



## **RVM EDUCATION MINISTRY COMMISSION**

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# **THE RVM IGNACIAN PEDAGOGY WHAT, WHY, AND HOW**

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## 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 wise decisions from what they know and to put these into positive and productive actions to make their life more meaningful in whatever context they are in.

The aforementioned declarations are the foundational substances and justifications in designing and subsequent implementation of the RVM Ignacian Pedagogy, which is considered an effective integral instructional process towards achieving the goal of the RVM Education Ministry, which is Quality Transformative Ignacian Marian Education (Q-TIME).

## **The RVM IGNACIAN PEDAGOGY WHAT, WHY, AND HOW**

### **WHAT?**

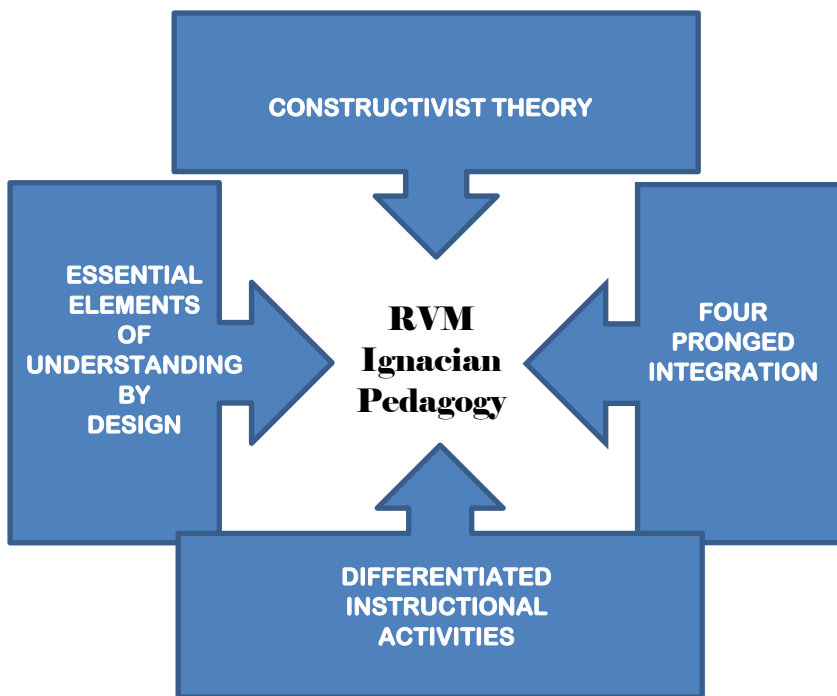
The RVM Ignacian Pedagogy is an instructional process designed for teachers to journey with the learners in opening and exploring new learning horizons towards their wholistic development and growth as productive global citizens who espouse social harmony. Integrative schemes and dynamic social interactive 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:

- **Leading learners toward critically discussing the contextual fibers of their lesson**
- **Exploring the broader horizon of concepts taught, thereby inspiring learners to be versatile individuals**
- **Connecting lesson concepts to social realities as well as to different disciplines.**
- **Integrating **values** and **biblical texts** to the concepts learned and reflecting on **ESSENTIAL questions** utilizing their meta-cognitive skills to further deepen their **faith-life experiences** in their daily engagement with and in the world today.**

There are four essential components that serve as the basis of this pedagogical framework, as illustrated below:



### **A. CONSTRUCTIVIST THEORY**

This is applied considering the following:

- A.1** Teachers are highly expected to be deeply aware of the cognitive level of their students especially with regards to their context, unique individual background, varied cultural experiences and their state of willingness and readiness to learn and demonstrate learning outcomes. Teachers' consciousness of the aforementioned aspects will enable them to facilitate the appropriate interpretation of information to be learned into a setup suitable to the learner's current state of understanding
- A.2** Collaboration and cooperation must be employed hence, teachers must be creative enough to provide social interactive learning

environment. Communication or convergence of words and 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 connect them meaningfully into their daily faith- 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 is internalized, reflected upon, and becomes their enabling force in the demonstration of learning outcomes.

## **B. On the ESSENTIAL ELEMENTS OF UNDERSTANDING BY DESIGN**

The RVM Ignacian Pedagogy makes use of the essential elements of Understanding By Design since it also reflects a constructivist process of coming to understand.

Understanding of the key ideas and utilization of the concepts learned are consistently considered as the process that connects "dots," which means

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 Goals or Learning Outcomes where students are required to think independently and critically and utilize their learning effectively.

The learners are evaluated on the lessons learned, values gained, and how they connect and apply to the varied context of their faith-life experiences what they learned and gained.

These are done through valid evidence but, most importantly, through performance tasks which should always be related or connected to real-life context and with rubrics.

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)

Performance Tasks at the end of a unit require true mastery and meaningful challenge through a performance or production of what students learned from the Unit concept connecting them to a real-life context. Only minimal direction is provided. Rubrics are necessary.

- B.2.2** To determine acceptable/ authentic evidence through performance tasks, the detailed element of the **GRASPS** have to be considered. There must be a preceding paragraph with a complete narrative that incorporates all the answers to each of the stated element dissected in the GRASPS except the rubrics, which is done separately.

**G** - OAL- what is the goal of the task at hand

**R** - OLE- What is/are the role/roles of the students

**A** - UDIENCE- who is their audience

**S** - ITUATION- what is the situation in the (community/society) that prompted them to make the task

**P** - RODUCT/PERFORMANCE - how are they going to produce the product/performance

**S** - TANDARDS - present their RUBRICS (criteria, rating)

### **B.3 - Part III**

- B.3.1** Daily strategies with **differentiated activities** are to be articulated with the corresponding sources of references.

- B.3.2** Articulation of the five elements of the daily Learning Plan with the simplified topic cascading from the Unit Plan (a separate document)



## 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

### C.1 WHY FOUR-PRONGED INTEGRATION?

- C.1.1 To achieve Integrated learning outcomes with functional and relevant skills applied to a wider scope of situations, experiences, and competencies (concepts connected across/beyond subject boundaries or related to other disciplines)
- C.1.2 To awaken and further develop deep social awareness and responsibilities. This is necessary when service learning is applied (concepts learned connected to real-life social realities/orientation)
- C.1.3 To provide Value-laden visions of students' life and the world

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**

In-depth treatment and broadening of concepts taught are emphasized; Constructivist theory is applied, generating new knowledge from students' prior knowledge. UbD process is employed where critical, analytical, creative, and reflective thinking are accentuated alongside the 4-pronged integration.

## **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, love, mercy and compassion, peace, communion, harmony, and unity.

**D.1.3** Science/Technology/Engineering - an avenue to promote God's wonderful designs in the whole universe and express gratitude for His gift of creativity and innovation to mankind to preserve and enhance His bountiful GIFTS OF CREATION.

**D.1.4** Social Sciences – a reflection of God's presence, His interventions, and His sovereignty over all history and the work of His hands underlying all past, current, and future events of humankind

**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 across discipline, values, and social dimension)

**E.3 #40** Since the educative mission of the catholic school is so wide, the teacher is in an excellent position to guide the student to **a deepening of his faith and to enrich and enlighten his human knowledge with the data of faith.** (Faith/Biblical text integration dimension)

## HOW?

To illustrate this part, is to reflect back on the two essential instructional paraphernalia, **the Unit and Learning Plans**. These are indispensable tools in the realization of the goal of integral teaching as espoused and advocated by the RVM Education Ministry towards Transformative Ignacian Marian Education.

Figure A

(A) Subject _____ Area _____ Unit Topic _____		UNIT	PLAN Quarter /Term _____ Unit _____
CONTENT		STANDARD (statement and lesson topic)	
TRANSFER <i>(the students in the long run and</i>		GOAL / PERFORMANCE STANDARD <i>on their own will be able to)</i>	
ESSENTIAL UNDERSTANDING <i>(students will understand that)</i>		ESSENTIAL QUESTIONS <i>(students will ask significant questions in life)</i>	
KNOWLEDGE <i>(what students will know)</i>		SKILLS <i>(what the students will be able to do)</i>	
ASSESS Performance Task (with rubrics) Other		MENT To be explained at the start of the unit Evidences	
Learning A. Articulations of daily Strategies B. Articulations of the 5 Elements		Plan and differentiated activities of a Lesson Plan (separate sheet)	
References		and instructional materials	

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

(A) <b>LEARNING PLAN</b> Transfer Goals _____ Essential Understanding _____ Essential Questions _____	(W) direction of lesson)
<b>I. Preliminaries</b> Review Focus	Looking back to past lesson before introduction of specific new topic for the day
Motivation APK (Differentiated/Purposive/student-centered activities)	HOOK/make student be interested
<b>II. Lesson Development</b> A. Presentation of Concepts Students will know _____, Students will be able to _____ Activities: (Acquisition of knowledge/Skills through Differentiated/Strategies which aligned to TG,EU,EQ)	Equip students & Allow Experiences to unfold lesson/activities tailored to the level of students
B. Broadening of Concept (Asking of leading, exploring, connecting and essential questions and Drawing out of the EU from the students)	Re-Think/Re-visit To broaden lesson perspective
C. INTEGRATION a. Ignacian Core/Related Values b. Social Orientation c. Lesson Across Discipline d. Faith/Biblical Reflection	Reflection / Connections with Faith and life to achieved meaning
<b>III. EVALUATION/ASSESSMENT</b> (Questions/ Activities that will gauge students' in depth understanding)	Evaluate
<b>IV. Summary / Action</b> (Transfer) Synthesis and challenge / application of concepts learned <b>V. Purposive Assignment</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

Essential Questions, are articulated in the learning plan to remind the teachers of the direction and content of the entire unit.

As illustrated in Figure B above, there are five important elements in the plan, and each part is defined by short statements at each side to further instruct and enlighten teachers on the rationale behind each part.

These elements are further illustrated below:

## **I. Preliminaries**

This includes:

1. Pre-assessment of the unit topic (if the unit is new)
2. Review of past lessons to be undertaken through challenging questions on what they have learned and understood, then connect the past lesson to the lesson (focus) of the day.
3. Motivation - preparing the minds of the students:
  - to actively participate in the teaching-learning process
  - to understand clearly why teachers teach what they teach. (They will further realize and appreciate the relevance of acquiring the knowledge and skills and how it will be applied to their daily life.)
4. Activating Prior Knowledge

This is asking Critical Questions about the concept which are related to their life experiences so that the teacher will know what the students already know about the topic based on their experience.

Sometimes students don't access their background knowledge because they never think that it's important or if they don't have the background knowledge, the teacher doesn't have an opportunity to really build that background knowledge.

## 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:

- 1. in-depth treatment of the subject matter
- 2. asking Leading, Exploring, Connecting, and Essential questions and eliciting the Enduring Understanding
- 3. achieving meaningful connection through the 4- pronged integration of:
  - a. Values-ICV and related values
  - b. Social orientations/social realities
  - c. Lessons across disciplines
  - d. Biblical text reflections

## III. EVALUATION

Students are assessed not only in terms of their understanding of the What of the lesson but more of the (How), its utilization to their real-life context and the why), and its connection to their social and faith-life experiences.



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 of knowledge and skills learned and values gained to their daily life.

This can be done through questions or brief activities.

Action:

Challenges the learners to apply or do something to improve/sustain life (self and others) and society with what they learned/assimilated from the lessons of the day.

#### **V. Purposive Assignment:**

This is either deepening the knowledge of the day's lesson topic or advancing discussion on the next lesson topic.

What is important always to remember is the alignment of the two essential tools – the Unit Plan and the Daily Learning Plan. The content in the Unit Plan must cascade down to the Daily Learning Plan. There should be no trace of alienation nor disparity between the two instructional tools to make it functional and effective.

## 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 productive global citizens who espouse social harmony. Integrative schemes and dynamic social interactive learning processes are utilized to attain learning goals, unfold learning standards, **and achieve appropriate demonstration of learning outcomes.**

The theory of constructivism is applied considering:

- a. the context of learners, their uniqueness, background, culture, experiences, and willingness and readiness to learn and **demonstrate learning outcomes.**
- b. the nature of the learning process where the learning environment is created for learners to experience active social, collaborative, and cooperative engagement and are encouraged to ask critical and reflective questions and make their own conclusions. **Expanded opportunities and direct learning experiences are faithfully provided to enable learners to achieve a higher level of learning.**
- c. the role of teachers as active facilitators, mentors, coaches, and consultants who have the responsibility of engaging learners in a creative and active dialogue in order to **raise the level of expectations for the latter to** acquire knowledge, develop their skills connect the meaning of concepts to real-life experiences and **demonstrate learning outcomes in real life context.**

Furthermore, Learners construct new knowledge based upon the foundation of what they had previously known, 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 is internalized, reflected upon, and becomes **their enabling force in the demonstration of learning outcomes.**

Understanding of essential concept taught is organized as statements of generalizations which necessarily includes subtle expectations, resolutions, and norms involving long-lasting useful Ideas that learners retain long after their class discussion on the many details about the concept and **which will sustain them in their practical engagement in real life situation.**

Learners are encouraged to engage in purposeful, critical, and reflective inquiries to give deeper meaning and significance to long-lasting ideas presented and **to make meaningful, creative, and functional connections and application of their knowledge and skills in varied real-life contexts**, including the shaping of their values system and enriching their faith-life experiences.

Moreover, teachers are required to have a clear focal point in their sustained and thought-provoking interaction with students through the utilization of leading, exploring, connecting, and essential inquiries to develop students' critical, logical, creative, investigative, analytical, and reflective thinking. This interaction also gives learners more opportunities to uncover and discover new and relevant educational horizons related to the concepts presented, thereby allowing them to gain more meaningful insights and connections that enable them to demonstrate successfully the desired learning outcomes.

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. concepts across subject boundaries
- d. Biblical texts reflection in relation to the concepts taught

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

**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 includes the culminating demonstration of learning in the final stage of the course or subject.**

**Summary** – the learners are made to express, illustrate or relate in their own words or in their own creative manner their understanding of the concept taught and its utilization to their daily life, including their reflection of the connection of the lesson to the aforementioned integrations.

**Action** – the learners are challenged to do something from what they have learned to determine the apt use of their knowledge, skills, values, and social consciousness in their lives. In short, to express/manifest/articulate/demonstrate desired learning outcomes.

**Strategies** – Active social engagement through expanded opportunities (college) or utilization of different instructional activities (Basic Ed) but not limited to multiple intelligence and learning style to:

- a. address learners' diverse needs and interests through differentiated instructional approaches (Differentiation of process, content, product, and learning environment)
- b. actively engage learners through focused inquiry and keep their interest always at the edge
- c. equip and help learners explore new learning horizons and creatively shape meanings of what had been explored through varied purposive interactive and collaborative learning process.
- d. To make learners demonstrate successfully the real or authentic end of the curriculum.