



# Building Caring Communities

*A Renewal & Reform Movement in Our Public Schools*



**“It takes a tribe to raise a child.”**

***It takes a community to educate and form its youth.***

# THE VISION, MISSION & DREAM

- ▶ **INSPIRE** a renewal and reform movement in public schools
- ▶ **BUILDING** caring communities in our schools

Mission  
& Vision



Building Caring   
Communities  
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# PURPOSE OF THE MEETING

- ▶ **KNOW & UNDERSTAND** the goals and plans for the MAEd–SCD and the K125K
- ▶ **BUILDING** caring communities in our schools remains as the main goal

Mission  
& Vision



Building Caring   
Communities  
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K125K

125 schools by 2023

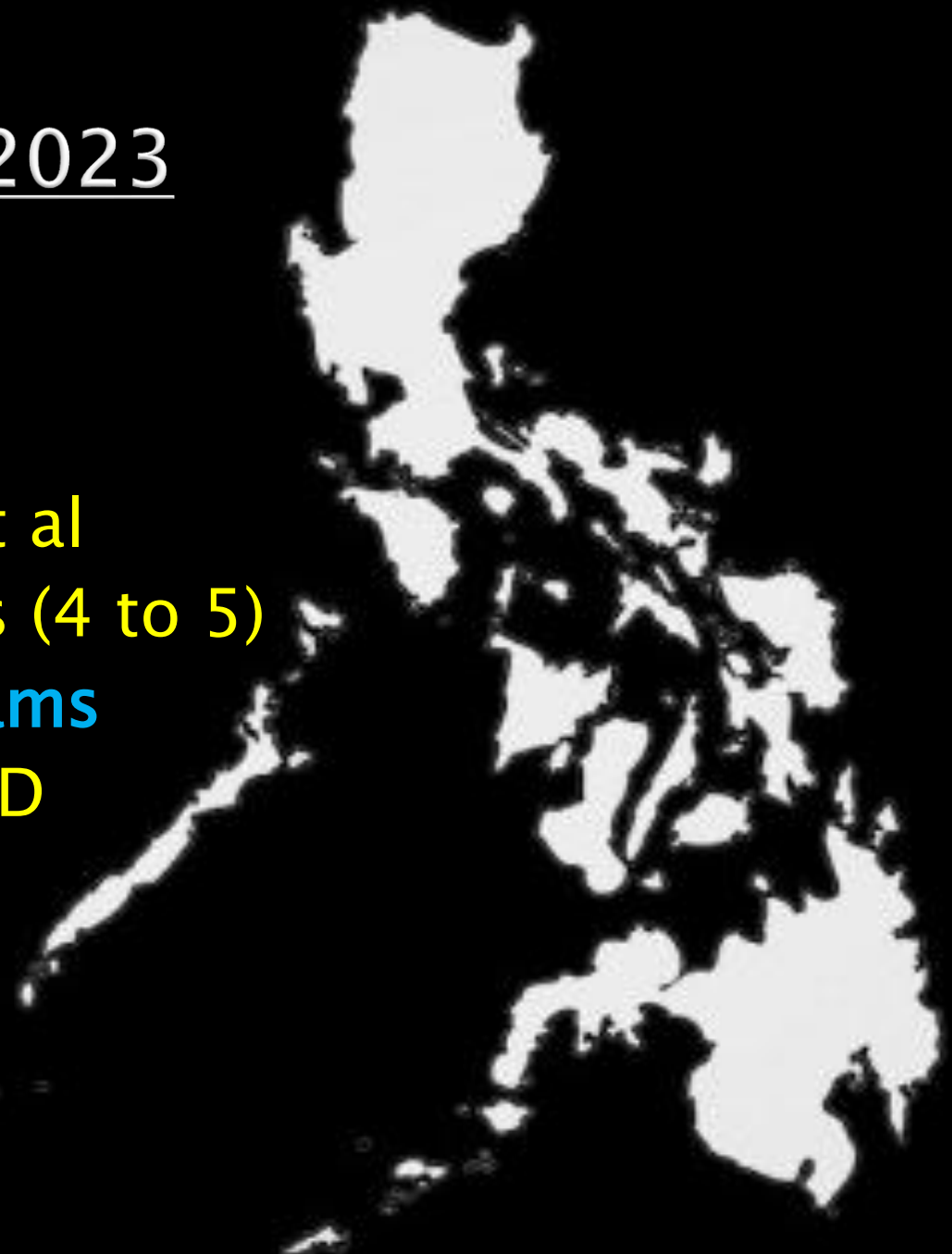
143 schools

4342 teachers et al

Regional Centers (4 to 5)

Enhanced Programs

CONTEXTUALIZED



K125K

2023

**COST:**

**Php 909,304,522.90**



# Key Elements of MAED-SCD/K125K

## Mode of delivery

- Modular
- On-site

## Outcomes

Learning

Formation

Performance

# Key Elements of MAED-SCD/K125K

## PERFORMANCE:

### Building Caring Communities

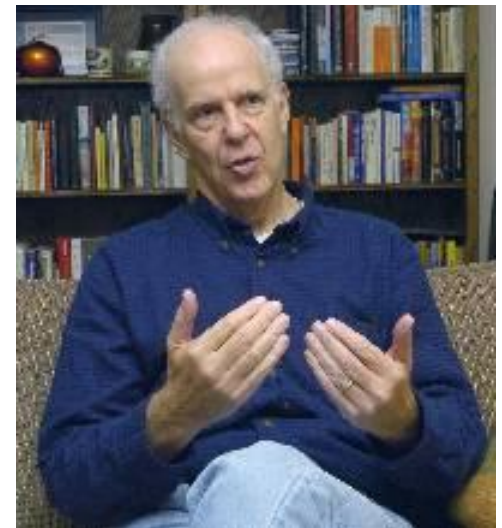
- COHORTS
- Enhanced programs

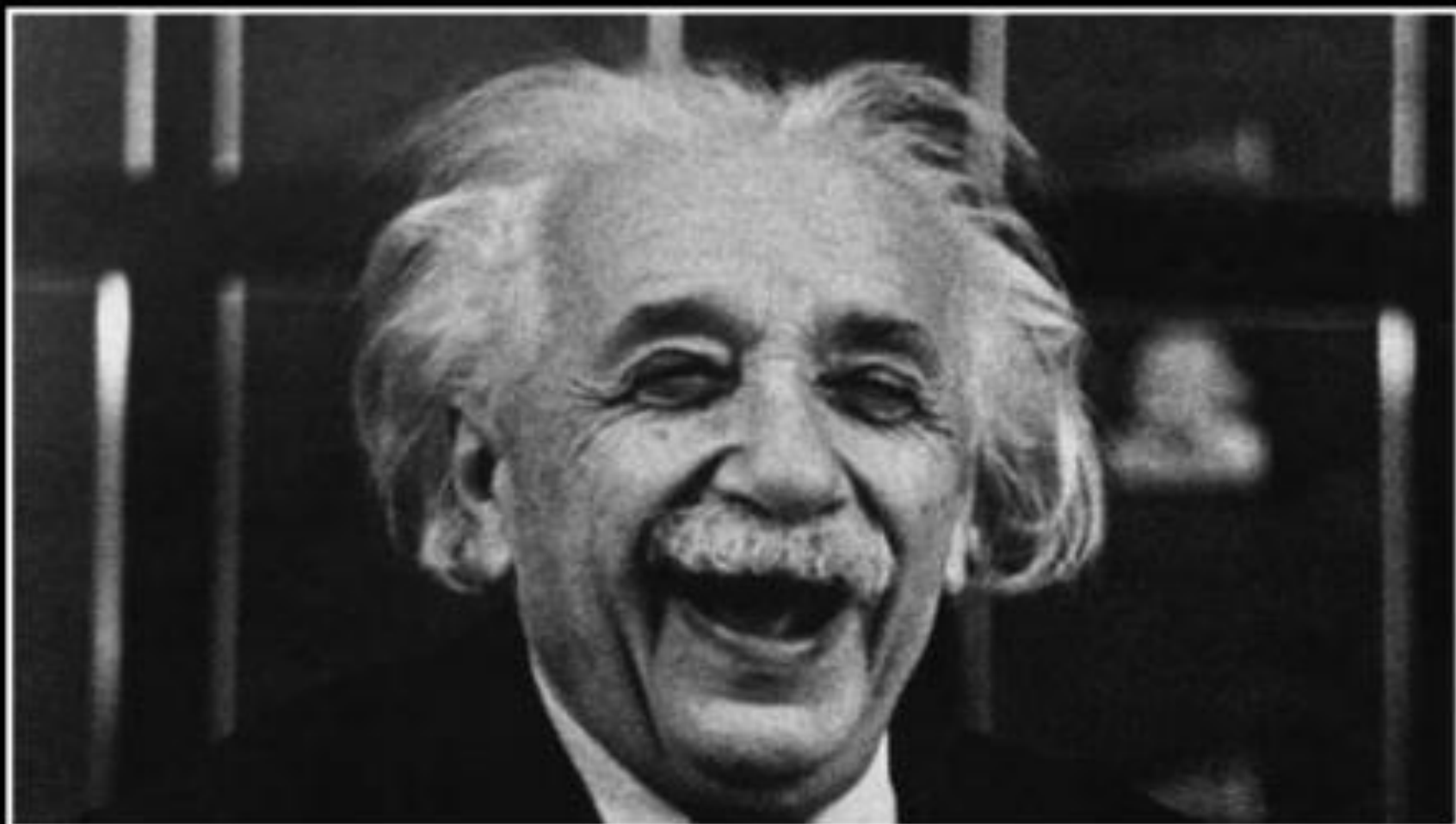
### Nation Building Partnership



. . .from Parker Palmer’s “The Courage to Teach.” He succinctly describes teaching at its best:

*‘Good teaching cannot be reduced to technique; good teaching comes from the identity and integrity of the teacher.’*





# **INSANITY**

Doing the same thing over and over again expecting different results.

# STAKEHOLDERS' MENTALITY

## PARTNERSHIPS





# Building Caring Communities

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# PARTNERSHIPS

DIVISION/LGU/SCHOOL



Support Cohort nature (30%)

Long-term view

2-years and 3-years; renewable

MOA

Joint effort

Develop partnerships in the community

Resource generation



# PARTNERSHIPS

## MAGNA



**Deliver quality MAEd–SCD**

**LEAD: partnership development and resource generation**

**CONTINUING support:**

**best practices**

**network**

**on-going teacher education**

# MOA



# PARTNERSHIPS

**MAGNA**



**Deliver quality MAEd–SCD**

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**on-going teacher education**

**MOA**



# Building Caring Communities

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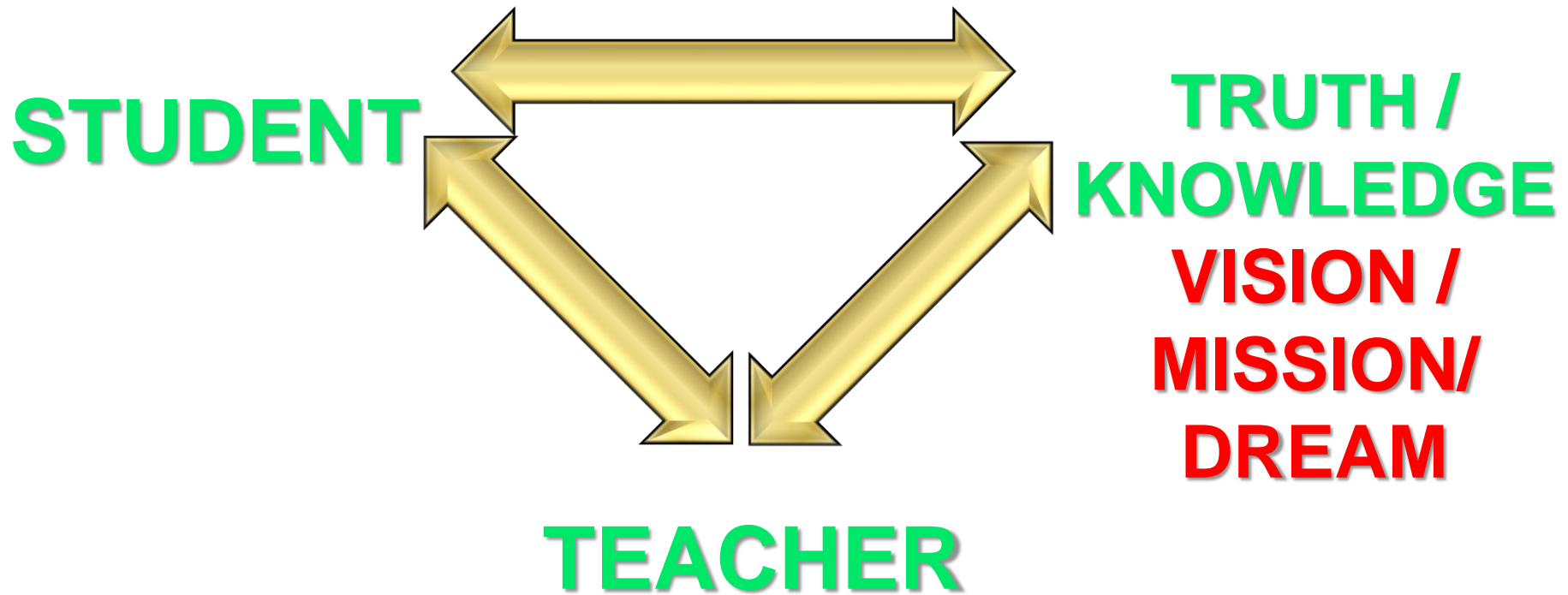
Senior  
High  
Schools





# Ignatian Pedagogical Paradigm

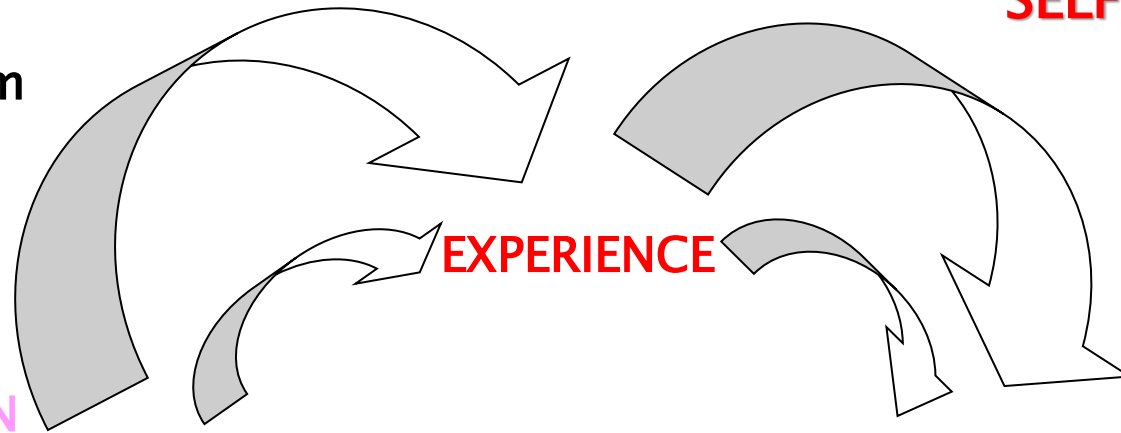
# The Context of Formation and Education in the Ignatian Pedagogical Paradigm



# CREATING A NEW EXPERIENCE

SELF-AWARENESS  
SELF-ACCEPTANCE

Freedom



**VALUES**

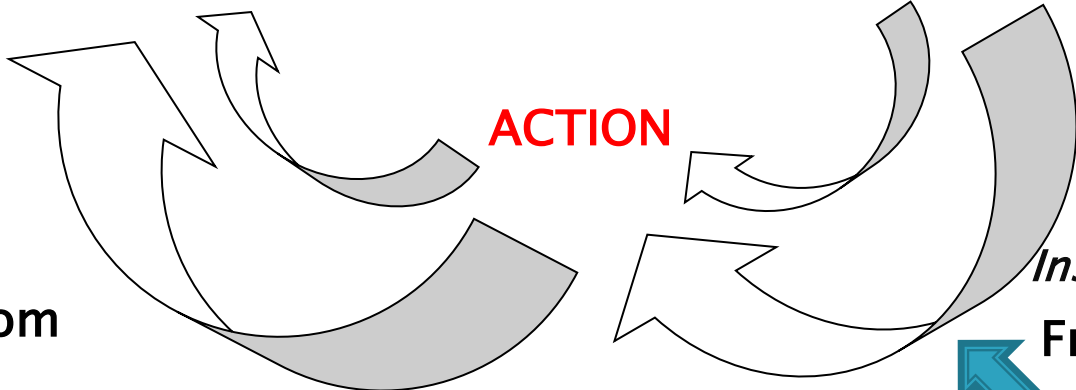
INTEGRATION  
*Insight*

**EVALUATION**

**REFLECTION**

*Insight*  
INTEGRATION

Freedom



**VISION**

**MISSION**

INTEGRATION

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Freedom

**CHOICE**

**REGAINING INTEGRITY**  
Choice/Decision/Commitment

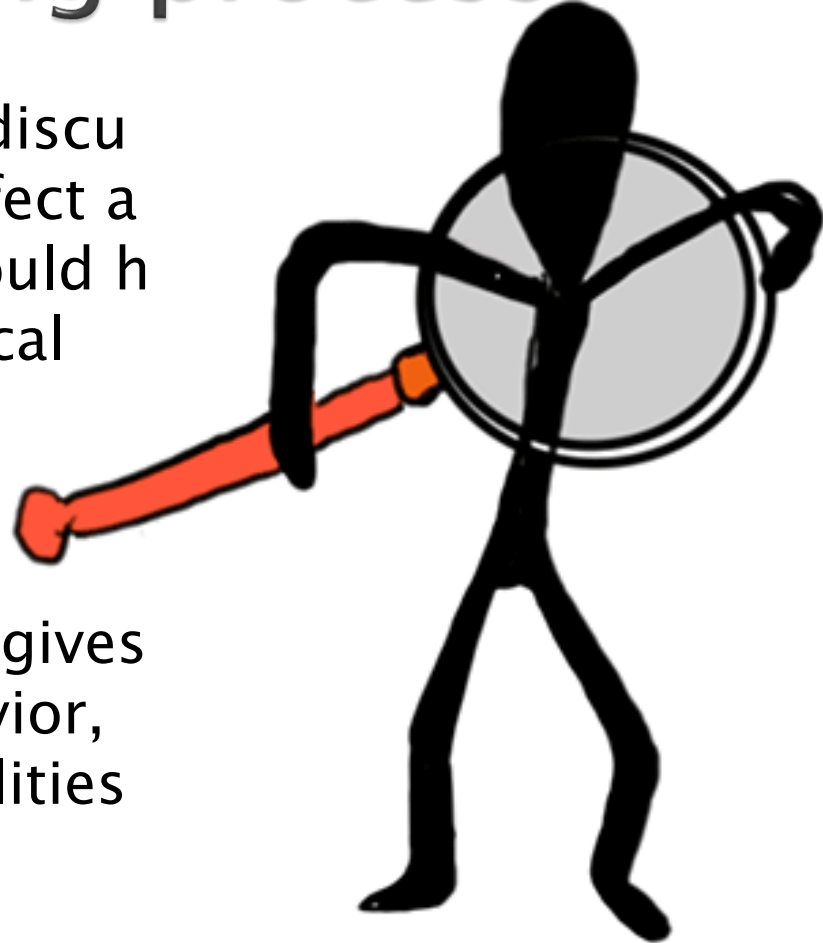
# The Scoping Process Leading to the Enhanced Programs

# What is this scoping process?

- ▶ involving an investigation or discussion to determine the effect a proposed policy or project would have on a community or the local environment:

*(www.dictionary.com)*

- ▶ Originates from a need, what gives rise to an inappropriate behavior, discriminatory events, inequalities of social conditions





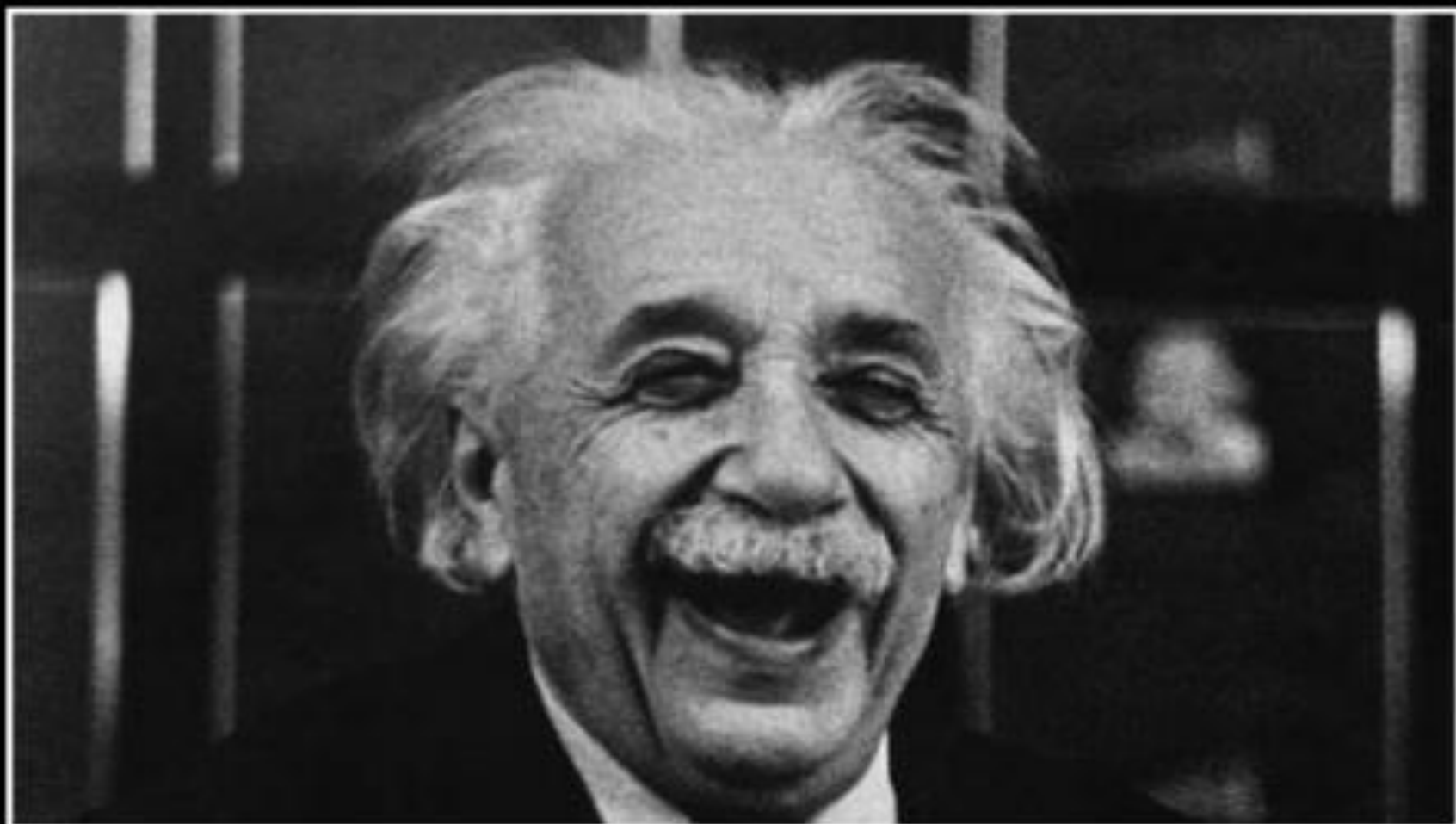
# TROUBLESHOOTING



# GREAT IDEAS BUT NOT LOOKING AT BIG PICTURE/UNDERLYING FACTORS







# **INSANITY**

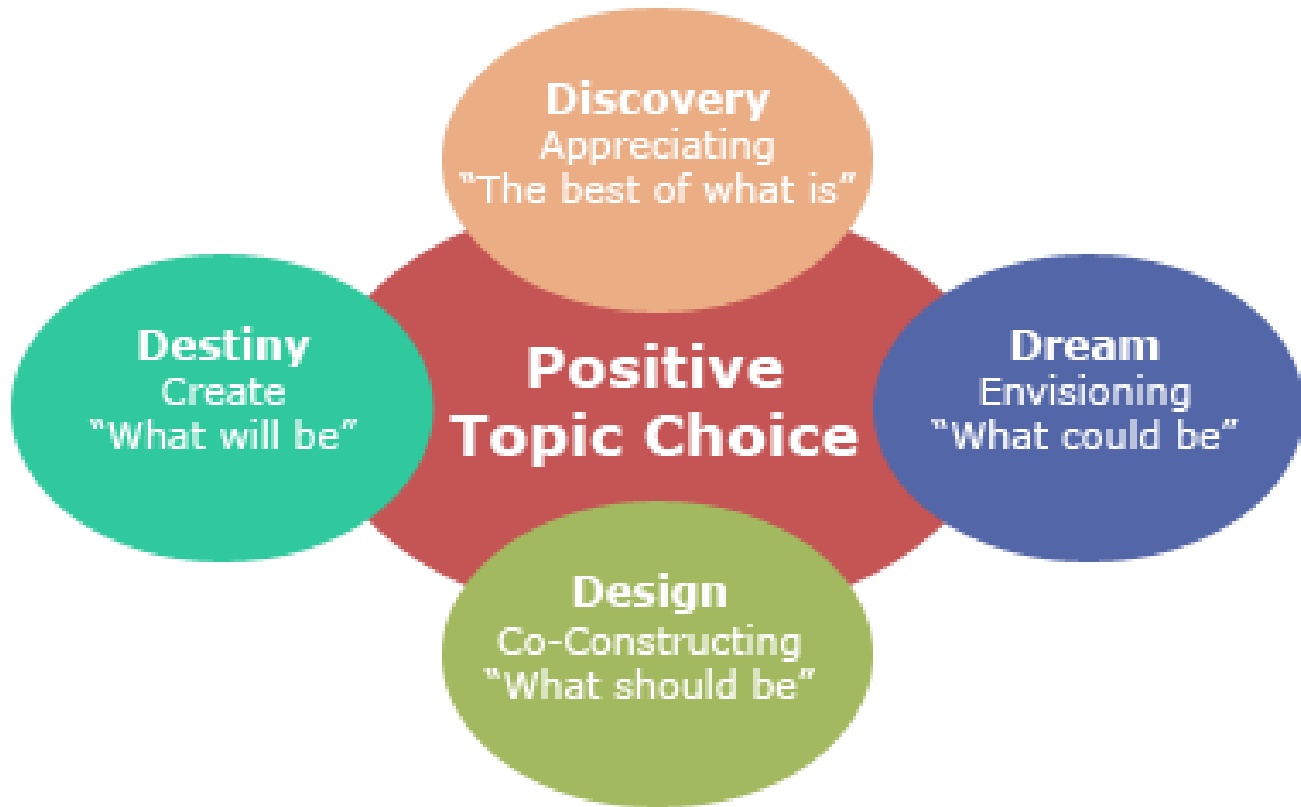
Doing the same thing over and over again expecting different results.



We begin with you...it is you that will impart change in your community.



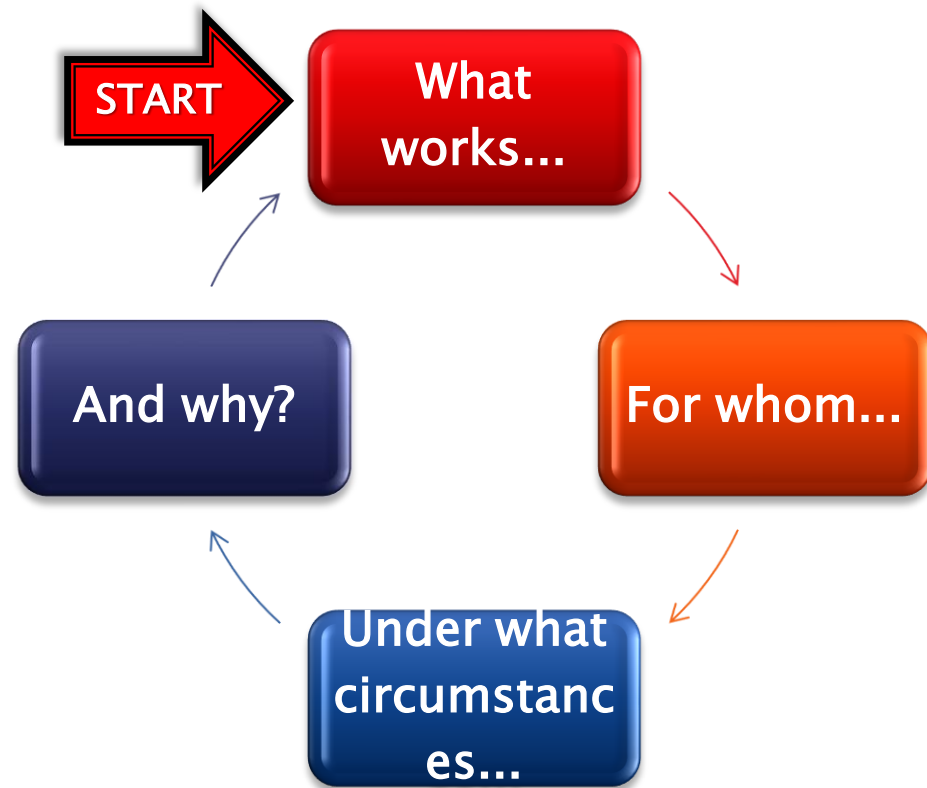
# Step 1: Appreciative Inquiry Approach



# Running Parallel with AI on the DESIGN & DESTINY:

## REALIST EVALUATION

- ▶ Realist evaluation is a form of **theory-driven (program theories)** evaluation, but is set apart by its explicit philosophical underpinnings.
- ▶ Developed by Pawson and Tilley (1997)
- ▶ Evaluations need to answer the basic question “What works, for whom, in what respects, to what extent, in what contexts, and how?”
- ▶ NOT ‘does it work?.
- ▶ realist evaluators aim to identify the underlying generative **mechanisms** that explain ‘how’ the **outcomes** were caused and the influence of **context**.



# BE PROGRAM ARCHITECTS



## DISCOVERY

- students very passionate about sports
- Strive for excellence
- fulfillment for teacher & student to excel and translated in their daily lives.
- importance of “community” involvement
- influence of teachers

## DREAMS

- Top contender in the Palaro
- Best sports program in the region
- Have world class facilities
- Student-Athletes to become National team members
- Scholarships in college
- To be responsible and caring adults

# Step 2: Develop Program Theories

### PROCESS

#### OF:

Case studies/  
narratives;

FGD's;

Interviews  
w/stakeholders

## PROGRAM THEORIES

1. Enhanced Athletic Performance in the Palaro
2. Develop athletes with healthy attitudes who can be role models and ambassadors for sport
3. An environment of physically active and healthy students

# Step 3: Gather data on current and past programs/interventions

## CONTEXT

- ???

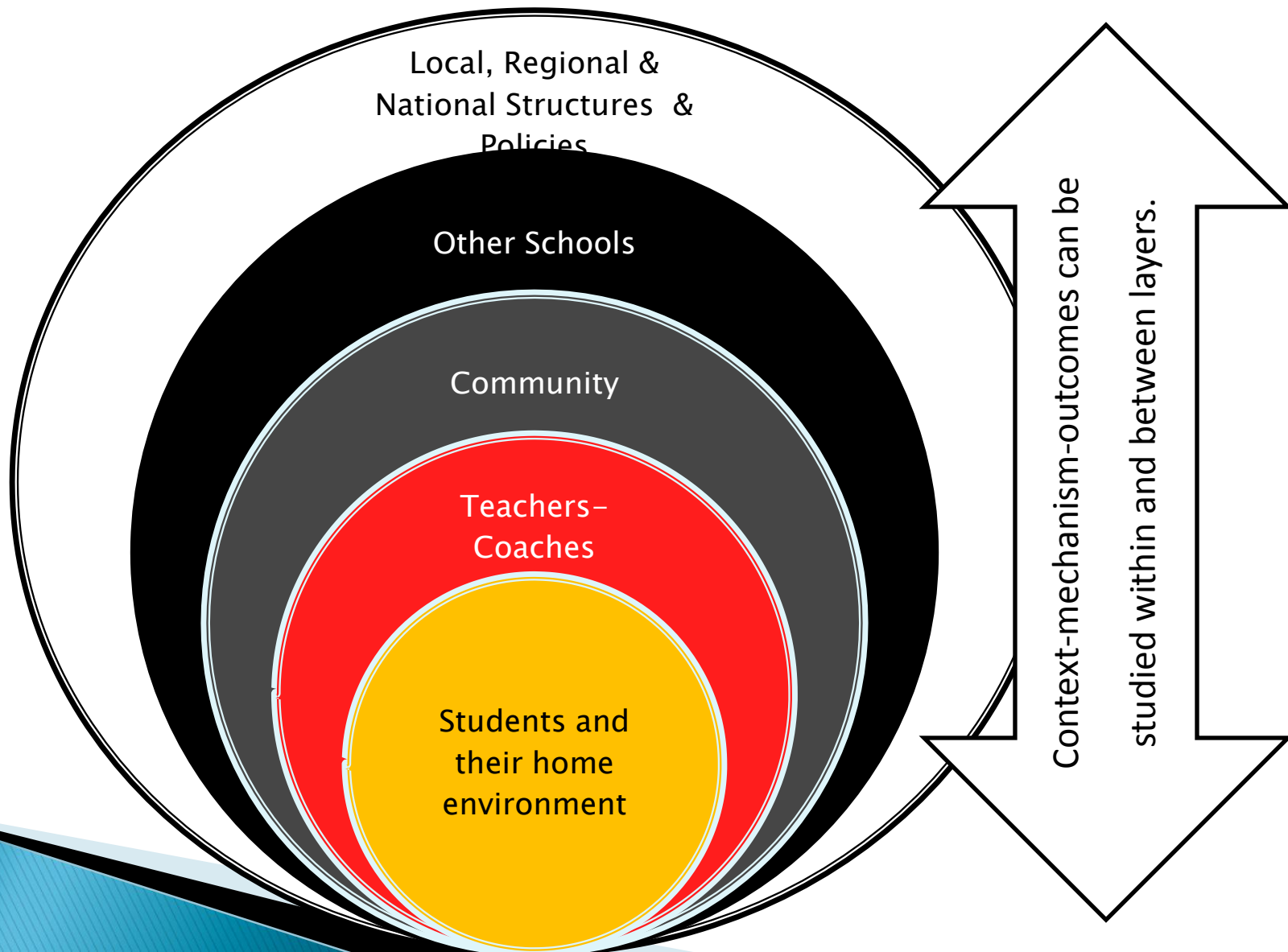
## MECHANISM: CMIS Enhancement program for sports

- Varsity program
- DepEd K to 12 PE curriculum implementation
- Participation in the City/Division/regional Meets

## OUTCOME: Enhanced athletic performance at Regional Meet & Palarong Pambansa

- Qualify in the Regional Meet at all sports that CMIS is engaged in
- Improved ranking in the Regional Meet
- Qualifying more athletes in the Regional Meet and Palarong Pambansa

# Step 4: Understand the Context: Layered Ecological Perspective





# Step 4: Plug in Context

## CONTEXT: Filipino sport & competition structure

- K to 12 PE Curriculum
- After school program (i.e. varsity & clubs)
- Competition structure
- Coach Education and Development
- Socio-economic factors
- Parent involvement
- Division support and involvement
- International practices

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- Supportive community (stakeholder involvement)

# Step 5: Research and Best Practices

- ▶ Research
    - Best practices
    - International standards
  - ▶ Peer discussions
  - ▶ Consultants
  - ▶ Related literature
- CONTINUOUS PROCESS**



## CONTEXT: Filipino sport & competition structure

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## MECHANISM: CMIS Enhancement program for sports

- Varsity program
- DepEd K to 12 PE curriculum implementation
- Participation in the City/Division/regional Meets
- Club program from G4-10
- Physical literacy prog K-G3
- Organization of intramurals and inter-school competitions
- Upgrade of facilities and equipment
- Coach Advancement Program (CAP) for G7-10
- CAP for G4 to G6 coaches
- Physical literacy enrichment program for K-G3 teachers
- Development of the long-term athlete development (LTAD) plan
- Sports competition improvement plan

## OUTCOME: Enhanced athletic performance at Regional Meet & Palarong Pambansa

- Qualify in the Regional Meet at all sports that CMIS is engaged in
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# KEY POINTS



- ▶ BEGIN WITH THE **POSITIVE CORE**
- ▶ BECOME ARCHITECTS – **DISCOVER & DREAM (PROGRAM THEORIES)**
- ▶ EVALUATE YOUR PROGRAMS – **DESIGN & DELIVERY**
  - CONTEXT-MECHANISM-OUTCOME (CMO) CONFIGURATIONS
- ▶ TAKE A DIFFERENT PERSPECTIVE
- ▶ CONTINUE TO LEARN
- ▶ **EVALUATE ALWAYS** – CONTINUE CYCLE REGULARLY

# Basic Core Values

Teaching most effective in a **caring environment**

- excellence
- mission-oriented
- love student into excellence

Stakeholders Build a Caring Community

Broader Community: educate & form

# Curriculum

REQUIRED SUBJECTS: Lyceum of the  
Philippines University 12 units

- ▶ Methods and Materials of Research  
3 units
- ▶ Statistics for Teachers  
3 units
- ▶ Foundations of Education  
3 units
- ▶ Education and Nation Building  
3 units

# Curriculum

FIELD OF CONCENTRATION: Magna Anima

Education System

15 units

- ▶ Formation & Community as Integral to Education > 3 units
- ▶ Personal Formation of the Teacher 1: Awareness and Acceptance & Healing and Wholeness; Community Building  
– **Introduction** > 3 units
- ▶ Personal Formation of the Teacher 2: Living a Life of Mission; Community Building – **Mission Oriented** > 3 units
- ▶ The Context of Education: Relationships of Care > 3 units
- ▶ School Community Development: Building Caring Communities > 3 units

# Curriculum

## Elective Subject

> 3 units

- The Challenge to Care in Our Schools
- Soulful Leadership in Schools & Communities
- Emotional Intelligence and the Multiple Intelligences Theory
- The Ignatian Pedagogical Paradigm
- Stories of Care, *The Courage to Teach through Stories*
- Enneagram
- Family & Parenting
- Specific Area/Discipline Training for the Enhanced Programs

## Comprehensive Project Examinations Integrating Paper

> 6 units



# Curriculum

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- ▶ The Context of Education: Relationships of Care > 3 units
- ▶ School Community Development: Building Caring Communities > 3 units

# Field of Concentration – 15 units

## ▶ **Formation & Community as Integral to Education > 3 units**

- The Spiral Dynamics of Formation using the Ignatian Stages of Formation & the Ignatian Pedagogical Paradigm
- Introduction to the Process of Developing Enhanced Programs
- Overview of the Process & Appreciative Inquiry
  - Scoping 1: Introduction
  - Scoping 2: Evaluation & Design
- Introduction to Family Dynamics & Parenting
- Organizational Frameworks: The Community Framework

# Field of Concentration – 15 units

- ▶ **Personal Formation of the Teacher 1: Awareness and Acceptance & Healing and Wholeness; Community Building – Introduction > 3 units**
  - Enneagram 1: Knowing & Understanding My Personality
  - Revisiting My Life Line
  - The Narrative & Journal Writing
  - The Process of Developing Enhanced Programs 1
  - Introduction to Basic Counseling
  - Community & Leadership

# Field of Concentration – 15 units

- ▶ **Personal Formation of the Teacher 2: Living a Life of Mission; Community Building – Mission Oriented** > 3 units
  - Articulation of Vision & Mission 1 – Personal
  - Articulation of Vision & Mission 2 – Community
  - The Process of Developing Enhanced Programs 2
  - The Different Frameworks of Meaning–Making
  - Community Building as Nation Building

# Field of Concentration – 15 units

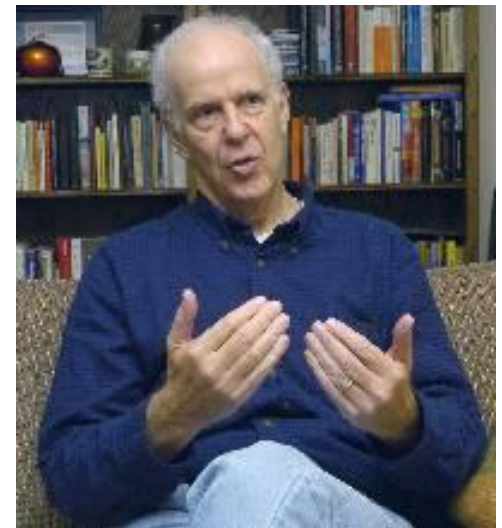
- ▶ **The Context of Education: Relationships of Care > 3 units**
  - The Challenge to Care in Education
  - Stories of Care
  - Care in Family, Parenting & Mentoring
  - Enneagram 2
  - The Process of Developing Enhanced Programs 3 (Specific Areas)
  - The Process of Developing Enhanced Programs 4

# Field of Concentration - 15 units

- ▶ **School Community Development: Building Caring Communities** > 3 units
  - Preparing & Mobilizing the Community for Building a Caring Community
  - The Process of Developing Enhanced Programs 5 (Specific Areas)
  - The Process of Developing Enhanced Programs 6
  - Evaluating the School Community as Caring Community

. . .from Parker Palmer’s “The Courage to Teach.” He succinctly describes teaching at its best:

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*Be the  
change you  
want to see in  
the world.*



# Ignatian Spirituality

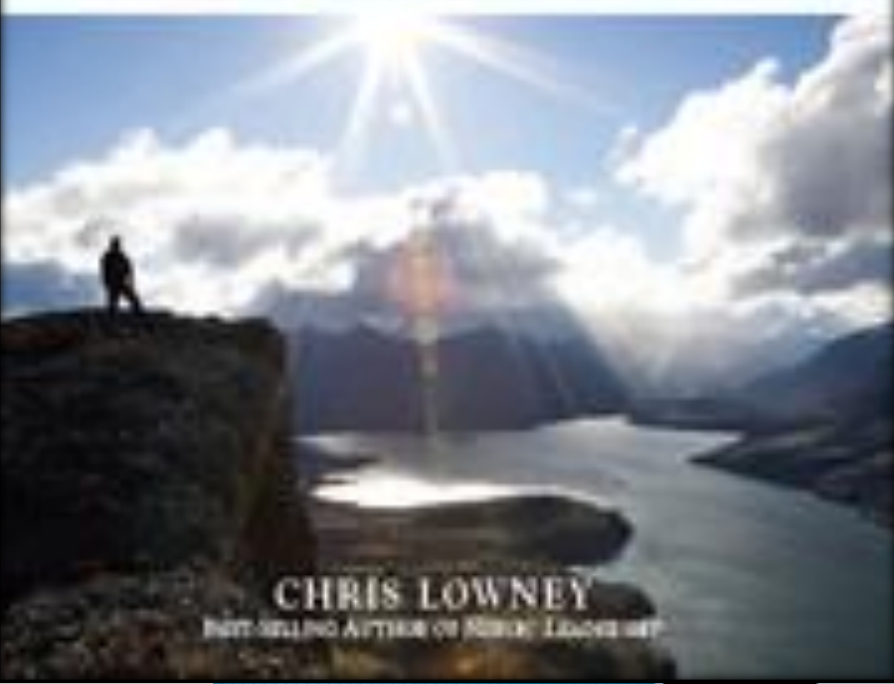




# Ignatian Pedagogical Paradigm

Discover Your Purpose and  
Change the World

# HEROIC LIVING



CHRIS LOWNEY  
Best-selling Author of *Rock: Lessons*

# HEROIC LEADERSHIP



CHRIS LOWNEY

CHRIS LOWNEY

- ▶ The Spiral Dynamics of Formation using the I
  - Ignatian Stages of Formation & the
  - Ignatian Pedagogical Paradigm

A graphic of a spiral shell, resembling a nautilus shell, with a rainbow of colors (orange, yellow, green, blue, purple) radiating from the center. The spiral is set against a dark blue background with a subtle, lighter blue spiral pattern.

# **SPIRAL DYNAMICS**

**mastering values,  
leadership, and  
change**

**Don Edward Beck  
Christopher C. Cowan**



# Ignatian Spirituality

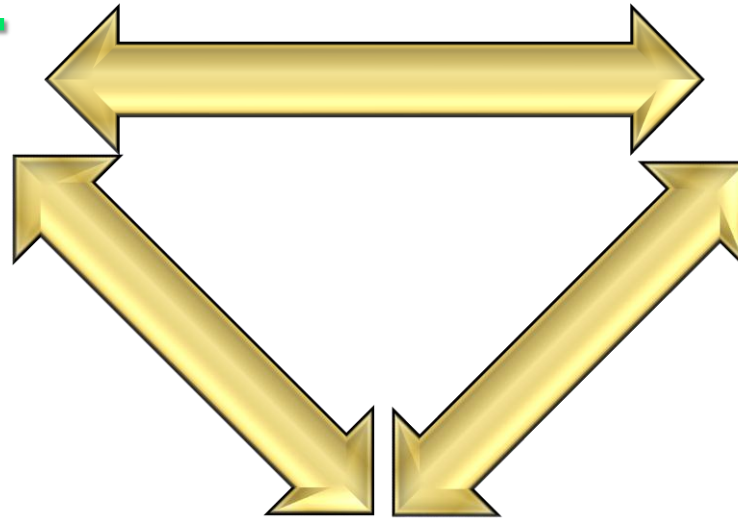




# **Ignatian Pedagogical Paradigm**

# Context of Formation

**Formand**  
**STUDENT**  
**Follower**



**TRUTH /**  
**KNOWLEDGE**  
**VISION /**  
**MISSION**

**Formator / Mentor**  
**TEACHER**  
**Leader**



# Ignatian Spirituality

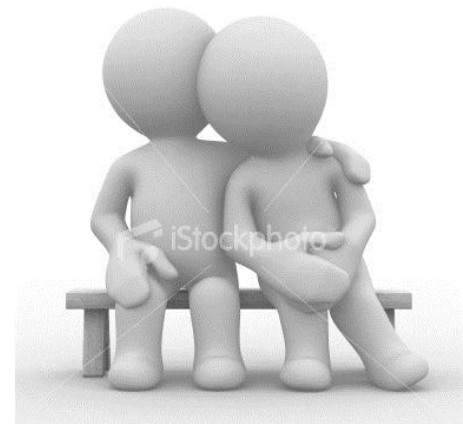


# What is FORMATION?

Re-ordering, re-orienting one's life towards a goal, a vision, a mission – a dream

Self-awareness, self-acceptance

Reflective process



Leading to healing, wholeness, and mission

**Mission** – an outward movement towards others, towards **service**

# 4 Stages of Formation



**Self Awareness &  
Self-Acceptance**

**Healing &  
Wholeness**

**Freedom  
for  
Mission**

**Building a  
Caring/Loving  
Community of  
Mission**

# Phase I: 3 Modules

Awareness  
&  
Acceptance

Healing &  
Wholeness

Living a Life  
of Mission

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MAGNA  
NIMA  
EDUCATION SYSTEM, INC.

MAGNA  
NIMA

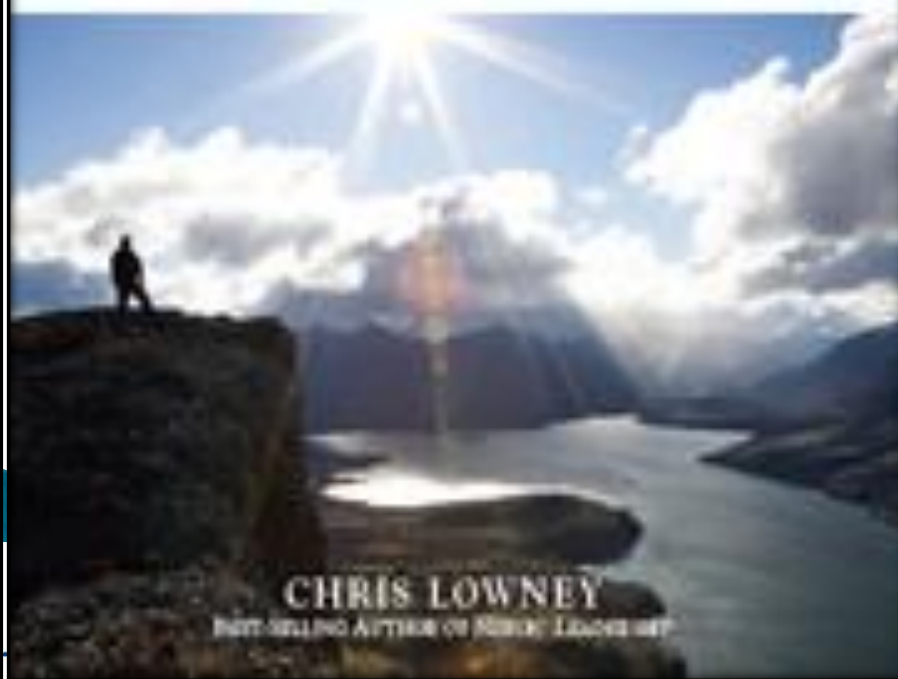
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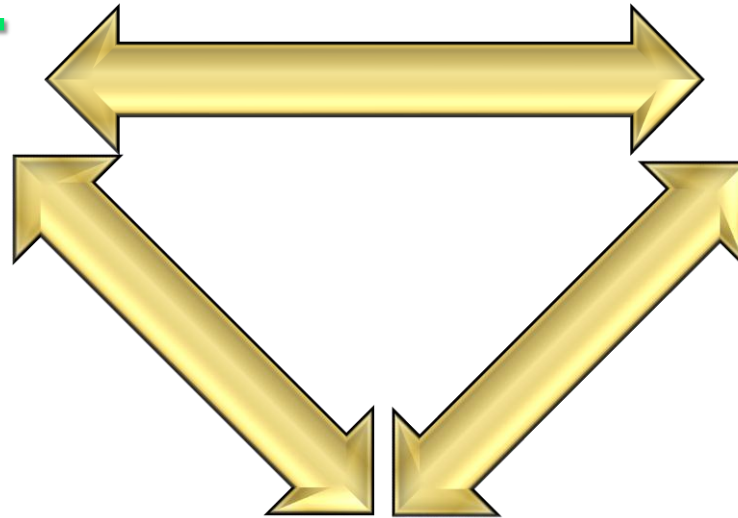
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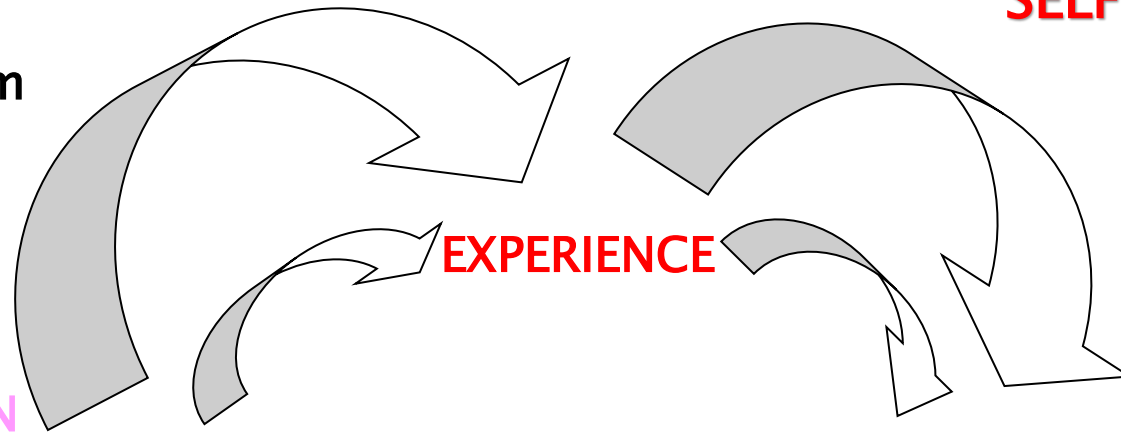
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# CREATING A NEW EXPERIENCE

SELF-AWARENESS  
SELF ACCEPTANCE

Freedom



**VALUES**

INTEGRATION  
*Insight*

**EVALUATION**

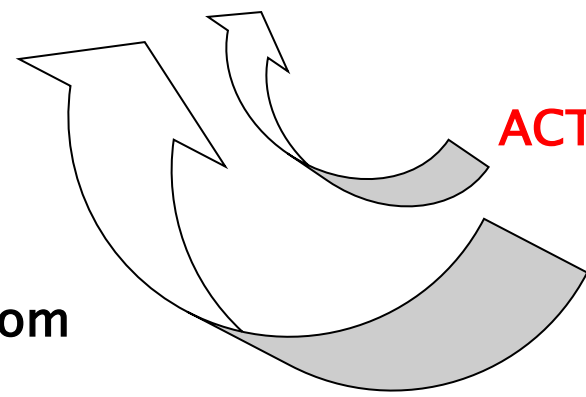
**REFLECTION**

*Insight*  
INTEGRATION

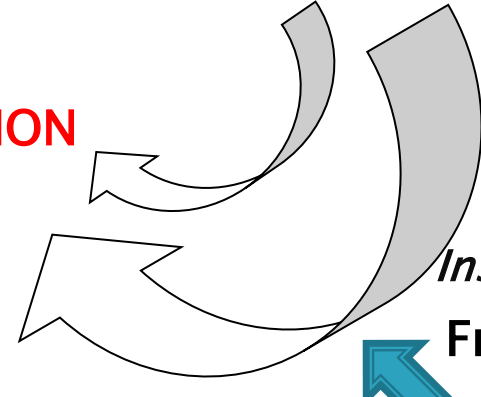
**ACTION**

**VISION**

Freedom



**MISSION**



*Insight*  
Freedom

INTEGRATION

**CHOICE**

REGAINING INTEGRITY  
Choice/Decision/Commitment



# REFLECTIONS

## Personal Journal



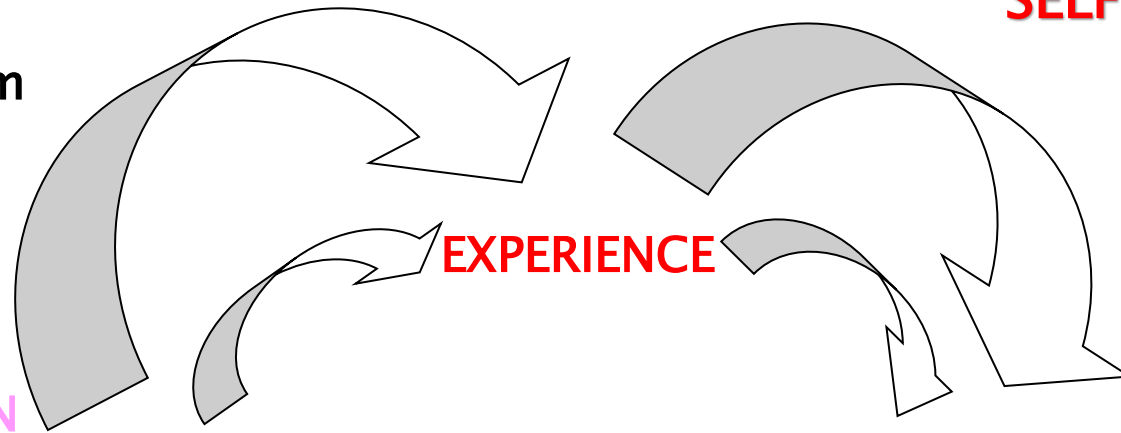
- ▶ My journey since the start of the program has been marked by the following **SIGNIFICANT MOMENTS/ EXPERIENCES**
- ▶ My **RENEWED HOPES & DREAMS** as we resume the program



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**EVALUATION**

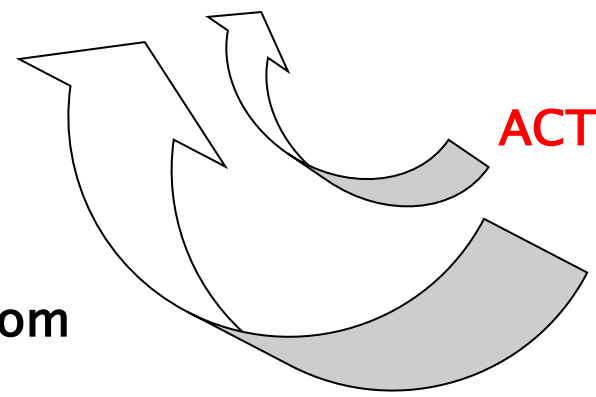
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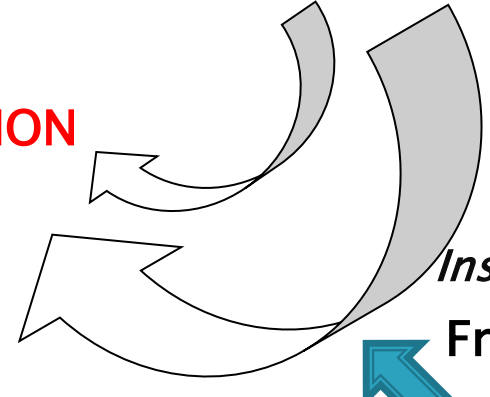
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**REGAINING INTEGRITY**  
Choice/Decision/Commitment

# ON-SITE SESSIONS/CLASSES

- ▶ Under the Process of Developing Enhanced Programs
  - Overview of the Process & Appreciative Inquiry
  - Scoping 1: Introduction
  - Scoping 2: Evaluation & Design
- ▶ Introduction to Family Dynamics & Parenting
  - Dr. Honey A. Carandang and the MLAC Team
- ▶ Organizational Frameworks: The Community Framework

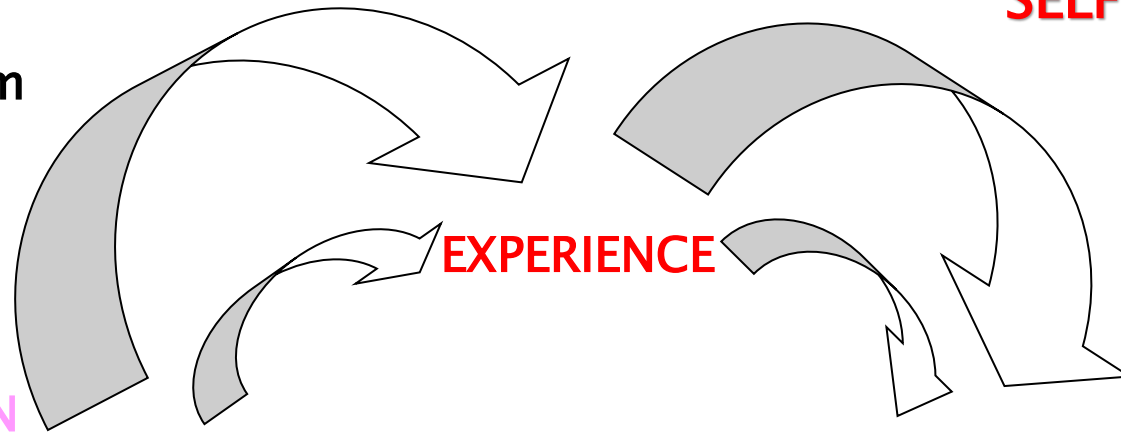
# REQUIREMENTS

- ▶ Synthesis Paper of Orientation Seminar
- ▶ Reflection Paper for each Session/Class
- ▶ Candidacy Paper
  - “formal application” to the MAEd–SCD Program
  - Draft due end of July 2015
  - The possible Personal Synthesis Paper
- ▶ Enhanced Program Outputs

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SELF ACCEPTANCE

Freedom



**VALUES**

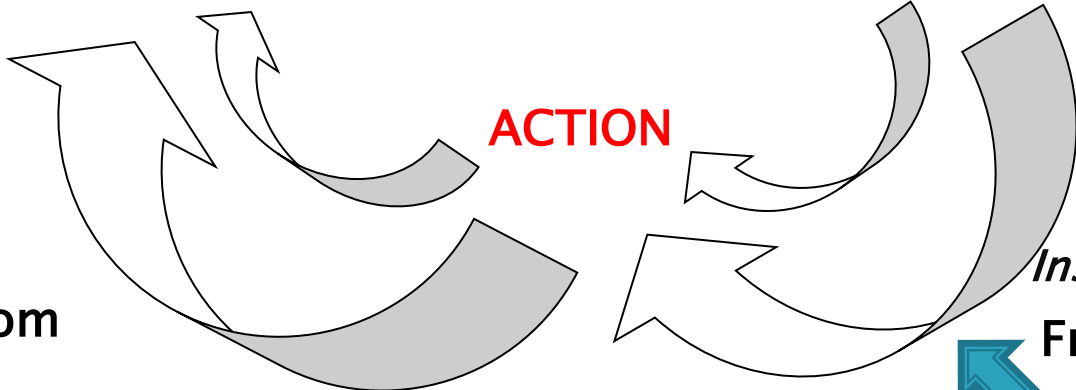
**INTEGRATION**  
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**Thank You**