



## Course Syllabus (Competency/Outcome-Based Education: Curriculum Quality Audit)

Discipline	Professional Education	Course Title	Bachelor of Elementary Education & Bachelor of Secondary Education
Course Code	Ed 304	Program	The Teacher and the Community, School Culture and Organizational Leadership
Credit Units	3 units	Duration	54 hours
Program Placement		Prerequisite	None

### A. COURSE DESCRIPTION AND COURSE INTENDED LEARNING OUTCOMES (CD-CILOs/Outcomes)

This course focuses on society as a context upon which the schools have been established. Educational philosophies that are related to society as a foundation of schools and schooling shall be emphasized. Further, principles and theories on school culture and organizational leadership shall be included to prepare prospective teachers to become school leaders and managers.

At the end of the semester, the students must have:

1. Demonstrate an in-depth understanding of the connections between the school and society;
2. Demonstrate critical understand on the influence of school culture on the roles of teachers and student learning;
3. Exhibit critical attitude towards effective organizational leadership and ethos; and
4. Demonstrate appreciation on the role of schools in creating culture of peace in the society.

All these are achieved through (4.2.1) excellent instruction, relevant and responsive research and/or extension services and quality-assured production (4.3.1.1.) if a true NORSUnian with the core values of SAPPHIRE needed to (4.1.1.) become dynamic, competitive, and globally responsive.

Program Standards/BGI (RefDM: Constructive Alignment)		
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<b>B. COURSE CONTENT AND STRUCTURE (CCS/ Content)</b>							
<b>Time Frame</b>	<b>Content/Topic (by Unit/Chapter/Module)</b>	<b>Intended Learning Outcomes Process+particularity/purpose+product (Ref DM: Introduce/Demonstrate/Practice) ILO</b>	<b>Outcomes-Based Teaching-Learning (OBLT) (Ref DM: Constructive Alignment)</b>		<b>Outcomes-Based Assessment (OBA) (Ref DM: Constructive Alignment)</b>		<b>CILO BGI (Ref DM: Constructive Alignment)</b>
			<b>Flexible Learning Modalities</b>	<b>Resources (Instructional Materials/Readings)</b>	<b>Type (Ref DM: Written Work/Performance Task/Major Exam)</b>	<b>Tool/Instrument</b>	
MIDTERM EXAMINATION	Module 1: Educational Philosophies  - Philosophical Thoughts on Education - Historical Foundation of Education	<ul style="list-style-type: none"> <li>Discuss at least 6 philosophical thoughts on education</li> <li>Apply the knowledge the thoughts of education philosophers in assessing and analyzing existing narratives</li> <li>Summarize the different philosophies of education</li> <li>State the relationship of society and schools</li> <li>Prove that schools transmit cultural values by stating facts from education history in</li> </ul>	<b>Asynchronous Online Learning</b>  <b>Synchronous (Online/Remote)</b> <ul style="list-style-type: none"> <li>Webinar (Zoom, Google meet, Others)</li> </ul> <b>Collaborative Learning (Google Jamboard)</b>	Modules  Vision, Mission, Core Values, and Mandate of Department of Education  Online sources  Textbooks	Table summary of the philosophies of education  Double Entry Journal  Abstract Analysis  Learning Reflection  Video Presentation	<b>Rubrics</b>	

		<p>the world and in the Philippines</p> <ul style="list-style-type: none"> <li>• Explain the meaning of socialization as a function of schools</li> </ul>					
	Module 2: Social Science Theories and Socio-Cultural Issues	<ul style="list-style-type: none"> <li>• Identify three social science theories</li> <li>• Differentiate the various social science theories</li> <li>• Explain the implications of the three social science theories</li> <li>• Draw relevant life lessons, realizations and significant values learned from this topic</li> <li>• Discuss the strengths and weaknesses of the Filipino Character</li> <li>• Cite ways by which schools can counteract the weaknesses of the Filipino character</li> <li>• Identify the weaknesses of the Filipino character that applies to them</li> </ul>	<p>Asynchronous (Module)</p> <p>Synchronous (Online/Remote) Webinar (Zoom, Google meet, Others)</p> <p>Collaborative Learning</p>	<p>Modules</p> <p>Online sources</p> <p>Textbooks</p>	<p>Objective test thru Kahoot</p> <p>Essay questions</p> <p>Learning Reflections</p> <p>Video Presentations</p>	Rubrics	

FINAL EXAMINATION	Module 3: The Teacher and the Community	<ul style="list-style-type: none"> <li>• Explain what school and community partnership means</li> <li>• Explain the legal and sociological bases of school and community partnership</li> <li>• Cite examples of school-community partnerships</li> <li>• Elaborate on community's expectations from teachers and on teachers' expectation from communities</li> <li>• Describe teacher's ethical and professional behavior in the community by giving concrete examples</li> </ul>	<p>Asynchronous (Module)</p> <p>Synchronous (Online/Remote) Webinar (Zoom, Google meet, Others)</p> <p>Collaborative Learning</p>	<p>Modules</p> <p>Online sources</p> <p>Textbooks</p> <p>Code of Ethics of Professional Teachers</p>	<p>Illustration of the school and community partnership</p> <p>Essay Questions</p> <p>Illustration of a Conducive Learning Environment</p> <p>Learning Reflection</p> <p>Group Project: Video Making</p> <p>Objective test thru Kahoot</p>	Rubrics	
	Module 4: School Culture, Policies and Functions	<ul style="list-style-type: none"> <li>• Explain the meaning of school culture</li> <li>• Discuss how school culture affects learning</li> <li>• Cite ways in building positive school culture</li> </ul>	<p>Asynchronous (Module)</p> <p>Synchronous (Online/Remote) Webinar (Zoom, Google meet, Others)</p> <p>Collaborative Learning (Google Jamboard)</p>	<p>Modules</p> <p>Online sources</p> <p>Textbooks DepEd Order 8 s. 2015</p> <p>DepEd Order 54, s. 2009</p>	<p>Essay questions</p> <p>Research</p> <p>Learning Reflection</p> <p>Group Activity</p>	Rubrics	

		<ul style="list-style-type: none"> <li>• Identify the different reasons why policies exist</li> <li>• Explain the importance of school policies in school operation</li> <li>• Cite examples of school policies</li> <li>• Write reflection about the school policies and functions</li> </ul>			Life and Values Integrations		
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**C. REQUIRED READING MATERIALS AND REFERENCES**

Bilbao, Purita P., et. al (2020). "The Teacher and the School Curriculum." Manila: Lorimar Publishing, Inc.

Prieto, Nelia G., et. al (2019). "The Teacher and the Community, School Culture and Organizational Leadership." Manila: Lorimar Publishing, Inc.

Prieto, Nelia G., et. al (2019). "The Teacher and the Community, School Culture and Organizational Leadership." Manila: Lorimar Publishing, Inc.

Vision, Mission, Core Values, and Mandate | Department of Education (deped.gov.ph). Retrieved from <https://www.deped.gov.ph/about-deped/vision-mission-core-values-and-mandate/>

General Education Curriculum: Holistic Understandings, Intellectual and Civic Competencies (CHED Memo Order No. 20 s. 2013). Retrieved from <https://ched.gov.ph/wp-content/uploads/2017/10/CMONo.20-s2013.pdf>

Vega, Violeta A., et. al (2009). "Social Dimensions of Education." Manila: Lorimar Publishing, Inc.

Marte, Nonita C. "Legal Bases of Values Education - PNU Let Reviewer." Manila, Philippines

<https://news.un.org/en/story/2015/12/519172-sustainable-development-goals-kick-start-new-year>

<https://borgenproject.org/top-10-current-global-issues/>

<https://news.un.org/en/story/2015/12/519172-sustainable-development-goals-kick-start-new-year>

<https://www.who.int/news-room/fact-sheets/detail/malnutrition>

<https://www.tradingeconomics.com/philippines/unemployment-rate>. Retrieved 4-9-19

<https://www.humanium.org/en/right-to-education>

<https://www.worldvision.org.ph/stories/improving-functional-literacy-in-thephilippines/>

<https://www.hov.nl.ca/VPI/types/>

<http://teachercodes.iiep.unesco.org/teachercodes/codes/Asia/Philippines.pdf>

<https://www.slideshare.net/hola2xhola/depd-school-governing-council-sgc-orientation>

<https://prezi.com/9banberfu49n/12-norms-of-school-culture/?frame=e0fa12c882447dcd4a6622de44f7e0b3d6c71bb8>

<http://www.ascd.org/research-a-topic/school-culture-and-climate-resources.aspx>

Suzie Boss, John Larmer and Foreword by Bob Lenz, (2018) Project based teaching: How to create rigorous and engaging learning experiences

<https://www.edglossary.org/school-culture/0>

DepEd Order 8 s. 2015

DepEd Order 54, s. 2009

The Code of Ethics for Professional Teacher

## **D. COURSE REQUIREMENTS AND GRADING SYSTEM**

<b>Course Requirements</b>	Students are required to comply with the following requirements: Outputs: Learning Activities Assessment/Practice Task Assignments Projects Attendance  Major Examinations/Presentations: Midterm Examination Final Term Examination
<b>Grading System</b>	Learning Activities ..... 15% Assessment ..... 15% Assignments ..... 10%

Projects ..... 20%  
 Major Examinations ..... 40%  
 Final Grade = 100%

Computation of Final Grade:

$$\frac{\text{Midterm Grade} + \text{Final Term Grade}}{2} = \text{Semester Grade}$$

**CLASS POLICIES (Specific to the Course)**

- This class shall use synchronous and asynchronous online learning, interactive online learning and collaborative learning throughout the semester.
- Students must have their individual Gmail accounts in order to participate in the Google Classroom set up for this subject.
- Students must be able to participate in synchronous online activities on a pre-set schedule.
- Treat all online classes with propriety, professionalism and respect as you do in face-to-face classes. Prepare and dress appropriately to be ready for synchronous online classes and activities.
- Keep your personal information private and don't forward information that was just given to you without his/her permission.
- Watch out for spam and other fraud e-mails and never reply to them.
- Microphones should be muted when entering an online class and turn on all videos when requested during online recitations and discussions.
- Each student shall be given a speaking turn. Avoid interruptions when your professor or any of your classmates is speaking. Minimize distractions.
- Be careful what you store online
- Optimize and vary passwords. Make it complex and detached from you
- Only go to website with https links
- Don't click on any pop-ups. You may opt to choose adblocker extension
- Use private browsing mode
- Clear browsing data regularly
- Know your privacy rights

To be formulated by the class

Prepared by:  <b>LIANE AVENTURADO</b>	Reviewed by:	Approved by:	
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CTE Part-Time Instructor	CTE Dean	Asst. Campus Administrator for Academics	Vice President, Academic Affairs Effective Date: _____ ___ Standard ___ Law ___ Regulation
Code #:	Revision#: _____ Date Reviewed: _____	Date Approved: _____	
	_____ UNCONTROLLED _____ CONTROLLED		