

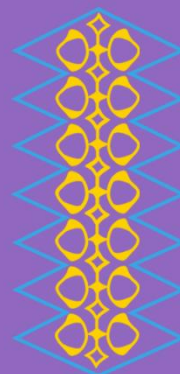


APCEIU



TECHNICAL REPORT

GCED Curriculum
Development and Integration
Project in the Philippines
(Year 3)



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Development and Integration
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(Year 3)



APCEIU



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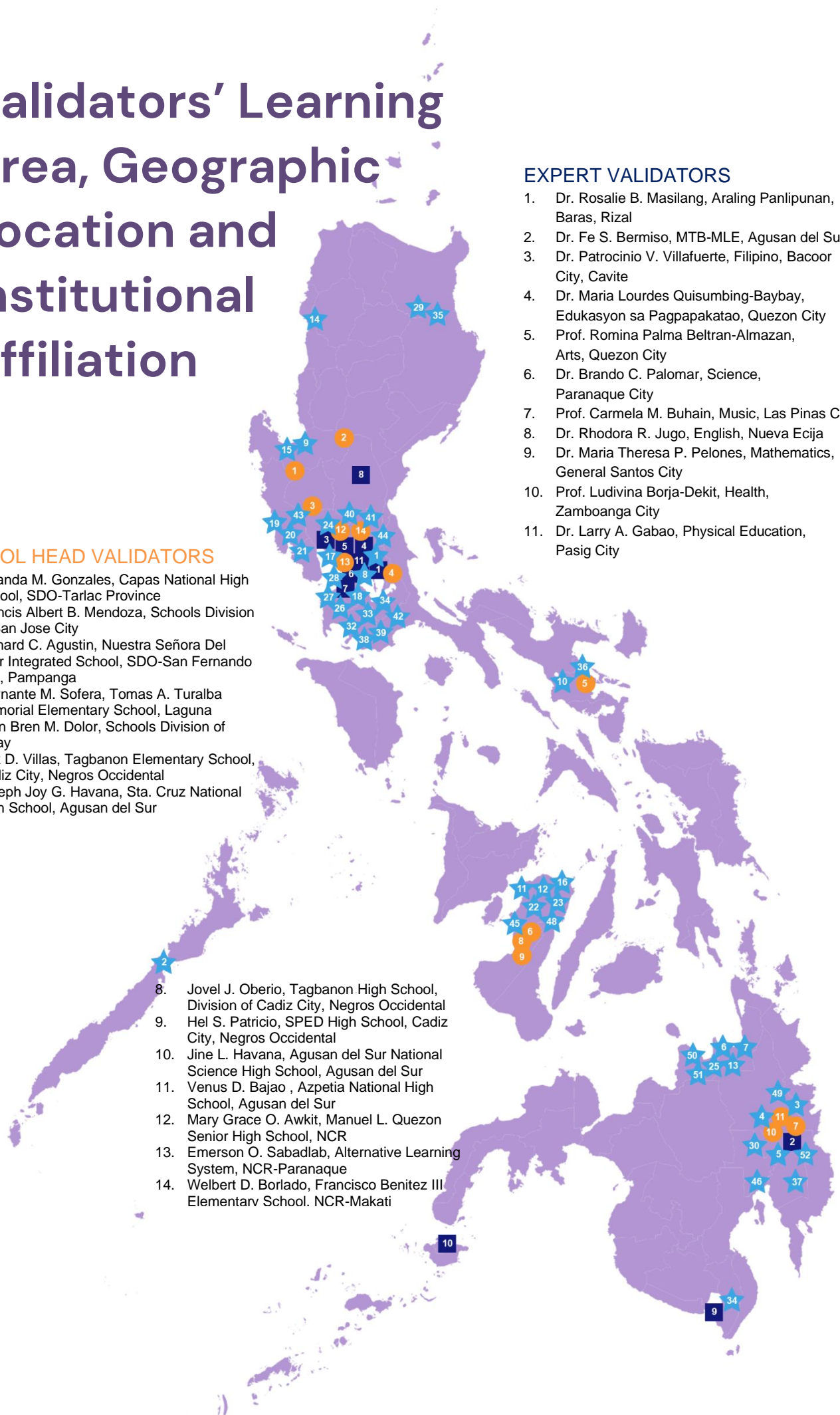
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Editorial Board

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LIST OF ACRONYMS AND ABBREVIATIONS

DepEd	Department of Education
FGD	Focus Group Discussion
GCED	Global Citizenship Education
GLEs	GCED Lesson Exemplars
HOTS	Higher Order Thinking Skills
KSAs	Knowledge, Skills and Attitudes
M&E	Monitoring and Evaluation
MELCs	Most Essential Learning Competencies
UNESCO	United Nations Educational, Scientific, and Cultural Organization
APCEIU	Asia-Pacific Centre of Education for International Understanding



DEFINITION OF TERMS

GCED Lesson Exemplars (GLEs)

These are the GCED-integration Lessons developed by teacher-writers in this project.

GCED Manual

This refers to the GCED Manual for Writing GCED Lesson Exemplars for Teachers, entitled Developing GCED Lesson Exemplars: A Guide to Practice.

Recorded Teaching Demonstration Videos

These are the teaching demonstration videos that the teacher-writers produced and recorded based on their developed GLEs.





Introduction

The integration of Global Citizenship Education (GCED) in basic education is critical in achieving quality education, which is Goal 4 in the Sustainable Development Goals (SDGs). As defined by the United Nations Educational, Scientific and Cultural Organization (UNESCO), global citizenship is a “sense of belonging to a broader community and common humanity” and a “way of understanding, acting and relating oneself to others and the environment in space and in time, based on universal values, through respect for diversity and pluralism” (UNESCO, 2014, p. 14) . Indeed, the globalized world has brought to the fore the need for global citizenship to be mainstreamed in the basic education curriculum in order to develop a new kind of citizens who will help together in making this planet peaceful, just and sustainable. Toward this end, the systematic integration of GCED in basic education must be seriously considered by the education sectors across the globe.

In the Philippines, various efforts on GCED have started to gain traction in recent years. One landmark and perhaps the most systematic effort yet in integration in the country’s education system is the project called the Global Citizenship Education Curriculum Development and Integration Project in the Philippine. This is a three-year project between the United Nations Educational, Scientific and Cultural Organization - Asia-Pacific Centre of Education for International Understanding (UNESCO-APCEIU) and the Department of Education (DepEd) conducted from 2019 to 2021. This landmark project aims to mainstream GCED in the national curriculum. The project is subdivided into three phases. The first was the situational analysis conducted by DepEd in 2019. For the second year and third year of the project, DepEd designated the Philippine Normal University (PNU) as its implementing partner. For the project’s second year of implementation (phase 2) in 2020, the focus was the drafting of the GCED curriculum. To do this, the Philippine GCED indicators were developed, along with the Philippine GCED framework and the mapping of the developed indicators in the basic education curriculum. The GCED integration in the curriculum was done through the elaboration of the GCED indicators, themes, and topics and highlighting the GCED Knowledge, Skills, and Values (KSAs) in the K to 12 Curriculum.

The third and last phase of the project was conducted in 2021. This last installment focused more on how basic education teachers will be able to integrate GCED into their lessons. Thus, phase 3 had four objectives: 1.) to develop a manual for Filipino teachers in integrating GCED in their lessons, 2.) develop GCED- lesson exemplars based on the developed guidelines, 3.) pilot-test the manual and develop GCED lesson exemplars, 4.) establish a monitoring and evaluation mechanism to evaluate the Phase 3 of the project.

¹ UNESCO (2014) Global citizenship education: Preparing learners for the challenges of the 21st century <https://unesdoc.unesco.org/ark:/48223/pf0000227729>

Figure 1.

Process Framework of the Curriculum Development and Integration Project in the Philippines (Year 3)

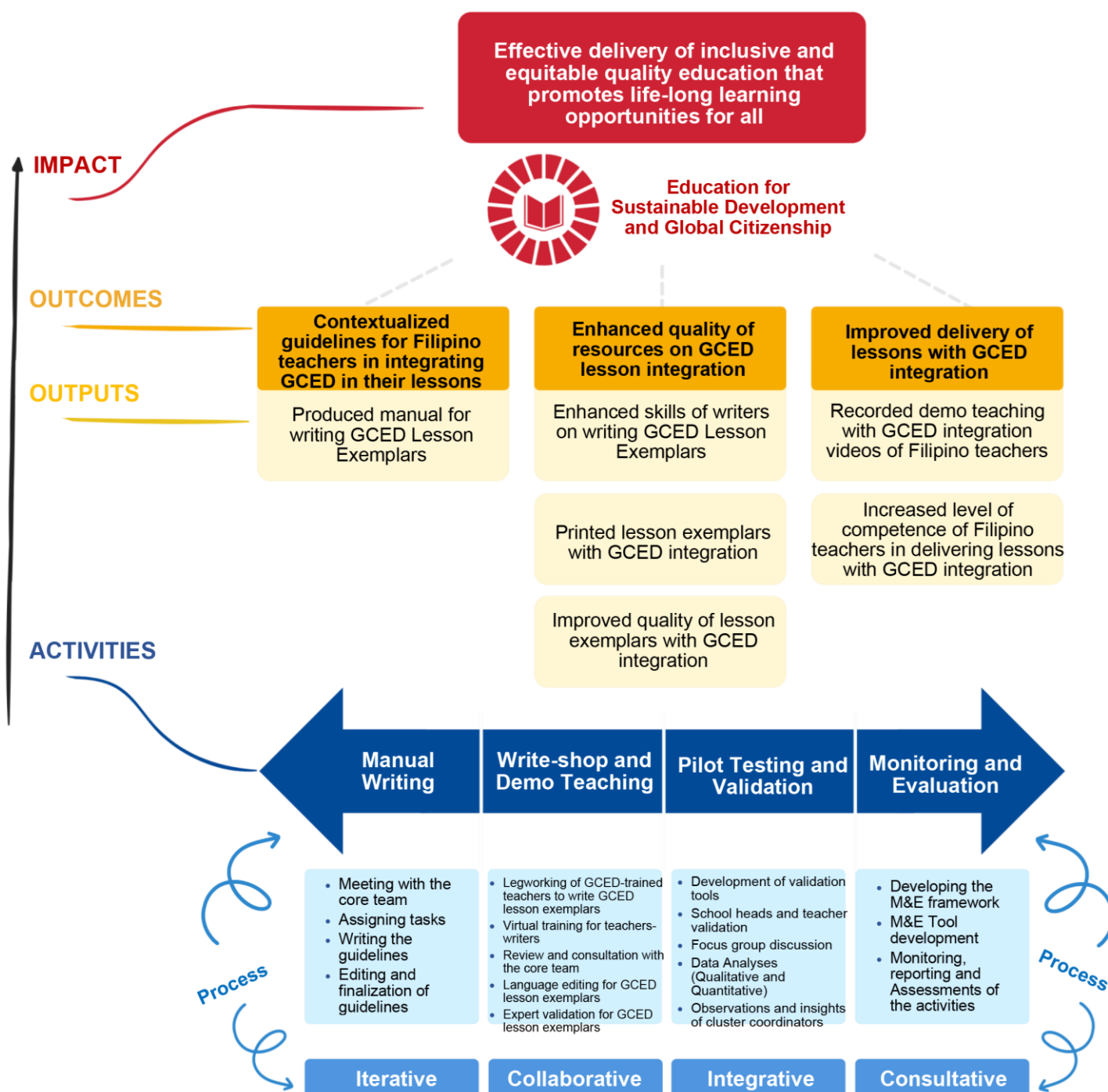


Figure 1 shows the overarching process of how the project was conducted. From the impact that this project intended to create, which was to effectively deliver inclusive and equitable quality education that promotes lifelong learning opportunities in support of SDG 4.7.1, several outcomes with respective outputs and activities were carried out. The outcomes were threefold: 1) contextualized guidelines for Filipino teachers in integrating GCED in their lessons; 2) enhanced quality of resources on GCED lesson integration, and 3) improved delivery of lessons with GCED integration.

To achieve the first outcome, a manual for writing GCED lesson exemplars was developed. For the second outcome, the outputs developed and produced include printed lesson exemplars with GCED integration, improved quality of lesson exemplars with GCED integration, and enhanced skills of writers on writing GCED lesson exemplars. For the third outcome, videos of demo teaching of Filipino teachers on GCED integrated lessons were produced. Along with the recorded demo teaching, the level of competence of Filipino teachers in delivering lessons with GCED integration increased.

The interrelatedness of the outcomes and outputs for this project is depicted in the series of activities conducted such as manual writing, write-shops, and demo-teaching, pilot testing, (which included validation, focus group discussions (FGD), and the monitoring and evaluation (M&E) of the project. Except for the M&E part, the activities and outputs built upon each other, but to ensure quality, the process was iterative, collaborative, integrative, and consultative. The succeeding parts of this report discuss the specific processes involved in developing the major outputs of this project.

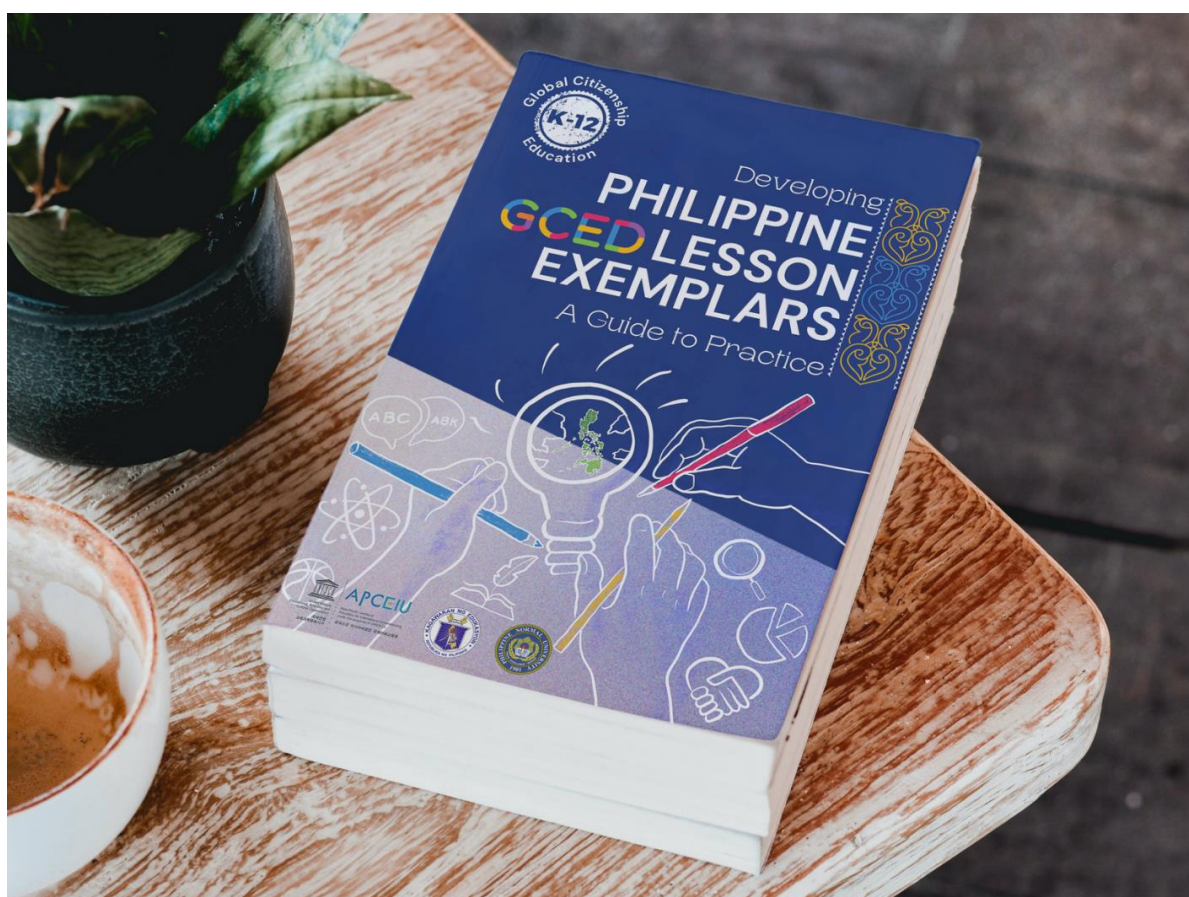


Development of Manual, GCED Lesson Exemplars, and GCED video lessons

Three tangible outputs were developed in this project. These were the GCED Manual for Writing GCED Lesson Exemplars for teachers, the sample GCED Lesson Exemplars, as well as GCED Video Lessons. This section discusses the processes involved in developing these outputs.

1. Manual Writing Process

The GCED Manual for Writing GCED Lesson Exemplars for Teachers, which is captured in the document called *Developing Philippine GCED Lesson Exemplars: A Guide to Practice* found in Annex A, was developed by the Core Team of this project. This document served as the guidance document for developing the sample GLEs.



This document introduces teachers to the goals and basic concepts of GCED, the steps in writing GCED lessons, the Philippine GCED Indicators and KSAs (developed in Year 2 of the project), the various GCED pedagogies, and the different assessment strategies and



tools. This manual also included the suggested instructional design to be employed for GLEs, the specifications as to the format and other technical details, and the Social Content Guidelines to be observed in developing the GLEs.

Figure 2.

Steps in Developing the GCED Integrated Lesson Exemplars

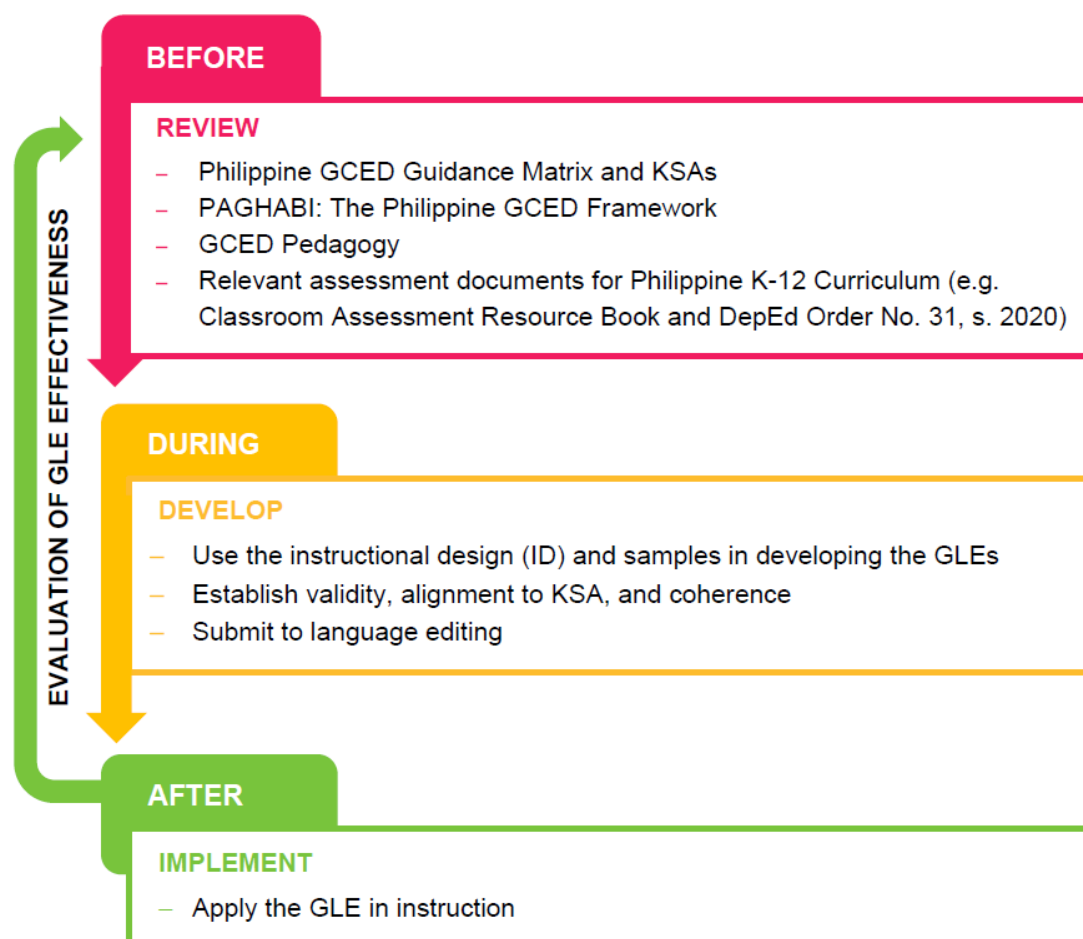
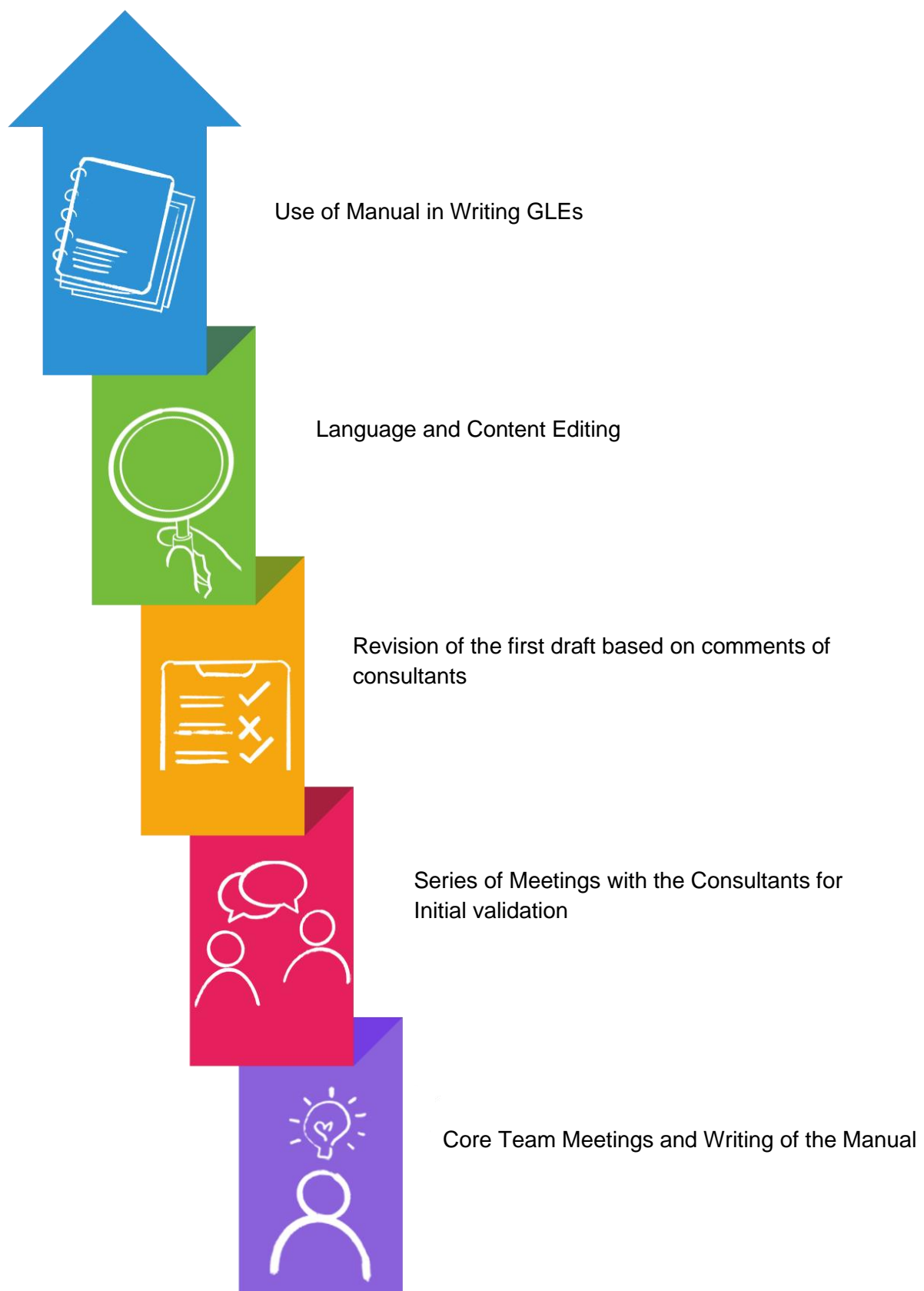


Figure 2 captures the three phases involved in developing the GLEs. These steps are the Before Phase, During Phase, and After Phase. The Before Phase instructs the teachers on the various documents that they need to be familiar with in order to write the GLEs. The During Phase specifies the sub-steps in order to develop the GLEs such as the instructional design to be used, how to establish the validity of the GLEs, and the need for language editing. The last is the After Phase, which refers to the actual implementation of the GLEs in teaching. This is not the end of the process of the GLE development since teachers are encouraged to evaluate GLEs using suggested tools in order to determine the effectiveness of and enhance further the GLEs.

In writing the Manual, a series of activities were conducted, such as meetings of the Core Team Members to identify the parts of the manual as well as its actual writing. Meetings with Project Consultants for initial validation of the content and structure of the draft Manual were conducted after. Based on the comments, the Manual was revised and subjected to content and language editing. The initial draft of the Manual was used by the teacher-writers as the main reference for developing the GLEs.

Figure 3.

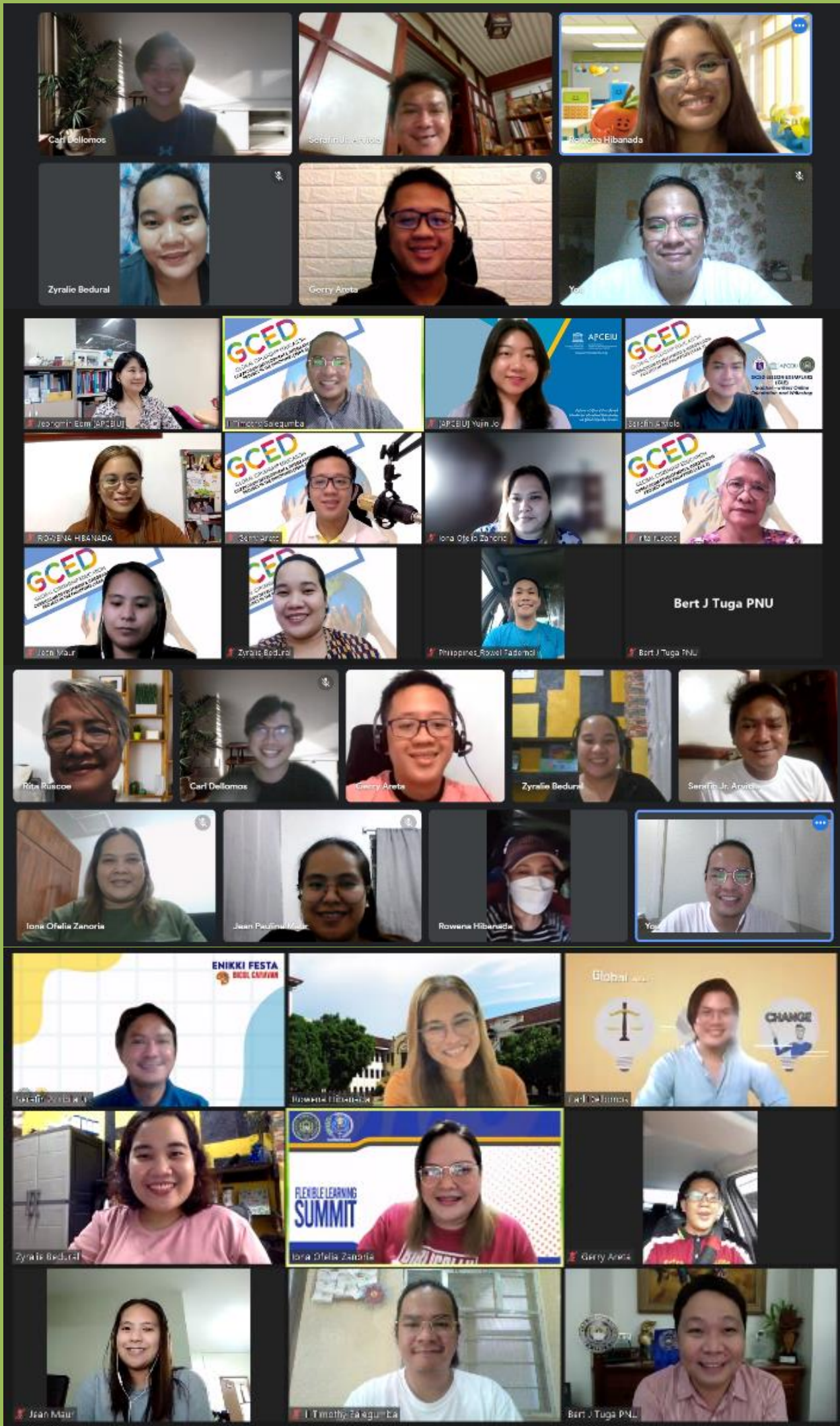
The writing process of the Manual (Developing Philippine GCED Lesson Exemplars: A Guide to Practice)



Core Team Meetings



Core Team Meetings with Consultants



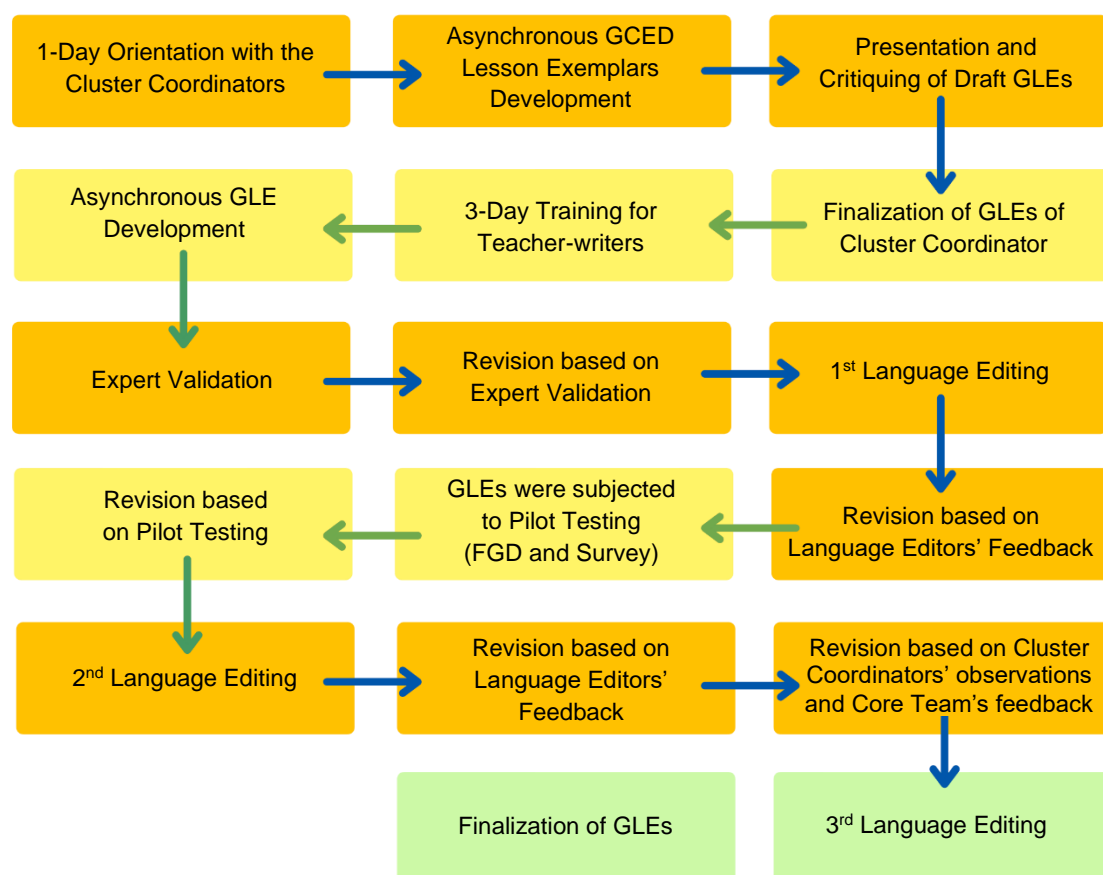
2. GCED Lesson Exemplars Writing Process

There were 31 GCED Lesson Exemplars (GLEs) developed in this project by 31 teacher-writers in 11 subject areas. For each subject area, there were three GLEs developed, particularly for Grades 3, 6, and 10. However, there is only one GLE developed for Mother-Tongue Based Multilingual Education and instead of Grade 6, teacher writer developed a GLE for Grade 5 in Araling Panlipunan (Social Studies). Each subject area was assigned a cluster coordinator who supervised the writing process in coordination with the core team.

Figure 4 shows the writing process of developing GCED lesson exemplars. The activities were conducted both in synchronous and asynchronous sessions. The writing process began with a virtual orientation of cluster coordinators. Each cluster coordinator was then tasked to develop one GLE, which they developed asynchronously. These draft GLEs of Cluster Coordinators were presented to the Core Team and Consultants for critiquing. Then, the Cluster Coordinators finalized the GLEs. A three-day training for Teacher-Writers followed, which was done synchronously. This training included a general orientation about the project, an introduction to GCED, a walkthrough of the GCED Manual for writing the GLEs, and the GLE templates.

Figure 4.

Writing Process of GCED Lesson Exemplars





5 Grade

(GCED) Global Citizenship Education Lesson Exemplar **MATHEMATICS**

(GCED) Global Citizenship Education Lesson Exemplar **HEALTH**

(GCED) Global Citizenship Education Lesson Exemplar **HEALTH**

(GCED) Global Citizenship Education Lesson Exemplar **MATHEMATICS**

3 Grade

(GCED) Global Citizenship Education Lesson Exemplar **HEALTH**

5 Grade

(GCED) Global Citizenship Education Lesson Exemplar **ARLING PANLIPUNAN**

10 Grade

(GCED) Global Citizenship Education Lesson Exemplar **MATHEMATICS**

3 Grade

(GCED) Global Citizenship Education Lesson Exemplar **HEALTH**

6 Grade

(GCED) Global Citizenship Education Lesson Exemplar **EDUKASYON SA PAGPAPAKATAO**

10 Grade

(GCED) Global Citizenship Education Lesson Exemplar **ARLING PANLIPUNAN**

10 Grade

(GCED) Global Citizenship Education Lesson Exemplar **ARTS**

10 Grade

(GCED) Global Citizenship Education Lesson Exemplar **ARTS**

3 Grade

(GCED) Global Citizenship Education Lesson Exemplar **ARTS**

3 Grade

(GCED) Global Citizenship Education Lesson Exemplar **ARTS**

6 Grade

(GCED) Global Citizenship Education Lesson Exemplar **ARTS**

10 Grade

(GCED) Global Citizenship Education Lesson Exemplar **EDUKASYON SA PAGPAPAKATAO**

3 Grade

(GCED) Global Citizenship Education Lesson Exemplar **ENGLISH**

3 Grade

(GCED) Global Citizenship Education Lesson Exemplar **ENGLISH**

10 Grade

(GCED) Global Citizenship Education Lesson Exemplar **ENGLISH**



6
Grade



(GCED)
**Global
Citizenship
Education**
Lesson Exemplar
ENGLISH



(GCED)
**Global
Citizenship
Education**
Lesson Exemplar
ENGLISH



(GCED)
**Global
Citizenship
Education**
Lesson Exemplar
FILIPINO



(GCED)
**Global
Citizenship
Education**
Lesson Exemplar
FILIPINO

10
Grade



(GCED)
**Global
Citizenship
Education**
Lesson Exemplar
MUSIC



(GCED)
**Global
Citizenship
Education**
Lesson Exemplar
FILIPINO

3
Grade



(GCED)
**Global
Citizenship
Education**
Lesson Exemplar
MUSIC

6
Grade



(GCED)
**Global
Citizenship
Education**
Lesson Exemplar
MUSIC

10
Grade

10
Grade



(GCED)
**Global
Citizenship
Education**
Lesson Exemplar
**PHYSICAL
EDUCATION**

3
Grade



(GCED)
**Global
Citizenship
Education**
Lesson Exemplar
SCIENCE

3
Grade



(GCED)
**Global
Citizenship
Education**
Lesson Exemplar
**PHYSICAL
EDUCATION**

6
Grade



(GCED)
**Global
Citizenship
Education**
Lesson Exemplar
**PHYSICAL
EDUCATION**

3
Grade

6
Grade



(GCED)
**Global
Citizenship
Education**
Lesson Exemplar
FILIPINO

6
Grade



(GCED)
**Global
Citizenship
Education**
Lesson Exemplar
SCIENCE

10
Grade



(GCED)
**Global
Citizenship
Education**
Lesson Exemplar
SCIENCE

3
Grade

Developing GCED Lesson Exemplars (GLE): A Guide to Practice

Teacher-Writers' Online Orientation & Writeshop via Zoom
June 15 to 17, 2021

PHILIPPINE NORMAL UNIVERSITY
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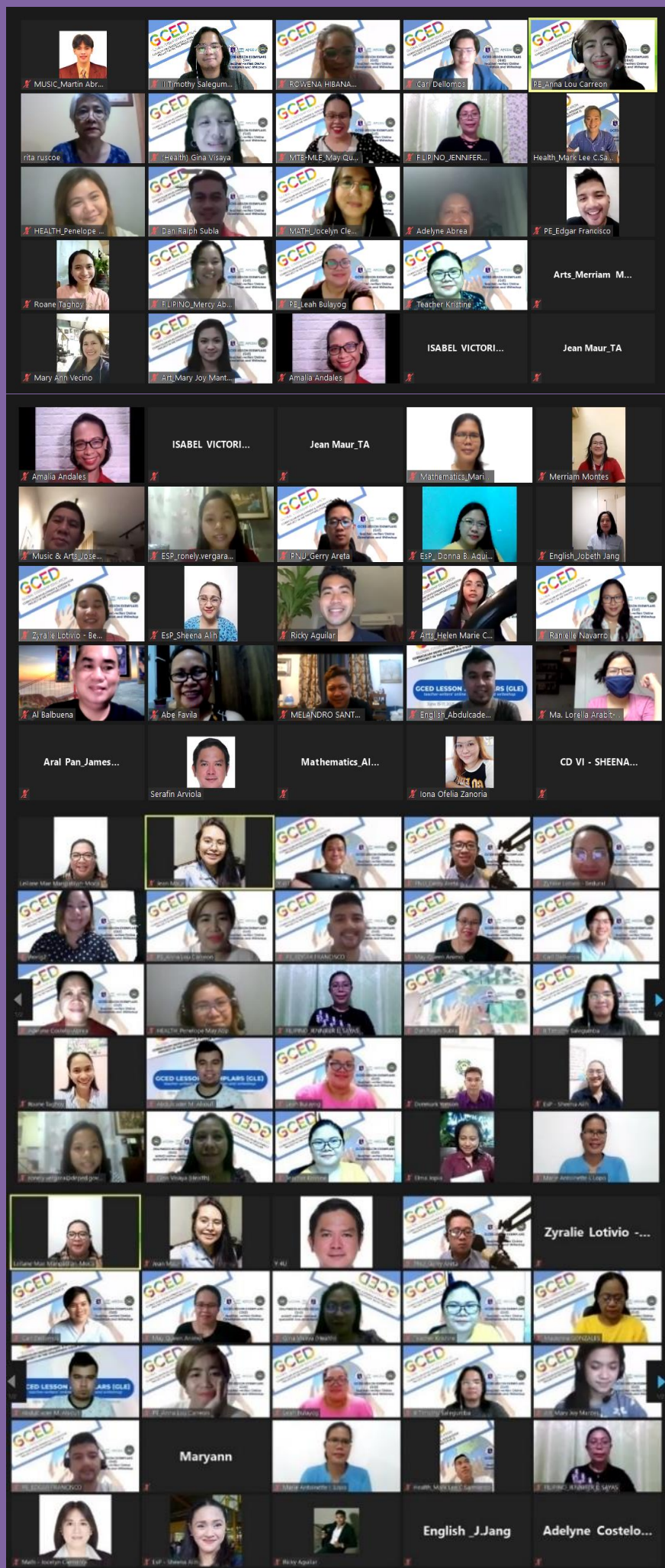
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GCED Pedagogies, Strategies & Tools

In choosing appropriate GCED pedagogies, you should consider the following aspects:

1. **Student context** (interests, characteristics of the individual and his/her environment, local and global issues they experience, their motivations);
2. **Teacher interests** (passion and causes); and
3. **School resources** (local or international partners, available and accessible equipment and materials).

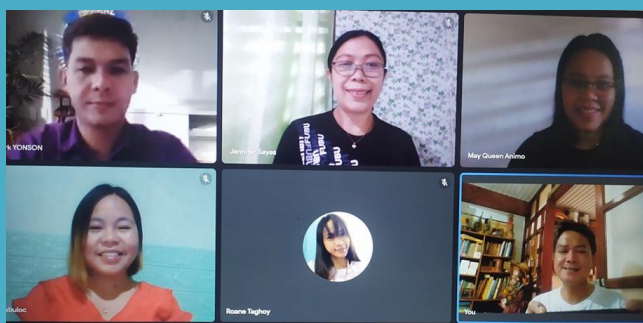




Mathematics Cluster Meeting



Health Cluster Meeting



English Cluster Meeting



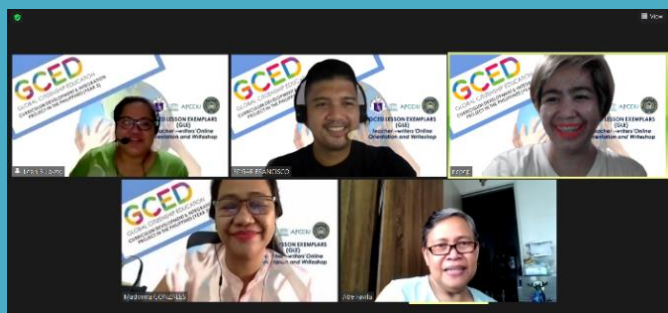
Filipino and Mother Tongue-Based
Multilingual Education Cluster Meeting



Arts and Music Cluster Meeting



Science Cluster Meeting



Physical Education Cluster Meeting



Araling Panlipunan and Edukasyon sa
Pagpapakatao Cluster Meeting

Global Citizenship Education
LESSON EXEMPLAR
Learning Area: Health Education
Grade Level: 10
Quarter: 1
GCED Domain/s: Cognitive, Behavioral
GCED Indicator/s:
 D1.1.d Analyze information from reliable relevant sources.
 D3.1.d Initiate actions about local, national, and global issues.
GCED Theme and Topic:
 T4.4 Health Issues affecting interaction and connectedness of communities at local, national and global levels.
Enhanced Content Standard/s:
 1. demonstrates understanding of the economic, environmental and cultural guidelines and criteria in the selection and evaluation of health information, products and services.
Enhanced Performance Standard/s:
 demonstrates critical thinking and decision-making skills in the selection, evaluation and utilization of health information, products and services based on environmental and economic compliance.
Time Allotment: 60 minutes




ENHANCED CONTENT STANDARD/S:
 Demonstrates understanding of people, animals, plants, lakes, rivers, streams, hills, mountains, and other landforms, and the importance


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GCED
 • Global Citizenship Education

Enhanced Content Standard/s: Demonstrates understanding of key concepts of sequences, polynomials and polynomial equations relevant to local, national, or global community.


Enhanced Performance Standard/s: Formulates and solves local, national, or global problems involving sequences, polynomials and polynomial equations in different disciplines through appropriate and accurate representations.

Time Allotment: 3-4 hours



GLOBAL CITIZENSHIP EDUCATION LESSON EXEMPLAR






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SPET - I BC SPED Center, Butuan City




Learning Area: Filipino
Grade Level: 6
Quarter: First
GCED Domains: Cognitive, Socio-emotional and Behavioral




[VectorStock.com/18033772](https://www.vectorstock.com/18033772)








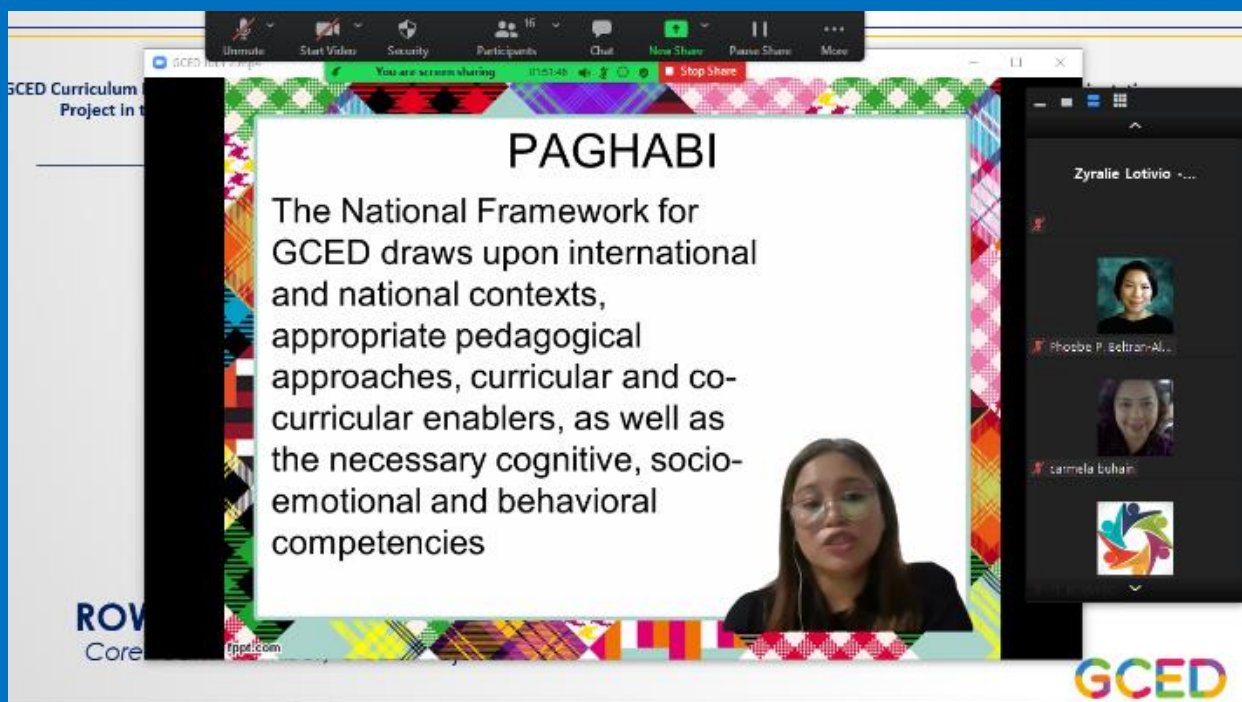
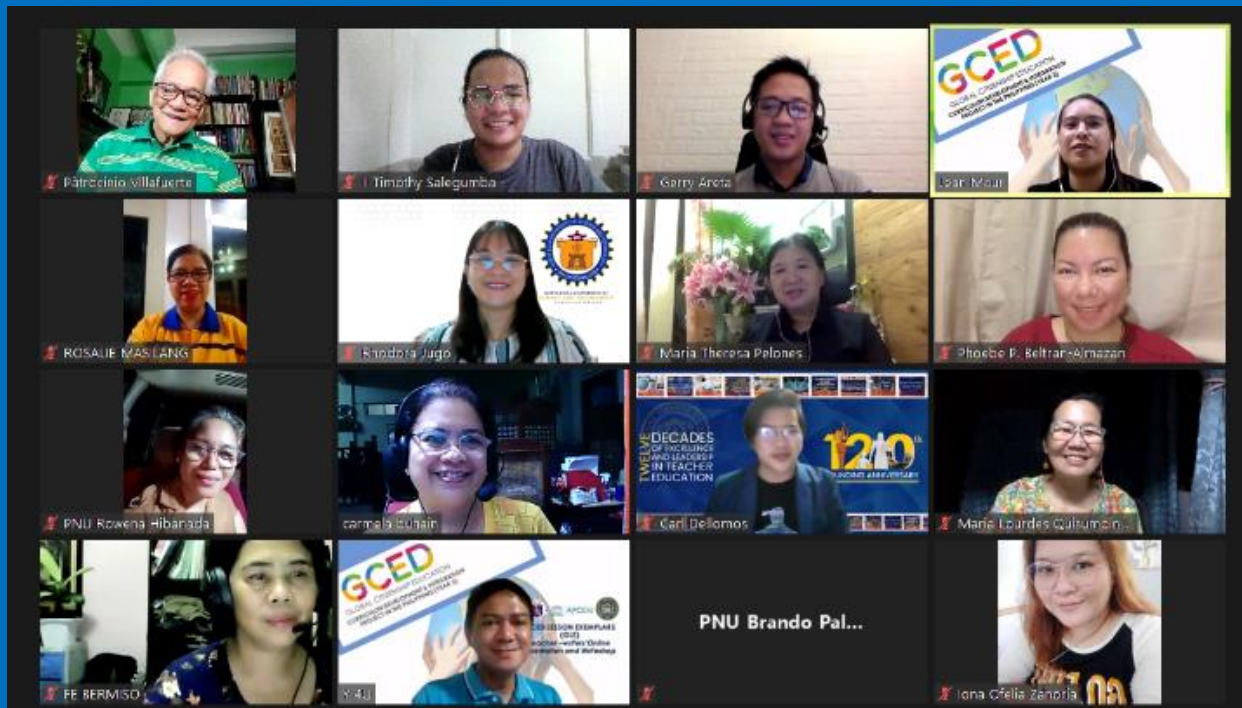
The GLE's Essentials

ABDULCADER M. ALSOUFI

GCED
Global Citizenship Education



Presentation and critiquing of GCED Lesson Exemplars



Orientation for Expert Validators

The three-day training was followed by the GLE writing which was done asynchronously and supervised by the Cluster Coordinators. The first drafts of GLEs were then subjected to expert validation and then revised based on the comments and recommendations of the subject matter experts. The revised GLEs were then forwarded to language editors for final editing.



The screenshot displays a Zoom meeting grid with 18 participants. The participants are arranged in four rows and four columns. The first row includes Rosalinda GONZALES, Rhea's Salumbaga, ROYENNA HEANADA, and Callie Jimos. The second row includes Joseph Erie, mallorellarabit26000, and Eiza Ofelia Zanoria. The third row includes Albe Fawilo, Al Salbueno, JESS MARI, and ESTELLE LITONG + RUDAL. The fourth row includes Albe Reyes, Phispires Rowel Pader..., Enmanuel Soriano, and Bel Victorino. A large red square with a white letter 'B' is visible in the bottom right corner of the grid.

Cluster Coordinators' Orientation

Zoom Meeting

Participants: Timothy SGL, Modona GCP, Gerty Aerts

Abel Favila, Carl Dellomos, PNU Rowena Hi...

00:27:44

LESSON EXAMINER

Learning Area: Physical Education
Grade Level: Grade 10
Quarter: First Quarter
GCED Domain/s: Cognitive, Social-Emotional, Behavioral

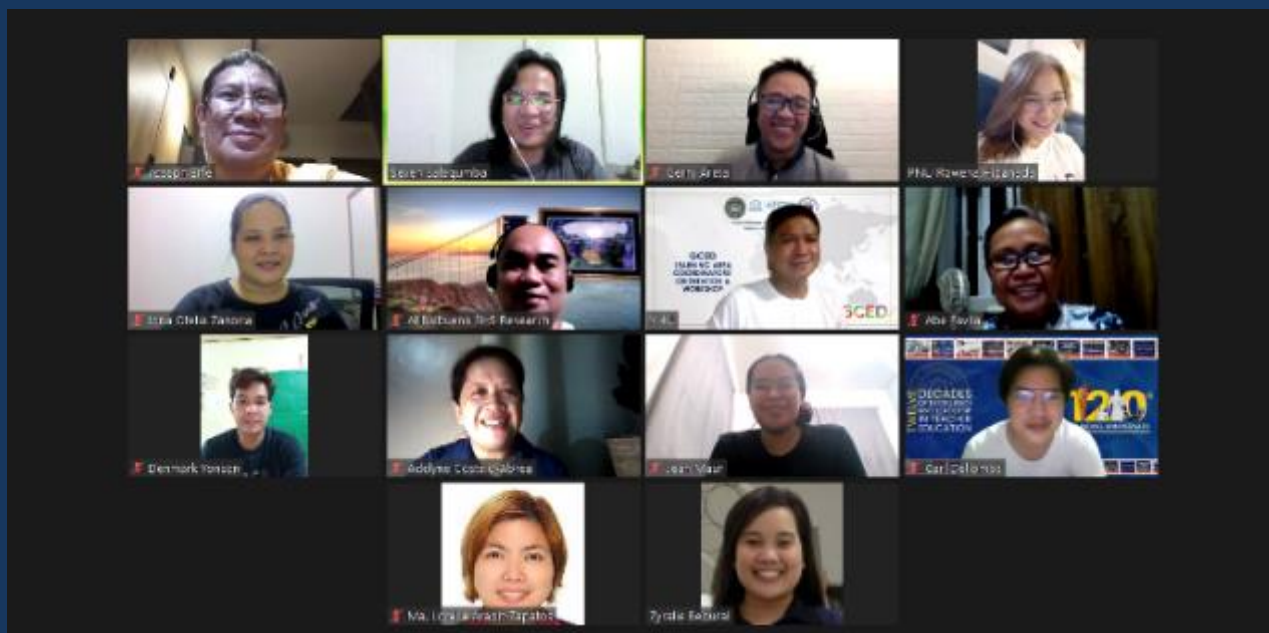
GCED Indicator/s: D1.1a, D1.1c, D2.2a, D3.1a, D3.1d
GCED Theme and Topic: T4.4 Health Issues Affecting Interaction and connectedness of communities at local national, and global Issues

Enhanced Content Standards:

- demonstrates understanding of global issues on lifestyle and weight management from multiple perspectives to promote fitness amidst diversity in the society

Enhanced Performance Standards:

- Assumes responsibility in sustaining an active lifestyle to influence the physical activity participation of the people in the community and society.
- practices healthy eating habits that advocates and supports an active lifestyle in the society.



Cluster Coordinators' Presentation of sample GLEs

Curriculum Development and Integration Project in the Philippines (Year 3)

GLE TEACHER-WRITERS' ONLINE ORIENTATION & WRITESHOP
via Zoom June 15-17, 2021
(Philippine Time, GMT+8)

DAY 1: JUNE 15, 2021 [TUESDAY]

Asynchronous Activities
Please visit the
<https://www.facebook.com/groups/14032106374887>

8-12nn
Getting to know you exercise
12-1PM [BREAK]

1-2pm
GCED Curriculum Integration and Development in the Philippines (Year 2)

2-4pm
What is Global Citizenship Education (GCED)?

4-5pm
Answer the GLE Writing Skills and Teaching Proficiency
<https://forms.gle/1H5Z8b8D8uqWKK5>

5-7pm [Opening]
Preliminaries
Philippine National Anthem
Prayer
PNU VMGO and Quality Policy

Message
Dr. Lim
Director, Asia-Pacific Centre of Education for International Understanding

Message
Dr. Jocelyn D.R. Andaya
Director, Bureau of Curriculum Development
Department of Education

Message
Dr. Bert J. Tuga
President, Philippine Normal University

Opening Message
Serafin S. Arviola, PhD
Project Director, GCED Project Year 3

Project Overview and Timeline Orientation
Carl O. Dellomos, MHSS
Deputy Project Director, GCED Project Year 3

GCED Essentials: Relevance in the Philippines
Rowena R. Hibanada, PhD
Core Team Member, GCED Project Year 3

DAY 2: JUNE 16, 2021 [WEDNESDAY]

Synchronous Sessions with Cluster Coordinators

8-12 & 1-5pm [1 hour per Learning Area]
12-1PM [BREAK]

Philippine GCED KSA Orientation
What are the enhanced Key Stage Standards?
What are the enhanced Grade level standards?
What are the enhanced content standards?
What are the enhanced performance standards?
How identify the GCED Indicators and Domains?
How identify the GCED Themes and Topics?

5-7pm
GLE Manual: What is this? What are the GCED principles? How to write the GCED Lesson Exemplars?
Zyrille L. Bedural, PhD
Core Team Member, GCED Project Year

GLE Manual: What are the GCED pedagogies, strategies, and tools to consider in developing the GLEs? What are Instructional Design,

specifications, and social content guidelines in developing the GLEs?

Gerry C. Areta, MA
Core Team Member, GCED Project Year 3

DAY 3: JUNE 17, 2021 [THURSDAY]

Asynchronous Activities

8-12nn & 1-3pm [must have a PowerPoint presentation]
12-1PM & 3-5pm [BREAK]

Identifying the GLE's Essentials

1. Learning Area
2. Grade Level
3. Quarter
4. GCED Domains
5. GCED Indicators
6. GCED Theme
7. GCED Topic
8. Enhanced Content Standards
9. Enhanced Performance Standards

5-7pm
Presentation of GLE's Essentials per Learning Area

Reminders for the 7-day GLE Writing

Jean Pauline Maur
Emcee

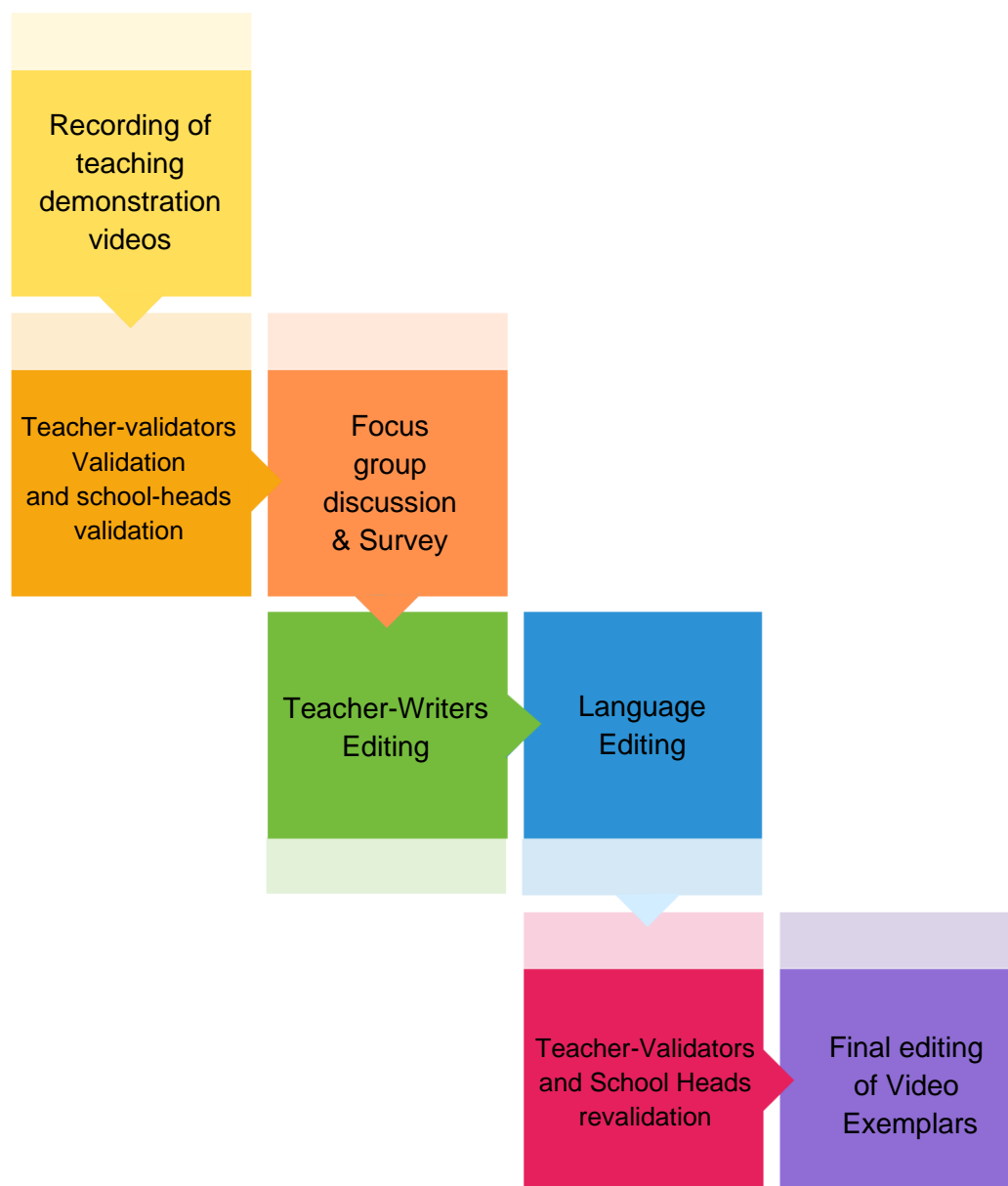
Program of the 3-day Teacher-Writers Online Orientation and Writeshop

3. GCED Video Lessons Production Process


Upon finalization of the GLEs, the Teacher-Writers proceeded with the production of videos of their demonstration teaching of the GLEs they prepared. This process was again supervised by the Cluster Coordinators. The first drafts of demo-teaching videos were subjected to validation by teacher-validators and the school heads. This first layer of validation was followed by a focus group discussion that obtained more detailed feedback on the demo-teaching videos. After these validation processes, the teacher-writers edited their demo-teaching videos. After this revision, these videos were submitted for language editing. After this step, the edited videos were returned to teacher-validators and school head validators for revalidation. Results of the revalidation were used as inputs in finalizing the video lesson exemplars.

Figure 5.

Recorded Demonstration Teaching Video Process of GCED Lesson Exemplars




GCED Curriculum Development and Integration Project in the Philippines (Year 3)




Orientation for Validators:
School Heads and Teachers
August 2, 2021

ORIENTATION FOR VALIDATORS: SCHOOL HEADS AND TEACHERS

AUGUST 2, 2021 | 5:00pm | via Zoom




Marvin Kim Cel...




Project Director

Niesa Cultura



Nina Serafico



Rosemarie Su...

GCED Curriculum Development and Integration Project in the Philippines (Year 3)



Orientation for Validators:
School Heads and Teachers
August 2, 2021



MESSAGE FROM THE DIRECTOR

SERAFIN A. ARVIOLA JR., Ph.D
Project Director, GCED Project Year 3



GCED Curriculum Development and Integration Project in the Philippines (Year 3)



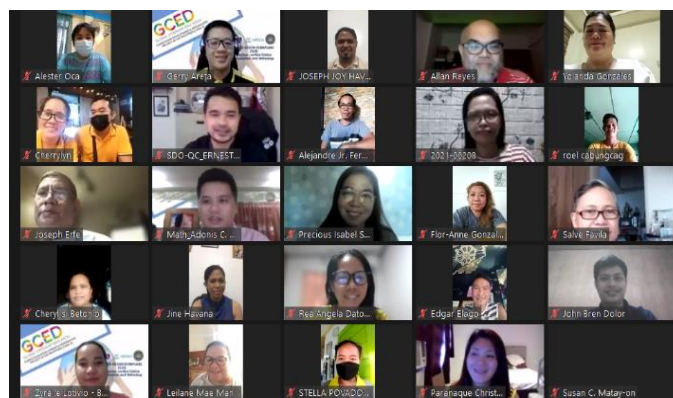
Orientation for Validators:
School Heads and Teachers
August 2, 2021



PROJECT OVERVIEW AND VALIDATORS' ORIENTATION

CARL O. DELLOMOS, MHSS
Deputy Project Director, GCED Project Year 3





Pilot Testing Orientation for Teacher-validators and School Heads



Pilot Testing

The pilot testing was the last component of the Year 3 of the GCED Curriculum Development and Integration Project. The main objective of this activity was to pilot-test and validate the three outputs of this project namely: the manual for writing GCED Lesson Exemplars called Philippine GCED Lesson Exemplars: A Guide to Practice, the developed GCED Lesson Exemplars, and the recorded demo-teaching of video lessons.

This component involved various steps, which are: 1) Development of Validation Tools; 2) School Heads and Teachers Validation; 3) Focus Group Discussions and Survey; 4) Data Analyses (e.g., Qualitative and Quantitative); 5) Observation and Insights of Cluster Coordinators.

The Core Team of the project developed the validation tools through a series of meetings. These were subjected to expert validation and then finalized before actual use. See Annex 1 for the developed validation tools. For the analyses, thematic analysis was used to analyze qualitative data while Absolute Percentage of Agreement was used for quantitative data analysis.

In particular, a six-step approach to thematic analysis by Braun & Clarke (2006) was used. This approach included familiarization with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report or manuscript. For the first step, familiarizing with data repeated reading of the transcripts of the FGDs including reviewing the actual FGDs through video recordings were done. As transcripts were read, data analysts have marked meaningful statements through annotations, comments, and highlights. These marked statements served as inputs for step two, which was generating initial codes. These generated codes were examined for patterns, then became the basis for coming up with initial themes, the third step of the thematic analysis. For the fourth step, reviewing themes, the data analysts reviewed the initial themes by going over the themes in various data sets to look for patterns and recurring themes that emerged from the data. Overlaps were checked to ensure that themes are unique and meaningfully captured the data. Only after this review process that data analysts were able to proceed to defining and naming themes, which was the fifth step in this process. The final step of reporting or writing the manuscript was done through the pilot testing report. See Pilot Testing Report as one of the major outputs of this project.

In the quantitative part, a questionnaire was administered to the validators, which were also the teacher-validators and school heads who were part of the FGDs. Their level of agreement on various statements was obtained through the percentage of agreement as a measure of the acceptability of the GLEs and the teaching demonstration videos. For the

² Braun V, Clarke V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology* 3(2):77–101. Braun V, Clarke V. 2012. Thematic analysis. In: Cooper H, editor. *APA handbook of research methods in psychology*. Vol. 2, research methods. Washington (DC): American Psychological Association.

a. Validation of the Manual

The qualitative validation of the manual was conducted through Focus Group Discussions (FGDs) with cluster coordinators, teacher-writers, school heads, and teacher-validators. Through the FGDs, the Cluster Coordinators and the Teacher-Writers were able to share their experiences in using the manual as they developed and wrote their GLEs. School heads and teacher-validators were included as validators of the manual to obtain an appreciation of the manual using the perspective of potential users who have not interacted with the material yet to know its ease of use and friendliness to first-time users.

From the qualitative analysis of FGDs with various groups, five major themes emerged. The first referred to their appreciation of the manual, pointing that the manual was holistically drafted and is useful. The participants in the FGDs found the manual to be carefully written, organized, comprehensive, and serving its purpose of guiding educators in developing lessons with GCED integration. They also highlighted that the manual is responsive to the holistic and developmental needs of the different learners. The development of the manual was also found to be timely and relevant.

The second theme that emerged from validation of the manual through FGDs pointed to the challenges in integrating GCED in the lessons, in general, and in using the manual, in particular. On the GCED integration, FGD participants raised that teachers may still find GCED as unimportant thus may resist integrating it into their lessons. Moreover, it may be overwhelming and difficult for teachers to follow the manual. The GCED pedagogies may also be foreign to teachers. The participants also cited the limitation in relation to time allotment per session to achieve the target content and performance standards.

In the third theme, the FGD participants cited some limitations they found in the manual such as in the GCED pedagogies, technical specifications identified in the manual, standards, concepts, and its overall usability. They raised that some pedagogies and concepts were confusing and needed renaming to be more appropriate and to aid ease of integration. With regard to technical specifications, the FGD participants found it difficult to follow the suggested technical specifications in the manual. Due to the limited time in drafting the GLEs, the teacher-writers said that they did not have time to pay attention to these details anymore. The template provided helped them in organizing and formatting their draft GLEs. Some FGD teacher-writers also found some GCED concepts conflicting, particularly in local and global settings.

Another dominant theme from the FGD is the call for further GCED training and capacity-building for teachers. Participants in the various FGDs have commonly recognized the need for capacity-building to enhance the knowledge and competencies of teachers. Such capacity-building must include training on incorporating GCED in the learning materials and teaching strategies. Training on the use of the GCED manual was also suggested.

The fifth and last theme that emerged from the validation was the need for continuous integration of GCED in the educational system. Along with this theme, the school head FGD




participants suggested that a monitoring system must be in place to ensure the proper GCED integration. Alternative ways of implementing GCED were also suggested to respond to other contexts like that of the indigenous peoples. The sustainability of the efforts on GCED integration also surfaced as an important recommendation from the FGD participants. Specifically, the school heads underscored that the schools' top leadership must prioritize the implementation of GCED integration and programs that promote GCED through policies and procedures.

In general, all FGD groups had positive feedback on the manual and recommended its use for basic education in order to integrate GCED in the lessons. Their assessment of the manual as well as their recommendations served as important inputs in order to improve the document before finalization.

GCED Curriculum Development & Integration in the Philippines (Year 3)

**VALIDATION OF
GCED LEARNING EXEMPLARS &
VIDEO TEACHING DEMONSTRATION**




FILIPINO



August 07, 2021
01:00 PM

TEACHER VALIDATORS:
Mariedel M. Repuesto
Christopher Villaralbo
Roel S. Cabungcag
Alejandro S. Fernandez Jr.
Mylyn M. Vallejo

Denmark Yonson, PhD
FACILITATOR

 **APCEIU**  

FGD for Filipino Validators

VALIDATION OF GCED LEARNING EXEMPLARS & VIDEO TEACHING DEMONSTRATION

SCHOOL HEADS



August 07, 2021
01:00 PM

Jine L. Havana
Venus D. Bajao
Hazel P. Yabo
Niesa T. Cultura
Mary Grace O. Awkit

SCHOOL HEADS:

Emerson O. Sabadlab
Ernesto D. Ferrer Jr.
Welbert D. Borlado
Rey P. Deatras

Allan Reyes, PhD
FACILITATOR



FGD for School Head Validators (Group 1)

VALIDATION OF GCED LEARNING EXEMPLARS & VIDEO TEACHING DEMONSTRATION

SCIENCE



August 07, 2021
09:00 AM

TEACHER VALIDATORS:

Jan Darell C. Casuncad
Rea Angela F. Datoon
Kim A. Magallanes
Stella G. Povadora
Rosemarie C. Suan

Raul Balbuena, MA
FACILITATOR



FGD for Science Validators

VALIDATION OF GCED LEARNING EXEMPLARS & VIDEO TEACHING DEMONSTRATION

SCHOOL HEADS



August 07, 2021
01:00 PM

Yolanda M. Gonzales
Francis Albert B.
Richard C. Agustin
Reynante M. Sofera
John Bren M. Dolor

SCHOOL HEADS:

Melissa Carretero
Mendoza Jovel J. Oberio
Jinx D. Villas
Joseph Joy G. Havana
Hel Patricio

Adelyne C. Abrea, PhD
FACILITATOR



FGD for School Head Validators (Group 2)

VALIDATION OF GCED LEARNING EXEMPLARS & VIDEO TEACHING DEMONSTRATION

PHYSICAL EDUCATION



August 07, 2021
09:00 AM

TEACHER VALIDATORS:

Russel John M. Ronquillo
Wesley M. Tayag
Randy F. Tilbe
Nina A. Serafico
Joana Marie Carina M. Gabunilas

Madonna Gonzales, PhD
FACILITATOR



FGD for Physical Education Validators

VALIDATION OF GCED LEARNING EXEMPLARS & VIDEO TEACHING DEMONSTRATION

MUSIC



August 07, 2021
01:00 PM

TEACHER VALIDATORS:

Jesabel B. Binamira
Mayflor P. Apdua
Romnick F. David
Ghia Cressida T. Hernandez
Susan C. Matay-on

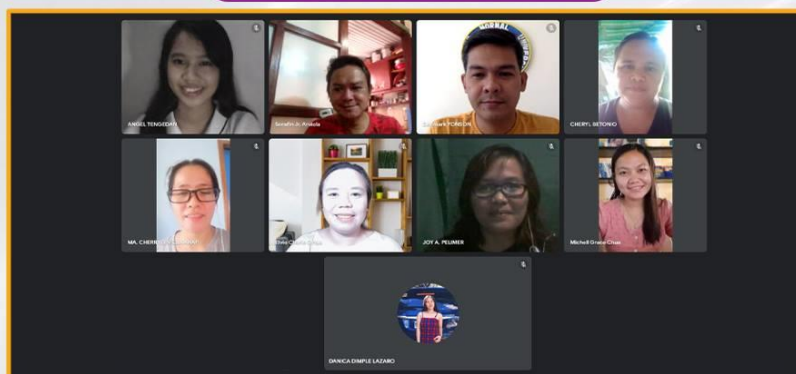
Joseph P. Erfe, PhD
FACILITATOR



FGD for Music Validators

VALIDATION OF GCED LEARNING EXEMPLARS & VIDEO TEACHING DEMONSTRATION

MTB - MLE



August 07, 2021
09:00 AM

TEACHER VALIDATORS:

Ma. Cherrylyn D. Cunahap
Elvie Charlie L. Ortua
Michelle Grace M. Chua
Joy A. Pelimer
Cheryl S. Betonio

Denmark Yonson, PhD
FACILITATOR



FGD for Mother Tongue-Based Multilingual Education Validators

GCED Curriculum Development & Integration in the Philippines (Year 3)

**VALIDATION OF
GCED LEARNING EXEMPLARS &
VIDEO TEACHING DEMONSTRATION
MATHEMATICS**



August 07, 2021
09:00 AM

TEACHER VALIDATORS:

Adonis C. Abuloc
Vendy Von P. Salvan
Precious Isabel V. Saludes
Norlito A. Argante

Allan Reyes, PhD
FACILITATOR



FGD for Mathematics Validators

GCED Curriculum Development & Integration in the Philippines (Year 3)

**VALIDATION OF
GCED LEARNING EXEMPLARS &
VIDEO TEACHING DEMONSTRATION
HEALTH**



August 07, 2021
09:00 AM

TEACHER VALIDATORS:

Rocky T. Banatao
Maria Margarita Maravilla
Jeepy John Jose
Marvin Kim J. Celendro
Ma. Joannes Kevin D. Puda

Salve A. Favila, PhD
FACILITATOR



FGD for Health Validators

**VALIDATION OF
GCED LEARNING EXEMPLARS &
VIDEO TEACHING DEMONSTRATION
EDUKASYON SA PAGPAPAKATAO**



August 07, 2021
01:00 PM

TEACHER VALIDATORS:

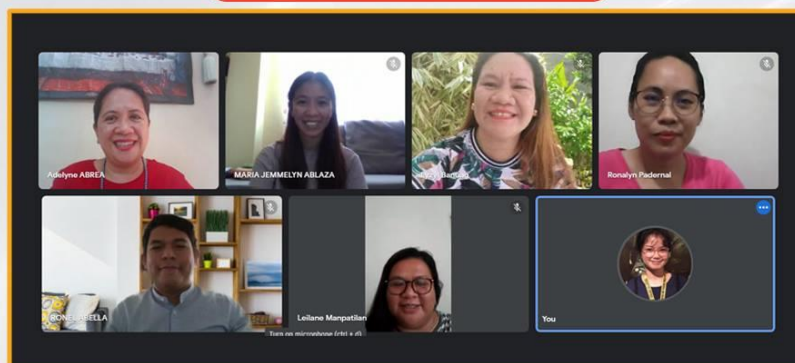
Floyd G. Aquino
Yvette Marie R. Muyco
Alester D. Oca
Flor-Anne D. Gonzales
Lisette Philline C. Rivera

Ma. Lorella Arabit-Zapatos, PhD
FACILITATOR



FGD for Edukasyon sa Pagpapakatao Validators

**VALIDATION OF
GCED LEARNING EXEMPLARS &
VIDEO TEACHING DEMONSTRATION
ENGLISH**



August 07, 2021
09:00 AM

TEACHER VALIDATORS:

Ronalyn P. Espi
Maria Jemmelyn Ablaza
Ronel C. Abella
Lyzyl Lopez-Banuag
Leilane Mae Moca

Adelyne C. Abrea, PhD
FACILITATOR



FGD for English Validators

VALIDATION OF GCED LEARNING EXEMPLARS & VIDEO TEACHING DEMONSTRATION

ARTS



August 07, 2021
10:00 AM

TEACHER VALIDATORS:

Maribeth B. Turaray
Edgar Elago
Christine R. Barrios
Jhan Mari J. Tan
Jenny C. Mendoza
Janine Mae Magbanua

Joseph P. Erfe, PhD
FACILITATOR



APCEIU



FGD for Arts Validators

VALIDATION OF GCED LEARNING EXEMPLARS & VIDEO TEACHING DEMONSTRATION

ARALING PANLIPUNAN



August 06, 2021
03:00 PM

TEACHER VALIDATORS:

Maribeth Magpali
Mariles I. Sarmiento
Vergie R. Vergara
Paul Gavanan
Ma. Eirish S. Zulueta

Ma. Lorella Arabit-Zapatos, PhD
FACILITATOR



APCEIU



FGD for Araling Panlipunan Validators



FGD for Cluster Coordinators



FGD for Teacher-Writers

b. Validation of the GCED Lesson Exemplars

For the validation of the GCED Lesson Exemplars, three major themes were generated from the FGDs conducted among cluster coordinators, school heads, and teacher-validators. These include GLEs as highly commendable learning materials, the evident GCED integration in the learning exemplars, and the need for further enhancement of learning materials.

For the theme appreciating the learning materials as highly commendable, the FGD participants cited that the lesson presentations were clear and aligned with the learning objectives. The learning materials were also responsive to the needs of the teachers and learners, experiential and learner-centered. The GLEs also incorporated higher-order thinking skills (HOTS). The FGD participants praised the teacher-writers of the GLEs for their resourcefulness and innovativeness in writing the learning materials.

GCED integration was found to be evident as mentioned in the FGDs. Specifically, GCED was clearly integrated in learning objectives and overall contents. For the FGD participants of all groups, the developed lesson exemplars truly served their purpose as guides to integrating GCED.

Despite the commendable quality of draft GLEs, FGD participants found a number of points to improve the lesson exemplars. These include better alignment of the GLEs to the DepEd Curriculum Guide and MELCs. In some GLEs, GCED were observed to be not seamlessly and saliently integrated. Further, the GLEs needed to be more inclusive and friendlier especially for teachers who did not specialize in the subject matter. Better contextualization and localization of the GLEs to Philippine culture were also emphasized by the school heads in order to be more relatable to students. In addition, the FGD participants noted that real-life applications need to be strengthened in the GLEs. Reading materials were also insufficient. In other GLEs, some contents needed to be more organized and reflected in the table of contents. Some contents in GLEs were found to be too heavy and too long for learners to grasp. Finally, learning materials need to be more visually appealing and readable. The GLEs needed to be checked as regards typographical and grammatical errors, mistranslations and copyright issues.

In the quantitative part of the validation, very high percentages of agreement (100%) were obtained for GLEs such as Science, Health, Physical Education, Edukasyon sa Pagpapakatao, English, Filipino, and Mother Tongue among teacher-validators, which revealed that the GLEs developed for these subjects in all grade levels (i.e., Grade 3, 6, & 10) were highly acceptable to all teacher-validators. For Mathematics, Araling Panlipunan, Arts and Music, at least one indicator received either an average, above average or a moderately high percentage of agreement. These results meant that teacher-validators do not agree with certain statements. These results served as red flags that guided the Core Team on which areas to focus on in reviewing and improving the GLEs.

For the school heads, all of these nine raters had 100% agreement for all GLEs in Grades 3, 6, and 10 in Science, Mathematics, Health, Araling Panlipunan, Arts, Music, Filipino, and Mother Tongue. Meanwhile, Grade 3 GLEs in Physical Education, as well as Grade 3 GLE in

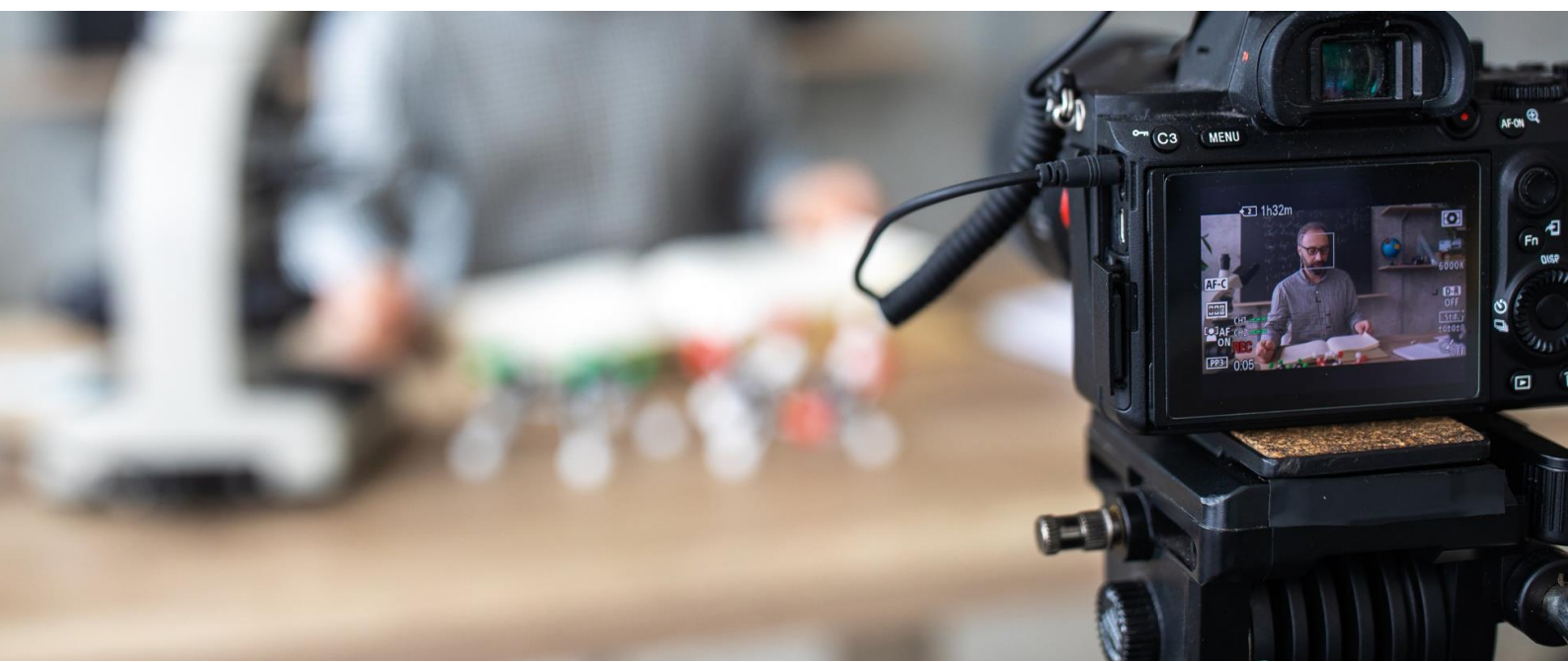


Edukasyon sa Pagpapakatao, only had an average (60%) and moderately high percentages of agreement, respectively. Moreover, Grade 10 GLEs Edukasyon sa Pagpapakatao and English subject areas, while receiving a very high percentage of agreement in 9 statements, at least one statement in these subject areas received varied ratings from among school heads with only 89% percentage of agreement for both subjects. Specifically, the former received this rating on the statement on the GLE being free from errors, while the latter was given this rating on the statement that pointed to the alignment of GCED assessment and tools to the learning objectives.

c. Recorded Demonstration Teaching Video Indicator

On the validation of the recorded video lesson exemplars, three themes were apparent. The first was about the recorded videos viewed as supplements for effective teaching and easier delivery of lessons, and were considered a good response to the call for quality, accessible and relevant teaching materials, especially during the COVID-19 pandemic. The second theme focused on the quality of video. The FGD participants appreciated the videos to be well-performed, commendable, engaging and comprehensively done. For the third theme, the FGD participants pointed out that the recorded videos need revisions in terms of matching the teaching strategies/activities used to the needs and characteristics of the learners. They also commented that the video presentations need to be livelier from beginning to the end by providing opportunities for students' participation. These comments from the FGD participants were important considerations in revising the recorded videos in order to serve their purpose of becoming effective learning resources for both educators and learning.

For the quantitative portion of the validation, variations in the ratings of validators were highly varied for both teacher-validators and school heads. This was true across subject areas and grade levels. Compared to the GLEs, the validators appeared to differ largely in their appreciation of the recorded teaching demonstration videos. The differences in the appreciation of the GLEs may be partly due to the fact that the GLEs followed a template in terms of organization. However, for the videos, the teacher-producers had different approaches and manners of presentation. Video quality due to the equipment used could also be a factor in this heterogeneous appreciation of the teaching demonstration videos among validators. Nonetheless, results of both qualitative and quantitative validation were utilized in order to enhance the videos.

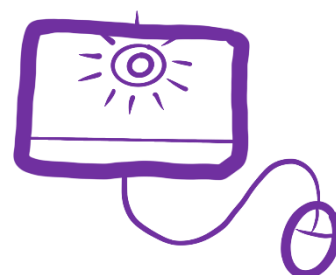


Challenges and Actions Taken

For this third and last year of the GCED curriculum development and integration project, a number of challenges were encountered:

1. Project management through collaboration and consultation

The constant challenge that the Project Team encountered all throughout the project duration was conducting almost all activities online and mostly on a work-from-home set up. Doing the project from a work-from-home set up challenged almost all individuals involved in the project as this involvement competed with their other work at home such as their full-time work, house chores and other personal and family responsibilities. For effective project management, regular online meetings were held. Pocket meetings of subject area clusters were held as often as needed. Synchronous and asynchronous modalities were optimized in conducting workshops. Careful planning prior to meetings and workshops was crucial in making sure that online meetings were efficient. Tasking also needed to be clear-cut to avoid overlapping efforts and unnecessary burdens.



2. Poor internet connectivity

Another challenge faced by the Project Team was the intermittent internet connection. It should be noted that Phase 3 of the project involved more experts from various regions in the country. In many geographical locations, internet bandwidth. Thus, some of those engaged in the project were not able to attend meetings and workshops. To ensure a common understanding of the tasks to be undertaken, recordings of meetings were made available to all. Further, minutes of meetings were also provided consistently.



3. Delayed outputs

Incomplete and delayed compliance during the development of GLEs and recorded videos, as well as during the pilot testing also occurred. The common reasons cited were internet connectivity, work, health, and other pandemic-related issues. To manage these delays, extensions were provided as allowed in the schedule and project timeline. Close monitoring and consistent follow-up of cluster coordinators were done.



4. Pandemic restrictions affected the projects' administrative processes

The administrative side of the project implementation required the Project Team to coordinate, transact and interface with various offices in the university, especially on the financial aspect. The already stringent rules and regulations of the government became even more challenging due to pandemic restrictions. Entering the university premises and dates of visit to offices had to be scheduled following the schedules of the offices and units in the university with only two or three work days. Thus, administrative processes were longer and GCED project staff were also consistently exposed to the risk of catching the coronavirus. Thus, proper coordination with the concerned units and offices in the university had to be done prior to the scheduled visit. Complete documentation had to be ensured to ensure faster transactions.

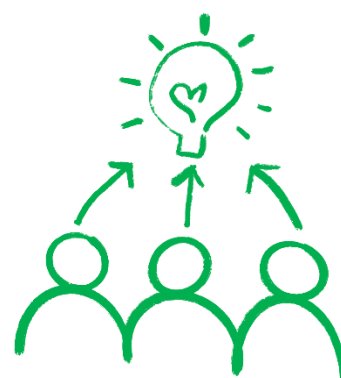


Insights and Recommendations

For any curriculum integration efforts, the process is complex, multidimensional, and multilayered. To complete this three-year project on the GCED Curriculum Development and Integration, several dimensions of outcomes and outputs were needed to be accomplished. The multilayered aspect referred to the various layers of activities to be done for the project as well as layers of personnel and key people involved.

1. Project management through collaboration and consultation

With the complexity of the project due to numerous and necessarily sequentially ordered deliverables, collaboration served as the force behind the common desire of the team to finish the project on time. Well-defined sets of tasks based on outputs and outcomes were crucial in the collaborative approach to finishing the project. This collaboration was not limited to the members of the Project Core Team but also extends to the Project Consultants, to teacher-writers, validators and other partners. Thus, the entire project was not only collaborative but also highly consultative.



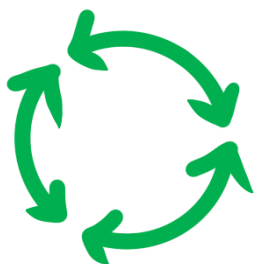
2. Laying strong and sustainable foundations for GCED Integration in basic education



The effort to develop the national curriculum with GCED integration is multidimensional in as much as it is multilayered. In this project, various dimensions were considered to ensure a strong foundation of GCED integration and the sustainability of efforts. This Year 3 implementation of the GCED Curriculum Development and Integration involved a developmental process. It can be recalled that this project started from the situation analysis conducted by DepEd in the first year of implementation. The second year focused on developing the Philippine GCED national framework called PAGHABI, the Philippine GCED themes, topics and indicators, and Philippine GCED Knowledge, Skills, and Values (KSAs). This last phase of the project ensured that the project is sustainable by developing a Manual for writing GCED Lesson Exemplars, sample Lesson Exemplars, and producing demo-teaching videos.

In coming up with the mentioned outputs in this project, various dimensions of education had to be considered. These include the country's context to which GCED concepts need to be harmonized with. Further, the system of education, including its content and structure, had to be closely examined for GCED to be seamlessly integrated. To facilitate GCED integration in the actual teaching and learning, a manual for teachers and sample lessons with demonstration were provided.





3. Support for teachers

The efforts on this three-year project have to be sustained. Among the immediate efforts to be done include continual capacity building of teachers on integrating GCED in order to build a critical mass of teachers who will champion GCED on the ground.

There is a great need to continue the next phases of the project that will comprise of National Teachers Training in GCED that will involve capacity building of curriculum implementers from principals to teachers to integrate GCED in the teaching and learning process. The mass training must include the activities of cascading the results of Year 3 project such as review of the implemented curriculum as is recommended through classroom observations, survey of the teacher's lesson plans and assessment tasks, content-knowledge and practices to determine the extent of GCED integration in the teaching-learning process, validation of sample lessons etc. The videos produced and the GCED Integration manual will serve as a sourcebook of strategies and teaching methodologies in integrating GCED in the different subject areas and will serve as a guide during the National Teachers' Training.

The Department of Education together with PNU and UNESCO APCEIU can provide venues for capacity- building activities for the teachers and other stakeholders to develop, promote, and advocate for global citizenship education and become responsible global citizens.

4. Research and development activities

To further enhance these efforts, it is further suggested that multisectoral and multi-stakeholders, needs analysis should be done on a national level to see the over-all picture of teachers' capacity and readiness to integrate GCED. a teacher needs analysis to be done on the national level to see the overall picture of teachers' capacity and readiness to integrate GCED. This is also to see the scope and depth of stakeholders' engagement in understanding and implementing and advocating for Global Citizenship Education. Teachers' Mass Training and post analysis research must also follow to determine the extent of integration of GCED and use of the GCED Integration Manual and the impact of GCED in practice.



5. GCED in Higher Education



Global citizenship should be inculcated not only in basic education but also in higher education. A similar effort of GCED integration must also be done in higher education courses. The systematic integration of GCED can be done through the Policies, Standards and Guidelines of various academic programs the Commission on Higher Education (CHED)



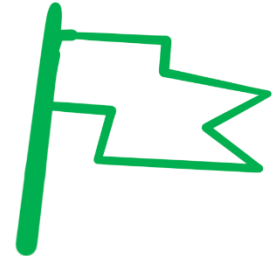


6. Government support

This three-year project speaks for the country's commitment to support GCED. However, a sustained support mechanism must be in place to ensure that the efforts will not wane down. The support could be in the financial, administrative and technical aspects of various GCED programs and projects in the country.

7. National GCED Coordinating Council

The National GCED Coordinating Council, primarily intends to harmonize and promote a seamless GCED and training system. Further, the NGCEDCC aims to benefit various sectors and stakeholders of education by encouraging lifelong learning and globally adaptive of individuals to adhere and practice GCED principles; providing education managers, teachers, students specific training standards and qualifications that are aligned to Philippine GCED indicators; ensuring that training and educational institutions adhere to specific standards and principles of Global Citizenship Education in the country.



8. GCED Professional Organization/Association

For a continual capacity of teachers, the GCED teachers, researchers, and advocates must come together to promote GCED. For this purpose, they may constitute a GCED professional organization and association who will champion, propel and sustain efforts on GCED in the Philippines.

9. Center for GCED in the Philippines

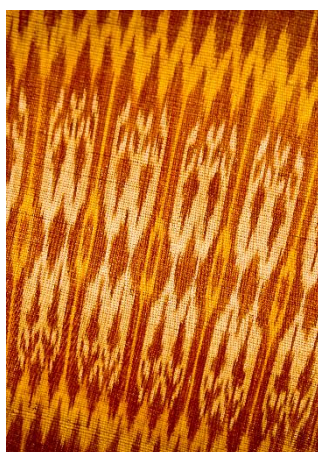
A creation of a GCED Center in the Philippines is recommended in order to pursue research efforts and innovative projects and programs on GCED. PNU may consider establishing this center given the extensive experience and significant number of GCED experts in the university, as well as its contribution to the network of trainers and practitioners of GCED in the country.



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LIST OF REPORTS

1. Pilot Testing Report
2. Monitoring and Evaluation Report

LIST OF OUTPUTS

3. Developing Philippine GCED Lesson Exemplars: A Guide to Practice
4. GLEs per learning area per grade level
5. Recorded Demonstration Teaching Videos per learning area per grade level



ANNEX 1 – Developed Validation Tools

CHECKLIST FOR EVALUATING GCED-INTEGRATED LESSON EXEMPLARS	
Learning Area	
Grade Level	
Quarter	
GCED Domain/s & Indicators	
GCED Theme/s and Topic/s	
GCED-Enhanced Content Standard	
GCED-Enhanced Performance Standard	

DIRECTION: Please mark with a check (✓) the box that corresponds to your evaluation of the GLE.

Indicators	4 <i>Very Evident</i>	3 <i>Evident</i>	2 <i>Partially Evident</i>	1 <i>Not Evident</i>	Remarks
<i>Learning Competencies</i>					
1. The GLE is consistent with the content and performance standards which are articulated in the Philippine GCED KSAs.					
2. The objectives are SMART and written in the target GCED domain/s and indicator/s.					
<i>Instructional Design and Organization</i>					
1. The GLE provides learning objectives which reflect the GCED themes and topics.					
2. The topic chosen explicitly integrates GCED in the learning area.					
3. The GLE selects appropriate learning resources essential in achieving the goals of integrating GCED in the learning area.					



4. The GLE adheres to the GCED pedagogical principles that are aligned and geared towards that attainment of the learning objectives.					
5. The content reflects the correct integrated concepts relevant to the individual learners and the society.					
6. The activities in the GLE are designed in a logical manner.					
7. The GLE is developmentally-appropriate to its target learners					
8. The GLE used the GCED integration strategies (<i>Pag-uugnay, Pagtatanong, Pagpapakahulugan, Pagsasapuso, and Pagkilos</i>).					
9. The GLE employs appropriate GCED assessment methods and tools that is aligned with the learning objectives and GCED pedagogy					
10. The GLE is free from any grammatical, factual, conceptual and computational errors.					

RECOMMENDATIONS FOR IMPLEMENTATION	
<input type="checkbox"/> HIGHLY RECOMMENDED	All of the set indicators for an exemplary lesson are very evident and free of errors .
<input type="checkbox"/> RECOMMENDED	Majority of the set indicators for an exemplary lesson are very evident with minimal revisions
<input type="checkbox"/> CONDITIONALLY RECOMMENDED	Some of the set indicators for an exemplary lesson are evident with minor revisions of the content, activities, language and format.
<input type="checkbox"/> NOT RECOMMENDED	None of the set indicators are evident with major revisions of the content, activities, language and format.



SUMMARY OF COMMENTS FOR REVISION

Page Number	Brief Description of Errors/ Findings/ Observations	Specific Comments and Suggestions

Over-all Comments / Suggestions / Recommendations

Validated by:

Signature over Printed name

Date:

NAME INCLUSION IN THE GLE FINAL COPY:

___ I agree to include my name in the final copy of the GCED Lesson Exemplar as Validator.

___ Please do not include my name in the final copy of the GCED Lesson Exemplar as Validator.



CHECKLIST FOR THE RECORDED DEMONSTRATION TEACHING VIDEO

The lessons can be observed using three main perspectives, as per below. Specify /write briefly what you have observed to answer each of the guide questions.

Appropriateness of teaching methods/materials/time allocation to GCED Lesson Exemplar Demo	(Pls. check)		Comment/s
	Yes	No	
Methods			
a. Are there strategies used by the teacher to integrate any of GCED KSAs and topics?			
Materials			
a. Are the materials used stimulating the students' interest in learning in GCED?			
b. Are the materials used appropriate for GCED integration			
Design of the Lesson			
a. Does the teacher connect/bridge the lesson content to the development of GCED Topics and KSAs?			
Time Allocation			
a. Is the overall time allocation for the lesson sufficient to cover the integration of GCED?			
b. Is the time allocated to each respective activity sufficient to integrate GCED?			

Student's Engagement and Participation	Pls. check		Comment/s
	Yes	No	
a) Does the teacher take into consideration the level of his/her students' interest/passion?			
b) Does the teacher take into consideration the level of his/her students' prior/existing knowledge for learning?			
c) Is the lesson learner-centered?			
d) Is the lesson designed to allow opportunities for students to exchange opinions among themselves?			
e) Is the lesson designed to allow opportunities for students to collaborate on outputs/projects?			
f) Does the teacher consider his/her learners' abilities and motivation/s (e.g., developmentally appropriate)?			
g) Is the teacher able to integrate the following principles			



Participatory			
Equity			
Appropriateness			
Critical Empowerment/Action			
Environmental Sustainability?			

Teacher's Facilitation of GLE	Pls. check		Comment/s
	Yes	No	
a) Does the teacher show respect for the students as individuals (e.g., show consideration towards students who give wrong answers, get students who are usually quiet involved in classroom participation)?			
b) Does the teacher consciously ask questions and give instructions in ways/language easily understood by students?			
c) Does the teacher ask questions that facilitate students' creative and critical thinking, rather than recalling knowledge (e.g., asking 'why' and 'what' should be done' in addition to 'what' 'when' and 'who' questions)?			
d) Does the teacher give enough time and opportunities for students to reflect and organize their thoughts?			
e) Does the teacher use effective teaching materials and teaching tools/devices with technology integration?			
f) Does the teacher effect behavioral changes among students aligned with GCED principles?			
g) Does the teacher assess the students' competencies aligned with Philippine GCED KSAs?			

Over-all Comments / Suggestions / Recommendations

Validated by:

NAME:

Date:



FGD Questions for **School Head and Teachers [focus on GCED Lesson Exemplar and Recorded Demonstration Teaching Video]**

Themes	FGD Questions
Learning Competencies	<ol style="list-style-type: none"> 1. Do you think that the GLE/recorded demonstration teaching video offers a practical understanding of K-12 GCED-enhanced contents and performance standards? 2. Do you think that the GLE/ recorded demonstration teaching video offers a practical understanding of Philippine GCED Themes and Topics? 3. Does the GLE/recorded demonstration teaching video adhere to inclusive education, which caters to the marginalized sector/s of the society (e.g. women, LGBT, religious groups, and linguistic minorities)? 4. Does the Manual/GLE/recorded demonstration teaching video show connections to local and/or global socio-cultural, economic and/ or political concerns as part of the principles of GCED integration?
Teaching Philosophy	<ol style="list-style-type: none"> 1. Does the GLE/recorded demonstration teaching video showcase appropriateness of activities for the learners? Explain. 2. In your observation, what are the pedagogical principles considered in the GLE/recorded demonstration teaching video? (i.e. respectful, inclusive, and interactive classroom and school ethos, learner-centered, developmentally appropriate, constructivist, inquiry-based, reflective, collaborative, and integrative; promote culturally responsive strategies to teaching and learning, authentic learning tasks and experiences), Are these principles important to consider in the GLE? What assessments strategies were used?
Challenges and Opportunities for GCED Integration	<ol style="list-style-type: none"> 1. Do you think the GLE/recorded demonstration teaching video can be integrated seamlessly in the DepEd curricula? How? 2. What do you think are the challenges for integrating GCED in the basic education curriculum? 3. What do you think are the learning opportunities that are afforded/presented provided by GCED integration in the basic education? 4. What kind of support do you think is needed in the integration of GCED in the curriculum and the implementation of the GLEs? 5. In your opinion, what competencies do teachers need to effectively teach and integrate Philippine GCED KSA in their lessons?
Usability/Usefulness	<ol style="list-style-type: none"> 1. Will you recommend the GLE to other teachers/educators to use in their classes?
Instructional Design	<ol style="list-style-type: none"> 1. Based on the GLE/ recorded demonstration teaching video, were you able to observe the following principles Participatory, Equity, Appropriateness, Critical Empowerment/Action, Environmental Sustainability? 2. Did the GLE use appropriate learning materials/activities/assessment relevant to target learners?
Seamless GCED Integration	<ol style="list-style-type: none"> 1. How would you describe the seamlessness of GCED integration in the lesson/s (GLE/ recorded demonstration teaching video demo teaching)?
Other Comments and Suggestions	<ol style="list-style-type: none"> 1. Is there anything you want to add/comment for further enhancement of the GCED GLE/ recorded demonstration teaching video?

Note: Feedback of teachers on the Manual should also be gathered during the Pilot Testing.





APCEIU

