instructions that allow for planning based on learners' interests, readiness, engagement, and learning profiles.



Interest. Two types of 'interest' are relevant in learning situations: *situational* and *individual*.

Situational interests are based on an individual's momentary experience, a state of being captivated by an object (Hidi & Renninger, 2006 in Harackiewicz, et. al, 2016).

Situational interest in learners may be triggered when a teacher

- shows interesting picture or video, or
- plays a music, or
- states interesting information about the topic being taught in class.

Situational interest does not usually last long. It only holds the learner's attention, curiosity, and awareness briefly at the introduction of an activity or topic.

Individual interests, on the other hand, are lasting feelings that an object is enjoyable and worth further exploration. Individual interest is an enduring predisposition to reengage with a particular subject or topic over time. (Hidi & Renninger, 2006 in Harackiewicz et. al, 2016).

Individual interests are relatively permanent preferences and are usually expressed in different situations.

In the classroom, a learner may or may not have individual interest in particular lessons, tasks, or subject matter.

Outside class, a learner usually has additional personal interests, in particular non-academic activities such as sports, music, or online games or in particular people such as celebrity or a friend.

How Can Situational Interest Become Individual Interest

If a learner has little knowledge and interest with a topic being taught in class, you are faced with the challenge of stimulating that particular learner's situational interest with the intention that the learner's preliminary interest will hopefully become more permanent such that it will lead to becoming a personal interest.



Hidi & Renninger (2006) proposed a *four-phase model of interest development* which describes how interest can be changed from situational interest to individual interest.

Four-Phase Model of Interest Development

First Phase: Triggered Situational Interest

Triggered Situational Interest occurs when a teacher stimulates a learner's interest by providing surprising or trivial information about a topic. Triggered situational interest stimulates attention and arousal only in the short term.

Examples:

Surprise information in comments, demonstration of experiments with unexpected results, group work, puzzles, use of computers, etc.

Second Phase: Maintained Situational Interest

Maintained Situational Interest involves focused attention and interest over a longer period of time. Situational interest only becomes sustained when a learner finds personal connections to and meaning in the tasks they are given. It is important to note that only maintained situational interest can develop into long-term individual interest. It is important to note that maintained situational interest does not automatically guarantee the development towards emerging individual interest.

Example:

Teachers relate new materials to learners' prior experiences, cooperative group work, project-based learning, one-on-one tutoring among others.

Third Phase: Emerging Individual Interest

Emergent Individual Interest marks the transition from situational to individual interest. This is the predisposition of a learner to seek repeated reengagement with particular topics or classes of content over time. Once again, a learner's emerging individual interest may or may not lead to a well-developed individual interest.

Example:

Learners may start to ask questions and show curiosity.
Learners may go beyond what is required of them in given tasks or activities.
Learners may exhibit resourcefulness in looking for answers to questions that were not directly addressed in class

Fourth and Last Phase: Well-Developed Individual Interest

Well-Developed Individual Interest refers to learners' tendency to engage, with positive feelings, with a topic over an extended period of time. Learners may be further supported by models, peers, and even experts on fields the learners are interested in.

Example:

Learners pursue constructive and creative endeavors about a topic.

Now that you have learned about the four-phase model of interest you must bear in mind that...

"It is important to stimulate situational interest among learners; however, you must remember that each learner is unique and there are learners that may get easily distracted" (Interest as Motivation, n.d.).

Learners who get easily sidetracked may not be able to focus on the topic or lesson you are teaching. As such, you may use situational interest but continually note and assess your learners' responses.

It is also vital to take into account that presently, as both teachers and learners face the threat of the COVID-19 pandemic, and educators are under emergency response teaching mode, you need to keep in mind the importance of maintaining and developing study skills (Sinclair & Refugees 2001). People displaced by war or calamity bestow their utmost priority to restoring education as a necessity since continuing education during times of calamities and emergencies can help provide a certain sense of normalcy or routine to learners; provide hope through access to the 'ladder' of education; and support psychological healing from traumatic experiences through

structured social activities in a 'safe space', among others (Sinclair & Refugees 2001). Thus, a learner's sustained interest holds a great deal of influence and it is vitally important that it is established and maintained.

Activity 3

Identify whether the statements below describe *situational interest* or *individual interest*. Write **SI** if the statement describes a situational interest and **II** if it describes individual interest.

- | | | |
|-------|---|--|
| _____ | 1 | Sally saves her monthly allowance to be able to buy a Lego set. |
| _____ | 2 | Jap attentively listens to the teacher during read-aloud activities. |
| _____ | 3 | During free time, you see your learners playing basketball in the quadrangle. |
| _____ | 4 | Before the class starts, the learners draw in the classroom's designated Art area. |
| _____ | 5 | Every Friday, there is a Music and Movement Activity which requires the learners to perform different action songs. Every Friday, you notice that the kids are looking forward to this activity. |
| _____ | 6 | Teacher Jo shows a TED Talk video as an overview to a topic she will teach in class. |
| _____ | 7 | Bryon animatedly retold the story using hand puppets. |

8

Teacher Eve allows her Grade 12 learners in her modular class to submit different outputs based on their learning requirements.

9

Tina and Joey enjoy watching vlogs and videos of their idol.

10

A movie entitled '*Ang Pagdadalaga ni Maximo Oliveros*' was shown to learners prior to the discussion of Gender and Discrimination to Grade 10 learners.

Analysis

Based on Activity 3, which you have completed, you have discovered that situational interests may increase motivation and engagement among learners. You also discerned that situational interest is only brief and fleeting brought about by activities or tasks that temporarily catch the attention of learners.

On the other hand, a well-developed individual interest is more lasting and is supported by positive feelings of engagement towards a particular activity, task, or academic lessons.

Looking back, after knowing what you have learned now, has your perspective changed towards preparing and planning lessons geared towards addressing your learners' individual interests?

How so?

Abstraction

Interest-Based Learning

Previously, you learned how situational interest may lead to the development of individual interest. When teaching in the time of an emergency, a catastrophe, and in this case, a pandemic, it is essential to motivate learners to continue learning by implementing a pedagogy that allows learners to showcase their interests, which can exert great influence on learners.

When a topic you present gets connected to what your learners like to do, their engagement in the topic deepens. As such, the learners will spend their time to think and create ideas about the topic willingly and of their own volition (McCarthy, 2014).



Here, you will learn more about [Interest-Based Learning](#) or [IBL](#).

[IBL](#) is a comprehensive, easy-to-implement design that provides the teacher with more opportunities to incorporate learners' interests in their instructional design and evaluate and reflect on the effects this has on learning outcomes.

[GOALS](#) in [IBL](#) include:

1	helping learners realize that there is a match between school and their own desires to learn
2	demonstrating the interconnectedness of all learning
3	using skills or ideas familiar to learners as a bridge to ideas or skills less familiar to them
4	helping learners develop competence and autonomy as learners
5	enhancing learner success

(Tomlinson 2017)

[Components of an IBL](#)

An interest-based approach to learning can be organized in several ways. However, note that several components of a well-planned and well-presented interest-based approach focuses on furthering learners' attention, motivation, and engagement.

Some Techniques for Interest Approaches

As you plan to use the IBL, you may find many different techniques to establish learners' situational interest. No matter what technique you use, *make sure that it is short* (e.g., five minutes) and it should be *directly related to the topic* of the lesson.

Video Clip and Technology-use	Personal Story	Perplexing Question	Case Study
Demonstration	Intriguing Picture	Scenario	News Article

Technology and Student Engagement



Technology use has greatly penetrated many aspects of our lives. As a teacher, you cannot help but use technology to impart knowledge and to provide tasks and activities to your learners. Injecting technology use in the curriculum also gives teachers the opportunity to increase engagement of learners and may even promote academic success (D'Angelo, 2018).

A study conducted on *computer-based technology* and *learner engagement* found that digital games provide the most far-reaching influence across different types of learner engagement, followed by web-conferencing and Facebook (Schindler et. al 2017).

Presently, in these very trying times, when physical interaction is limited due to the COVID-19 Pandemic, learners are able to collaborate with peers using digital platforms. They can explore their creativity through the use of various technological features, engage in higher-order thinking processes, participate in inquiry-based learning, synthesize information from multiple sources, and establish a sense of online social presence (D'Angelo 2018).

Technology is an important tool that helps educators, like you, to maintain and develop study skills among learners during the COVID-19 pandemic. It also helps provide learners with a sense of normalcy as they are able to continue with the routine of schooling and interact with classmates and friends even when they are physically distant from one another.

Application (Illustration of Practice)

Teacher Faith is teaching Grade 6 Science. Her lesson is on Cardiovascular Systems. She knows that her learners usually join inter-class dance competitions. Below is an example of her situational interest activity to introduce the lesson.

“Hi, class! Today, we will have some Zumba.” Teacher Faith proceeds to play BTS’s song Dynamite and leads the class in dancing. Afterwards, she asks the class to count their heartbeat per minute. She then proceeds to discuss the lesson for today which is on Cardiovascular System.



The above activity that Teacher Faith used may be done for face-to-face, online, and modular classes. For modular classes, she can provide choices on what learners can do at home with their family members such as choosing the song to play or the actual movement task that they may do. Below is a sample of an activity menu for modular learners:

Activity Menu	
Choose only one (1) activity	Zumba Dance from Live Love Party (complete 1 full song, choose only 1): a. Tala by Sarah G. b. Ice Cream by Blackpink c. Girl in the Mirror by Meghan Trainor d. others: _____ (write what song you danced to)
Encircle the letter of the activity you choose	Exercise for 3 minutes (Choose only 1): a. jog in place b. jumping jacks c. push ups d. others: _____ (write what exercise you did)

Assessment

Now let's have an activity.

How can you use what you have learned in the discussions in the following scenarios? Take into consideration the importance of learners' interest in promoting motivation and maintaining engagement at a time of Emergency Remote Teaching and also through the use of the interest-based learning approach.

Scenario 1:	Learner Interest	Your IBL approach:
A Grade 8 learner is struggling with Biology where the topic is about the human cell.	The learner enjoys doing arts and crafts activities	

Scenario 2:	Learner Interest	Your IBL approach:
A Grade 3 learner is having difficulty with Math where the topic is about fractions.	The learner likes playing and building things out of Legos.	

Scenario 3:	Learner Interest	Your IBL approach:
Grade 10 learners are struggling with learning the events that happened during <i>"Panahon ng Himagsikang Pilipino."</i>	These learners often join theatrical plays in school.	

Scenario 4:	Learner Interest	Your IBL approach:
A preschool learner is having a hard time with Alphabet Knowledge.	The learner enjoys watching Coco Melon on his parents' phone.	

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INTEGRATING **DIVERSE** LEARNERS' EXPERIENCES

Hi, teachers! Welcome to *Chapter 5 – Integrating Diverse Learners' Experiences!*

Our students have diverse backgrounds, and these backgrounds play a major role in their experiences. Amongst our students' diverse experiences, COVID-19 has presented an added layer of experiences. Hence, it is important to take into account our students' diverse experiences in the discussions we have in class. By doing so, we can make our lessons more relevant and meaningful to them.



In this module, our students' diverse experiences will be integrated into the discussion of *the principles of non-discrimination* and *equality* as applied to learning where appropriate topics of inclusion will be identified.

This module will serve as a guide and support and offer authentic and instructive illustrations of practice anchored on the *Philippine Professional Standards for Teachers* (PPST) to help enhance current practice.

Intended Learning Outcomes

At the end of this chapter, the teachers will be able to:

- explain the principle of non-discrimination and equality;
- recognize learners' diversity experiences; and
- relate the principle of non-discrimination and equality to learners' diverse experiences.

Time Required

It is estimated that this session will only take you one and a half (1.5) hours to complete.

Suggested Modality / Modalities

- Self-paced
- Online
- Blended learning

Required Tasks

There are Tasks in this session.

- Self-Reflection
- Your Own Understanding and Experiences
- Pairings and Groupings
- Your COVID-19 Experiences
- Physical Fitness Test
- Self-Reflection

 Definition of Terms

Understanding the terms below will facilitate deeper appreciation of Indicator 3.1.2, and help you deliver lessons that are responsive to learners' diverse experiences.

Experience is the process of getting knowledge or skill from **doing**, **seeing**, or **feeling** things (Cambridge Dictionary 2021).

Principle of Non-discrimination is the practice of treating people, companies, countries, etc. in the same way as others in order to be fair (Cambridge Dictionary 2021).

Equality is the right of different groups of people to have a similar social position and receive the same treatment (Cambridge Dictionary 2021).

Diversity is the range of different types of things or people or elements being included in something (Cambridge Dictionary 2021).

Inclusive Education is an approach that enjoins schools to accommodate all children regardless of their physical, intellectual, emotional, social, linguistic, or other conditions (DepEd Order No. 32, s. 2017 Gender-Responsive Basic Education Policy).

Experiences: Introduction

Activity 1 – Self-Reflection

The practice of self-reflection allows you to reflect on your knowledge, skills, attitudes, and values. In this activity, reflect on your experiences from the previous sessions. Look at the indicators and write down your reflections.

Knowledge	Skills	Attitudes	Values
As a learner, I know...	As a learner, I do...	As a learner, I feel...	As a learner, I believe...

Analysis



In understanding the diversity of learners, it is important to understand that learners come from varied backgrounds and have different experiences.

For the learners to connect more meaningfully with a lesson, discussions and activities facilitated by the teachers should draw out *learners' experiences* and facilitate reflective learning. A sample activity asks for learners' experiences, which is a good springboard for discussing concepts of non-discrimination and equality. These kinds of activities are applicable to different subjects and can be adapted to suit the context of learners.

Activity 2 – Your Own Understanding and Experiences

Write your personal understanding of the following terms. Write any personal experiences, which would correspond with the terms.



Stereotyping



Fairness



Prejudice

Analysis

Since understanding of terms varies from one learner to another, it is important for teachers to know how *learners understand terms* such as stereotyping and fairness and what their experiences are in relation to the terms. By asking learners how they understand these terms, teachers would have a better sense of where the learners are coming from and can guide them in the discussions that follow.



Have the learners share their understanding of the words with other students. Ask them to identify ideas that are common and use them to develop a shared definition of the terms. If possible, ask for volunteers to share their experiences with the terms. Process the sharing by *expounding, clarifying, or elaborating* as needed.

Some of the guide questions you could ask include the following:

What are your *experiences* with these terms?

How did you *feel*?

If something about your experiences *could be changed*, what would it be?

Activity 3 – Pairings and Groupings

Think about your PE classes. In activities in which your class was paired or grouped, just like in dance and sports, what do you notice in the pairings and groupings made by your PE teachers?

Look at the list below and mark (✓) the ways pairings and groupings were made in your PE classes.

- ☐ pairing by alphabetical order (Acosta and Albano are partners, so on)
- ☐ groupings by counting (all number 1s will be in one group, all 2s in another, so on)
- ☐ according to sex (all boys, all girls)
- ☐ according to seating arrangement
- ☐ according to skill level (beginner combined with advanced)
- ☐ according to height
- ☐ according to academic performance (high performer combined with average or low performers)
- ☐ drawing of lots

Have you experienced these ways of pairings and groupings? What do you think about the different ways of pairings and groupings mentioned? How do these ways of pairings and groupings make you feel?

If you were to decide on ways to pair and group your classmates, how would you do it? Write your answers here.

Analysis

Since PE classes mainly focus on psychomotor skills of learners and performance of these psychomotor skills, deciding factors in pairings and groupings could include physical abilities to perform certain skills, like sex, health status, sexual orientation, and gender identity.

PE teachers could be discriminating and excluding their learners especially when identifying those that are less skilled or less capable, have lower fitness levels, and have body size, weight, and obesity considerations.



The decisions of *how to pair and group students* could also be informed by other factors such race, color, language, religion, political or other opinion, national or social origin, property, birth or other status such as disability, age, marital and family status, place of residence,

Hence, it is important for teachers to understand that simple decisions made in class, such as pairings and grouping, discriminate and exclude learners. Simple decisions like these may not mean a lot, but practices done in class, such as in PE, should be reviewed so as not to discriminate and exclude learners.

Abstraction

In this chapter, the principles of *non-discrimination and equality*, gender, needs, strengths, interests, experiences, inclusive learning plans, and practices of inclusivity will be explained. This part discusses these concepts according to international documents from various sources such as the United Nations, International Human Rights Conventions, and Law. In discussing these concepts in class, remember to draw out the learners' experiences and facilitate reflective learning. Make the discussions relatable to their experiences and encourage them to share or reflect on the discussions through the questions you pose and activities you facilitate.

What are the principles of non-discrimination and equality?

Non-discrimination and equality are the most widely recognized human rights in international law. All countries that are members of the United Nations have undertaken legal obligations to promote and protect the rights to equality and nondiscrimination (MacNaughton, 2009).

According to the UNESCO (1948), the principle of *non-discrimination* seeks "to guarantee that human rights are exercised without discrimination of any kind based on race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status such as disability, age, marital and family status, sexual orientation, and gender identity, health status, place of residence, economic and social situation."

Equality, on the other hand, is about ensuring that every individual has an equal opportunity to make the most of their lives and talents. It is also the belief that no one should have poorer life chances because of the way they were born, where they come from, what they believe, or whether they have a disability (Equality and Human Rights Commission, 2010)

Diversity

Discussions on non-discrimination and equality in education include concepts such as diversity. Diversity encompasses understanding, appreciating, and respecting the interdependence of many different types of things or people or elements being included with something.

There are dimensions of diversity that distinguish individuals and groups from others. These dimensions include the ones identified in the definition of principle of nondiscrimination above. Other dimensions of diversity also include, but are not limited to, physical and intellectual ability, creed, educational background, and expertise (Ontario Human Rights Commission (OHRC) 2019).

Diversity also refers to a set of conscious practices that involve the following:

- understanding and appreciating *interdependence* of humanity, cultures, and the natural environment.;
- practicing *mutual respect* for qualities and experiences that are different from our own;
- understanding that diversity includes not only ways of being but also ways of *knowing*;
- recognizing that *personal, cultural, and institutionalized discrimination* creates and sustains privileges for some while creating and sustaining disadvantages for others;
- building *alliances across differences* so that we can work together to eradicate all forms of discrimination

With these concepts in mind, diversity is apparent in all of us including our learners. Hence, we should emphasize that diversity is normal, and differences should not be a cause to limit the possibilities for and potentials of individuals.

Embracing diversity is not an easy task, but it is crucial for providing equal opportunities to learn, progress and integrate into society (Hussein 2019).

Equality: A Precaution Measure

However, caution should be taken because the traditional approach of understanding equality is based on the idea that it can be achieved by providing identical treatment to all individuals, regardless of their actual circumstances. With this approach, if people are similar and you treat them the same, you cannot be said to have discriminated even though the result may in fact add to the disadvantage experienced by members of particular groups (OHRC 2019).

This notion of equality has many shortcomings. People have different needs because of the dimensions of diversity previously mentioned. However, when these needs are not recognized, the unequal effects that identical treatment can sometimes produce are ignored. Treating everyone the same may result in inequities which, in turn, perpetuates group-based inequalities and compounds the experience of disadvantage (OHR 2019).

To enhance and promote non-discrimination, the Department of Education (DepEd) released *DepEd Order No. 32, s. 2017* Gender-Responsive Basic Education Policy.

Through this policy, DepEd commits to integrate the principles of equality, gender equity, gender sensitivity, non-discrimination, and human rights, in the provision and governance of basic education. The policy specifies policies and programs, projects, and activities (PPAs) that address gender-responsive education. Several specifics of the policy will be discussed further in this module.



It is important to note that the principles of non-discrimination and equality may not be well understood by learners, but they are doing things that discriminate and promote inequality. Hence, learners' understanding of terms associated with principles of non-discrimination and equality, and discrimination and inequality should be further probed. Learners' understanding of terms such as stereotype, fairness, prejudice, and others could give teachers a clear jump point when discussing principles of non-discrimination and equality.



Why is it important to have GNSIE-inclusive learning plans?

Gender-, needs-, strengths-, interests-, and experiences-inclusive learning plans are important because these learning plans recognize the diversity among learners. When diversity is recognized, perspectives, language use, representations, illustrations, and practices are balanced and inclusive. Gender-, needs-, strengths-, interests-, and experiences-inclusive learning plans are not restrictive and preferential.

These learning plans do not exclude learners that are diverse in different ways including gender, needs, strengths, interests, and experiences. They do not nullify or impair learners' diversity and set all learners on equal footing. DepEd, in its Order No. 32, s. 2017 Gender Responsive Basic Education Policy, moves to the institutionalization of gender responsive teaching-learning plans, guides, processes, activities, and mechanisms and measures.



The *Sustainable Development Goals (SDGs)* consist of 17 goals that provide a shared blueprint for peace and prosperity for people and the planet. These SDGs are an urgent call for action by all countries – developed and developing – in a global partnership (United Nations 2015).

Three of the goals are Quality Education (Goal 4), Gender Equality (Goal 5), and Reduced Inequalities (Goal 10) (Figures 3-5). These goals are relevant to the discussions in this module.

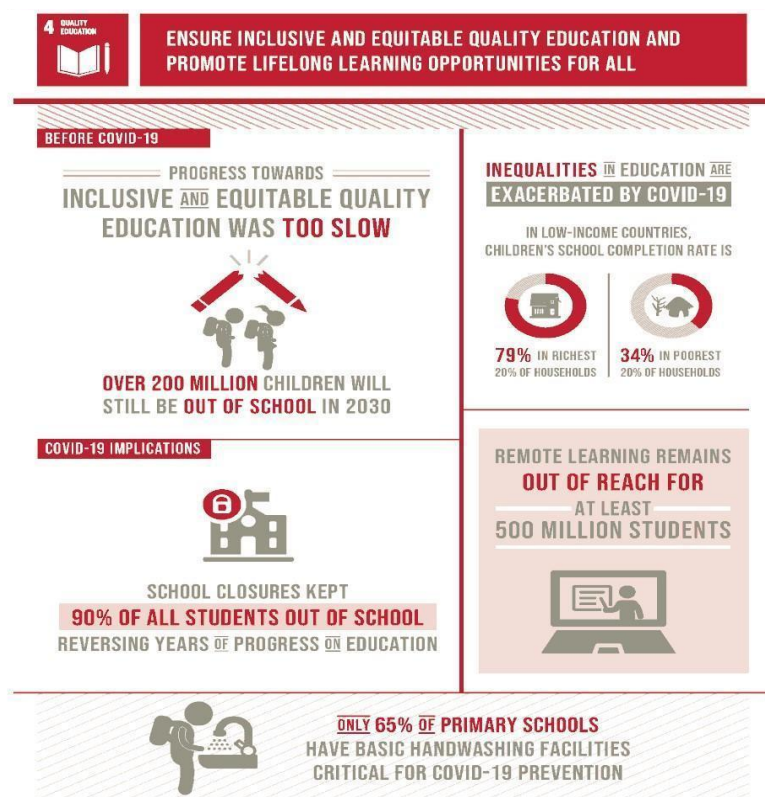


Figure 3. Quality Education (Goal 4) (Image from <https://sdgs.un.org/goals/goal4>)



Figure 4. Gender Equality (Goal 5)
(Image from <https://sdgs.un.org/goals/goal5>)

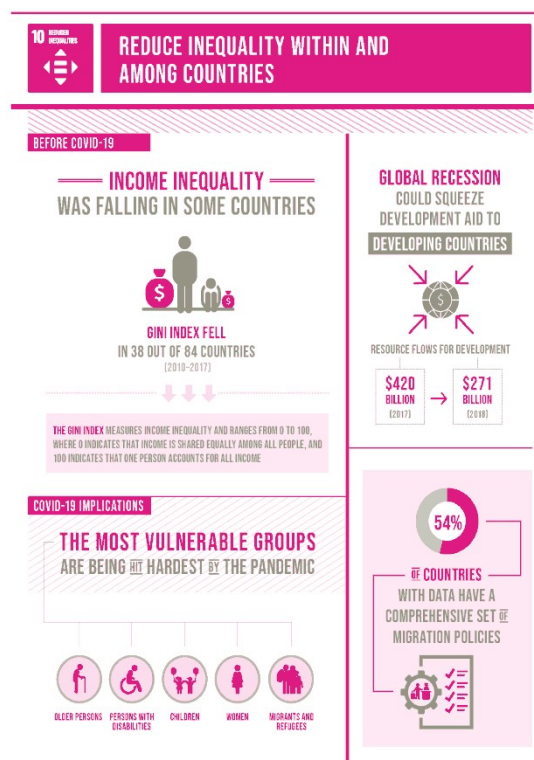


Figure 5. Reduced Inequalities (Goal 10)
(Image from <https://sdgs.un.org/goals/goal10>)

Achievement of the goals has been slow, even before the pandemic, although some progress can be seen and felt. With the impact of COVID-19 apparent in different aspects of human lives, achieving these goals may come even harder. COVID-19 implications, as seen in Figures 3-5, exacerbate the existing conditions, situations, and circumstances.

Hence, GNSIE-inclusive learning plans should aim to address these existing conditions, situations, and circumstances. Therefore, relating lessons and discussions to learners' experiences and facilitating reflective learning should make learning plans GNSIE-inclusive.

Application (Illustration of Practice)

Hi, teachers!

In this part, you will be able to apply the lessons on principle of nondiscrimination and equality and practices of inclusivity using sample activities below.



The sample activities are good ways to emphasize concepts of non-discrimination and equality. Activities are applicable to different subjects and can be adapted to suit the context of learners. All activities can be assigned as modular and online/virtual assessments.

What examples of practices of inclusivity can we identify and implement in the online classroom?

Because of COVID-19, the shift of learning modality became inevitable. DepEd has introduced modular learning and online/virtual learning by printing and distributing modules, and holding virtual classes.

We, teachers, should aim to practice inclusivity to help lessen the implications of COVID-19 learners. Here are some recommended practices.



School Campaigns

Campaigns in school to promote DepEd Orders, such as DepEd Order No. 32, s. 2017 Gender-Responsive Basic Education Policy, are good ways to promote inclusivity. Figure 6 shows a poster that supports this. The slogan “Be A Buddy, Not A Bully” gives a clear and concise message to learners about non-discrimination.



Figure 6. A poster for an anti-bullying campaign (Image from <https://www.hrw.org/news/2017/07/19/philippines-affirmed-equal-rightsschools-now-it-should-protect-them>)

School campaigns such as the one above can be good discussion points for learners to understand the principles of non-discrimination and equality. Campaigns can be part of existing events and celebrations within the school calendar, such as United Nations Month (October), and Indigenous Peoples Month (October).

Specific Practices in the Curriculum

As previously mentioned, DepEd Order No. 32, s. 2017 Gender-Responsive Basic Education Policy specifies policies and programs, projects, and activities (PPAs) that address gender-responsive education. Several specifics of the policy stated below are good practices of inclusivity:

include observance and celebration related to gender and development (GAD) such as Women's Month (March), Pride Month (June), and others

enhance and integrate discussions related to GAD in the K to 12 curriculum subjects such as PE, Health, ESP, and others

ensure that learning environment (i.e., face-to-face, modular, online/virtual) promotes respect for all and has zero-tolerance for all forms of discrimination, violence, and abuse

teachers and school personnel be properly oriented and trained on GAD

assessments are gender-responsive and culture-sensitive for all learners

Other practices of inclusivity also include the following:

- use of gender-fair, inclusive, and minority languages in the school system
- careful selection of images, illustrations, and representations
- balanced representation of sex, sexual orientation, and gender identity

Activity 4 - Your COVID-19 Experiences

Think about your COVID-19 related experiences at home, and in your specific local government unit (LGU) for the past months.

How about the experiences of your extended families, neighbors, friends, and/or community? Reflect on the following:

	Your Experiences	Experiences of Others (Extended families, neighbors, friends, and/or community)
<i>Ayuda</i> (Financial/In-kind Assistance)		
Learning/studying situation (<i>sitwasyon ng pagkatuto/pag-aaral</i>)		
Means of livelihood (<i>paraan ng ikinabubuhay</i>)		
Travel/commute (<i>pagbiyahe</i>)		
<i>Bakuna</i> (vaccine)		
<i>Pangkalahatang kalusugan</i> (overall health)		
<i>Iba pang bagay</i> (others)		

Answer the following questions after:

- What *practices/protocols/policies* do you think should be strengthened and/or revised?
- How do you think our present situation can be *improved*?
- As a learner, how can you *contribute* to the improvement of our situation?

Analysis

Answers of learners will vary, and these are greatly dependent on factors such socioeconomic status and locality. Being able to guide learners in reflecting on diversity of experiences during COVID-19 is crucial so that they will better understand individual situations and circumstances.

Their answers to the follow-up questions should also be placed in the proper context, especially since they come from different backgrounds and localities; hence, diversity in perspectives is expected. Facilitating the discussion well is needed.

Activity 5 - Physical Fitness Test

Look at the pictures. If Figure 7 is called push-up/regular push-up, what is Figure 8 called?



Figure 7



Figure 8

(Images from <https://www.openfit.com/how-to-get-better-at-push-ups> and <https://www.sparkpeople.com/resource/exercises.asp?exercise=36>)

(Note: Replace with children performing push-ups.)

Analysis

Figure 8 is called modified push-up. The difference between the two physical fitness tests is that in modified push-up, the knees, instead of the feet, are planted on the floor. This makes the exercisers carry a lesser percentage of their own body weight as compared to the push-up/regular push-up form. The modified push-up is a recommended variation for individuals who aim to build strength but still cannot carry a greater percentage of their own body weight.

Names of physical fitness tests are basic. Figure 8 is sometimes referred to as “girl push-ups.” This is because the form is different from regular push-up. The reference to “girl push-ups” reflects the seemingly inferior execution of the movement. The reference to “girl push-ups” ultimately means that those who cannot do regular push-ups are weak and should do “girl push-ups”

This label implicitly means *weak*. Hence, when boys in PE class do “girl push-ups” they are teased as being *mahina* (weaklings) or *parang babae* or girly (like a girl). However, when girls do the “girl push-up”, many see it as understandable since the form is *pang-mahina* (for the weakling). This

connotes that the modified push-up form is for the weak, and girls and boys who do the modified push-up are weak.

In PE classes, discussion of physiological differences of sex (males and females) should be included when physical fitness tests are done. However, this is not the case in all PE classes. Differences between sexes when it comes to physiology and biology, yet PE do not clearly explain these differences.



Hence, when it comes to many physical fitness tests, including push-up, differences in performance are often viewed as a sign of weakness (*kahinaan*), and laziness (*katamaran*), especially if modified versions are used.

Ultimately, this view discriminates against those learners who do modified versions of physical fitness tests and implicitly looks upon these learners as weak, and since girls are viewed or seen as weak, the term “girl push-up” connotes being weak as well.

This activity and analysis will reinforce the discussion on the use of *gender-inclusive language*. Remind the learners that language use does not merely reflect the way we think but also shapes our thinking. Hence, the language used when referring to modified push-up as “girl push-up” shapes the thinking about girls and boys, how they perform physical fitness tests, and ideas and beliefs on strength and lack thereof.

Ask the learners what they think about the different names of the physical fitness test.

Ask them if they have heard PE teachers, learners, and other people refer to the physical fitness test as “girl push-up”.

Ask them what they think about learners doing modified push-ups.

Ask for volunteers to share their answers.

Use the questions below as a guide for the flow of analysis.

- Have you ever thought of doing push-ups this way?
- If you have heard PE teachers, students, or others refer to this physical fitness test in this way, what do you think they mean by “girl push-ups”?
- What do you think about learners who do modified push-ups?
- Write your thoughts about this.

- Do you know of any practices in school that are discriminatory or unequal in nature?
- Have you experienced any forms of discrimination or inequality?
- Do you know anyone who has experienced this?
- Write these in your journal.

Assessment Task/Learning Assessment

Assessment here is a *reflective activity* on discrimination and inequality in local and international contexts. It is recommended that reading assignments chosen by teachers be given to learners. This will require online searches for news and current event articles.

Activity 6 - Self-Reflection

What do you know about “*Black Lives Matter*” and “*Asian hate*”? How do you feel about these events? Reflect on the assigned readings for these international events.

Continue your reflection by thinking about how foreigners, like Chinese and Saudi Arabians; people with other religious affiliations, like Muslims and Jehovah’s Witnesses; or people who speak with a non-Tagalog accent, like *Bisaya* or *Ilonggo*; are viewed and treated here in the Philippines. Think about the characteristics and descriptions of *Ilocanos*, *Bicolanos*, *Cebuanos*, and other ethnolinguistic groups.



Analysis

When discussing international current events and local views, beliefs, and perspectives, ensure to cover important discussion points such as history and context. It is recommended that teachers be up to date with current events and that discussions of local views, beliefs, and perspectives be grounded with knowledge and understanding of discussions in *Sibika* and *Araling Panlipunan*.

Ask for volunteers who want to share their reflection and let the other learners reflect on the sharing.

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CHAPTER
6

DIVERSE LEARNING ENVIRONMENT: CHALLENGES AND OPPORTUNITIES

This part of the module explains the challenges and opportunities of creating a learning environment that is conscious of all learners' gender, needs, strengths, interests, and experiences.

This chapter will highlight the challenges vis-à-vis opportunities that the transition to remote emergency teaching poses to make education truly inclusive during and post-pandemic. A responsive and differentiated approach to teaching and learning is argued to be instrumental in responding to the disparities affecting learning and education outcomes that is exacerbated by the pandemic.

 Intended Learning Outcomes

At the end of this chapter, the teachers will be able to:

- identify the challenges of creating a diverse learning environment that is responsive to all learners' gender, needs, strengths, interests, and experiences;
- discuss the benefits of a gender, needs, strengths, interests, and experiences-responsive learning plan;
- collaborate with colleagues in designing a developmentally-appropriate diverse online classroom learning environment that is gender, needs, strengths, interests, and experiences responsive.

 Time Required

It is estimated that this session will take four (4) hours to complete.

 Required Tasks

There are three (3) *Consolidating Activities* in this session and a *Capstone Project*.

 Required Resources

Philippine Professional Standards for Teachers.

Consolidating Activity 1.

Creating a learning environment that is conscious of all learners' gender, needs, strengths, interests, and experiences in the time of COVID-19.

Objective: To reflect on what it means to be a teacher responsive of learners' gender, needs, strengths, interests, and experiences (GNSIE) during and following the COVID-19 pandemic.

Instructions: In the table below, describe what it means to you to be a GNSIE-responsive teacher during the pandemic by providing a list of instruction strategies, approaches or practices that you personally engage in your own classroom. Then contemplate on other possible ways in which it could be employed in your classroom, and compare notes in your small group.

Gender, needs, strengths, interests, and experiences-responsive teaching examples from your own classroom	Other ways to engage in gender, needs, strengths, interests, and experiences-responsive teaching in your classroom

Intersectional lens to addressing learner's gender, needs, strengths, interests, and experiences.

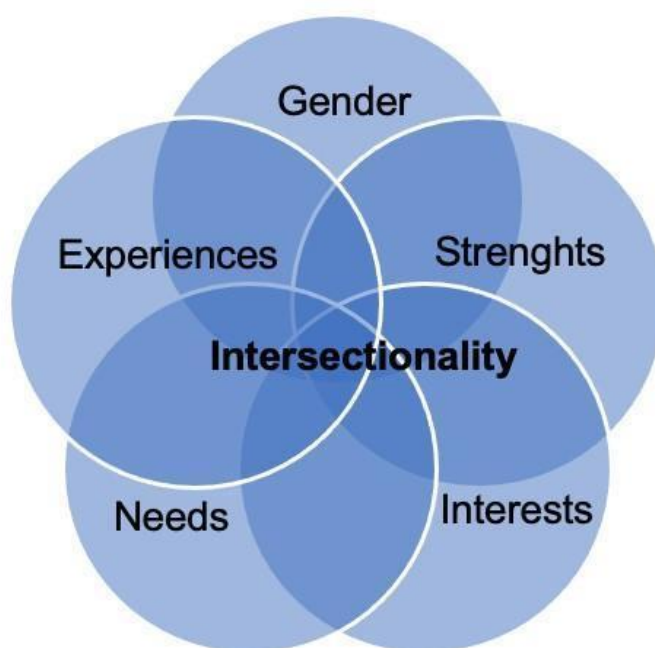


Figure 9. Intersectionality of learner's gender, needs, strengths, interests, and experiences

Applying an intersectional lens to the implementation of Indicator 3.1.2 may result in more targeted and effective interventions to address the disparities affecting learning and education outcomes that is exacerbated by the pandemic. Intersectionality offers a lens through which academics and activists can better develop and respond to the complex problem of social inequality and social injustice (Collins 2019; Collins & González 2019).

Efforts to develop and implement a developmentally-appropriate & diverse online classroom learning environment that is GNSIE-responsive could be placed within a reading of intersectionality as catalyzing a broader conception of complex social inequalities that stem from an understanding that individuals and groups are differentially placed within intersecting systems of power (see Collins 2015).

Furthermore, *intersectionality* as an analytical tool for understanding and responding to the diversity of learners' characteristics and funds of identity (Esteban-Guitart & Moll, 2014; see also Whitenack, Golloher & Burciaga, 2019), i.e. their ways of being, knowing, and experiencing arguably improves learning outcomes for all learners (Whitenack, Golloher & Burciaga 2019).

Intersectionality helps explain how certain learners encounter varying levels of exclusion and respond appropriately to various aspects of learners' needs (Waitoller and Kozleski 2013; see also Besic 2020).

Considering the role of intersecting dimensions of each learner's gender, needs, strengths, interests, and experiences when identifying barriers and facilitators to equal quality education for all is an integral part of creating a *developmentally appropriate and diverse* online classroom learning environment.

It is established that differentiation is an organized and flexible way of making modifications in the key elements that form classroom instruction in ways that are responsive to each learner's background, readiness level, interest, and learning profile. In a *differentiated classroom*, teachers proactively modify curricula, teaching methods, resources, learning activities, and student products to maximize the learning opportunity for each learner (Bearne 1996).

Now, amid the COVID-19 pandemic, we need to rethink our knowledge, skills, and attitudes regarding the use of differentiated, developmentally appropriate teaching practices to address learner's gender, needs, strengths, interests and experiences within the affordances and constraints of the online context



A GNSIE-responsive remote learning environment can look very different in various classrooms as there are many different ways in which teachers can differentiate instruction for learners in the context of the pandemic. However, effective differentiated classrooms within remote settings share a set of well-designed practices intended to support student learning and wellbeing in a time of heightened inequities. As remote learning remains the new normal, it is critical to try out specific ideas and strategies to make this experience fully congruent with the global goals of inclusive education. So one of the first steps to creating a GNSIE-responsive environment is creating classrooms in which every learner feels a sense of belonging, emotionally and academically.

Some ways in which teachers can support learners at risk of exclusion during the pandemic include:

Ensuring that all online content is accessible to and usable *by all learners*.

Developing more *inclusive and flexible* curriculum, and instructional practices that respond to the learner's readiness, interest, and learning profile

Creating a *supportive environment* that allows all learners from all backgrounds, personality traits, abilities, and other characteristics to be successful.

Engaging parents or guardians to help motivate learners to persevere through challenges and do well on academic achievement.

Consolidating Activity 2.

Identifying the challenges and opportunities of creating a diverse learning environment that is conscious of gender, needs, strengths, interests, and experiences in the context of COVID-19

Objective: To identify the challenges and opportunities of creating a diverse learning environment that is conscious of gender, needs, strengths, interests, and experiences in the context of COVID-19

Instructions: After reflecting on your own practice of creating a GNSIE-responsive online learning environment, in the table below, provide the challenges that you have encountered, how you have responded to these challenges, i.e. developed new curricula and pedagogies, or sought or received support from your school or colleagues, and identify the most significant opportunities of a gender, needs, strengths, interests, and experiences-responsive online learning environment.

Challenges you encountered in creating a gender, needs, strengths, interests, and experiences-responsive online learning environment	How I responded to the challenges of creating a gender, needs, strengths, interests, and experiences-responsive online learning environment	Opportunities of a gender, needs, strengths, interests, and experiences-responsive online learning environment

Emerging challenges and opportunities of creating a diverse learning environment that is conscious of gender, needs, strengths, interests, and experiences in the context of COVID-19.

With the prospect of online learning moving into the long term, teachers may find themselves increasingly challenged by the demands to respond to the growing diversity of learners, and the wide array of learning needs in one classroom.

In order to meet the challenges of a diverse online learning environment, teachers require the capacity to implement differentiated instruction techniques to help all learners be successful. It is now more crucial than ever for teachers to rethink what differentiated instruction may mean when learners are confronted with unprecedented challenges in their learning, living conditions, and more.

As we make the transition to online modes of learning, we recognize that these learning delivery options are not equally available to all. Thus, creating a diverse learning environment that is conscious of learner's gender, needs, strengths, interests, and experiences in the context of COVID-19 entails a critically reflective teaching practice that is responsive to learners in a variety of contexts, across a variety of modes.



Although a GNSIE-responsive learning that reflects considerations specific to an educational setting during this pandemic is desirable, it can be difficult to put into practice.

One particular challenge that heavily impacts how a diverse learning curriculum functions is the hidden curriculum, i.e. aspects of the education system not necessarily articulated in the intended educational system that maintain and reinforce a discriminatory learning environment (Egbo 2009; Carter 2019).

Compounding this problem are the emerging challenges in the design and delivery of differentiated instruction since the COVID-19 pandemic started. This situation is rapidly changing and evolving with new opportunities and challenges that can be overcome by careful planning of classes that takes into account the diverse needs of learners in this new situation, and communication with the stakeholders.



The following points from a literature review of various papers on the impact of COVID-19 pandemic on teaching and learning provide comprehensive insight into the way forward (Williamson et al. 2020; Anderson 2020).

Challenges

Developing and building capacity among teachers in:

- bridging gap between theory and practice of gender-responsive education, and addressing gender inequality issues and gender bias in their pedagogical processes;
- providing psychosocial support to meet the needs, interests and strengths of learners beyond general academic instruction; and
- effectively using technology in support of efficacious learning experiences during and beyond the pandemic; and
- involving parents and guardians in the academic success of learners, which is still not necessarily a priority for school systems.

Opportunities

- The transition to remote emergency teaching presents a unique opportunity to rethink the ways we can prepare for the post COVID-19 agenda of building more equitable, and resilient education systems through GNSIE-responsive measures to make education truly accessible and inclusive.
- In this critical situation, we can make use of the strengths of the online learning modes in:
 - *expanding education reach* to more learners and introduce gender-responsive education approaches;
 - customizing our teaching processes based on the *needs and interests of learners* using e-learning methods for an effective and efficient learning environment; and
 - developing *innovative pedagogical approaches* that build on learner's strengths to humanize learning experience.
- Create *opportunities to build collaboration* with families and communities in creating a safer, more receptive learning environment for all learners.

It is now understood that a learning plan that is GNSIE-responsive is important for many reasons, including the learner's academic and social experiences. With the disproportionate impact of the pandemic on disadvantaged and vulnerable populations, i.e. exacerbating preexisting gendered risks and vulnerabilities, and widening inequalities, a learning plan that is sensitive to this context, not only leads to improved support for learners and their parents or guardians, but also leads to greater awareness, understanding and knowledge about the vulnerabilities of communities of diverse SOGIESC during the pandemic. A GNSIE-responsive learning plan thus contributes to addressing the gendered impacts of COVID-19 on vulnerable

populations and making progress towards a more equitable, inclusive, and sustainable post-COVID-19 world.

Research and advocacy pieces highlight a host of other potential benefits of a gender, needs, strengths, interests, and experiences-responsive plan that continues to be relevant and inform our delivery of online or distance learning during and post pandemic, including increased access and opportunity for all learners, especially those from vulnerable backgrounds that have been hit the hardest by the crisis, and exposed to health and well-being risks, to achieve equally throughout and beyond the recovery phases of COVID19 pandemic (The impact of COVID-19 on learner equity and inclusion 2020; COVID-19 and Education in Emergencies, 2020; Policy Brief: Education During COVID-19 and Beyond, 2020; Building Resilient Education Systems Beyond the COVID-19 Pandemic, 2020).

Consolidating Activity 3.

Evaluating learning plan for GNSIE-responsiveness

Objective: To examine and expand teacher's use of differentiated, developmentally appropriate strategies to address learners' gender, needs, strengths, interests and experiences in their own instructional practices.

Instructions: Evaluate your learning plan and assess if lesson components determined to facilitate differentiated learning design, i.e. content, processes and products, are being used to specifically respond to the learners' gender, needs, strengths, interests, and experiences during the pandemic. You may refer to the list of guide questions below in evaluating the learning objectives, activities and resources for GNSIE-responsiveness.

Consider the following core questions in evaluating your learning plan (Adapted from Knowing and Responding to Learners, 2016; see also Wiggins and McTighe, 2001) based on learners' GNSIE-responsiveness:

Content.

How do I differentiate the ways that I help the learners learn new concepts?

Process.

How do I differentiate the ways I assess learners' learning progress towards their learning goals?

Product.

How do I differentiate the ways that learners demonstrate what they understand and can do?

Use the answers to these questions to help you continuously improve *your differentiation strategies* as we learn more about the strengths of online settings in finding ways to respond to each learner's gender, needs, strengths, interests, and experiences so that every learner is successful amid the pandemic.

Reflecting on our current practice and use of learning plans are key to improving our practice of differentiated, developmentally appropriate approaches to instruction, and providing the right amount of support and challenge for every learner amid the disparities affecting learning and education outcomes that is exacerbated by the pandemic.

Actions to promote a developmentally-appropriate & diverse online classroom learning environment that is GNSIE-responsive.

To promote a developmentally appropriate and diverse online classroom learning environment in the time of pandemic, we should be able to proactively respond to the changes demanded by differentiated learning in a remote setting, consistent with the Basic Education-Learning Continuity Plan (DepEd Order No. 12, S. 2020) by:

Assessing accessibility and accommodations

As we shift to distance learning, we need to assess each learner or groups of learners with similar situations and discuss adjustments needed to our online instruction to account for each learner's gender, needs, strengths, interests, learning and experiences. Some examples include modifying electronic files into formats that suit their learning needs, and rethinking class policies and deadlines to accommodate the additional challenges that learners may be facing as a result of the pandemic.

Reviewing curricula and instructions

The changing educational landscapes require that curricula be modified to account for pandemic or technological constraints that learners face in the remote setting. Some examples include developing flexible and self-paced activities to account for the additional constraints in overall engagement in schooling of students in low income households or remote locations due to additional responsibilities, such as caring for younger siblings, children, and other family members, and other household chores; and reviewing curriculum and teaching strategies for patterns of inequity and biases, such as simplistic generalizations or exclusion of a group on the basis of SOGIESC, race, class, ethnicity, ability, and other

attributes. Where possible, introduce learning activities that explore the concept of diversity at a level appropriate to the learners' grade.

Facilitating communication with family and guardians

As families face the demands of learners' education during the pandemic, teachers have had to partner with parents and guardians in new ways to support remote instruction. To help keep learners focused, interested, and balanced while learning from home, teachers should maintain regular communication with families to assess learners' difficulties and needs for learning and other support. Systemic approaches need to be established to effectively support families in creating positive conditions for learning at home, and adopting age-appropriate tools and ways of responding to the changing needs of learners during remote learning. This may include using a variety of strategies such as regular check-ins through various means of communication including emails, phone calls, newsletters, school websites, social media platforms, and letters sent to home addresses to adapt to the needs of families.



Capstone Project.

Designing a GNSIE-responsive learning plan

Now that you have explored how Indicator 3.1.2 can be achieved as we deliver online and other modes of distance learning, you are now ready to develop learning plans that suit and support learners' gender, needs, strengths, interests, and experiences, thereby also creating a developmentally appropriate and diverse online classroom learning environment that is COVID-19-responsive.

Objective: To demonstrate evidence of an improved learning plan using differentiated, developmentally appropriate strategies to address learners' gender, needs, strengths, interests, and experiences by creating a learning plan in the current educational context during the pandemic.

Instructions: Based on your learning in this module, create a learning plan that explicitly incorporates the key elements of a developmentally appropriate and GNSIE-responsive differentiated lesson design to support learners' individual academic development in a distance learning setting. It is important to underscore that the content, processes, and products you choose to incorporate in your learning plan depend on your flexibility as proficient teachers to adapt the right differentiated instruction strategies based on your learners' gender, gender, needs, strengths, interests, and experiences.



Use this checklist as a guide in designing a developmentally appropriate and GNSIE-responsive learning plan:

1

Learning Objectives

Are the learning objectives differentiated based on learners' readiness levels, interests, or learning profiles?

Are the learning objectives specific, measurable, achievable, relevant, and timely for the inclusion of all learners?

2

Learning Activities

Are the activities flexible to meet learners' different learning needs, experiences, and source of motivation, and develop a wide range of competencies?

Do they include opportunities for all learners to participate individually, as well as within small and large groups, in a variety of related tasks at varying difficulty based on their skill level?

3

Learning Resources

Does the learning plan provide a selection of adequate and appropriate materials that are accessible given the learners' diverse abilities and needs?

Do the materials provide unbiased and balanced representation of a group of people that are responsive to learners in a variety of contexts?

RESOURCES LIBRARY

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Appendix - Reporting Hotlines and Platforms for Gender-based Violence

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ang mga pang-aabuso sa mga **KABABAIHAN** at mga **BATA** sa:

BANTAY BATA 163

Landline (toll-free): 163
Globe (toll-free): #163
Smart: 163

WCPC ANTI-TRAFFICKING IN PERSONS DIVISION

Landline: (02) 8 420 6460

INTER-AGENCY COUNCIL AGAINST TRAFFICKING

Actionline Against Human Trafficking:
1343 o +632 (1343) kung nasa labas ng Metro Manila o Pilipinas

Para sa SMART Subscribers:
I-text ang "ENDOSEC [space] [message/report]" sa **7444-64**.

NBI ANTI-HUMAN TRAFFICKING DIVISION

Landline: (02) 8 521 9208

PNP ALENG PULIS

Smart: 0919 777 7377

PHILIPPINE RED CROSS

Hotline: 143
COVID-related hotline: 1158

E-REPORT SA GENDER OMBUD

<https://gbvcovid.report>

CHR TANGGOL KARAPATAN E-LAWYERING

NATIONAL CAPITAL REGION (CHR NCR)	chr_ncr2017@yahoo.com (0919) 444 7720 (Smart)
INVESTIGATION OFFICE	(0963) 660 1364 (Globe) (0927) 328 2835 (Globe) (0961) 451 2426 (Smart) (0950) 369 9026 (Talk N' Text)
LEGAL DIVISION	elawyerling.ld.chrp@gmail.com (0961) 450 8590 (Smart) (0961) 451 2424 (Smart) (0961) 450 8568 (Smart)

CHR CARAGA

chr_caraga@yahoo.com
(085) 342 6848
0917 126 1821 (Globe)
0938 242 0817 (Smart)

CHR: Dignity of all

e-REPORT

ang mga pag-abuso sa mga **BAYI** ug mga **BATA** sa:

AGUSAN DEL NORTE

Provincial Social Welfare and Development Office (PSWDO)

Mobile: 0920 908 4325 (Smart)

SURIGAO DEL NORTE

Provincial Police Office

Landline: (086) 826 8568

Provincial Women's Center

Landline: (085) 231 5144

AGUSAN DEL SUR

Provincial Social Welfare and Development Office (PSWDO)

Mobile: 0926 175 7438 (Globe)

DINAGAT ISLANDS

Provincial Social Welfare and Development Office (PSWDO)

Mobile: 0950 709 3372 (Talk N' Text)

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<https://gbvcovid.report>

CHR CARAGA

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(085) 342 6848
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0938 242 0817 (Smart)

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Ipulong daguiti agabuso kadaguiti **BABBAI** ken **UBBING** iti:

ECHAGUE, ISABELA

Municipal Health Office (MHO)
Ms. Vanessa Andres
Mobile: 0981948867

Municipal Social Welfare and Development Office (MSWDO)
Ms. Jocelyn Suguitan
Mobile: 09161132531

Women and Children Protection Desk (WCPD)
Winalyn Garcia Zuniega
Mobile: 09750563179

Deputy Chief of Police (DCOP)
PCPT Geriyell Frogoso
Mobile: 09161291620

Prosecutor
Fiscal Sherwin Battung
Mobile: 09178032357

Public Attorney's Office (PAO)
Atty. Pierre Gil Garcia
Mobile: 09328426548

Municipal Administrator
Dr. Matthew Alindada
Mobile: 09177243210

CSO - Mengal Women
Ms. Febe Lansangan
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AMULUNG, CAGAYAN

Municipal Health Office (MHO)
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Municipal Social Welfare and Development Office (MSWDO)
Ms. Myrna Matias
Mobile: 0975 753 9849

Women and Children Protection Desk (WCPD)
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Chief of Police (COP)
Albert Florentino
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Prosecutor
Fiscal Jennica Sales
Mobile: 09360464326

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(078) 8304 2047
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0996 798 6118 (Globe)
0939 325 9282 (Smart)

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ang mga pang-aabuso sa mga **KABABAIHAN** at mga **BATA** sa:

LAGUNA PROVINCE

PNP WOMEN'S DESK

PROVINCIAL 0917 383 1684 0921 904 8838	SANTA ROSA CITY 049) 837-6499 0999 483 5681 0905 550 5288	CALAUAN 049) 566-0911 0939 382 2840 0939 832 8330	LILIW 049) 563-1114 049) 501-2050 0906 284 0668
BIÑAN CITY 049) 511-4969 049) 832-2783	SAN PABLO CITY 049) 800-4503 0908 193 0819	CAVINTI 049) 572-3313	LOS BAÑOS 049) 534-5631
CABUYAO CITY 049) 502-6535 0949 745 6048	ALAMINOS 049) 521-0166 049) 805-1322 0946 973 3557	FAMY 049) 501-3590	SINILOAN 049) 341-1581 049) 501-3967 0919 393 9734
CALAMBA CITY 049) 545-1694 0916 529 2769 0918 331 8641 0915 406 7505	BAY 049) 536-3035	KALAYAAN 0906 343 3933	VICTORIA 0918 435 1998 0915 899 1931

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BATANGAS PROVINCE

HOSPITALS

NAZARETH HOSPITAL
043) 723-4144

BATANGAS MEDICAL CENTER
043) 723-0911

CHR REGION IV-A

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049) 562 5415
0915) 692 0530 (Globe)
0939) 638 4786 (Smart)

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149

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ang mga pang-aabuso sa mga
KABABAIHAN at mga **BATA** sa:



BATANGAS PROVINCE

PNP WOMEN'S DESK

PROVINCIAL af (043) 980-0400 af 0910 225 6638	BALETE af (043) 740-9555 af 0915 467 2095	LOBO af 0916 719 4906	SAN LUIS af 0926 641 6290
BATANGAS CITY af (043) 723-2030 af 0916 429 1515 af 0999 694 6805	BAJIAN af (043) 727-1005 af (043) 980-0911 af 0916 462 0308	MABINI af (043) 487 0543 af 0916 270 0837	SAN NICOLAS af (043) 210-5199 af 0927 683 8457
CITY OF SANTO TOMAS af (043) 778-1610 af 0915 372 9019	CALACA af (043) 223-5048 af 0906 582 4703	MALVAR af (043) 778-2019 af 0915 336 6396	SAN PASCUAL af (043) 980-9980 af 0915 534 8889
LIPA CITY af (043) 312-5760 af 0916 658 5199 af 0920 407 7585	CALATAGAN af (043) 419-0041 af 0917 337 5190	MATAAS NA KAHAY af (043) 461-0181 af 0915 923 1598	SANTA TERESITA af (043) 772-0462 af 0906 466 9222
TANAUAN CITY af (043) 778-1126 af 0939 322 7848	CUENCA af (043) 772-0070 af 0915 954 7571	NASUGBU af (043) 740-0342 af 0927 500 1199	TAAL af (043) 214-2167 af 0905 349 3734
AGONCILLO af (043) 210-3199 af 0915 261 9656	IBAAN af (043) 414-1041 af 0927 731 3259	PADRE GARCIA af (043) 515-9209 af 0905 292 4038 af 0920 670 0772	TALISAY af (043) 773-0241 af 0917 522 5950
ALITAGTAG af (043) 772-3058 af 0927 914 9838	LAUREL af (043) 741-4054 af 0927 946 7764	ROSARIO af (043) 321-0909 af 0915 254 2577	TAYSAN af 0906 242 1620
BALAYAN af (043) 211-3736 af 0927 434 8008	LEMERY af (043) 411-0345 af 0927 707 1191	SAN JOSE af (043) 720-2205 af 0906 412 9554	TINGLOY af 0928 725 3853
BALETE af (043) 740-9555 af 0915 467 2095	LIAN af (043) 215-2026 af 0917 551 2292	SAN JUAN af (043) 575-4602 af 0915 385 0205/ af 0920 696 3872	TUY af (043) 229-2166

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ang mga pang-aabuso sa mga
KABABAIHAN at mga **BATA** sa:



CAVITE PROVINCE

PNP WOMEN'S DESK

PROVINCIAL af (046) 433-0056	TAGAYTAY CITY af (046) 413-1282 af 0915 913 7693	GENERAL MARIANO ALVAREZ af 0916 708 1660	NAIC af (046) 412-0250 af 0921 295 9353 af 0927 634 4371
BACOR CITY af (046) 417-6266 af (046) 417-6366 af 0908 886 2775	TRECE MARTIRES CITY af (046) 686-3460 af 0939 164 3994	GENERAL TRIAS af (046) 509-0934 af 0923 454 3543	NOVELETA af (046) 438-1669
CAVITE CITY af (046) 431-2292 af (046) 416-0254 af 0922 456 2273	ALFONSO af 0932 398 2945	INDANG af (046) 862-3050	ROSARIO af (046) 438-1548 af 0915 326 9144
IMUS CITY af (046) 471-3993	AMADEO af (046) 483-3022 af 0926 7551 523	KAWIT af (046) 686-7411	SILANG af (046) 414-0204 af 0920 304 0769 af 0929 257 1607
	CARMONA af (046) 430-0911 af 0926 662 0472	MARAGONDON af (046) 412-1161	TANZA af (046) 505-1202

RIZAL PROVINCE

PNP WOMEN'S DESK

PROVINCIAL af (02) 571-1109 af (02) 571-1147 af 0917 365 5979 af 0908 3160 164	BIRANGONAN af (02) 652-0159 af 0907 985 9029	MORONG af (02) 571-5430 af 0918 281 0975	TANAY af (02) 654-9347 af 0929 349 5711
ANTIPOLO CITY af (02) 630-0189 af 0917 369 2158/ af 0948 758 3036	CAINTA af (02) 248-1743 af 0947 509 3039 af 0922 491 0999	PILILLA af (02) 654-5185 af 0926 745 2936	TAYTAY af (02) 658-7267 af 0906 226 9646
ANGONO af (02) 651-0061	CARDONA af (02) 213-5090 af 0927 924 3188	RODRIGUEZ af (02) 213-1062 af 0915 979 8787	TERESA af (02) 650-5739 af 0927 378 9584
BARAS af (02) 470-1005 af 0908 251 3624	JALA-JALA af 0916 228 5828	SAN MATEO af (02) 212-6558 af 0927 675 8860 af 0939 218 5088	

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ang mga pang-aabuso sa mga
KABABAIHAN at mga **BATA** sa:



QUEZON PROVINCE

PNP WOMEN'S DESK

PROVINCIAL af (042) 710-4541 af 0915 789 3115 af 0920 979 6911 af 0943 538 8686	CANDELARIA af (042) 741-7997 af 0919 946 0777	MACALELON af 0939 808 7177	QUEZON af 0908 516 3089
LUCENA CITY af (042) 373-7294 af (042) 373-7344 af 0939 939 3715	CATANAUAN af 0908 305 5430	MAUBAN af (042) 717-0544 af 0908 537 3751	REAL af (042) 331-4055 af 0909 937 9208
TAYABAS CITY af (042) 793-3166 af (042) 793-2820 af 0929 408 1742	DOLORES af 0908 961 7710	MULANAY af 0908 866 3139	SAMPALOC af 0910 556 3106
AGDANGAN af 0909 899 1246	GENERAL LUNA af (042) 394-7779 af 0909 932 6852	PADRE BURGOS af 0908 517 7409	SAN ANDRES af 0908 419 7752
ALABAT af 0948 386 8959	GENERAL NAKAR af 0909 977 9769	PAGBILAO af (042) 731-2605 af 0918 347 9485	SAN ANTONIO af 0909 901 5006
ATIMONAN af (042) 316-4166 af 0909 931 0955	GUINAYANGAN af 0928 339 9484	SAN FRANCISCO af 0928 975 4830	SAN NARCISO af 0949 730 9080
BUENAVISTA af 0909 962 2512	GUMACA af 0908 489 8455	SAN PABLO af 0929 658 8115	SARIAYA af (042) 651-2427 af 0919 730 2113
BURDEOS af 0907 438 9491	INFANTA af (042) 535-3642 af 0921 575 1688	PEREZ af 0907 783 5467	TAGKAWAYAN af (042) 304-8097 af 0948 927 9296
CALAUAG af (042) 301-0166 af 0919 589 5664	JOMALIG af 0908 255 1542	PITOGO af 0946 965 9854	TIAONG af 0999 169 0896
	LOPEZ af (042) 302-5222 af 0908 489 8918	PLARIDEL af 0908 197 1045	UNISAN af 0920 654 6749
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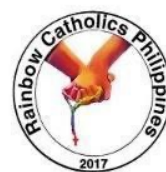
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