

INTRODUCTION

The ultimate aim of Education is not only to develop the learner's cognitive faculty towards achieving a meaningful understanding of relevant life-long knowledge and development of creative and critical thinking skills, which are intertwined in the unabridged concepts taught. Furthermore, it is geared to touch their hearts to enable them to understand their faith-life experiences, re-direct their values system, awaken their social responsibilities, and engage in the meaningful practice of their faith in the varied context of their life. Hence, teaching their minds and touching their hearts will surely effect transformation of their lives.

This ultimate educational aim is supported by Charles Fadel, Maya Bialik, and Bernie Trilling in their book *Four-Dimensional Education* (2015), which states that "educational success is no longer mainly about reproducing content knowledge, but about extrapolating from what we know and applying that knowledge in novel situations. They further said that the world no longer rewards people just for what they know but for what they can do with what they know, how they behave in the world and how they adapt, and last but not least, about the character qualities that help fulfilled people live and work together and build a sustainable humanity."

This further signifies that relevant learning outcomes from today's educational systems necessitate reliable teaching processes. Teachers should have sufficient knowledge and adeptness in the execution of their instructional navigational skills to equip students to cope with the fast-evolving current and future global changes in the educational landscape.

Classroom encounters with students and other equally essential expanded opportunities for learning, therefore, must enhance their motivation to learn. They should be inspired to develop their curiosity, critical thinking, creativity, and meta-cognition to be able to make just conclusions and usions and usions and and

The RVM IGNACIAN PEDAGOGY

WHAT, WHY, AND HOW

WHAT?

The RVM Ignacian Pedagogy is an instructional process designed for teachers to journey with the learners in opening and exploring new learning horizons towards their wholistic development and growth as productive global citizens who espouse social harmony. Integrative schemes and dynamic social interactive learning strategies are utilized to attain learning goals, unfold learning standards, and achieve appropriate demonstration of learning outcomes.

This process is further directed not only towards merely learning concepts but, more essentially, to broaden these concepts, re-direct the learners' values system, deepen their social consciousness and responsibilities through service learning as well as guide them towards the meaningful practice of their faith in their daily life.

Moreover, the RVM Ignacian Pedagogy is envisioned towards integral education; hence, teachers are provided with opportunities to skillfully implement the process of integral teaching by:

LLeading learners toward critically discussing the contextual fibers of their lesson

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environment. Practical activities are essentially part of the dynamic interaction between and among learners, teachers and the task at hand. In the process of collaboration, students must not only be encouraged to ask critical and reflective questions and make their conclusions but teachers must also provide opportunities for reciprocal questioning among learners and for them to teach each other through group project experience.

Furthermore, teachers should faithfully provide Expanded (extended, lengthened, stretched, long drawn-out) opportunities and direct learning experiences to enable learners to accomplish higher levels of learning.

A.3 As active facilitators, mentors, coaches, and consultants, teachers have the responsibility of engaging the learners in a creative and dynamic dialogue through asking, leading, exploring, connecting questions, and guiding students on how to reflect on essential questions so as to understand more deeply the concepts taught thereby make appropriate conclusions and to connect them meaningfully into their daily life experiences.

A.4 Moreover, teachers must guide learners in constructing new knowledge based upon the foundation of what they previously know, grounded on their experiences, thus, making sense of the learners' prior knowledge and its influence in the construction of a new and modified understanding of concepts taught. Learners' new knowledge

connecting facts and concepts learned to real-life situations. It further applies knowledge and skills to the realities of the learners' life in varied socio-cultural contexts.

UBD sees the value of learning, acts on it, and connects learned insights to their daily faith-life experiences, which is the goal of Transformative Ignacian Marian Education.

The adoption of these UBD elements in the RVM Ignacian Pedagogy is further reflected in the Unit Plan, where the three stages are stipulated and enriched in the following segments:

B.1 - Part I

B.1.1 Content Standard - This is where the essential core knowledge and skills that students should master in a particular unit is articulated. This segment clarifies mainly what students are expected to know and to do during their study of the unit through the stipulated simplified daily topic, which is part and parcel of the whole unit.

B.1.2 Transfer Goal (TG) / Performance Standard

This is where the desired appropriate long-term accomplishments from the whole unit are specified. This aptly states the knowledge gained from the concepts taught and stipulates how utilization of acquired knowledge and skills is applied in real-life situations and how this acquired knowledge and skills enrich and affect their faith-life experiences.

The statement must aptly answer the following questions:

What have the students learned from the unit topic and specifically for RVM schools, what can the students do from what they learned to help improve lives and society and see its connection to God through their faith-life experience? (the knowledge gained from the concepts taught must precede the stated desired values, social responsibilities, and faith dimension in the articulation of the entire TG statement)

B.1.3 Essential Understanding

Important insight or Big Idea about what students gained, which is organized as a statement of generalization. This includes expectations, resolutions, and norms involving long-lasting useful Ideas that learners retain long after their class discussion on the details of the concept. This insight will inspire and sustain them in their real faith-life experiential engagement. This must be aligned with the transfer goal.

B.1.4 Essential Questions

One or two powerful thought-provoking questions from the learned concepts link them to real-life experiences. These are to be pondered and reflected. EQ is not classroom-type questions. These questions may naturally arise in their daily life.

B.1.5 Statements of Knowledge and Skills

These are not the same as the list of lesson topics but the intended knowledge and skills gained from the topics or simply what the students will learn from the topics presented and the skills necessary to enhance/enrich the knowledge

B.2 - Part II

B.2.1 ASSESSMENT/PERFORMANCE TASK

These are valid measures of Transfer

Performance tasks as much as possible should be in progression from the first to the last term (College) from the first to the last quarter (**Basic Education**)

C. The FOUR PRONGED INTEGRATION

Integration is a process of connecting concepts taught and lessons learned with the context of social realities, values systems, and faith-life experiences of learners. This also includes connecting concepts beyond subject boundaries. All these integral elements should be articulated, according to De Jong (1990), "into the students' visions of themselves and their world." He further said that "the result is a fulfilling life, one in which continued openness is enjoyed throughout life."

It is in this integration process that teachers are directed to engage learners in purposeful, critical, and reflective inquiries to give deeper meaning and significance to long-lasting ideas presented and to make meaningful connections and application of their knowledge and skills in varied real-life situations, including the shaping of their values system and enriching their faith-life experiences.

These purposeful, reflective, and critical inquiries are intended to essentially include the four-pronged integration of:

- a. Ignacian Core and related values
- b. Meaningful connections of concepts to contemporary social realities
- c. **Connecting lesson concepts to different disciplines** or Connecting learned concepts across subject boundaries
- d. Biblical texts reflection in relation to the concepts taught

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C.1.4 To develop Gospel-based Ignacian Marian Values and perspective and be able to internalize and witness these values as they live out their Christ-centered, Marian-inspired, Eucharistic-driven, and service-oriented life.

These integrations clearly reflect the transformative process because within the lesson proper, FAITH, AND LIFE DIALOGUE is experienced.

D. DIFFERENTIATED LEARNING ACTIVITIES

This component addresses learners' diverse needs and interests through differentiated instructional approaches through Differentiation of **process, content, product, and learning environment**)

WHY?

WHY IMPLEMENT the RVM Ignacian Pedagogy in the RVM educational system?

It is **DISTINCTIVE AND EFFECTIVE** in achieving the goal of integral learning towards Quality Transformative Ignacian Marian Education

WHAT MAKES the RVM Ignacian Pedagogy, as implemented in the RVM educational system, **DISTINCTIVE AND EFFECTIVE?**

It is **DISTINCTIVE AND EFFECTIVE** considering the following basis: It is:

A. MASTERY-BASED

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B. CHARACTER-BASED

For the RVMs, the Faith dimension and Gospel values, particularly the three Ignacian Core values and its related values, are essentially integrated to develop and enhance students' four-dimensional relationships. (with GOD, SELF, OTHERS, AND THE REST OF CREATION)

C. SOCIALLY/ECOLOGICALLY BASED

Issues and concerns of society that affect the lives of students and the rest of humankind, as well as the issues and concerns of the environment, are meaningfully connected/related/integrated with concepts learned and values gained to achieve social harmony with the rest of God's creation.

D. SCRIPTURE-BASED

D.1 Lessons in all subject areas are connected to Scripture with the essential considerations of the following points of view:

D.1.1 Mathematics – reflects the factual principles of God's order and sense of accuracy.

D.1.2 Language – provides humankind one of the best opportunities to communicate with God and with all of His creation in order to promote His Kingdom of justice, equality,

D.1.5 MAPE – a reflection of God's varied gifts to all persons to be recognized, appreciated, developed, and nurtured not for oneself only but to be shared with others

D.1.6 Allied Health - a reflection of God's most precious gift, our very own person. How He provides resources of all types and opportunities to preserve and sustain our well-being so we can offer Him our humble service for the common good of humankind.

**E. It is based on the DOCUMENT OF THE SACRED
CONGREGATION FOR CATHOLIC EDUCATION #38,39,40**

E.1 #38 In helping students to achieve through the medium of its teaching an integration of faith and culture, the catholic school sets out with a deep awareness of the value of knowledge as such. Under no circumstances does it wish to divert the development of knowledge from its rightful objectives. (mastery of subject matter and broadening of concepts)

E.2 #39 Individual subjects enable the students to assimilate knowledge, develop skills, intellectual methods, and moral and social attitudes, all of which help to develop his personality and lead him to take his place as an active member of the community of man. Their aim is not merely the attainment of knowledge but the acquisition of values and the discovery of truth. (integration)

The components in the Unit plan, as outlined in Figure A, are well illustrated in letter B.1 - B.3 of the four elements of the pedagogical framework on the Essentials of Understanding by Design.

Figure B



One specific lesson in a daily learning plan is just part of the whole unit, so the Transfer goal and Essential Understanding statements, as well as the

II. Lesson Development

- A. Presentation of lesson topic greatly considers interactive and collaborative process where learners are engaged in active learning- with utmost consideration of the learner's context and with **DIFFERENTIATED** activities which will pave the way to acquisition of new knowledge and connecting meaning to the concept towards eventual demonstration of learning outcomes
- B. There should be sufficient opportunities for in-depth inquiry and sufficient differentiated activities to fit into the range of abilities, interests and styles of students in a class.
- C. Teachers must facilitate challenging and thought-provoking approaches through and through to hook and sustain critical and constructive learning engagement of students and be creative enough to sustain the interest of even the slow learners.
- D. **Broadening of Concepts** leading to the creation of new Knowledge.

This essentially includes:

How students connect lessons learned and values gained and apply them in their real-life context as engaged, Filipinos are the most essential component of transformative education.

IV. Summary of the lesson/Action

The purpose of this element is to ascertain students' mastery of the lesson and assure understanding and connection

THE RVM IGNACIAN PEDAGOGY

(Revised April 2013) updated 2021

The RVM Ignacian Pedagogy is an instructional design by which teachers journey with the learners in opening and exploring new learning horizons towards their wholistic development and growth as pr

Assessment. The learners are evaluated on the lessons learned, values gained, and how they connect and apply to the varied context of life what they learned and gained. These are done through other valid evidence but, **most importantly, through performance tasks which should always be related or connected to a real-life context and with rubrics. Performance tasks should be in progression from the first to the last term (College) from the first to the last quarter (Basic Ed). This**