

K to 12

Gearing up for Senior High School



KNOW MORE ABOUT YOUR SENIOR HIGH SCHOOL TRACKS

Navigating the Landscapes of Change and Transition in Senior High School

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INTRODUCTION

Some questions:

As I was contemplating on what I am going to talk about and share, what dawned on me are some questions and not insights.

The first question: Is it still relevant to talk about SHS when most of us perhaps have graduated the first cohorts of the program?



INTRODUCTION

Some questions:

As I was contemplating on what I am going to talk, what dawned on me are some questions and not insights.

The second question: Since most of us perhaps have graduated the first cohorts of the program, do we still need to know how to navigate the changes and transitions brought about by the program?





INTRODUCTION

Some questions:

As I was contemplating on what I am going to talk, what dawned on me are some questions and not insights.

The third question: If the topic is no longer relevant and we no longer need to know how to navigate the changes and transitions brought about by the program, why are we still here?



INTRODUCTION

Some questions:

As I was contemplating on what I am going to talk, what dawned on me are some questions and not insights.

The fourth question: Does this jam-packed room indicate that there is still so much we can talk and share about navigating the change and transitions brought about by the SHS program?



CHANGES BROUGHT ABOUT BY SHS

- 1.Changes impacting Junior High School and Senior High School learners
- 2.Changes pertaining to curriculum .



CHANGES BROUGHT ABOUT BY SHS

3. Still in curriculum: There is desire to provide learners with the research rigor needed for tertiary level but it seems that the desire got lost in the tangle of similar learning areas.

4. Immersion



CHANGES BROUGHT ABOUT BY SHS

1. Graduating learners who have been with us for only two years are given our school's diploma while the school where they studied for four years did not earn for them a diploma. They are not called graduates but simply completers. Thus we invented names to call the ceremony of ushering them to SHS – completion exercises, moving up, etc. This poses a challenge:



CHANGES BROUGHT ABOUT BY SHS

- The diploma is not only a testament to the completion of a program but to a learner's immersion in the vision-mission and core values of an institution. Is two years enough for learners to have ownership of the VMCV of the school?
- There is not much time left for formation especially in schools which though catholic no longer offer CLE in SHS or have integrated CLE in Philosophy of Human Person or other related learning areas.

Response: RITUALS



CHANGES BROUGHT ABOUT BY SHS

Mystagogical catechesis helps *make the faithful more sensitive to the language of signs and gestures which, together with the word, make up the rite.*
(Sacramentum Caritatis 64)

CHANGES BROUGHT ABOUT BY SHS

ID Wearing Ritual

Dear Class Advisers:

This is to request you to facilitate the UST Senior High School ID Wearing Ritual in your respective classes. The procedures for this ritual are as follows:

1. Distribute the IDs to the learners.
2. Instruct them to put the ID on top of their table or on the arm rest of their chair.

CHANGES BROUGHT ABOUT BY SHS

ID Wearing Ritual

Dear Class Advisers:

3. Instruct the learners to make the ritual as solemn as possible.
4. Project the Pledge for the ID Wearing Ritual.
5. Instruct the learners to put their right hand on their heart as they repeat after you the lines in the pledge.
6. After the recitation of the pledge, tell the learners, “You may now wear your ID.”

CHANGES BROUGHT ABOUT BY SHS

ID Wearing Ritual

I am a Thomasian

My ID is not just a card for access

My ID is not just an ornament I wear around my neck.

My ID is a testimony to my belonging

to this Royal and Pontifical University,

the Catholic University of the Philippines,

My ID makes me a sharer in the UST's rich heritage

In her destiny, and in her unending grace.

Therefore, I wear my Thomasian ID with pride

I wear my Thomasian ID with respect.

CHANGES BROUGHT ABOUT BY SHS

ID Wearing Ritual

I hope that this ritual will engender in the learners respect for their ID and love for the University.

The ritual integrates *the wow effect with the opportunity for mystagogical catechesis.*

K to 12

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CHANGES BROUGHT ABOUT BY SHS

2. Curriculum: The strands, while offering some specializations have to address competencies needed in a wide array of programs such that the learners are not adequately prepared for the program s/he wants to pursue at the tertiary level.

Responses:

- Exercise Flexibility e.g. From STEM to GAS – HA
- ABM with HRM/Tourism Specialization learning areas

Curriculum Flexibilities

For core subjects

2 substitutions

For specialized subjects

(different content, different competencies) *or*

others

(same competencies, different content)

3 substitutions



CHANGES BROUGHT ABOUT BY SHS

2. Curriculum: The strands, while offering some specializations have to address competencies needed in a wide array of programs such that the learners are not adequately prepared for the program s/he wants to pursue at the tertiary level.

Responses:

- Create Interest groups for capstone projects or ATs

K to 12

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CHANGES BROUGHT ABOUT BY SHS

Responses:

- Create Interest groups for capstone projects in the STEM Strand, e.g.
 - Those interested to go to an IT program
 - Those interested to go to an Engineering program
 - Those se interested to go to a Science program
- Create interest groups for research projects in the HUMSS strand:

K to 12

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CHANGES BROUGHT ABOUT BY SHS

3. Curriculum: There is the desire to provide learners with the research rigor needed for tertiary level but it seems that the desire got lost in the tangle of similar learning areas.

Research Learning Areas: *PR 1, PR 2, Inquiries, Investigations and Immersion* (track)? or *PR 1, PR 2, Work Immersion/Research/Career Advocacy/Culminating Activity* (Specialized)

K to 12

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CHANGES BROUGHT ABOUT BY SHS

Research Learning Areas: PR 1, PR 2, Inquiries, Investigations and Immersion (track)? OR PR 1, PR 2 , Work Immersion/Research/Career Advocacy/Culminating Activity (Specialized)

Response: PR1 (Research Qualitative and Quantitative)

PR 2 (Proposal)

PR 3 (Final Paper and Defense)

K to 12

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CHANGES BROUGHT ABOUT BY SHS

4. Immersion: Immersion became standard practice for many schools for all tracks and strands to the point that some schools are engaging professional firms who broker for the immersion of their learners, especially in industry.

Response: Take note of the slash: Work Immersion/Research/Career Advocacy/Culminating Activity



CHANGES BROUGHT ABOUT BY SHS

4. Immersion: Immersion became standard practice for many schools for all tracks and strands to the points that some have engaged professional firms who broker for the immersion of their learners, especially in industry.

Response: Relevance and Community Engagement



Transitions: Traversing New Roads

- There are schools who suffered from very small SHS population, especially those that do not offer tertiary education. For those with tertiary education this constitutes double whammy – low SHS turn out and no tertiary enrolment for a particular level



Transitions: Traversing New Roads

- Those which are fortunate to have big enrollment have to reckon with problems on facilities and management
- New learning areas require teachers with specialized knowledge but this resulted to employing professionals who possess very little pedagogical skills



Transitions: Traversing New Roads

Those who have low enrollment can take consolation in these research findings:

1. Student achievement is higher in small schools.
2. Small schools have much lower dropout rates.
3. There are more graduates from small schools than in larger schools who go to college.
4. Students from smaller schools do as well or better in college than those from larger schools.

(Johnson, Howley & Howley, 2002; Funk and Bailey, 1991; Walberg and Walberg, 1994; Haller, 1992).

- **These positive results can be employed as marketing strategies to increase enrolment.**



Transitions: Traversing New Roads

2. Those which are fortunate to have big enrollment have to reckon with problems on facilities and management. The situation ***prompt larger schools to examine possible alternative organizational strategies***, to traverse new roads.



Alternative Organizational Strategies

- **Distributed Leadership**

Leadership resides 'not solely in the individual at the top, but in every person at entry level who in one way or another, acts as a leader (Goleman, 2002).



Alternative Organizational Strategies

- **Distributed Leadership**

Distributed leadership creates an atmosphere for collegiality, *in which teachers develop expertise by working collaboratively* (Harris, 2002).



Alternative Organizational Strategies

- **Distributed Leadership**

Distributed leadership will help us *magnify the principal's effectiveness* (Bierly, Doyle and Smith, 2016).

Adopts a *flat* rather than hierarchical type of leadership model.



Alternative Organizational Strategies

- **Adopting the Small School Approach**

Maintaining a big school does not mean maintaining it in a big way.



Alternative Organizational Strategies

- **Adopting the Small School Approach**

Involves transforming large schools into “education complexes” or “campuses” made up of multiple autonomous small schools under one roof (Allen and Steinberg, 2004).



Alternative Organizational Strategies

- **Adopting the Small School Approach**

Each strand will be treated as quasi-autonomous communities under the helm of a strand chair.



Alternative Organizational Strategies

- **Adopting the Small School Approach**

The chairs are capacitated to make decisions and undertake innovations that they deem necessary in optimizing learner development.



Alternative Organizational Strategies

- **Adopting the Small School Approach**

The chairs enjoy relative autonomy in terms of choosing the instructional design suited for their particular strand and in formulating co-curricular activities that will complement classroom instructions.



Alternative Organizational Strategies

- **Adopting the Small School Approach** necessitates the practice of **prudence and flexibility**
- **Adopting the Small School Approach** necessitates striking a balance between **autonomy and accountability**.



Alternative Organizational Strategies

- **Adopting the Small School Approach**
allows the Principals and other top administrators to **indulge in goal setting, policy formulation and other big tasks** instead of being enmeshed in the quagmire of day-to-day concerns.



Alternative Organizational Strategies

- **Adopting the Small School Approach**

Necessitates that chairs move around, visit class after class, transform corridors into spaces for meaningful interactions with learners and even allot some time for mentoring both co-teachers and learners under his/her care.



Alternative Organizational Strategies

Pope Francis dared educators in Catholic schools to take risks, reasonable risks. He says that, ***an educator who does not know how to take risks does not educate.***



Alternative Organizational Strategies

Our adoption of distributed leadership and the small school strategy is risky and there may be slips along the way, but with courage and determination we know we can get up and move forward.



TRAVERSING TRUSTED PATHS

***Traversing new roads
does not mean
abandoning trusted
paths.***



TRAVERSING TRUSTED PATHS

While we adopt research-backed way of managing the SHS, we remain **rooted in our basic identity- that we are an ally of the Church in the mission of evangelization.**



TRAVERSING TRUSTED PATHS

The identity of the Catholic SHS is grounded on the *evangelizing mission of the Church*. She is aware that *her calling is the complete formation of the students (CCE, 11)*.



TRAVERSING TRUSTED PATHS

The Catholic SHS traverses trusted paths towards achieving a balanced focus on cognitive, affective, social, professional, ethical and spiritual development of the learners (Miller, 2006).



TRAVERSING TRUSTED PATHS

Pope Francis says that there are three languages: **the language of the mind, the language of the heart and the language of the hands.**



TRAVERSING TRUSTED PATHS

Pope Francis says that education must use three languages by **teaching learners how to think, by helping them feel appropriately and by supporting them in doing.**



TRAVERSING TRUSTED PATHS

To achieve the tripod of knowing, feeling and acting, the Catholic SHS is invited to **traverse the Path of Faith.**



TRAVERSING TRUSTED PATHS

Traversing the Path of Faith involves

Customer delight means *surprising a customer by exceeding his/her expectations and thus creating a positive emotional reaction, also called a wow-effect.*



TRAVERSING TRUSTED PATHS

Traversing the Path of Faith involves:

Delighting the SHS learners who are part of that generation that is classified **not anymore as millennials but *edgers*.**



TRAVERSING TRUSTED PATHS

Traversing the Path of Faith

Edgers are characterized as *more fluid in terms of gender, racial, and religious identities and are drawn towards alternatives and non-traditional forms of education* (Carpio, 2017).



TRAVERSING TRUSTED PATHS

Traversing the Path of Faith

Catholic SHS must continue to offer a learning area that *blends both our desire to faithfully adhere to our Catholic identity and the need to offer our edger-learners a delightful sojourn of faith. In the UST SHS we call this learning area **Fundamentals of Faith.***



TRAVERSING TRUSTED PATHS

Traversing the Path of Faith

Fundamentals of Faith is given an attractive moniker – ***Fun Faith***. The adoption of the moniker is aligned with the time tested principle that *learners learn more when they are having fun.*



TRAVERSING TRUSTED PATHS

Traversing the Path of Faith

Fundamentals of Faith

Creation: The Vlogger God

What could be more fun than
a vlogger God?



TRAVERSING TRUSTED PATHS

Traversing the Path of Faith

At the heart of **Fun Faith** is the desire to help eliminate what Jim Beckman calls the *moral individualism of young people* (Beckman, 2015).



TRAVERSING TRUSTED PATHS

Traversing the Path of Faith

Moral individualism: Young people are comfortable holding conflicting ideas in tension with one another and they are not even aware of the disconnect.



TRAVERSING TRUSTED PATHS

Traversing the Path of Faith

Our proclamation of the faith in our Fun Faith classes must be characterized by integration.



TRAVERSING TRUSTED PATHS

Traversing the Path of Faith

Integration is the *seamless, synergistic blending of the doctrinal and moral truths and truths about worship* that are present in every lesson.



TRAVERSING TRUSTED PATHS

Traversing the Path of Faith

Fun Faith teachers provide opportunities where **truths of the faith are learned, lived and celebrated.**



TREASURES OLD AND NEW

Jesus, after speaking in parables asks his disciples, **“Do you understand* all these things?”** They answered, **“Yes.”** And he replied, **“Then every scribe who has been instructed in the kingdom of heaven is like the head of a household who brings from his storeroom both the new and the old”**(Mt. 13, 51-52).



TREASURES OLD AND NEW

New treasures come in the form of unexplored talents of administrators, teachers and learners who when drawn out and harnessed, bore fruits of excellence.



TREASURES OLD AND NEW

New treasures come in the form of approaches that veer away from what Pope Francis would call *mere technicism* and would instead emphasize *virtue as the highest form of excellence*.



TREASURES OLD AND NEW

Old treasures come in the form of the Catholic School's time-tested *commitment to truth, to charity, faith, hope and love.*



TREASURES OLD AND NEW

Old treasures come into the form of administrators, teachers and support staff years of experience as *teacher, administrator and most especially as servant leaders and faithful members of the Church.*



TREASURES OLD AND NEW

As members of
Catholic schools, our
Catholic identity is *a
treasure both old and
new.*



TREASURES OLD AND NEW

We have been holding this treasure with commitment, with care and with passion year after year, one CEAP national convention after another.



TREASURES OLD AND NEW

This treasure never ages for it allows us to face with courage and hope the fresh challenges that each new day brings.



BOAST

in the

LORD

TREASURES OLD AND NEW

We are challenged
yet we are truly graced and
empowered.

We are broken,
yet we are truly blessed!

Thank you!