

E-NOTEBOOK



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Module 1

What do you already know?

To find out how much you already know about the concepts discussed in this module, try to answer the following Module pre-test:

1. Identify at least three attributes or characteristics of 21st century education.

- Technology
- Inclusive and equity
- Relationship builder

2. As a teacher, why is it important to acquire the knowledge, skills, attitudes, and values needed to adjust to the demands of the 21st century?

It is for us to be aware and look toward those transformations specially in this 21st century.

- What are the characteristics of teaching and learning in the 21st century? Describe each.

- **Personalized-** means you are using different kinds of strategies for you to find more information and also to help you to be flexible and help you to find your needs, strength, skills and interests.
- **Transfer-by-Design-** design of instructions for transfer for teaching and assisting the learners in 21st century.
- **Learner-centered** - means that the central focus of learning are the students or the learner. The teacher only guide and assist the students in order to learn
- **Media-driven** - means you are being literate on what really media is and how you'll be using those certain kind of media that you must be flexible at the same time
- **Visibly Relevant-** means you are informative or you have a lot of data in you.
- **Adaptable-** means you are willing to adjust to what changes can happen
- **Interdependent-** means you are interconnected even if we are living in a globalized times.
- **Diverse** - means we are accepting diversity beyond our differences and learning to cooperate also contributing every one's individual uniqueness.
- **Learner-centered** - means that the central focus of learning are the students or the learner. The teacher only guide and assist the students in order to learn

- What are the "four pillars of learning"? Provide a brief description for each.

- **Learning to know-** development of knowledge and skills that are need to function in the world
- **Learning to live together-** development of social skills, values and interpersonal skills among diversity of people.
- **Learning to do-** acquisition of skills enable individuals to effectively communicate and participate in the globalized economy and society
- **Learning to be-** means promoting holistic personal development or your molding yourself into a better individual.

Identify and briefly describe some of the core literacies of the 21st century.

- Integrated and interdisciplinary - linkages among various subjects or disciplines to enhance students' learning experience.
- Technologies and multimedia- use of available information and communication
- Global classrooms- exposes students the concerns of the region and other countries.
- Creating/adapting to constant personal and social change and life long learning.- learning is anywhere and anytime.
- Student centered- focuses on students as learners , teachers are only assisting and or facilitating the learners.
- 21st century skills -promotes different skills that are needed to be productive members of today's society.
- Project based and research driven- emphasizes data, info. And evidence based decision making.
- Relevant, rigorous and real world. Teachers should teach topics using current and relevant information.

3. Why should cultural diversity be respected and promoted in schools and in communities?

Mainly , we need cultural diversity is for us to be united .

4. Identify three attributes of a teacher who is a leader in 21st century schools.

Briefly explain each attribute.

Adaptive - need to be adaptable in the changes or what ever changes , comes there way.

Life long learners- learning are border less thats why as a teacher we need to be data rich.

Knowledgeable in technology- we are living in a world where technology are changing very rapidly that's why we need to be flexible in handling technology and multimedia.

5. Describe a person who is:

A. Information and Communication Technology (ICT) literate-

Knowledgeable and skilful in using technologies not only in various thing but enable to use multimedia in every day life.

B. Media Literate

Enable to use different kinds of media and how to use and handle them without having troubles.

How Do You Rate Yourself?

SELF-RELATING COMPETENCY CHECKLIST

Directions: The following checklist contains a list of competencies covered in this module. For each competency, there are four possible levels of mastery (Novice, Apprentice, Practitioner, Expert). You will use this matrix to rate your level of mastery of each competency prior to studying the module (PRE), and after you

as a 21st century teacher.								
8. Demonstrate the leadership attributes of a 21st century teacher.								
9. Integrate Information and Communications Technology (ICT) in the classroom.								

Let's try This (Activity 1.1)

Before proceeding to the rest of this lesson, do the activity below.

Mrs. Rosalia Santos, a primary school teacher in the Philippines, is presently taking up graduate studies in education. For her assignment, her professor asked her to write an essay on the changes in Philippine society in the past four decades. Read her short essay on the next page.

The Changes in Philippine Society- From the 1970s to the 21st Century

by Mrs. Rosalia Santos

Philippine society has been characterized by massive changes over the period 1970 to the present. Some of these changes were slow to occur while some were fast and drastic. In the area of politics, the last four decades have seen changes in the leadership of the government. From the Martial Law era of President Marcos in the 1970s to the early 1980s, to the Aquino, Ramos, Estrada, Arroyo, and now, Aquino administration, politics has inevitably shaped the way Filipinos live. There was the "People Power Revolution" in 1986 which toppled the Marcos regime and catapulted Corazon Aquino to power.

With this political change, the Philippine economy showed improvements including a rise in the number of the middle class and an increase in the number of Filipinos working abroad. These

political and economic changes, on the other hand, led to social changes. Part of the social changes is the changing structure of the home as family members' roles shift and mobility of individuals and families increases.

Values have changed, too. There is a lot of influence being felt from Western societies. Filipinos have learned to adapt to new ways of life such as being more open to modern ways of living.

Technology also created changes in the way people communicate all over the country and beyond. Cellular phones, computers and mass media are becoming more and more popular and accessible.

The environment has suffered from the lifestyle changes of the Filipinos. Pollution and other environmental problems have increased but there is a growing awareness among government officials and among the general population to address these problems.

Overall, the 21st century has brought about several changes in the Philippine society - some are positive while others are negative. The challenge remains for us Filipinos to address the problems that come with the changing times and to work together towards a better future.

After reading Mrs. Santos' essay, reflect on the following questions: What are some of the changes in Philippine society described by Mrs. Santos? What would be the possible effects of these changes on 21st century education in the Philippines? Write your answer on the space below.

Let's Study

The 21st Century's Changing Landscape

1. Can you think of other impacts that increasing migration and other social changes has on you, your students, and in the school system in general?

Sometimes, the migrants make effort to keep in touch with their families by either visiting once in a while or sometimes they don't really earn a lot/financially unstabled.

2. How have technological changes affected you, your students, and your school?

In this case we have an adjustment specially when having classes where being troubled with internet connection.

3. What impact do you think a stronger economy will have on you and your students? What about the impact on your school? Having a economy that well mannered and know how to be a role model especially in a student like us we imitate those things.

4. What are some other ways that you, as a 21st century teacher, can help your students become more aware of environmental issues and changes in the 21st century and how to address them?

Firstly , is you need to engage them especially in a economic and environmental issues and also have this discussion as a student learner how can we help to solve those problems.

5. Reflect on the most recent political changes in your country. How have these political changes affected your daily life and your life as a teacher? What about the lives of your students?

After this pandemic we have a lot of adjustments, especially on our daily lives also in studying we cant go outside and participate on some governmental activities and also we cant engage ourselves because of those hindrances especially when we don't have f2f classes we cant do well especially when having a good conversation due to loss of connection.

Let's Study

The Critical Attributes of 21st Century Education

1. Have you ever wondered what the 21st century education looks like? What changes does the 21st century bring to the teaching and learning process?

Of course, YES, with this 21st century we tend to have a more advanced technology we can do more in just one click and be knowledgeable at the same all we need to do is to be flexible and engage ourselves .

Let's try This (Activity 1.2)

How well did you learn the critical attributes of 21st century education in your own setting? Let's see as you work out this activity. For each critical attribute in Column 1, provide Suggested Teaching and Learning Activities to Achieve the Attribute in Column 2. In Column 3, write the word YES if you are currently doing these suggested activities in your school, and NO if you are not. Item 8 has been done for you as an example.

Critical Attributes of 21 st Century Education	Suggested Teaching and Learning Activities to Achieve the Attribute	Are you currently doing these suggested activities in your school? (YES/NO)
1. Integrated and Interdisciplinary	Quizzes	yes
2. Technologies and Multimedia	Poem writing	no
3. Global Classrooms	Poster making	yes
4. Creating and Adapting to Constant Personal and Social Change, and Lifelong Learning	Role playing	yes
5. Student-Centered	debate	yes
6. 21 st Century Skills	Role playing	yes
7. Project-based and Research driven	Essay making	yes
8. Relevant, Rigorous, and Real-world	Engage learners in collaborative projects that will challenge them to find ways in solving real-world problems, such as pollution, and global warming, drug addiction, and the like.	YES

What does your output table tell about your school? Does your school manifest the critical attributes of 21st century education? Explain your answer in the space below.

With those output I can say that they are engaging themselves to be flexicible and improved / boost their critical thing king skills and be confident at the same time.

Let's try This (Activity 1.3)

What's New in Education	Examples
New environment of learning	Learner centred/21st century learner
New content of learning	Language teaching approach
New process of learning	Inter-twinning motivation and attitudes
New types of learners	Visual/spatial learners
New spaces/dimensions of learning	Homes

Let's Think About This

Reflect on the learning environment and content in your school in the light of the new content of learning described here. What does your school provide-the traditional or 21st century learning content? Write your answer in the space provided below. Explain briefly.

Since we are In the middle of pandemic we are using 21st century with this type of learning we are engaging the students to be flexible and aware in using their certain technologies.

Let's Think About This

Can you think of other new processes of learning fit for 21st century education? What are these? How do you think this would match your own school setting? Write your answer on the space below.

Using online classes we are helping them to adjust time to time by discussing what are the significance of using things like this.

Let's Study

Do you see these characteristics in your students? How do you relate to them considering these characteristics? Write your reflections on the lines below.

Yes, as a teacher you need to be patience at all times you need to understand your students and accept them at all cost , and also as a good teacher you need to lead them where they be a better learner and learn at the same time.

Let's try This (Activity 1.4)

The following is a visualization guide from the seminar attended by Mr. Handoko on redesigning classrooms for the 21st century. Based on the information provided in the critical incident, fill in the *visualization guide* below. Under the heading "Today," describe the current status of the Community Primary School in the different aspects of learning. Then, imagine that you are one of the teachers in the said school and write what you envision the school should be so that it becomes 21st century-ready. Write your response under "21st Century."

	Today	21 st Century
1. Learning environment	online	More on visual/online
2. Learning content	Mobile learning	Mobile learning
3. Learning process	conditioning	Modernize teaching
4. Types of learners	Naturalist learner	Kin-esthetic learners
5. Spaces/dimensions of Learning	Homes	Homes

Let's Think About This

Reflect on what you have learned about what's new in the 21st century learning environment. What are the implications of the way you teach your new generation of 21st century learners? Write your insights in the lines provided below.

21 century teaching and learning methods Giving learners a toolkit for the 21st century All learning made equal, all learning made visible Connecting the dots cooperation is key for sustainable lifelong learning

Let's try This (Activity 1.5)

The columns below show two sets of classroom characteristics, A and B. Read each item carefully and then mark the cell that characterizes your own classroom.

A	Description	B	Description
	1. Teacher-centered: teacher is the center of attention and sole provider of information ("sage on the stage")		Student-centered: teacher is the facilitator of learning ("guide on the side")
	2. Time-bound: activities are primarily tied to and bound by time limits		Outcome-based: activities are more flexible until the desired results are achieved
	3. Focus: memorization of facts		Focus: what students know, can do and are like after all the details are forgotten
	4. Lesson focus: lower order thinking skills (LOTS), such as knowledge and comprehension		Lesson focus: developing higher order thinking skills (HOTS), such as synthesis, analysis, and evaluation
	5. Textbook-driven: lessons are closely linked with the information found in textbooks		Research-driven: students are encouraged to investigate phenomena on their own and discover new learning for themselves.
	6. Passive learning: "chalk and talk" technique is predominantly used - teachers provide information, students simply absorb them		Active learning: students are encouraged to learn and think on their own; teachers are facilitators and guides in the learning process
	7. Learners work in		Learners work collaboratively with classmates and others around the

	isolation: learning is confined to the four walls of the classroom		world – the global classroom. Students are encouraged to use the internet and communicate with other students and learning institutions.
8.	Little or no student freedom		Great deal of student freedom
9.	Fragmented curriculum: the curriculum is discretely divided according to subject areas		Integrated and Interdisciplinary curriculum: the curriculum encourages the linkages of the various subjects and learning areas.
10.	Grades: numerical and are averaged		Grades: may be qualitative or are based on what was learned
11.	Evaluation: only the teacher evaluates student work; no one else sees student output in class		Evaluation: self, peer and other assessments are done, including authentic assessments
12.	Curriculum: uniform and inflexible and is not seen as relevant or responsive by students		Curriculum: connected to students' interests, experiences, talents and the real world, which creates a greater appreciation of the learning areas
13.	Printed materials (e.g., books) are the primary vehicle of learning and assessment.		Performances, projects, ICT and multimedia are used for learning and assessment
14.	Curriculum and instruction are aligned with the predominant culture.		Curriculum and instruction promotes, respects, and appreciates cultural diversity among students.
15.	Literacy: confined to reading, writing, and math		Multiple literacies: aligned with living and working in a global, 21st century world. Knowledge

			about arts and creativity, physical fitness, health, environment, and technology are given importance in the curriculum.
16.	Factory model of education - one that is based on the needs of employers for the Industrial Age of the 19th century.		Global model - one that is based on the needs of a globalized, high-technology society.
17.	Learner Assessment: heavily standardized and driven by national educational system requirements		Learner Assessment: Assessment “for” learning and assessment “as” learning, not just “of” learning; standardized testing is used prudently; formative assessment is emphasized as a tool of learning, and educators have more freedom in the delivery of instruction; makes greater use of authentic assessment.

FEEDBACK

1. Based on the results of this activity, describe your own school now. Is it more reflective of a traditional classroom or a 21st century classroom? What made you say so? Write your answer on the lines below.

As I observe as for now, we are engaging ourselves to embrace the changes and be knowledgeable in handling our classrooms.

2. What changes do you think are necessary in your daily life and in your life as a teacher so that you can attain your goal of equipping yourself and your students with knowledge, skills, attitudes, and values needed in the 21st century and beyond? Write your ideas on the space below.

Firstly you have to adaptive and flexible at the same time, as a future you need to be knowledgeable on handling technologies and multimedia.

Let's try This (Activity 1.6)

Have you ever heard of the *four pillars of learning* in the 21st century? The four pillars are listed in the table below. In the second column, try and describe what each pillar refers to.

Pillars of Learning	Description
1. Learning to Know	acquiring
2. Learning to Live Together	Discovering
3. Learning to Do	applying
4. Learning to Be	Adapting

Let's try This (Activity 1.7)

Four Pillars of Learning

Pillars	Involves...	I think I am good at this
		X /
	mastering the skills and strategies of knowing and understanding	/
	learning to learn and discover	/
	understanding about one's environment	/
	thinking in a coherent and critical way	/

Learning to Know	acquiring a knowledge of the scientific method and instruments	X	
	developing a scientific spirit and an inquiring mind		/
	acquiring independence of judgement		/
Learning to Live Together	knowing oneself		/
	discovering others		/
	appreciating the diversity of the human race		/
	being receptive to others and open to others' ideas during dialogues and debates		/
	caring and sharing		/
	working toward common objectives in cooperative undertakings		/
	managing and resolving conflicts		/
Learning to Do	shifting from skill and 'practical know how' to competence		/
	applying in practice what has been learned		/
	developing the ability to transform knowledge into innovations and job-creation		/
	developing competence, a mix of higher skills, of social behaviour, of an aptitude for team work, and initiative/readiness to take risks	x	
	acquiring new types of skills, more behavioral than intellectual		/
	learning that is no longer limited to work but responds to participation in development	x	
	communicating, working with others, and managing and resolving conflicts	x	
Learning to Be	developing the mind and body, intelligence, sensitivity, aesthetic sense, personal responsibility, and spiritual values	x	
	nurturing imagination and creativity		/
	being complete in oneself, in all the richness of one's personality		/

	developing one's full potentials and tapping the hidden treasure within oneself		/
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Let's Think About This

Before you study the next section, have you ever considered what it means to be literate in the 21st century? What should you teach your students to enable them to become 21st century literate learners? Reflect on these questions and write your insights on the lines below.

Let's Think About This

1. Why do you think is it necessary for learners to possess all the three attributes as part of the ability to "learn to know"? Write your reflection on the space below.

Firstly is to become Self direct.. Adults feel the need to take responsibility for their lives and decisions and this is why it's important for them to have control over their learning.

Practical and results-oriented. Adult learners are usually practical, resent theory, need information that can be immediately applicable to their professional needs, and generally prefer practical knowledge that will improve their skills, facilitate their work and boost their confidence.

Less open-minded And therefore more resistant to change.

2. What do you think should students know for them to successfully adjust to the demands of the 21st century? Write your answers on the lines below.

Be flexible in able them to successfully adjust to the demands of the 21st century.

Let's try This (Activity 1.8)

Do you now know more about all the literacies discussed in the table? Do you already possess these literacies? In the following table, rate yourself according to the literacies mentioned. Click the circle on the appropriate column that reflects your perception of your current state corresponding to the literacy.

21st	Century	I do not have this	I	have	some	My literacy in this
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Literacies	literacy yet	literacy in this area but still need improvement	area is well-developed
The Arts and Creativity	●		
Ecoliteracy	●		
Cyberliteracy	●		
Financial Literacy	●		
Media Literacy		●	
Social/Emotional Literacy	●		
Globalization and Multicultural Literacy	●		

Let's Read

1. Based on the previous vignette, what ideas have you gathered about information and communication technology (ICT) and ICT literacy? Write your ideas on the lines below.

Computer technologies and other aspects of digital culture have changed the ways people live, work, play, and learn, impacting the construction and distribution of knowledge and power around the world.

2. Like Mrs. Keang and Mr. Villarín, have you also experienced using ICT in the classroom? What challenges did you encounter in using it? Share your thoughts on the lines below.

extrinsic barriers as first-order and cited access, time, support, resources and training and intrinsic barriers as second-order and cited attitudes, beliefs, practices and resistance.

Let's Read

Can you think of other examples in your daily life and in your life as a teacher when you needed information to help you make a decision or solve a problem? How did you determine the quality and quantity of the said info? Write your thoughts on the lines below.

Let's try This (Activity 1.9)

After studying the key competencies of an ICT-literate individual, do you think you have what it takes to be considered as one? Find out by assessing yourself if you are ICT literate by completing the checklist on the next page. Once done with your own assessment, you may also want to assess if your students are ICT-literate. This will guide you in assisting your students to become ICT-literate themselves.

ICT Literacy	I already have this and practice it regularly (1)	I have this but I need to further improve on it (2)	I do not have this yet (3)
I can search, find, and retrieve information from various digital sources.	/		
I am able to organize accessed information for easy retrieval and use.	/		
I can use ICT tools to synthesize, summarize, compare, and contrast information from multiple sources.		/	
I am able to value digital information gathered from varied sources, in terms of their appropriateness, adequacy, authority, freedom from bias, and timeliness.		/	

I can adapt, apply, design, or invent information from multiple sources (to describe an event, express an opinion, or support a basic argument, viewpoint or position).	/		
I can communicate, adapt, and present information properly for various audiences and media.	/		
I am able to identify potential risks/issues in using the internet and protect myself and others from potential harm.	/		

Let's Think About This

After the assessment, reflect on the activity that you have just completed. As a school teacher, how will you help your students develop the characteristics of an ICT-literate person? Write your reflections on the lines provided below.

Let's Think About This

What comes to your mind when you hear the phrase "media literacy"? Write your ideas on the lines below.

Let's try This (Activity 1.9)

Do you consider yourself as a media literate individual? Are you familiar with the competencies of a media literate person? Do this activity and find out.

The table below presents the competencies of media literacy, as well as the descriptions for each key element, and an example in a classroom setting. Try to assess your media literacy competencies as applied in your classroom. Complete the checklist below by clicking the circle in the appropriate column.

Media Literacy Competencies	I already have this competency and practice it regularly (1)	I have this competency but I need to further improve on it (2)	I do not have this competency yet (3)
<p><u>Access:</u> I know where to find and use information from a variety of sources (e.g., print materials like newspaper, magazines, books, and non-print materials such as video, audio, and digital media) for a variety of purposes.</p> <p><i>For example, when I teach the effects of global warming, I gather relevant information on this topic from TV, the internet, books, and other reference materials.</i></p>		/	
<p><u>Enjoy:</u> I understand that individuals have different choice of media. For example, I use different types of media that are engaging and appropriate for the needs of my students.</p>		/	

<p><u>Interpret:</u> I am able to construct personal meaning from media experiences.</p> <p><i>For example, when I show a film clip to enhance my lesson, I am open to the different interpretations of my students on how they receive the media message and find meaning based on their personal experiences.</i></p>	/		
<p><u>Analyze:</u> I understand the historical and contemporary ways in which the media constructs messages that influence people's personal and public lives.</p> <p><i>For example, I help my students become familiar with how media elements - symbols, images, and sounds - are used to convey messages for various purposes. I guide them in identifying the influences of political, social, cultural, economic, aesthetic, and educational purposes on these media messages.</i></p>	/		
<p><u>Evaluate:</u> I use a variety of criteria to evaluate media messages and productions created by various people.</p> <p><i>For example, when identifying media that can be integrated in my lesson, I assess media materials</i></p>	/		

<p><i>based on content (e.g., effectiveness, validity, reliability and accuracy), and aesthetics (use of color, form, and line, effective integration of images and text) of the media messages.</i></p>			
<p><i>Produce: I use a variety of media and formats for different purposes in communicating information and ideas effectively to multiple audiences.</i></p> <p><i>For example, when creating Power- Point presentations for my students, I take into consideration the content and format that interests them, and use hardware and software efficiently and effectively in producing the said media lesson.</i></p>		/	

How Much Have You Learned From This Lesson?

Let us now examine how much you have learned after completing Lesson One.

Part I.

1. Read the critical incident below and answer the questions that follow:

Teachers in the student discipline committee were having a meeting with ten students who were caught skipping their history class in order to play computer games in a nearby computer shop. When asked for the reason for their truancy, the students explained that although they knew the importance of going to school, they found the lessons in their history class uninteresting and boring. They just didn't see the relevance of the lessons in their lives. The way their teacher conducted lessons using the usual lecture and class discussions did not appeal to them. When they raised issues they came across the internet about aspects of history that were contestable, their teacher either got irritated or just ignored what they were saying. The students wished that their teacher would take them to the museum or to some actual places where the historical events took place. They also

1. Which of the following parameters of 21st century school is reflected in the abundance of computer games that distract students from their studies?

- A. **New environment of learning**
- B. New process of learning
- C. New content of learning
- D. New types of learners

2. The students found the lessons in their history class uninteresting and boring because these were mostly about dates, places, names of people, and the like. As such, which parameter of 21st century teaching-learning should the class work hard on to improve?

- A. **New environment of learning**
- B. New process of learning
- C. New content of learning
- D. New types of learners

3. If you were the teacher, how would you improve the parameter in question number 2 so that it fits 21st century learning?

I will do a field trip so that they will not be bored and also give them the opportunity explore.

4. The students found the usual lecture and class discussion methods boring and unappealing. What parameter of 21st century learning needs to be improved?

- A. New spaces/dimensions of learning
- B. New process of learning
- C. **New content of learning**
- D. New types of learners

5. If you were the teacher, how would you improve the parameter in question number 4 so that it fits 21st century learning?

As a teacher I will create new content and create strategies enable them to be active in class.

6. What parameter of 21st century learning was reflected by the students' suggestion to conduct learning sessions in the museum or to some actual places where the historical events took place, or for the class to go on a virtual tour of history through the internet?

- A. New spaces/dimensions of learning
- B. New process of learning
- C. New content of learning
- D. New types of learners

7. What parameter of 21st century learning was shown when the students raised issues they came across the internet about aspects of history that were contestable?

- A. New spaces/dimensions of learning
- B. New process of learning
- C. New content of learning
- D. New types of learners

Part II.

Read the situation below and answer the questions that follow. Write your responses on the space after each question.

Sim just graduated from SEAMEO INNOTECH's GURO21 Course, Facilitating 21st Century Teaching and Learning. He wants to make sure that his classroom manifests the eight critical attributes or characteristics of 21st century classrooms listed below:

- Integrated and Interdisciplinary
- Technologies and Multimedia
- Global Classrooms
- Creating/Adapting to Constant Personal and Social Change, and Lifelong Learning
- Student-Centeredness
- 21st Century Skills
- Project-based and Research-driven
- Relevant, Rigorous, and Real-world

The following are some of the changes that Sim implemented in the classroom. Each change corresponds to an attribute or characteristic of 21st century classrooms. On the line after each situation, write which specific critical attribute Sim is able to apply in his classroom.

1. In Mathematics, Sim gives students a computation problem to solve and then asks them to write the steps they used to solve it in complete English sentences. When students speak, he focuses on their message rather than their grammatical skills and accuracy. Also, he responds using the proper grammatical form rather than overtly correcting students' mistakes.

- Relevant, Rigorous, and Real-world

2. Sim guides his students in designing and producing PowerPoint presentations, public service announcements, mini-documentaries, how-to pamphlets, and oral histories.
- Technologies and Multimedia
3. Sim teaches students critical thinking skills, collaborative team work, and scientific technology in all the subject area
- Project-based and Research-driven
4. Sim takes the students to various offices and work stations in the community to introduce them to the world of work. He processes the experiences by relating them to various academic subjects.
- Creating/Adapting to Constant Personal and Social Change, and Lifelong Learning
5. In his social studies class, Sim sometimes resorts to asking students to individually think of topics or issues related to the lesson. Students then post their topics on the board, read each of the topics silently, and sign up for topics that interest them. The topic owners then lead their respective group conversations on the topics and, afterwards, present the conversation outputs to the class. During the entire activity, Sim just quietly sits on his chair and observes the students. His role is just to answer questions when the students have some, and to ask one or two students to synthesize the session at the end of the class period.
- Relevant, Rigorous, and Real-world
6. Part of the conversation outputs mentioned in Number 5 is that students have to come up with an activity, project or research work about the topic or issue that they discussed. This ensured that the conversations are effective in promoting student learning.
- Student-Centeredness
7. Whenever appropriate, Sim asks his students to bring something that belongs to another culture, explain its significance, and then relate it to the lesson being discussed.
- Global Classrooms
8. In Sim's math class, for example, to make the concept of linear functions more concrete, he asks them to solve a problem near to their hearts: choosing a cell phone plan. He offers data about the monthly base rate and costs per minute of two calling plans. Then he asks them to make a table, graph the two plans, and answer a series of questions about them. Finally, he asks each student to

choose the best value, given his or her actual monthly cell phone usage, and to write a simple proposal for his or her family about which cell phone plan to choose and why.

- Relevant, Rigorous, and Real-world

Part III.

1. Describe the “new learners” of the 21st century, based on the model of Zhou (2006). What are the characteristics of these new learners?

the new learners in the 21st century have different values, languages, and pop cultures, and have different ways of thinking, reacting, responding and getting motivated. They are ‘growing digital on the net,’ with skills and competencies oftentimes better than those of their teachers in using ICT as powerful learning tools.

2. Discuss the potential uses of the “four pillars of learning” in improving teaching and learning activities.

With the four pillars of learning is proposed as a framework to understand what students need to acquire and develop in themselves. Knowing these pillars and applying them to your own learning can help you develop the KSAVs required to fulfill your tasks and roles as a provider of quality and relevant education to your students.

3. Read the situation below and, then, perform the tasks that follow.

Udin is building a working 6-inch by 2-inch car model using her knowledge of simple machines. She’s working with her two classmates in an area in the classroom her science teacher has prepared. Together they made a wooden chassis and placed wheels and axles on its four points. This morning, they are conducting practice runs of their car down an inclined plane, testing to see how adding weight to the car’s chassis can improve the car’s performance. The critical question they are asking themselves is, “Where is the best place to add weight to the car to maximize its speed moving down the inclined plane?” [Mackenzie (2005) in SEAMEO INNOTECH (2010)].

Based on the classroom situation presented, evaluate Udin and her classmates in terms of the three attributes and skills under the pillar of learning, Learning to Know. Place a check mark (✓) on the space before each attribute/skill that the leader and her

classmates possess and provide a brief explanation of your answer on the space provided.

✓ **Affective attributes**

Explanation: excitedness to do their experimentation

✓ **Sense of self-worth**

Explanation: Their valuing each other as classmates /groupmate

✓ **Skills and strategies of operation and metacognition**

Explanation: they are using concept maps.

Part IV.

I. Match each 21st Century Literacy on the first column with the correct application on the second column. Write the letter of the best answer on the line before each number.

21st Century Literacy	Situation
1. Arts and Creativity Literacy	A. Teacher Duc facilitated his students' understanding of how to spend money wisely and to make informed and effective decisions through this understanding.
2. Ecoliteracy	B. Nuinda learned from her class the ability to recognize, understand, and appropriately express her emotions, and to relate well with others.
3. Financial Literacy	C. The students in Narath's Computer Class acquired the ability to use a computer, surf the Internet, and understand the strengths and weaknesses of online information.
	D. Together with his classmates, Hong had great fun creating hand paintings of favourite heroes and viewing the gallery

<p>4. Media Literacy</p>	<p>of paintings that they put up.</p> <p>E. After a discussion about Earth as a life-support system, Lee and her pupils wrote a poem on the interconnectedness of various elements in the environment.</p>
<p>5. Social / Emotional Literacy</p>	<p>F. The students of Teacher Phung conducted research on different cultures, beliefs, appearances, and lifestyles. Afterwards, they prepared various presentations showcasing their findings.</p>
<p>6. Globalization and Multicultural Literacy</p>	<p>G. Mr. Pisit believed that with so many films, television shows, radio programs, and print materials his students have access to, he has the responsibility to educate them on how to sift through and analyze the messages that inform and entertain them everyday.</p>
<p>7. Cyberliteracy</p>	

II. Place a check mark before each number if the following teachers show the characteristics of an ICT-literate individual. Explain your answer.

- Ms. Hoa is doing a research on the effect of using multimedia in instruction on students' achievement and motivation. She first conducted an exhaustive literature review to know the extent of information available.
- Mrs. Sarah assigned her students to do a paper on global warming. She ably guided her students in doing an internet search for their topic. This way, they do not get overwhelmed with the wealth of information available to them and they get the needed information effectively and efficiently.

3. Mr. Zair forwarded to his friends an email he had received, which promised him a laptop if he sent the message to 100 people. The email claimed that it was a new promotional activity by a leading computer company.

4. Ms. Maria gathers information from a variety of sources, cross-checking each one for accuracy and veracity, before using them to accomplish her specific purpose.

5. Mr. Chiu submitted a reaction paper on the use of mother tongue in teaching the early grades. In his literature search, he came across a similar study dated several years ago. Because he was pressed for time, he copied this research, only changing some of the details in the study.

III. Differentiate between media and ICT literacy.

being “literate” in media use is in basic terms how much a person truly understands about the chosen form of media they most use. If you understand that news organizations do what’s called “agenda-setting” you know that the gatekeepers of those information outlets (whether in print or online) decide what kind of messages will be delivered even up to and including how the messages are structured. If you believe them to be impartial and don’t really understand the context, you are not fully media literate.

Information literacy is based on content analysis. How much of what the writer is trying to say do you understand? Think about all those tests you took as a kid for scores on “reading comprehension.” If you are very literate in your ability to analyze the meaning behind the information you receive you would possess a high degree of comprehension. In that case, distinguish between what is true and what is propaganda (as an example).

Information technology is how information is managed using machine knowledge, algorithms, and software platforms that compute the information in manageable bits and bytes. It also includes the server technology and architecture infrastructure that allows different programs to communicate with each other even though some code may be wildly different across a platform. It isn’t really related to communication theory in any way because it requires intervention by a third source and is generally seen as a mathematical construct.

Only the first two things are communication-related theories used for public relations, marketing, and writing.

Lesson 2: Learning to Live Together and Learning to Do as a 21st Century Teacher

Let’s Try This (Activity 2.1)

Direction : Read the story below, then answer the questions that follow.

Suyen is a nine-year old student in a community elementary school. Having been afflicted with polio when she was a baby, she now walks with a noticeable limp. One afternoon, Suyen came home in tears. Her mother, Mrs. Feng, asked her what happened. Suyen replied that some of her classmates bullied her and made unkind remarks about her gait. Some even mockingly imitated the way she walked. Suyen tried to approach her teacher to tell her classmates to stop teasing her but she was simply ignored.

Answer the following questions.

1. If you were Suyen's teacher, what would you have done?
Firstly I will tell them that having a polio is not a funny thing I will help them realize that they do are wrong.
2. What advice would you have given to the teacher who ignored Suyen's request for help?
As a teacher they are accountable on the things like that, they should be the one who firstly understand what was her students need especially in this case.
3. Are her classmates justified in teasing Suyen? Why/Why not?
Of course not, its not a joke having disability, they should be understanding and helping suyen to build her confidence.
4. Did the situation reflect a respect for people's individual differences? Why/Why not?

Yes, many students today are being bullied because of disabilities that's one of the reason why many students with disability want to end their lives and Also make their self belittled.

Let's Try This (Activity 2.2)

Peace and Diversity Appreciation Questionnaire for Teachers
[Adapted From Institute for the Promotion of Quality Education
(EDUCA), 2011]

Instructions: Rate the frequency in which you demonstrate appreciation for diversity, peaceful conflict resolution, and encouragement for student participation and collaborative decision-making. Place an "X" mark under the appropriate column to show the frequency with which you show the characteristics listed for each category.

Behavior	A lot (5)	Often (4)	Some- what (3)	Little (2)	Very little (1)
A. Appreciation for Diversity					
Behavior A lot (5) Often (4) Some-					
what (3) Little (2) Very little (1)					
A. Appreciation for Diversity					
1) I show respect for students regardless of their race, gender, or physical appearance.	/				
2) I know about the different cultures that my students represent.	/				
3) I treat both female and male students in the same manner.	/				
4) I am a role model of a respectful and nonviolent person for my students.	/				
5) I am consistent in my behavior toward all students.		/			
6) I express my disagreement upon witnessing acts of discrimination or racism.	/				
7) I teach my students about different cultures and ways of living.	/				
B. Peaceful Conflict Resolution					
1. I commit to nonviolent language.	/				
2. I commit to nonviolent behavior.	/				
3. I use a calm (can be stern) voice with students even when I am upset.		/			
4. I give my students recognition and praise.	/				
5. I give constructive criticism.	/				
6. I explain the value of tasks to my students to get them to do things.	/				

7. I speak to students privately when there is a problem.

C. Encouragement for Student Participation and Collaboration

1. I consult with and listen to my students when a decision has to be made which will affect them.

2. I try to reach a consensus among my students when making decisions.

3. I delegate tasks and responsibilities to the students.

4. My students learn by working as a team.

5. My students work independently.

6. I use cooperative learning strategies with my students.

Scoring Key: Add all your ratings for the items under A and divide by 7. The resulting average is your score in terms of Appreciation for Diversity. Apply the same process for B in order for you to obtain your average score in Peaceful Conflict Resolution, and for C, so that you will know your score for Encouragement for Student Participation and Collaboration. Add up your average scores for the three areas and divide by three for you to come up with your over-all score for Peace and Diversity Appreciation.

Score Interpretation:

Score	Description
4.50 – 5.00	You consistently engage in behavior that shows appreciation for peace and diversity.
3.50 – 4.49	You often behave in a way that demonstrates appreciation for peace and diversity.

2.50 – 3.49	You somewhat behave in a way that demonstrates appreciation for peace and diversity.
1.50 – 2.49	You behave a little in a way that demonstrates appreciation for peace and diversity.
1.00 – 1.49	You behave very little in a way that demonstrates appreciation for peace and diversity.

Let's Try This (Activity 2.3)

Direction: Read the following stories and answer the questions that follow.

Critical Incidents

Teacher Ching

Teacher Ching graduated at the top of her class and she is now teaching mathematics at a community high school. She is a math wizard and her students simply listen to her lecture. She doesn't entertain questions. She gets easily bored and impatient if her students are slow in solving math problems, or if it takes them long to answer her questions. More often than not, she ends up solving the math problem herself, or giving the correct answer, while her students copy the solution written on the blackboard.

Teacher Shruti

Teacher Shruti attended a seminar on innovative teaching strategies. Her teaching supervisor asked her to do an echo seminar at school. She excitedly shared her new learning with her colleagues. She was exalting the advantages of the new strategies and she kept on referring to the traditional ways of teaching as outdated. A senior teacher commented that what she refers as traditional ways of teaching still work well for them. Teacher Shruti dismissed the comment and repeated that those who are still using this strategy will soon face the fate of dinosaurs and become extinct themselves.

Teacher Ning

Teacher Ning is a candidate for promotion in her school. She is very much qualified for the post, being an exemplary teacher and one who promotes positive values in her students. However, a disgruntled colleague has been spreading rumors that she is unprofessional in dealing with parents. Teacher Ning simply ignored what her colleague was doing and continued to relate with her in a professional manner.

Teacher Kho

Teacher Kho has been tasked to form a committee to address the growing number of dropouts in their school. He selected representatives from both male and female faculty members and teaching supervisors from different subject areas. He also invited representatives from parents, students, and local community leaders to be members of the committee. This way, he is assured that all concerns will be represented, and all voices from different stakeholders are heard. He facilitated a forum discussion to identify the root cause of the dropout problem and solicited their opinions and suggestions on how to address this issue.

Based on the critical incidents, identify the most dominant social and cross-cultural issues faced by Teachers Ching, Shrutu, Ning, and Kho. What advice can you offer each teacher to address their concerns? Use the table below to write your answers. The first row has been done for you as an example.

Teacher	Social and Cross-cultural Issue	Supporting Incidents	Advice
Ching	Know when it is appropriate to listen and when to speak.	Teacher Ching does not listen to her students. She does all the talking in the classroom and stifles questions from her students.	She needs to listen more, and give enough wait time for her students to process her questions and respond accordingly. Being a teacher does not give her the right to monopolize discussions and serve as the sole dispenser of information and source of knowledge in the classroom.
Shuri	She excitedly shared her new learning with her colleagues	She was exalting the advantages of the new strategies and she kept on referring to the traditional ways of teaching as outdated	Teacher shuri should be open to a new strategies of learning and go to the flow of new strategies of learning.
Ning	teacher ning are the one who promotes positive values in her students.	disgruntled colleague has been spreading rumors that she is unprofessional in dealing with parents	Keep on doing things that will not harm herself and her student , especially on minding those humour s that are wrong.
Kho	He selected representatives from both male and female	he is assured that all concerns will be represented, and all	His strategies are good but to much.

	faculty members and teaching supervisors from different subject areas	voices from different stakeholders are heard.	
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Reflect on your personal experiences in life and in your life as a 21st century teacher. On a scale of 1 to 5, with 1 as the lowest and 5 as the highest score, rate yourself in terms of the characteristics presented in the table below. Explain your rating by citing specific examples in your daily life and in your life as a teacher.

Social and Cross-Cultural Skills	Rating (1 to 5)	Supporting Incidents
I know when it is appropriate to listen and when to speak.	4	I speak when needed and when I know that I am right.
I conduct myself in a respectable and professional manner.	5	I'm teaching myself as a teacher I need to be a role model
I respond open-mindedly to different ideas and values.	5	As a future teacher I need to be open minded on the opinions of my students.
I leverage social and cultural differences to create new ideas and increase both innovation and quality of work.	5	I widen my knowledge in able to understand new concepts or ideas
I respect cultural differences and work effectively with people from a range of social and cultural backgrounds.	5	Every one are unique embrace and respect them .

Let's Think A bout This

Respect for cultural diversity may not always be given adequate attention in some schools. Think about your school environment. Do you think your classroom manifests respect for cultural diversity? How about your school? In what ways? Write your thoughts on the lines below.

Let's Try This (Activity 2.4)

Before moving on, try to recall prejudice-related problems that students and educators have experienced in your own school. What type/s of prejudices have you actually observed? Write them on the lines below and their specific details.

Mostly are because of other religion we tend to judge someone.

Examples of prejudice in schools include excluding students from activities and social groups due to religious beliefs, race, gender or sexual orientation; judging others based on stereotypes; and bullying students due to academic performance or beliefs. Prejudice often leads to discrimination and can drastically affect a person's well being.

Let's Try This (Activity 2.5)

To assess if you have the qualities of a teacher who promotes peace and respect for cultural diversity, fill out the questionnaire on the next page adapted from Betty Reardon's list of the attributes of a teacher of peace (in Castro and Galace, 2008). Click the on circle of the corresponding level of knowledge, skills, attitudes, and values that you possess. Then, tally your overall score after filling out the table.

Teacher of Peace Self-Evaluation Questionnaire
Adapted from Betty Reardon's Attributes of a Teacher of Peace
(in Castro & Galace, 2008)

Characteristics	I have this /I am this (3 points)	I may have this /I may be this (2 points)	I do not have this/I am not this (1 point)
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1. I understand that education should be a means towards constructive change	<input type="radio"/>		
2. I am actively involved in the community.		<input type="radio"/>	
3. I am a lifelong learner who continues to improve my own learning abilities	<input type="radio"/>		
4. I am aware of my own values and live by them.		<input type="radio"/>	
5. I nurture peace and a sense of community.	<input type="radio"/>		
6. I am gender-sensitive. I am alert to any possibility of gender bias in myself or in students.		<input type="radio"/>	
7. I am constructively critical. I use criticism as a tool towards constructive change	<input type="radio"/>		
8. I intentionally develop in learners their capacity to care.	<input type="radio"/>		
9. I am an inquirer. I am more a raiser of questions than a giver of answers.		<input type="radio"/>	
10. I have the skills of communication and conflict resolution.	<input type="radio"/>		
11. I have the skills of reflective learning through which I apply what is learned from my teaching to deepen my own understanding of the students and the learning process.	<input type="radio"/>		
12. I practice cooperative learning by encouraging cooperative learning tasks and discouraging negative competition among students.		<input type="radio"/>	
13. I help students plan and act to achieve a culture of peace.	<input type="radio"/>		
Total Score:	<input type="text" value="35"/>	<input type="text"/>	<input type="text"/>

Let's Try This (Activity 2.6)

The table below contains a list of activities that you can do to promote peace and respect for cultural diversity. Mark the column that corresponds to your possible status as far as implementing the activities is concerned.

Activities	I am already doing this.	I can do this but haven't done it yet.	I cannot do this.
1. Organize regular discussions on peace and diversity-related issues.		<input type="radio"/>	
2. Participate in regular discussions on peace and diversity-related issues		<input type="radio"/>	
3. Arrange and conduct trainings on understanding and appreciation of peace and respect for cultural diversity for students and teachers, using actual cases from your school.	<input type="radio"/>		
4. Participate in trainings that promote peace and understanding of cultural diversity.	<input type="radio"/>		
5. Manage conflicts that arise in the classroom.		<input type="radio"/>	
Take appropriate action on peace and diversity-related issues.	<input type="radio"/>		

	Document and discuss specific student complaints arising from peace and diversity-related issues.		<input type="checkbox"/>	
	Design learning activities that reflect the different backgrounds and needs of the students	<input type="checkbox"/>		
	Select learning materials that reflect the different backgrounds and needs of the students.	<input type="checkbox"/>		
	Reach out to quiet or non-participative students.		<input type="checkbox"/>	
10.	Treat each student as an individual deserving of respect and not as a representative of a group.	<input type="checkbox"/>		

Let's Think About This

As a teacher, you have the responsibility to help your students develop flexibility in themselves to allow them to adapt to the fast and diverse changes in the 21st century. What do you understand about the terms flexibility and adaptability? Write your ideas on the lines below.

Adaptability is a willingness to confront or change your own ideas and preconceptions. Flexibility is more a willingness to “meet others halfway” Procedural

Let's Think About This

Now that you know how important the quality of adaptability is to a 21st century teacher like you, how do you think can you develop the attribute? Reflect about the quality for a while and write your answer on the lines below.

It's even more important today because the world changes at the fastest speed it has ever changed. And it's only the beginning. The good news is this: it's easier to learn to adapt to change than to become strong or intelligent.

Let's Think About This

1. Write the situation in which you demonstrated adaptability.

We have classmates who was named tim and phoung they're from Vietnam they studied at my school as a Vietnamese people they need to adapt the culture here in philipines in order to catch up on us.

2. How did being adaptable help you address the situation effectively?

By this adaptability I managed the situation clearly.

Let's Try This (Activity 2.7)

Go back to the story of Teacher Lee. If you were in her situation where she encountered challenges in her new school, how would you have manifested flexibility? Write your response in the lines below.

Flexibility is an important skill to master, whether it means having the ability to overcome stress or simply to adjust to changes quickly. Having a high level of flexibility makes it easier for you to live a less stressful and hectic life. While flexibility is important, many people struggle to achieve it for a variety of reasons. Fortunately, improving your flexibility is possible.

Let's Try This (Activity 2.8)

Read the critical incident below and answer the questions that follow.

Critical Incident

Mrs. Pilar bumped into Gino, one of her former students in Community High School. Read their conversation below.

Mrs. Pilar: Hi, Gino, it's great to see you! My, I almost didn't recognize you! How long has it been since I last saw you?

Gino: It has been almost ten years since I graduated from high school. It's great to see you, after all these years, Mrs. Pilar.

Mrs. Pilar: So, how are you?

Gino: I'm fine, thank you. I have recently been promoted as a team leader at an electronics company where I've worked for more than six years now. You

may have heard that I was not able to pursue a college degree after graduation. Sadly, my parents didn't have the financial resources to send me to college. Thus, I worked part time - as an apprentice in a motor shop - and studied at night. I took up a technical course in electronics, passed the certification examination, and now I am happily working at my current job.

Mrs. Pilar: Great to hear that, Gino! I am very proud of you!

Gino: Thank you, Mrs. Pilar. You know, you were one of the teachers who encouraged me to develop myself, not only in academics, but in other aspects of my life as well. What you and my teachers have taught me in school about relating and working well with people and in continuing to pursue learning, have helped me achieve success in work and in life.

Mrs. Pilar: I'd love to hear more, but I have to run. My children are waiting for me at home. Come by and see us at school! I'm sure your other teachers would love to see you again.

Gino: Thanks! I'll try to visit the school one of these days. Bye!

- Based on Gino's experience, what do you think were his most important learning in school?
- As a teacher, what are your most significant insights from the experience of Gino?

He have recently been promoted as a team leader at an electronics company where I've worked for more than six years now.

Let's Try This (Activity 2.9)

How productive are you as a teacher in the 21st century? Complete the following questionnaire and find out.

On a scale of 1 to 3, where will you place your skill about the traits mentioned in the discussions on Productivity and Accountability? Mark each column as appropriate.

Productivity Traits	I already have this trait and practice it regularly. (1)	I have this trait but I need to further improve on it. (2)	I do not have this trait yet. (3)
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I communicate simply and clearly.	<input type="radio"/>		
I plan well.		<input type="radio"/>	
I prioritize my tasks and responsibilities well, based on their importance.		<input type="radio"/>	
I do all activities and tasks that I can do today and do not put them off for tomorrow.		<input type="radio"/>	
I delegate some tasks that my students can easily do on their own.	<input type="radio"/>		

Let's Try This (Activity 2.10)

1. Study the figure on teacher and student accountability in the previous page. Rank the level of teacher and student accountability, with 1 as the lowest level of accountability, and 4, the highest. Use the table below to record your responses. In the second column, write the level of accountability of teachers for each instructional activity listed in the first column. Do the same for the level of accountability of students in the third column.

Instructional Activity	Teacher Accountability (1=lowest; 4=highest)	Student Accountability (1=lowest; 4=highest)
Focused lesson	4	4
Guided instructions	4	4
Collaborative learning	4	4
Independent tasks	1	4

2. What have you observed about the relationship between teacher and student accountability from the filled-out table above?

As a teacher you should be the role model of your students you must give your best in teaching.

3. Reflect on the most recent lessons and instructional strategies that you used. Do you find yourself taking greater accountability for learning that happens in the classroom compared with your students? Why is this so?

Yes, as a teacher I will do my best on doing things that they may relay on you.

Let's Try This (Activity 2.11)

A school ready and fit for 21st century is characterized by respect for cultural diversity and an environment that promotes the holistic development of students, where students from varied backgrounds acquire learning without fear of harm or prejudice. As a teacher of the 21st century, you will certainly meet these challenges. How do you take on and successfully hurdle these challenges?
Firstly, Is I need to be flexible and adaptable at the same time.

First, read the following critical incident, a continuation of Suyen's story you have read on page 81. Then, answer the questions that follow.

Critical Incident

Ms. Nga, Suyen's teacher, was bothered by the way she reacted to Suyen's concern. She felt bad because she knew that she did not handle the situation properly. She went to Mrs. Rai, her mentor, for advice. Mrs. Rai has been with the school for more than ten years, while Ms. Nga is a recent education graduate. Like many teachers in the school, Ms. Nga wanted the school to not only be a venue for learning but also a

haven for mutual respect, especially when it comes to respecting individual differences.

Read the conversation below between Ms. Nga and Mrs. Rai.

Ms. Hello, Mrs. Rai. May I consult with you about an incident

Nga: that happened yesterday in my classroom? It involves Suyen, one of my students.

Mrs. Rai: Of course, Ms. Nga. Please tell me what happened.

Ms. Nga: You see, I had an incident in my classroom yesterday. Some students in my class were mocking their classmate, Suyen. I saw Suyen crying because she was being teased for walking with a noticeable limp. Her classmates were making fun of her because of her different physical appearance. When Suyen came to me for help, I ignored her. I felt really bad about how I behaved.

Mrs. Rai: Why do you think did you act that way?

Ms. Nga: I really don't know what came over me. I did not do anything for Suyen simply because I did not know how to properly respond to her concern. Ignoring her was the best I could come up with yesterday because I was afraid I might do or say something wrong.

Mrs. Rai: I see. Well, at least you recognize the problem and admitted that you were at fault in this situation. That is the first step towards solving your problem. You know that in our school, we aim to promote the respect for cultural diversity. What happened with Suyen yesterday runs contrary to this principle. How do you plan to address the concern of Suyen?

Ms. Nga: First, I think I need to apologize to her for the way I reacted. Then, I will talk to her classmates and emphasize to them the need to respect one another. I hope to be able to make them realize the wrong that they have done and apologize to Suyen. Perhaps they will do better next time, like I will, too.

Mrs. Rai: Great, Ms. Nga! See, you were able to sort things out on your own and come up with concrete solutions to your problem.

Ms. Nga: Oh, thank you, Mrs. Rai. You are really a good mentor.

1. What do you think of their conversation? Was Mrs. Rai effective in helping Ms. Nga address her problem? Why/Why not? Yes by giving her advices
2. What would you have said to Ms. Nga if you were Mrs. Rai? What other advice would you have offered her?
That she shouldnt be afraid as long as shes right.
3. Did Mrs. Rai manifest leadership as a co-teacher in addressing the problem? Why/why not?
Not really.
4. How would being a leader help Mrs. Rai address the concern more effectively? Provide examples of creative solutions that she can offer to Mrs. Nga.

Let's Try This (Activity 2.12)

The table below shows the characteristics of a good leader (UNESCO-APNIEVE, 2005). Reflect on your own characteristics against these leadership traits or attributes. Mark the column which corresponds to your leadership skill – from very weak to very strong – for each attribute.

Leadership Trait	Very Weak	Weak	Average	Strong	Very Strong
Has a vision and the ability to communicate it				<input type="radio"/>	
Has integrity				<input type="radio"/>	
Has the innate ability to inspire, energize, and encourage his/her followers				<input type="radio"/>	
Empowers members			<input type="radio"/>		
Mentors potential leaders who share his/her vision and are committed to seeing it become a reality			<input checked="" type="radio"/>		

Leads by example			●		
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Answer the following questions.

1. Are you satisfied with your ratings? Why/Why not?
Not really, maybe because I didn't do my best.
2. Which of the mentioned traits are your strong leadership attributes?
The ability to motivate them.
3. Which attributes do you need to develop more?
To communicate to them more.
4. Can you identify some factors which may have hindered you from developing some of these traits?
My attitudes. I'm still procrastinating.
5. Identify concrete ways by which you can develop your leadership in the following situations:
In the classroom:
Making Goals, Honesty, hardwork and perseverance.

At school:

Positive Beliefs and High Expectations. A factor that is often overlooked in effective schools is a culture of positive beliefs and high expectations.

In your family:

Stand tall from the front: We're talking about being an example. Model the respect, morals, responsibility, trust, and family fidelity you'd like to see across the board.

Let's Try This (Activity 2.13)

Read the following critical incident and, then, answer the questions that follow.

Critical Incident

Teacher Myint was just about to start her class when her teaching supervisor, Mr. Bunyamin, walked through the door to her room and said, “Good morning!” Teacher Myint nervously said, “I thought I was finished with observations this year.”

“Just dropping by,” said Mr. Bunyamin. “Nothing formal. What are you teaching today?”

Teacher Myint said, “I’m teaching a lesson on the life of our national heroes.”

Mr. Bunyamin said, “Mind if I stay a bit?”

Teacher Myint reluctantly nodded as she said, “I’m really not prepared for this informal observation. If you came by yesterday, you would have seen that my lesson was more interesting. Today’s lesson is a bit dry.”

Teacher Myint then stood in front of the class and lectured about one national hero whose picture she posted on the board. She asked students questions every now and then. Mr. Bunyamin noticed that most of Teacher Myint’s questions required lower-order thinking skills (LOTS) from the students. For questions like this, many students’ immediately raised their hands to answer. But on the two occasions that she asked questions that required higher order thinking skills (HOTS), only two students volunteered to give responses.

Mr. Bunyamin also noted that several students in the back of the class were inattentive. Some were exchanging whispers with one another while others looked immersed in their own thoughts and were hardly aware of what was going on.

After Teacher Myint’s classes that day, Mr. Bunyamin held a post-observation meeting with her. Below are the exchanges between the two:

Mr. Bunyamin: Ms. Myint, before I share with you my observations, would you like to tell me first what you think went well during your class?

Ms. Myint: I think I was able to cover all the topics in my lesson plan and the students participated well.

Mr. Bunyamin: I agree with you that you were able to cover all the topics and most of your students participated well. Now, what do you think were the areas for improvement?

Ms. Myint: Some students did not participate. Actually, those students in the back behave that way in all the subjects.

Mr. Bunyamin: What could be the reason that they did not participate well?

Ms. Myint: There are two possible reasons for that. One, they are not interested in the subject matter because it is really dry and uninteresting. Two, those students are really notorious for being unruly and lacking the initiative to learn. I blame that on the kind of family they come from. Their parents fail to provide them with proper guidance.

1. Does Ms. Myint demonstrate a sense of responsibility? Cite her statements that lend support to your answer and explain.

No, she said that she blame the kind of family they come from. "Their parents fail to provide them with proper guidance"- she added.

2. If you were Mr. Bunyamin, what advice would you give Teacher Myint regarding the sense of responsibility (or lack of it) that you observed?

As a teacher she should be attentive and do her best in able those students to participate maybe because they just want her attention.

Let's Think About This

Couros (2009) came up with following responsibilities of 21st century teachers. Reflect on the paragraph below and answer the questions that follow.

The 21st Century Statement of Teacher Responsibilities

In order to adequately prepare today's students for their future, teachers must effectively participate in professional learning networks, share and model the use of current internet tools, lead authentic, integrated project-based learning activities, assist students as they establish their own learning networks and digital footprint, learn alongside our students as they create, collaborate, and share, provide sufficient learning opportunities for students to become digitally literate and fluent, while also inspiring each child to be quality, digital, global citizens.

1. Which of the above-mentioned responsibilities are you most confident about?

Which ones are you least confident in and how do you plan to improve on these skills?

2. Recall a situation in your life as a teacher when you exercised responsibility - taking accountability for your own actions and acting on the best interest of your students. Cite this specific instance and share how you felt about this incidence. What challenges did you encounter and how did you address them? Write your response in the lines below.

How Much Have You Learned From This Lesson?

Let us now examine how much you have learned after completing Lesson Two.

1. Briefly describe the following education pillars a: Learning to Live Together, and b. Learning to Do.

- a. Learning to Live Together

Involves developing, broadening or changing perceptions of an attitude toward ourselves and others and consequently, the way we behave in our daily encounters and interactions with others.

- b. Learning to Do

involves the acquisition of skills that would enable individuals to effectively participate in the global economy and society.

How do these two pillars relate to life and career skills of teachers needed in the 21st century classroom?

These skills would enable individuals and societies to live in peace and harmony.

2. Match the following situations in the first column with the corresponding life and career skills listed in the second column. Write the letter of the best answer on the line before each number.

Situation

- i. Mrs. Ming was assigned to coach students for the regional history quiz. She is apprehensive because this task is an add-on to her already loaded schedule. However, she checked her activities and schedules, organized them, and she was

able to accommodate this new task.

Life/Career Skill

- A. flexibility and adaptability

ii. An angry parent came to Mr. Hoa's classroom loudly complaining of the low grades his son obtained in science. Mr. Hoa, although taken aback by the rude behavior of the parent, politely explained why his son's grades are low and showed him his class record.

iii. Ms. Soraya handles a class of more than sixty fifth-grade students. Due to the big class size, it is sometimes difficult to even do routine tasks, such as checking of attendance and assignments. Thus, Ms. Soraya grouped the students into five, and assigned team leaders from each group to facilitate checking of attendance and other routine tasks for the day. This way, Ms. Soraya can devote more time to class instruction.

B. initiative and self-direction

A new curriculum has been introduced in Mr. Musngi's school. Most of the teachers have negative comments about the innovation, saying this will take

more adjustment and extra effort on their part to implement. Besides, they say that this will cause confusion among the students. Mr. Musngi studies the new curriculum and the implementation guidelines. Then, he volunteered to organize a brainstorming session among the faculty members in his department to talk about the pros and cons of the new curriculum.

iv. sTeacher Mina is a mathematics major. Due to lack of teachers, she was asked to temporarily teach civics to third year secondary students. Rather than be

discouraged by the new assignment, she lost no time in reading about the subject and prepared well for her class.

B.leadership and responsibility

C. productivity and accountability

3. Ms. Vina is an excellent teacher who is recognized in school and in her community for respecting and promoting cultural diversity. She lives peaceably with her students, colleagues, friends, and family. As such, the school district, in cooperation with the local government, gave her the “Teacher of Peace Award. “ What do you think are her attributes that made her bag the award? Write these on the lines below and provide a brief description for each.

She is teacher who teaches values among her students.

For questions 4 to 5, read the following situation and answer the questions that follow.

Teacher Karina attended a professional development training in integrating Information and Communication Technology (ICT) in the classroom. After the training, she went home thinking about the possibility that her school will be at the forefront of technology integration in their school district. She pictured in her mind

the students using computers and the internet to learn on their own, and with their peers from different parts of the world.

Teacher Karina shared her dream with her teaching supervisor and colleagues. She volunteered to do an echo seminar for the school to share what she has learned from the conference. Her excitement was contagious; her colleagues felt with the possibility of harnessing the powers of ICT in the classroom.

However, there were some teachers who had apprehensions about using ICT in the classroom. They did not know how to use technology for teaching. Teacher Karina volunteered to do demonstration teaching on ICT integration for her less techno savvy colleagues. After some hands-on training and classroom observations, her colleagues started using computers as teaching aids in the classroom!

4. Which of the following leadership traits does Teacher Karina possess? Place a check mark on the blank space before each leadership trait that you think Teacher Karina displayed. You may check more than one item.

5. If
- has a vision and the ability to communicate it
 - has integrity
 - has the innate ability to inspire, energize, and encourage his/her followers
 - empowers members
 - mentors potential leaders who share his/her vision and are committed to seeing it become a reality
 - leads by example

you were Teacher Karina, how would you have handled those who were not very supportive of your dream/plans? Write your answer in the lines below.

I just don't mind them as long as i have perseverance they may be motivated on my works .

Lesson 3: Learning to Be as a 21st Century Teacher

LET'S THINK ABOUT THIS

In Lesson 1, you have been provided with an overview of the fourth education pillar, “Learning to Be.” What comes to your mind when you hear this phrase? In your opinion, what is the importance of the Learning to Be pillar in your daily life and in your life as a teacher? Write your thoughts on the space below.

- These skills would enable individuals and societies to live in peace and harmony.

ACTIVITY 3.1

The table below shows some descriptions of the learning to be education pillar taken from Lesson One. Complete the table by providing concrete examples or activities of how each of these descriptions are applied to your daily life and in your life as a teacher. The first one has been done for you as an example

Learning to Be involves:	Example (daily life)	Example (life as a 21st century teacher)
Developing the mind and body, intelligence, sensitivity, aesthetic sense, personal responsibility and spiritual values	I attend classes that interest me and develop my talents, such as painting or photography.	I participate in professional development activities such as seminars and workshops on current trends in instruction.
Nurturing imagination and creativity	I tend to create my masterpiece using things from environment	I watch many videos about it to enhance my knowledge and skills about it.
Being complete in oneself, in all the richness of one's personality	I accept my differences among others for I am unique	I participate in motivational speech in order to enrich my own

		personality
Developing one's full potentials and tapping of the	Im exercising my potentials every day such as skills to develop	I attend seminars for it
hidden treasure within each individuals	Im sharing my wisdom to other by telling them my testimony and encourage the to be what they want them to be	Be a leader

ACTIVITY 3.2

Identify a place in your school or community where you can have a short walk, preferably one that has greenery. Try to focus and have a greater awareness of your five senses – sight, sound, smell, taste and touch as you take a nature walk. Then, pause for a few minutes, reflect upon your experience, and express your experience into words. You may write a poem, compose a song, or simply write your feelings and experiences in a journal. You may use the space below to write your output.

Have you experienced being involved in activities that promote social commitment in your school or community? What are these? How did participating in these activities make you feel? Write your reflections in the space below.

Poster making contest, yell and etc. where in I need to do a poster to promote the cleanliness in our environment.

ACTIVITY 3.3

Study the table below, which lists some of the indicators of having a balanced and complete life. On a scale of 1 to 3, where will you place your level of competence about the indicators mentioned? Mark the appropriate column corresponding to the indicators listed below.

Some indicator of a balanced and complete life	I already have this and practice it regularly (1)	I have this but I need to further improve on it (2)	I do not have this yet (3)
I have a diverse knowledge of a wide range of subjects.			
I am in excellent physical shape.			
I have a solid relationships with myself, family, and friends			
I enjoy my work/career.			
I have hobbies and skills that I practice regularly and am competent at.			

1. On a scale of 1 to 3 (1: not balanced and complete; 3: balanced and complete), and based on your responses in the given table, how would you rate yourself in terms of living a balanced and complete life? Then, briefly explain your answer in the space provided below.

Rating: 11

I can say that theres are room for improvement.

3. What are other ways that will tell you that you have a balanced and complete life?

Knowing the will of GOD.

4. What are some ways you could further enhance balance and completeness in your life?

I need to enhance my self to be knowledgeable and have good communication skills.

LET'S THINK ABOUT THIS

Take a moment to reflect on your classroom teaching practices. Do you think your teaching contributes to the complete development of your students and prepares them to become responsible 21st century citizens? Why or why not? Write your thoughts on the lines below.

Yes, as a teacher I need to be responsible on things like that.

ACTIVITY 3.4

Read the critical incident below and answer the questions that follow.

Mr. Widiani, School Head of a community school, encourages the teachers in his school to enrich the curriculum. This move is appreciated by his teachers, especially, Zaida, who handles social studies and has always wanted to do much more than what the core curriculum in this subject allows. To her, this is an opportunity to improve her craft as a teacher, and as a result, improve her students' lives and her life in general. Believing that her students have valuable ideas on the enrichment activities they believe they can benefit from, she engages her students in a dialogue where they freely share their ideas and feelings about various possible enrichment activities. One enrichment curriculum that Zaida and her students come up with is the creation of an online community that will link together her students and those of another school, preferably one with a predominant culture that is different from theirs. For this to take place, she and her students started thinking outside the box to draw up a plan and strategy on how they will be able to do this. She and her students know that this will call for technological knowledge on their part but they believe that they can accomplish it. They are motivated by a desire to broaden their horizon and, in the process, understand others' lives and perspectives. Based on this understanding, they will learn to respect diversity among people.

1. Does Zaida manifest the Learning to Be characteristics of a 21st century teacher?

- Yes

2. If your answer is “No,” explain your answer using the space below.

5. If your answer is “Yes,” fill out the table below. On the column “Manifestation,” write evidence or pieces of evidence from the critical incident that manifest/s the characteristics.

Characteristics	Manifestation
1. Science and Technology to Improve Live	She and her students know that this will call for technological knowledge on their part but they believe that they can accomplish it.
2. Creativity	she and her students started thinking outside the box to draw up a plan and strategy on how they will be able to do this
3. Social Commitment	creation of an online community that will link together her students and those of another school, preferably one with a predominant culture that is different from theirs.
4. Balance and Completeness	They are motivated by a desire to broaden their horizon and, in the process, understand others’ lives and perspectives. Based on this understanding, they will learn to respect diversity among people.

3. In your daily life and life as a teacher, do you, like Zaida in the story, manifest the Learning to Be competencies? In what characteristics are you strong at? In what characteristics are you weak at? Explain your answers on the lines below.

Yes, interpersonal skills where I can talk and collaborate with anyone, I am weak in leading them.

Study the quote below:

“An education that is holistic, integrated and humanistic retains the essential meaning of “quality” - the discovery and development of the talents of every individual, the full flowering of the human potential, learning to be a complete human person. After all, the root word of education, “educare,” means to bring forth the wholeness in each person. UNESCO-APNIEVE (2002)

In the light of this quotation, how does Learning to Be contribute to quality education? Write your answer in the space below.

While indispensable to quality improvement efforts, curriculum and learning depend on the effective and efficient functioning of other elements of an education system. A systemic approach is therefore required to analyse critical impediments and implement responsive interventions.

ACTIVITY 3.5

As you have learned, the Learning to Be pillar is closely linked with quality education - one that provides holistic, integrated, and humanistic development in learners. Based on UNESCO-APNIEVE’s guidelines to achieve quality education through a holistic, integrated, and humanistic approach, assess your level of competency in each of the activities listed in the table. Mark the column that corresponds to your possible status as far as implementing the activities is concerned.

Activities	I am already doing this	I can do this but haven’t done it yet	I cannot do this.
I veer away from rigid compartmentalization of content, but focus more on multidisciplinary and			

interdisciplinary teaching content.			
I encourage democratic, participatory, and interactive learning methods rather than an authoritarian teacher-centred teaching strategies			
I focus on a holistic cognitive-affective-behavioural teaching-learning cycle rather than one that is mainly focused on content.			
I use flexible and adaptable guides in my class, rather than prepared and fixed modules.			
I avoid overly spoon feeding information to my learners and focus more on their formation and transformation.			

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LET'S THINK ABOUT THIS

Reflect on the diagram above and the lessons you have learned on the four learning pillars. How do the KSAVs in the four education pillars help you and your learners become better equipped to face the changes and challenges in the 21st century and beyond? Write your ideas on the space below.

help you tailor your comments to specific children and highlight their strengths. You can also use our statements to indicate a need for improvement. Turn the words around a bit, and you will transform each into a goal for a child to work toward.

How Much Have You Learned From This Lesson?

Let us now examine how much you have learned after completing Lesson Three by answering the following self-assessment test.

1. Briefly describe the Learning to Be education pillar.

Learning to Be is one of the four pillars of education described by Jacques Delors in his report for UNESCO on Education in the 21 st Century. The others are Learning to Live Together, Learning to Know and Learning to Do. The formal curriculum usually comprises the latter two with the first often left to chance.

2. Briefly explain each of the following Learning to Be competencies:

a. appreciating the use of science and technology to improve lives

Science and technology make lives more manageable and safer for human experiences. It provides everyone the awareness of its surroundings, advancement to industrial purposes, and innovation to a better existence. Its power positively affects the world. Through science, technology, and innovation, the world steadily pushes to a more modernized future. Though it may not become a perfect and intangible system, it inevitably tries to create a world that can make people appreciate living.

c. developing creativity

Creativity is a unique quality of human intelligence in general. It can be found in everyday situations that people face in their lives, such as the association of ideas, recalling, having a perception, analogical thinking, and engaging in self-criticism.

d. **having social commitment**

which decisions and actions must be ethically validated before proceeding. If the action or decision causes harm to society or the environment, then it would be considered to be socially irresponsible. Moral values that are inherent in society create a distinction between right and wrong.

e. **pursuing balance and completeness**

A 21st century teacher should appreciate and respect the many facets of personality that each individual possesses as this is part of “completing” and maximizing the potentials of all learners. This also necessitates the “search for a balance “

3. Read the vignettes of four teachers below. Then, tell who among them best demonstrates Learning to Be skills. Explain your answer.

- Ms. Lian loads up her students with facts, which she believes will help them cope with the information explosion characteristic of the 21st century.
- Mr. Salleh prepares his students for the world of work by encouraging those who cannot pursue a college degree to take up technical and vocational training instead
- Ms. Ria, a teacher who is about to retire, still actively seeks opportunities to better herself, aiming to be fit in all aspects of her life - mind, body, intelligence, and spiritual values.
- Mr. Bono teaches his students to be independent, to work by themselves, and refrain from asking help from anyone at all times. He believes that this will help his students become more equipped to live in a highly competitive 21st century world.

Explanation:

Mr. Bono teaches his students to be independent, to work by themselves, and refrain from asking help from anyone at all times. He believes that this will help his students become more equipped to live in a highly competitive 21st century world.

Hes teaching hes student to be equipped and competitive

4.How do the Learning to Be competencies contribute towards bringing about quality education in the classroom? Explain your answer in the space below.

include attention to the learners needs and styles, providing the time needed for the learner to acquire and repeatedly perform or demonstrate the expected competencies (knowledge, skills, professional behaviors

How Much Have You Learned From This Module?

Would you like to find out how much you have learned from this module? Try and complete the following module post-test.

1.Who among the following teachers are NOT in tune with 21st century education? Tick the best answer. Briefly explain your choice in the space provided below

a.Ms. Amina, a science teacher, taught a unit on medicinal plants. She brought her students to a nearby community herbal garden, where the students became more familiar with the different kinds of herbs and their uses for various ailments.

b.Mr. Tum helped his fourth grade students to set up a simple Webquest on how people from different countries say common phrases like “hello,” “thank you,” or “good day” in their own language. This way, his students were able to connect with students from different races and cultures and learn from them.

c.Mrs. Singh is very knowledgeable about the subject matter that she is teaching. This is the reason her students sometimes refer to her as a “walking encyclopedia.” Thus, in the classroom, she usually serves as the primary dispenser of information and knowledge to her students.

d. Mr. Boon collaborates with his co-teachers on a thematic unit about water. In science, the students learned how water forms and the importance of the water cycle. In math, they tried to convert units used to measure liquid, e.g., from milliliter (mL) to liter (L). In English class, they composed a poem about water. The students had fun learning about water!

Explanation:

Letter A, because 21st century used technology and more student centered

4. The situations in column A exemplify the new parameters of teaching and learning in the 21st century. Select the situation in column A that matches the new parameter of teaching and learning in column B. Take note that an item may have more than one correct match, since the new parameters of teaching and learning in the 21st century are closely interlinked with one another. Write the letter(s) of your choice on the blank space before each number

COLUMN A

1.Mrs. Reyes observed that her students are very adept at using computers in the classroom. Some of them are even more techno-savvy than she is.

2.Ms. Duyen enrolled in an online course to complete her graduate degree in education. This way, she gets professional development opportunities,

COLUMN B

- a. new environment of learning
- b.new content of learning
- c. new process of learning
- d. new types of learners
- e. new spaces/ dimensions of learning

even without attending a regular, face-to-face class.

3.Mr. Sing uses computer-based simulation games in his Social Science class. This strategy enables his students

to design various real-life scenarios and experience them through games and realize various possible results of different actions.

4. Ms. Sheba brought her third grade class to a nearby zoo. Since their science lesson is on mammals, she asked them to list all the mammals in the zoo. Beyond helping them gain more knowledge about mammals, she facilitated the students' learning on the importance of protecting and preserving them.

5. Mr. Gam helped his students set up an e-group where they can collaborate on their research project. The students share references and materials useful for their study by uploading them in their e-group. Here, they also discuss questions and get feedback from Mr. Gam.

3. Identify what pillar of learning is demonstrated in the following situations. Write your responses on the blank line after each item. Briefly explain your answers.

a. Teacher Ali encourages her students to engage in after-school activities that develop all aspects of their life. These include engaging in sports, creative arts, and other activities that promote their mental, physical, or spiritual well-being.

Learning Pillar: LEARNING TO DO

Explanation: because, he is engaging the students by developing their skills.

b. Teacher Tina, a teacher in an international school, started a “Let’s Learn More About You” session in her homeroom class. Each student shares information about their culture - their unique celebrations, customs, and traditions. This way, her students learn to appreciate and respect cultures other than their own.

Learning Pillar: LEARNING TO LIVE TOGETHER

Explanation: because teacher tina ingaging her students in sharing information.

c. Students at the Community High School benefit from an innovative curriculum that integrates career and life skills in the major academic subjects. Teachers provide opportunities for students to enhance such skills as leadership, self-initiative, responsibility, and accountability, among others. These skills can be used by students for life and work when they leave the school.

Learning Pillar: LEARNING TO DO

Explanation: because she enhance such skills as leadership, self-initiative, responsibility, and accountability.

d. Teacher Gloria encourages her students to analyze issues, think critically, and sift through information given them to determine which ones are useful for them and which ones to discard. She does not spoonfeed her students but helps them develop skills to learn on their own, from their peers, and from other information sources, such as the internet, newspaper, TV, and radio.

Learning Pillar: LEARNING TO LIVE TOGETHER

Explanation: She help to develop her students interpersonal skills.

Part II.

1. Compare and contrast traditional and 21st century classrooms. Which do you prefer? Explain your answer in the lines below.

21st Century Learning Whereas some educators believe strongly in the ways of traditional teaching, there is also value in listening to the voices that are in support of 21st century learning. Teaching in the 21st century requires instruction that accommodates for 21st century learners.

2. According to the UNESCO report (1996), the pillars of learning serve as a good framework to anchor teaching and learning in the 21st century. Do you agree with this statement? Why/Why not?

Yes, because The four pillars of learning are seen as fundamental principles for reshaping 21st century education. The Four Pillars of Learning is proposed as a framework to understand what students need to acquire and develop in themselves. also Knowing these pillars and applying them to your own learning can help you

develop the KSAVs required to fulfill your tasks and roles as a provider of quality and relevant education to your students.

3. Briefly describe the 21st century skills illustrated by the following teachers:

a. a teacher of peace who promotes respect for cultural diversity

Means a teacher must promote peace and respect in any diversity they are the one who teach to mold the students to be what they ought to be.

b. a 21st century teacher who demonstrates leadership skills

someone who has a vision and the ability to communicate it, has integrity, has the innate ability to inspire, energize, and encourage his/her followers, empowers members, and mentors potential leaders who share his/her vision.

c.. an information-literate teacher

Information literate teachers are able to search for, retrieve, and critically evaluate information that empowers their professional practice. In addition, teachers who possess, model, and teach the critical thinking and problem-solving skills central to information literacy are better able to prepare their students for a lifetime of learning.

3. How do the four pillars of learning - UNESCO's framework on which 21st century education is anchored - contribute to the holistic development of an individual? Explain your answer in the space below.

The four pillars of learning are seen as fundamental principles for reshaping 21st century education. The Four Pillars of Learning is proposed as a framework to understand what students need to acquire and develop in themselves. Knowing these pillars and applying them to your own learning can help you develop required to fulfill your tasks and roles as a provider of quality and relevant education to your students.

