

TOC for Education, Inc.

"To make the wish come true..."



Enhancing Self-Efficacy through TOCfE Tools

Presenter

DR. JENILYN ROSE B. CORPUZ

OIC – Schools Division Superintendent

With

MR. CHARLES CEDRICK MAGHIRANG

Project Development Officer IV

Professional Development Division National Educators Academy of the Philippines

MRS. MARNELLI B. TOLENTINO

Education Program Supervisor in English

TOC for Education, Inc.

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Art

Marney

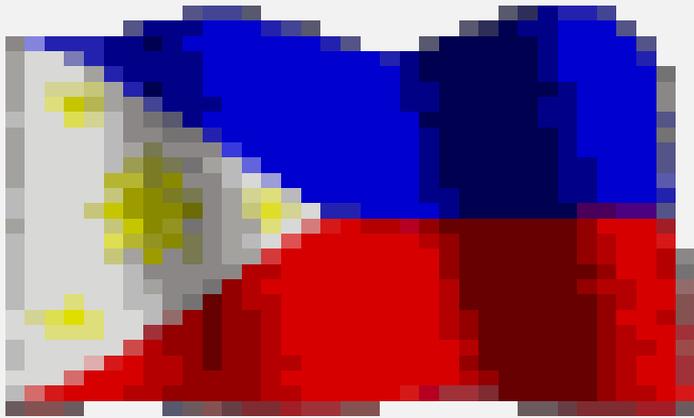
Cynthia

Cash

Dan

Jeni





Brief
history of
TOCfE
Philippines
Journey

TOCfE, Philippines
has proven phenomenal
gains in **discipline** and
academic achievements

Reference: Mrs. Lourdes Bisaya's Presentation

TOCfE, Philippines

has attained wide acceptance through its **WIN-WIN VISION** and its moral code:

to leave a better world behind with the pre-condition that no one gets hurt by our actions.



LOOKING BACK....

1997

TOCfE was introduced in the Philippines by Rotarians: CEO Mar Gatus of Makati City and Fr. Tony Rañada of Quezon City after TOCfE exposure in Glasgow, Ireland

1998

First TOCfE training in the Philippines was conducted led by President **Kathy Suerken** and Ms. Marcia Hutchinson

Conducted updating and benchmarking of best practices through the leadership of TOCfE President Kathy Suerken supported by TOCfE licensed facilitators



LICENSED TRAINERS
7 principal-facilitators
11 teacher-facilitators



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QUEZON CITY OUT PUT... 1998 and on

Elementary Level Administrators

- **95% are TOCfE-TRAINED**
- **(92 out of 97 principals)**

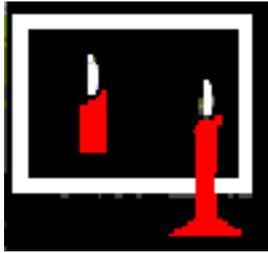
Secondary Level Administrators

- **94% are TOCfE-TRAINED**
- **(44 out of 47 principals)**

Elementary and Secondary Level Teachers

- **2 - 10 from each schools, trained as TOCfE teacher-trainers**

TOCfE Implementation is on-going in schools with TOCfE - trained teachers.



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VALENZUELA CITY OUT PUT... 2012 -2013

Elementary Level Administrators

- **95% oriented (TOCfE-overview)**
- **(37 out of 39 principals)**

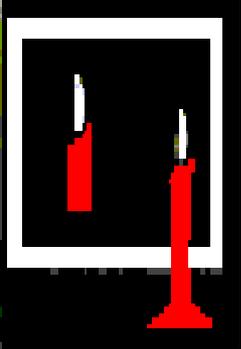
Secondary Level Administrators

- **94% oriented (TOCfE-overview)**
- **(18 out of 19 principals)**

Alternative Learning System Mentors

- **34 mentors trained**

TOCfE Training for teachers is part of the 3-Year Division Development Plan

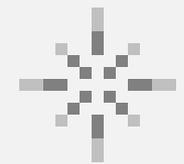
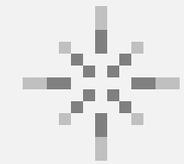
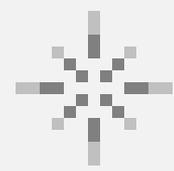
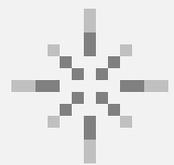


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"To make the wish come true..."

Through the years, the following were trained:

- Schools Division Superintendents
- Asst. Schools Division Superintendents
- Principals
- Supervisors
- Counselors
- Teachers
- Students and Student Leaders
- Parents



MILESTONES

Preparation and Use of Resource Materials

Preparation of Evaluation Tools

News Articles

Researches

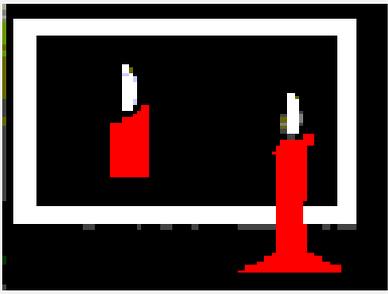
Demonstration Teachings

Basic/Enhancement Trainings

Leadership Trainings for Teachers & Students

Writing workshops

more...TOCfE Programs and Activities



TOC for Education, Inc.

"To make the wish come true..."

We continuously
implement TOCfE
principles for
Self-Efficacy

Defining Self-Efficacy

By Albert Bandura

SELF-EFFICACY is a person's belief in his or her ability to succeed in a particular situation.

Bandura described these beliefs as determinants of how

- people think,
- behave, and
- feel.



TOC tools characteristics

Defining Self-Efficacy

By Albert Bandura

People with “high assurance in their capabilities”

- ✓ Approach difficult tasks as challenges to be mastered
- ✓ **ALL these are achievable through TOCfE Tools**
- ✓ Attribute failure to insufficient effort or deficient knowledge and skills which are acquirable
- ✓ Approach threatening situations with assurance that they can exercise control over them

Integration of TOCfE TOOLS



4 sources of self-efficacy

Performance
Outcomes

Verbal
Persuasion

Enhanced
Self-
Efficacy

Vicarious
Experience

Physiological
Feedback



Integration of TOCfE TOOLS

Integration of TOCfE TOOLS



"The most effective way of developing a strong sense of efficacy is through **mastery experiences,**"

Bandura explained that performing a task successfully strengthens our sense of self-efficacy.

Integration of TOCfE TOOLS



People could be persuaded to believe that they have the skills and capabilities to succeed.

Getting verbal encouragement from others helps people overcome self-doubt and instead focus on giving their best effort to the task at hand.

Integration of TOCfE TOOLS

"Seeing people similar to oneself succeed by sustained effort raises observers' beliefs that they too possess the capabilities to master comparable activities to succeed."



Integration of TOCfE TOOLS

Our own responses and emotional reactions to situations also play an important role in self-efficacy. Moods, emotional states, physical reactions, and stress levels can all impact how a person feels about their personal abilities in a particular situation.



Enhanced Self-efficacy Framework

**Integration of
TOCfE Tools**



**Capability
Building for
Teachers**



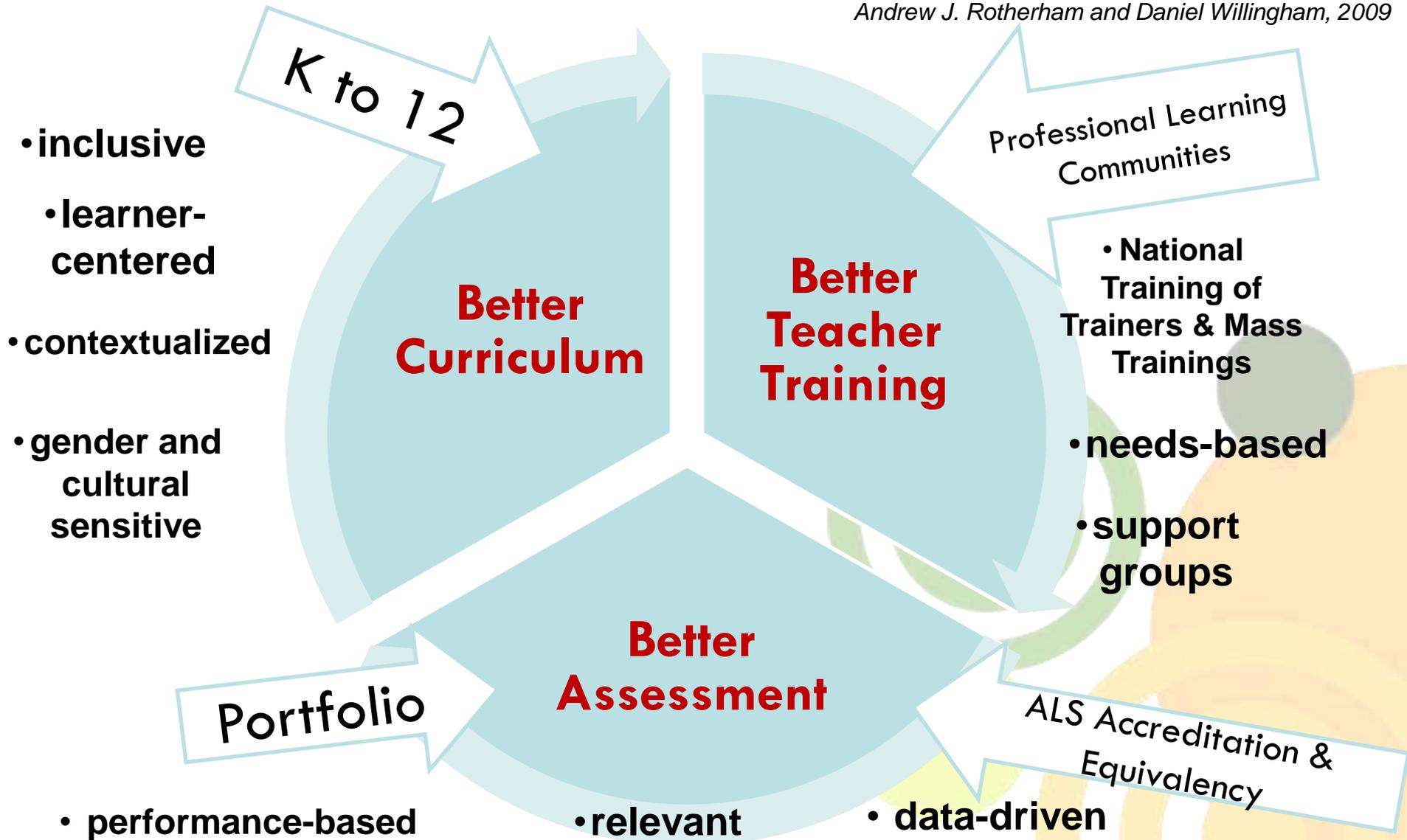
**Enhanced
Learners'
Self-efficacy**



**Life-long
Learners
Productive
Youths**

Quest for Substantial Change

Andrew J. Rotherham and Daniel Willingham, 2009



How it manifests in ALS

- absenteeism

- low motivation of learners

- mindless assessment

- monitoring issues

- technology-related limitations

- low support of community & other stakeholders



As we Integrate TOCfE Tools...

“We need to open up new frontier in our exploration of good teaching:
the inner landscape of the teacher’s life.”

To chart the landscape fully, 3 important paths must be taken—

- ✓ intellectual,
- ✓ emotional, and
- ✓ spiritual—and none can be ignored.”

PARKER PALMER:



PARKER PALMER

Teaching becomes abstraction.

Teaching becomes self-loving.

Teaching loses anchor to the world.

Reduce teaching to intellect.

Reduce teaching to emotions.

Reduce teaching to spiritual.



Intellect,
emotion,
spirit
depend on each other for
wholeness.

They are interwoven in the human
Self and in education at its best,
and we need to interweave them in
our pedagogical discourse
as well”



That's how we implement TOCfE!



When you commit that much of yourself to teaching, you are teaching from the heart.



“Small wonder, then, that teaching **tugs** at the heart, **opens** the heart, even **breaks** the heart – and the more one loves teaching, the more heartbreaking it can be.”



PARKER PALMER



Significant TOCfE Implementations

Integration of TOCfE in the Alternative Learning System April 20 – 22, 2017

SCHOOLS DIVISION OFFICE - MALABON CITY
Mays-maya St., Kauriaran Village, Longos, Malabon City

THEORY OF CONSTRAINTS FOR EDUCATION
AND OTHER **TEACHING-LEARNING TOOLS**
IN THE **ALTERNATIVE LEARNING SYSTEM**

April 20-21, 2017
SDO Conference Hall
Malabon City

April 22-24, 2017
Island Cove Hotel and Leisure Park
Cavite City

ALTOGETHER DELIVER

Alternative Learning System is a practical option for those who do not have chance to attend and finish formal basic education.



The Alternative Learning System Implementers

LECTURE: Challenges of the 21st Century Teachers for Effective & Efficient ALS Implementation

TARGET: Effective & Efficient ALS Implementation

How it manifests in ALS

- absenteeism
- low motivation of learners
- mindless assessment
- monitoring issues
- technology-related limitations
- low support of community & other stakeholders



TARGET: Effective & Efficient ALS Implementation

OBSTACLES

1. High absenteeism

2. Low motivation of learners

3. Mindless assessment

4. Poor monitoring system

*5. Technology-related
limitations*

*6. Low support of community
& other stakeholders*

INTERMEDIATE OBJECTIVES

1. Low absenteeism

2. Highly motivated learners

3. Effective Assessment System

4. Effective Monitoring System

*5. Technology-integration in
ALS*

*6. High support of community
& other stakeholders*

TARGET: Effective & Efficient ALS Implementation

INTERMEDIATE OBJECTIVES

1. Low absenteeism

2. Highly motivated learners

3. Effective Assessment System

4. Effective Monitoring System

*5. Technology-integration in
ALS*

*6. High support of community
& other stakeholders*

Part of the
workshop:
Participants
converted the
IOs as
TARGETS

TARGET: Improve Participation of Out of School Youth (OSY) and Out of School Adults (OSA) in Alternative Learning System Programs

Obstacles

Intermediate Objectives

1. No interest

1. Higher Interest

2. No awareness of the ALS Program

2. Greater awareness of the ALS Program

3. No opportunity for enrollment

3. Greater opportunity for ALS enrollment

4. Inaccessibility of Learning Centers

4. Accessibility of Learning Centers

5. No transportation allowance

5. Alternative means of access thru the internet

6. Time constraint

6. Availability of time

7. Insufficient effective and efficient ALS support programs

7. Sufficient effective and efficient ALS support programs

TARGET: Improved Participation of Out of School Youth (OSY) and Out of School Adults (OSA) in ALS Programs

1. Higher Interest to attend ALS

3. Greater awareness of the ALS

2. Greater opportunity for ALS enrollment

4. Accessibility of Learning Centers

5. Alternative means of access thru the internet

6. Availability of time

7. Sufficient effective and efficient ALS support programs

Alternative Learning System is a practical option for those who do not have chance to attend and finish formal basic education

TARGET: Improve Participation of Out of School Youth (OSY) and Out of School Adults (OSA) in ALS Programs

Obstacles	IO	Plan/Action
1. No interest	1. Higher Interest	 <p>ALS website focused on expanding the existing ALS delivery mode This website makes ALS offerings more accessible not only to the target OSY and OSA but also to educators and individuals who are interested in ALS.³⁹</p>
2. No awareness of the ALS Program	2. Greater awareness of the ALS Program	
3. No opportunity for enrollment	3. Greater opportunity for ALS enrollment	
4. Inaccessibility of Learning Centers	4. Accessibility of Learning Centers	
5. No transportation allowance	5. Alternative means of access thru the internet	
6. Time constraint	6. Availability of time	
7. Insufficient effective and efficient ALS support programs	7. Sufficient effective and efficient ALS support programs	

Integration of TOCfE in Student Leadership Training 2016 - 17 (Preparation of Project Proposal using AT)



**Student Leadership Training is supported
by the Local Government of Malabon City**

Title of the Project: BANGKAR-BUNGAN
Target/Goal: Increase the language and numerical skills of the street children
Proponent: Future National High School

Obstacles
 Lack of participation among the street children
 Resources needed for the tutoring
 Lack of volunteers who will entertain
 No specific venue
 No proper schedule

Intermediate Objectives
 Make a game plan attractive learning
 Coordinate with the business owners and other groups
 Find volunteers who are willing to entertain the children
 Coordinate with the stakeholders and monitor

OBSTACLES
 -Lack of cleaning materials.
 -Some students do not use comfort room properly.
 -Some students vandalized in the walls of comfort room
 -There are some students that leave their trash in comfort room
 Lack of utilities

INTERMEDIATE OBJECTIVES
 To buy cleaning materials
 Implement rules and regulations
 Proper waste disposal and segregation
 Hire utility workers

Sample Outputs

Title of the Project:
Target/Goal:
Proponent:

Obstacles
 1. Campaign might not be effective
 2. Collected papers & pencils are not enough for the target beneficiaries
 3. Lack of time involvement of other schools stakeholders
 4. Lack of cooperation from students
 5. Teachers might not be aware of the program

Intermediate Objectives
 - To create an entertaining & persuasive campaign for the students
 - Collected papers & pencils are enough for the target beneficiaries
 - Active involvement of other schools stakeholders
 - Full cooperation from students
 - Teachers are aware and well informed about the program

Plan

Target/Goal: Increase # street child
Proponent: Future National High School

Obstacles
 Lack of participation among the street children
 Resources needed for the tutoring
 Lack of volunteers who will entertain
 No specific venue
 No proper schedule

INTERMEDIATE OBJECTIVES
 To have Fun and volunteers
 To have enough time for monitoring
 The students should not damage the walls and windows
 The students shouldn't vandalize the chairs and windows
 The students should cooperate and participate in the program

PLAN

TARGET: Zero Plastic Trash in the School

OBSTACLES

1. Lack of cooperation of students & concerned school personnel
2. Lack of trash bins
3. There is no clear implementation plan.
4. Not all students are aware of the project.
5. Student leaders lack time to implement the project.

INTERMEDIATE OBJECTIVES

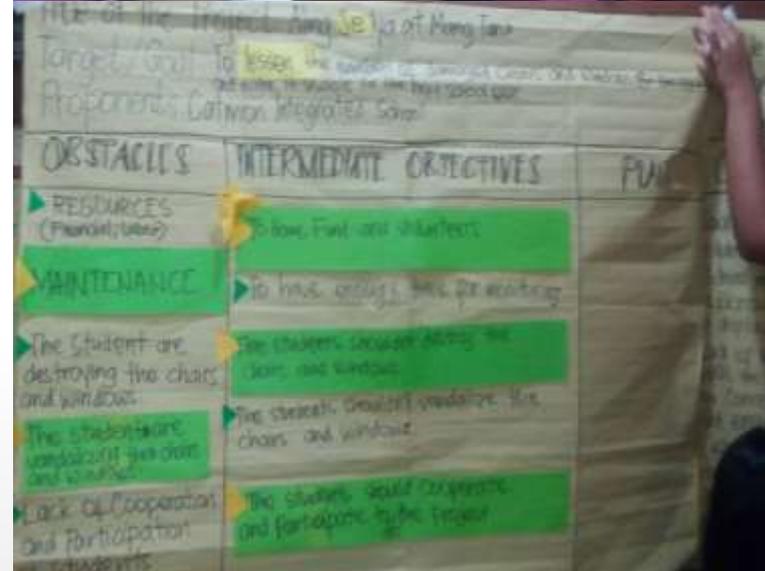
1. Students and concerned school personnel are cooperative in pursuing the project
2. There are enough bins for the plastics.
3. There is clear and approved implementation plan
4. All students are aware of the project.
5. Student leaders manage to implement the project

TARGET: “Oplan Alis PANGHI” (Maintained clean toilets)

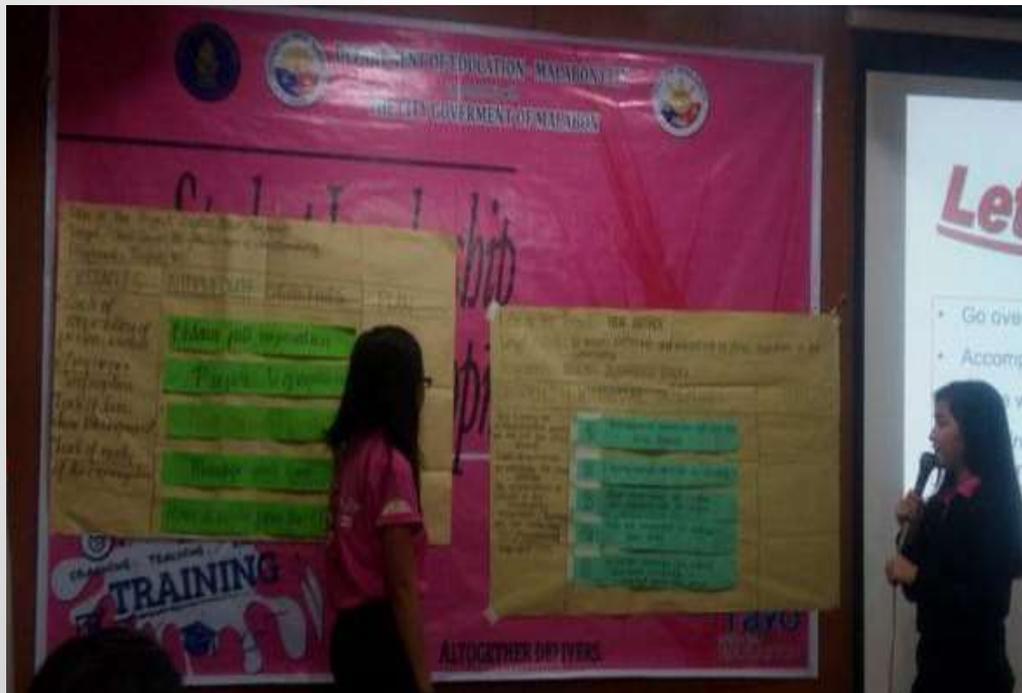
OBSTACLES	INTERMEDIATE OBJECTIVES
1. School officials do not prioritize toilet cleanliness	1. School officials prioritize toilet cleanliness.
2. There is not enough water supply	2. There is enough water supply to clean the toilet.
3. Some students are unmindful of toilet cleanliness	3. Students are mindful of toilet cleanliness
4. Some students do not know toilet etiquette	4. All students know toilet etiquette.
5. Student leaders are not very participative in school cleanliness	5. Student leaders are very participative in school cleanliness

Realizations in using AT in school & community projects:

- Target is clear to all project owners
- More focused and deeper understanding of what is needed to ensure success
- Project is clearly communicated
- Prioritization of IOs makes implementation more logical & easier to follow



- Team members have ownership of the group projects, commitment is deepened
- There is genuine collaboration among team members
- There is confidence in achieving the goal.
- **SELF-EFFICACY** is enhanced.





Student Leaders graduate with greater sense of responsibility and enhanced self-efficacy.

TOCfE tool shared during **Learning Action Cell**
session with teachers
at Tinajeros National HS - Acacia Annex
March 28, 2017.



Training on Improving Communication Skills & Organizational Relationship for Guidance Counselors



 **SCHOOLS DIVISION OFFICE - MALABON CITY**
Ninoy Aquino Elementary School Compound
Longos, Malabon City

SEMINAR - WORKSHOP
ON THE DEVELOPMENT OF SKILLS AND CAPABILITIES
OF THE SCHOOL GUIDANCE TEACHER-DESIGNATES
TO MEET THE NEEDS OF THE 21ST CENTURY LEARNERS

SCHOOLS DIVISION OFFICE CONFERENCE HALL
October 10 - 14, 2016
8:00 AM - 5:00 PM

SCHOOLS DIVISION OFFICE - MALABON CITY
Henry Alcala Elementary School Compound
Lungsod, Malabon City

SEMINAR - WORKSHOP
ON THE DEVELOPMENT OF SKILLS AND CAPABILITIES
OF THE SCHOOL GUIDANCE TEACHER-DESIGNATES
TO MEET THE NEEDS OF THE 21ST CENTURY LEARNERS



Know what to do
with
toxic people!

Very
Difficult
People



Very Difficult People don't know they're difficult!



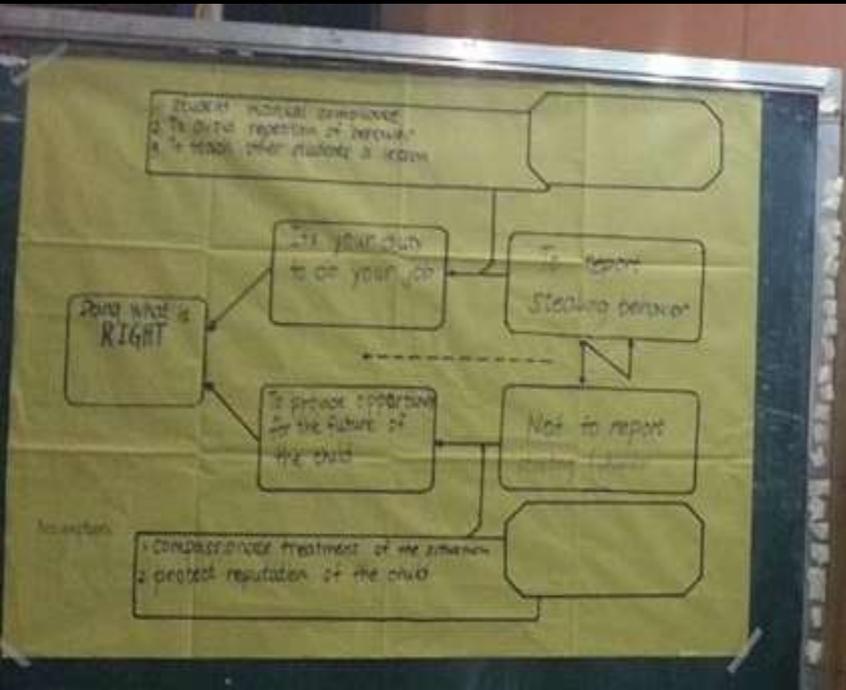
It's all about dealing with...

HARD PEOPLE



How to resolve a conflict?

HOW TO SPOT A
CONSPIRACY



CONFLICT HAPPENS in the school...

Are the counselors equipped with
tools to help resolve conflicts?
How competent are the counselors
in handling misunderstandings?





Always think of the consequences of ones actions

Then



If

I am confident in resolving conflict

I'm not confident in resolving conflict

When people
don't get the
favor, they...



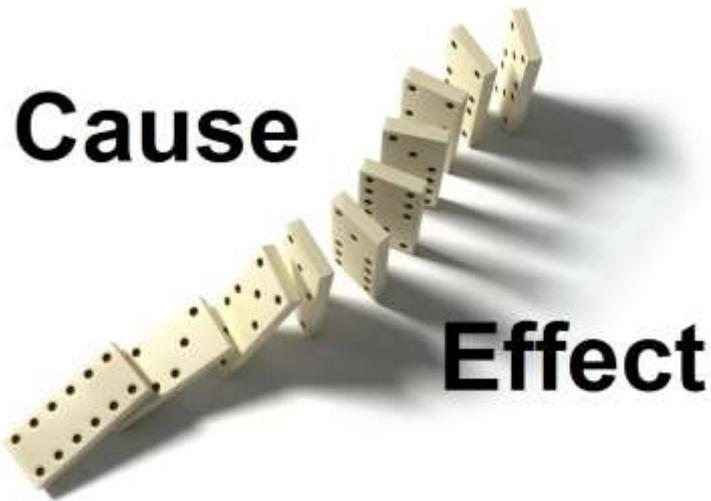
- hurt others
- become violent
- talk ill about others
- run/avoid
- cry . . .

In a given situation...

are the guidance teachers concerned
of the **positive** and **negative**
consequences?



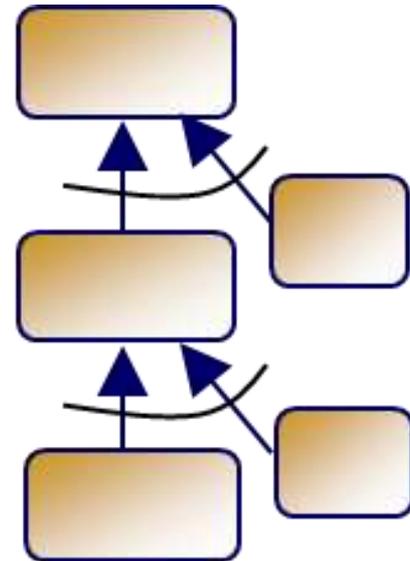
In a given situation...



Do the guidance teachers have a **logical cause and effect** process ?

**DON'T HURT
OTHERS JUST
BECAUSE
YOU'RE
HURT**

WWW.LIVELIFEHAPPY.COM



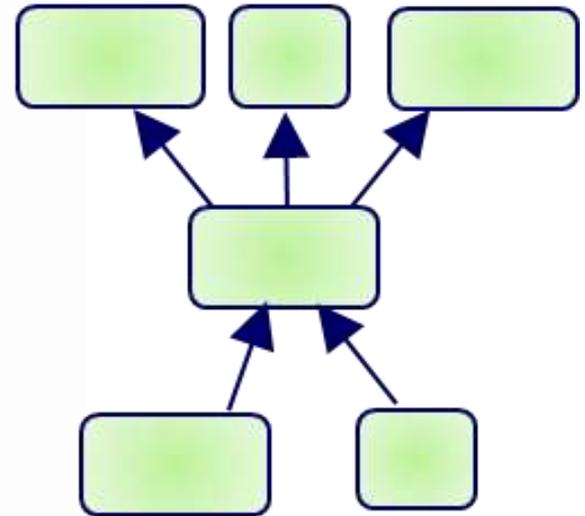
Are the teachers ready in achieving personal and/or counseling goals?



© Can Stock Photo



dreamstime.com



Other Implemented Projects

**Integration of TOCfE Logic-based Tools for
More Responsible and Productive Adults
Program: a school-based initiative**

AWARDED 4th Place

**Search for Effective and Efficient Program to
Reduce Dropout Rate
and Increase Performance Rate.**

Specifically,

Integration of TOCfE Logic-based Tools

Students graduate with greater sense of accountability, responsibility and maturity level.



MORE SIGNIFICANT RESULT

Accomplished Target:

Enhanced Self-efficacy

- > Self-efficacy Inventory
- > Individualized Goal Plan
- > Accomplishment and Reflective Journals



HB CentrEx Scholars
with Ma'am Kathy Suerken

**TOCFE TRAINING for
All Supervisors, Head of Departments, Secondary and Elementary Principals
of Division of Valenzuela City- Department of Education**



DepEd - National Capital Region
Division of City Schools - Valenzuela
Valenzuela City

**LECTURE/FORUM
THINKING AND COMMUNICATING TOWARDS
EFFECTIVE DECISION MAKING**



TOCfE Training

for Alternative Learning System (ALS) Instructional Managers, Mobile Teachers and Coordinators



**Division of City Schools, Valenzuela City
October 23, 27-28, 2012**

Online Math Training-Workshop for Elementary and Secondary Teachers of DepEd – Valenzuela City

- The training-workshop was facilitated by Dr. Danilo Sirias, TOC Licensed Educator, Math Professor in USA
- Sponsored by Dr. James Holts and Pres. Kathy Suerken
- 60 teachers were trained
- Conducted November 2013 to April 2014



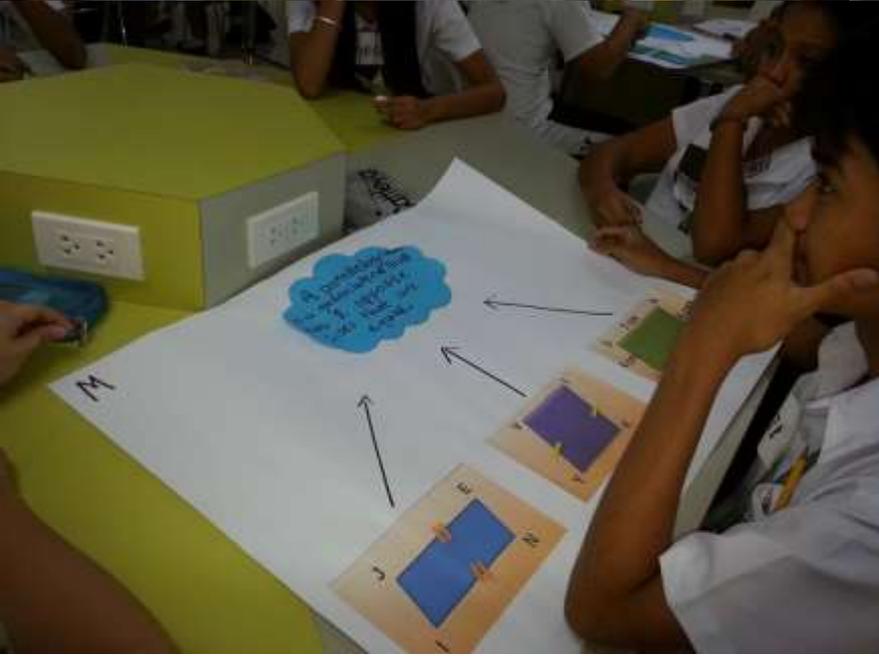


More trained teachers

Teacher- made Learning Materials



Interactive Learning Through Problem-solving Maps



Dr. Sirias visit to schools



Recipient of The Chest of Secrets Learning Package

Mafinta Elementary School
Welcome Visitors!!!

Turn-Over Ceremony
Teachers' Kit and
Learning Materials
November 4, 2014





DIVISION OF CITY SCHOOLS
VALENZUELA CITY



TOC for Education, Inc.
"To make the work come true..."

TURNOVER CEREMONY "The Chest of Secrets"

Malinta Elementary School
Valenzuela City
November 4, 2014



Donors of The Chest of Secrets

Dr. James R. Holt,

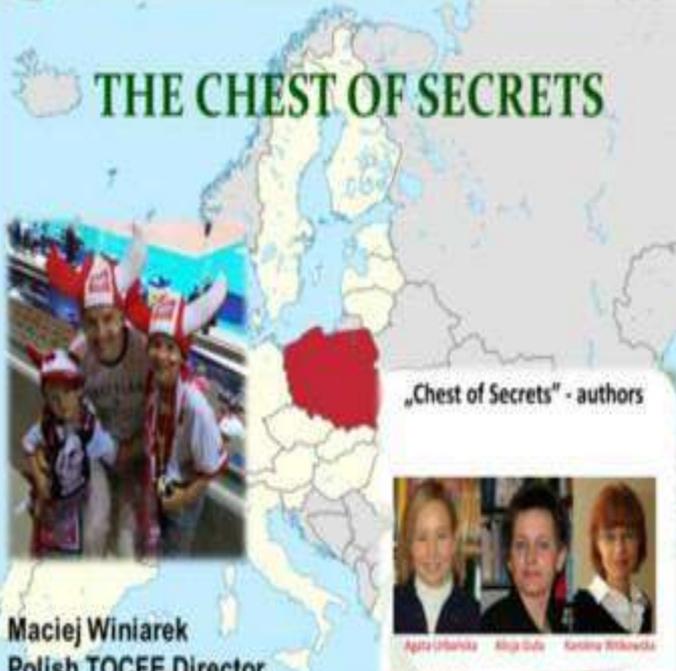
an Associate Professor of Engineering & Technology Management at Washington State University.

He was a Principal Consultant with Management Advisory Group, Inc. and a Certified Associate of the Avraham Y. Goldratt Institute.

Madam Kathy Suerken

President, Theory of Constraints for Education, Inc

Partnership with Rotary Club of Makati Central DepED VC & QC

THE CHEST OF SECRETS

„Chest of Secrets” - authors



Maciej Winiarek
Polish TOC Director.



Agata Urbanska Kaja Gula Katarzyna Wilkowska

Realization Technologies

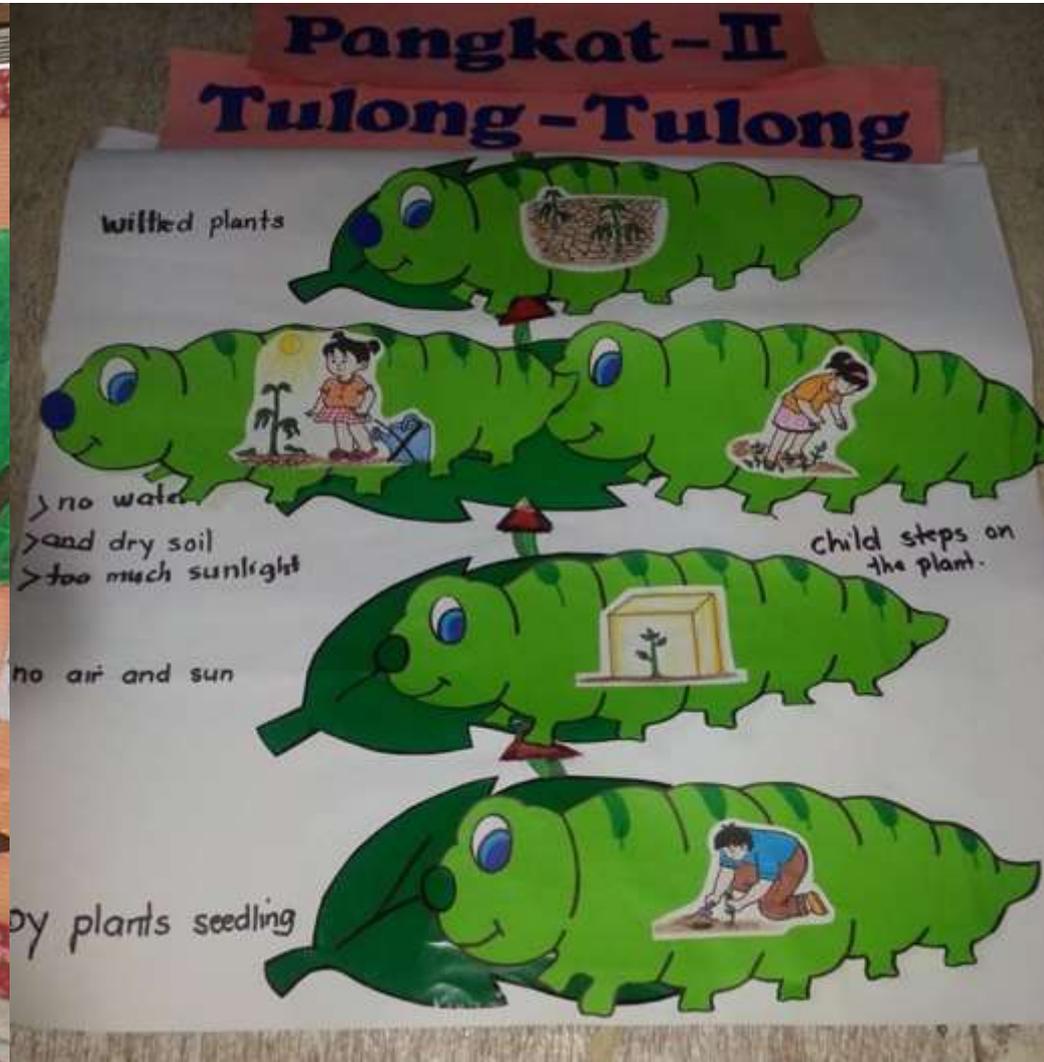


10 copies of Teachers'
Manual 1500 copies of
Learners' Book

Teachers Use The Chest of Secrets in the Classroom

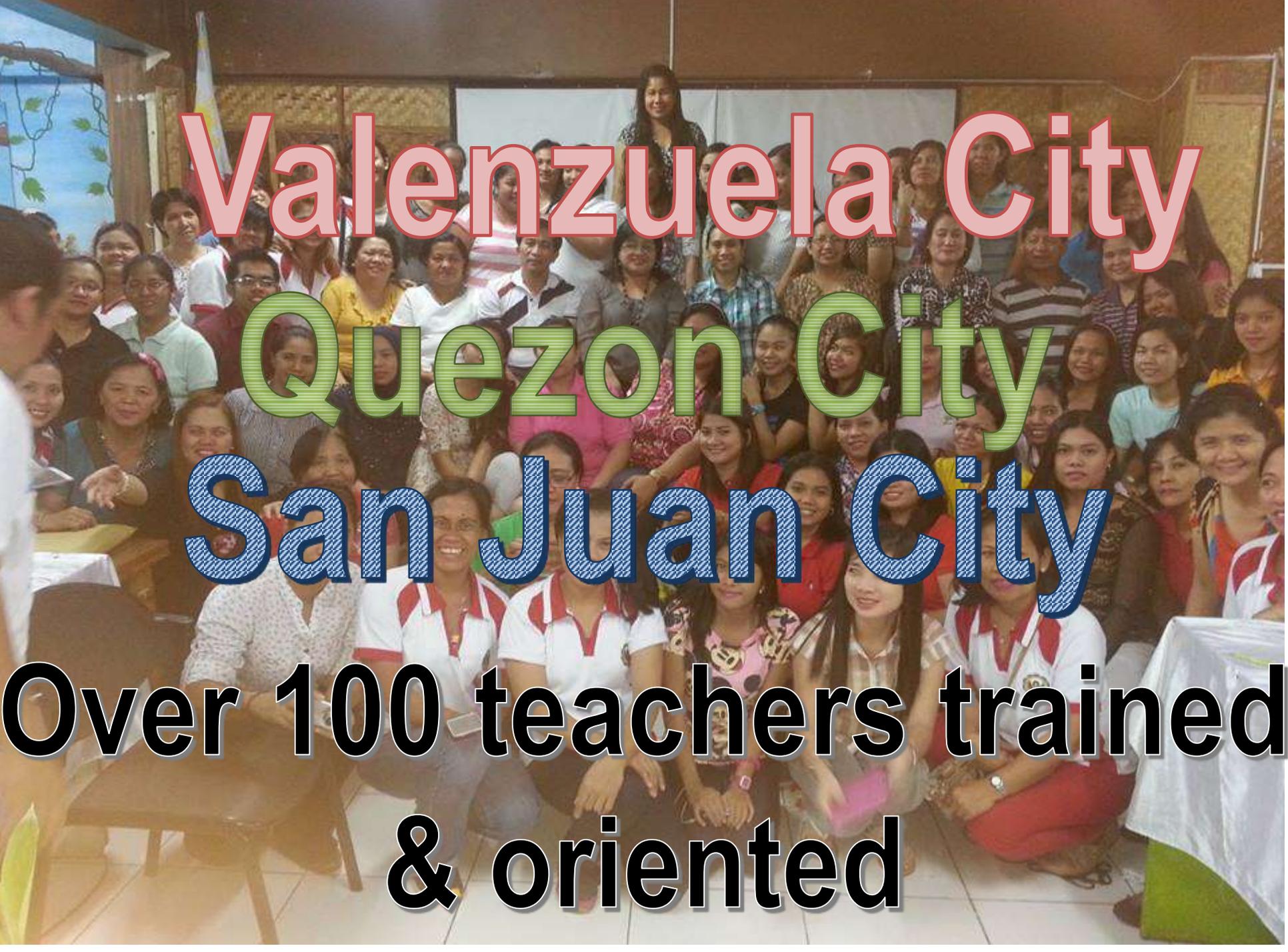


The Chest of Secrets used in teaching Science





**Trained
Kindergarten
teachers**



Valenzuela City

Quezon City

San Juan City

Over 100 teachers trained
& oriented



TOCfE
advocacy
is **PURPOSE**
DRIVEN
UNDERTAKING



’
“**Purpose** gives
us fulfillment and
joy ...”





This is the essence of true service,
and the key to a workplace that
draws us happily back to our
workplace... through
**CONTINUOUS IMPROVEMENT
PROCESS...**



Each one of us must continuously improve!

**WE plant a seed, water it, weed it...
But WE don't grow the seed.
All WE can do is create the perfect
conditions for OUR LEARNERS
to grow and be lifelong learners.**



**Make a real change.
Rather than focus on the
negative aspect of change,
which is loss,
WE focus on the adventure of it
and say,**

‘What’s next?’

Adopted from Dennis Wholey



Thank
You...