SEED

SALESIAN EDUCATION & EVANGELIZATION IN DON BOSCO

A LEARNING CONTINUITY PLAN IN TIME OF COVID-19

School Year 2020 - 2021

RATIONALE

The current pandemic has brought challenges and changes in most communities, workplaces and even households. Many adjustments in lifestyles and modifications in the way businesses work have to be made to cope with the demands of this unusual situation. The continuous extension of community quarantine implementation has caused inevitable conditions among everyone; from being uncertain and feeling distress, to eventually learning to embrace a “new normal”. Greatly affected by such is the school system; hence, this LEARNING CONTINUITY PLAN (LCP) is drafted to somehow lessen the uncertainties and distress, as regards the school learning of Don Bosco Makati Technical Institute of Makati students.

The purpose of this LCP is to present the holistic programs of the institution from curricular to pastoral. As a Catholic school with a Salesian identity, the school aims at educating & evangelizing its students so as to form them to become “good Christians and upright citizens” (Plan of Regulations of the Oratory, 1854, Biographical Memoirs, vol.II, p.36) This binomial formula aims further at developing the personal, social, spiritual, ecclesial, liturgical and vocational dimensions of its students.

This situation is the most opportune time for the institution to promote a NURTURING learning environment. It is a calling to every member of the Educative Pastoral Community to be compassionate and susceptible to the conditions and needs of the students, teachers and parents. Thus, this LCP is developed to be RESPONSIVE to the current situation of the country. It includes INNOVATIVE and RESEARCH-ORIENTED delivery modes and instructional strategies that would maintain the quality of education in the gradual embrace of the NEW NORMAL.
This framework has three important elements – the learner, the school, and the home. Both the school and the home support the learner, who is considered as the most important element in the teaching and learning process. Bosconians are formed to become “Good Christians and Upright Citizens” both in school and at home, with both Salesian educators and parents actively engaged in the fulfillment of their respective roles and responsibilities in this process.

The school supervises and implements the curriculum and instructions, administers assessments, and provides spiritual formation, counseling, and Salesian assistance. Likewise, it sees to it that all learning support systems are in-place, most especially its technological capability to deliver instruction and to yield better results.

On the other hand, the parents are the school’s partner in developing the human potentials, Christian faith, and socio-civic consciousness of the learner while he is at home. They also provide the necessary support, e.g. seeing to it that the place is conducive for learning and its technical capability is satisfactory for the learner to receive instruction and work on tasks at hand with minimal disruptions.

The learning modalities to be used for the three terms are the following: the distance learning - online distance learning (synchronous and asynchronous) and the modular, the hybrid learning, which is the combination of the face-to-face and online distance learning, and the classroom-based learning, where the students are allowed to go back to school and have the face to face or the physical learning. However, the implementation of these learning modalities is still dependent on the health situation and on the advice of the Inter Agency Task Force (IATF) on COVID-19 Pandemic.
**ALTERNATIVE DELIVERY MODE**

Alternative Delivery Mode refers to the non-traditional education program recognized by the Department of Education (DepED) which applies a flexible learning philosophy and a curricular delivery program that includes non-formal and informal sources of knowledge and skills.

**LEARNING MANAGEMENT SYSTEM**

A learning management system (LMS) is a software application or web-based technology used to plan, implement and assess a specific learning process. It is used for eLearning practices and, in its most common form, consists of two elements: a server that performs the base functionality and a user interface that is operated by instructors, students and administrators.

**CLASSROOM-BASED LEARNING**

Classroom-Based Learning is a scheduled face-to-face meeting on campus. Supports enhanced strategies in regular classrooms to enable learning.

**ONLINE COUNSELING**

Online or web counseling refers to counseling services through the internet and includes, for example, emails, chat rooms and web cameras. This type of counseling goes by so many names such as cyberspace counseling, e-therapy, e-counseling and tele-counseling (Pelling, 2009).

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**DISTANCE LEARNING**

It is a mode of instructional delivery whereby the teacher and the learner are separated in time and space and the instruction is delivered through specially designed materials and methods using appropriate technologies and learning management systems and supported by organizational and administrative structures.

**1. SYNCHRONOUS LEARNING**

A type of remote learning wherein the class is conducted in real time. In a synchronous class, the teacher and students interact in an online platform. It is facilitating learning at the same time, platform and pace. Google Meet is the platform to be used for this learning.

**2. ASYNCHRONOUS LEARNING**

This is a type of remote learning where the students are given online tasks or assignments that can be done in a given timeframe. This is a self-directed learning where students do the online tasks anytime, anywhere and at their own pace using a learning management system. Genyo is the LMS to be used for this learning.

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**HYBRID LEARNING**

Hybrid learning includes face-to-face (in class) interactions with online learning. Hybrid learning is also known as blended learning (BL) due to the fusion of online and face-to-face work. Blending the face-to-face learning with active learning assignments and online learning activities facilitates interactions between (a) student to student, (b) student to teacher, and (c) student to the tool. It also promotes lifelong learning through the developed skill of “discovering” information utilizing online activities, while also increasing interactive skills with a variety of others and enhancing engagement. A hybrid remote learning class maintains a schedule of in-person class meetings and online activities during the term.

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**BLENDED LEARNING**

It refers to a strategic and systematic approach to combining times and modes of learning, integrating the best aspects of face-to-face and online interactions using appropriate ICTs. It also has the following features:

- provides students access to both conventional (face-to-face) and online learning.
- encourages students to communicate and collaborate with their classmates and teachers using online and conventional learning.
- gives students access to interactive activities that facilitate social interactions and readily available information for their learning.
- integrates technology that is fun, interesting and familiar to students and at the level of their maturity.
- provides students access to self-directed activities and tutorials.
- provides students with authentic learning experiences and formative assessments.
These are the models that will be followed:

**Model 1: FACE-TO-FACE**

It is a learning environment where the students and the teachers are both physically present in the classroom. Teacher delivers the lesson through a regular classroom instruction but with an aid of online resources for enrichment or remediation (Mesha, 2019).

*This model will only be implemented when the ECQ in Metro Manila will be lifted as planned and schools will be finally allowed to have face-to-face or the conventional classroom learning.*

**Model 2: ROTATION MODEL**

Students move back and forth on a structured schedule between learning online in a one-on-one, self-paced environment and in a face-to-face classroom environment. Rotation model is a form of blended learning where students rotate between different modalities of learning (one of which is online learning which could be done beyond school premises like home) on a fixed schedule set by the teacher or the institution (Westmaas, et. al, 2015). This model is mostly used among elementary schools because it is more appropriate to their levels and due to the great deal of academic success among elementary learners that can still be attributed to the traditional learning model (WebRoom Education, 2018; Clayton Christensen Institute, 2020).

**Types of ROTATION MODEL**

**INDIVIDUAL ROTATION**

This is very similar to station rotation, except students choose their own path of learning. Instead of travelling from one station to another based on a scheduled time, students go from one station to another based on their needs and what work needs to be completed.

**FLIPPED CLASSROOM**

The flipped classroom model allows students to learn on their own, away from the school. Students learn concepts and learning objectives at school and then work independently on what they need from home. Online tutorials or videos for students can be viewed at home to help with concepts needed to be mastered or difficult for some or almost all of the students. It can be viewed again and again.
Be calm dear parents. Your DON BOSCO TECHNICAL INSTITUTE of MAKATI is exerting best efforts to continuously deliver quality education amidst the pandemic. Here is our timeline for activities from the different Basic Education Departments for School Year 2020-2021.

*Comprehensive Details of the Program will be provided by each department.*
APRIL to MAY
- Crafting of Learning Continuity Plan
- Parent’s Survey
- Teacher’s Capacity Survey
- Finalization of Learning Community Plan

JUNE to AUGUST
- E-BOSCO—Free Online Summer Workshop
- Online Training for Teachers
- Bridging Program (July 20 – August 15)

AUGUST 24 to NOVEMBER 6

KINDERGARTEN to GRADE 2
- Mode: BLENDED LEARNING (Rotation Model)
- Modular Approach - Study Guides
- Online Tutorial (Synchronous / Asynchronous)
- Face-to-Face Model (Optional)

GRADES 3 to 6
- Mode: BLENDED LEARNING (Rotation Model)
- Face-to-Face Model (Optional)
- Modular Approach - Study Guides
- Online Learning (Synchronous / Asynchronous)

NOVEMBER 9 to FEBRUARY 12

KINDERGARTEN to GRADE 2
- Mode: BLENDED LEARNING (Rotation Model)
- Modular Approach - Study Guides
- Online Tutorial (Synchronous / Asynchronous)
- Face-to-Face Model (Optional)

GRADES 3 to 6
- Mode: ROTATION MODEL
- Face-to-Face Model (Optional)
- Modular Approach - Study Guides
- Online Learning - Synchronous / Asynchronous

FEBRUARY 15 to MAY 30

Mode: CLASSROOM-BASED LEARNING
- Schedule will be provided
- Year-end Activities

- Adjustments will be done depending on IATF recommendations
- PHYSICAL DISTANCING protocols will be STRICTLY observed.
AUGUST 24 to NOVEMBER 6

> Teachers’ upscaling and re-skilling
> Training and Workshop (Webinar)
> Curriculum Modification
> Students’ Orientation on the Learning Modalities
> Parents’ Orientation on the Learning Modalities
> Enrollment (Old)
> Free Bridging Program

JUNE to AUGUST

> Technology Capacity Survey for Teachers, Parents, and Students
> Crafting of Learning Continuity Plan
> Enrollment (New)

Mode:

**DISTANCE LEARNING**
(Study from Home - SFH)

**ONLINE**
Synchronous (Video Conferencing via Zoom/Google Meet)
Asynchronous (Online learning thru Genyo, Moodle, or Google Classroom)

**MODULAR APPROACH**
Platforms: Genyo, Moodle, Google Meet, Zoom App

**Schedule of Classes**

- **Synchronous:** 1x/week
- **Asynchronous:** 2x/week

NOVEMBER 9 to FEBRUARY 12

Mode:

**HYBRID LEARNING**

Flipped Classroom

**P1 ONLINE LEARNING** (Lesson Package)

**P2 DIRECT INSTRUCTION** (Face-to-face)

**P3 ONLINE LEARNING** (Genyo)
Platforms: Genyo, Moodle, Google Meet, Zoom App

**Schedule of Classes**

- **Synchronous:** 1x/week
- **Asynchronous:** 2x/week

APRIL 15 to APRIL 30

Mode:

**CLASSROOM-BASED LEARNING**

**Schedule of Classes**

- Observe Regular Class Schedule
- Year-End Activities

- Adjustments will be done depending on IATF recommendations
- **PHYSICAL DISTANCING** protocols will be STRICTLY observed.
F I R S T  T E R M  B R E A K  (O c t o b e r  3 0 - N o v .  8)

J U N E  t o  A U G U S T

A R P R I L  t o  M A Y

A U G U S T  1 7  t o  O C T O B E R  2 9

O C T O B E R  1 1  t o  F E B R U A R Y  1 2

M A R C H  1  t o  M A Y  1 4

S E C O N D  T E R M  B R E A K  (F e b r u a r y  1 5 - 2 6)

> Crafting of Learning Continuity Plan
> Survey on Students Capability to Participate in an Online Learning
> Teachers’ Needs Analysis on Distance / Remote Learning Finalization
> of Learning  Continuity Plan
> Release of Detailed Learning Continuity Plan

> Teachers’ Upskilling, Reskilling and Cross-Skilling
> FREE Bridging Program (Synchronous & Asynchronous) on Selected
Specialized Subjects for Incoming Grade 12
> Students’ Orientations (Synchronous and Asynchronous) and FREE
Webinars on Selected Topics for Incoming Grade 11
> Parents’ Orientation (TBA – Synchronous and Asynchronous)

Mode: DISTANCE LEARNING
LEARNING APPROACHES
> Purely ONLINE (synchronous & asynchronous)
> Offline (non-digitized & digitized) INSTRUCTIONAL MATERIALS (IM)+ONLINE
> Offline (non-digitized) Instructional Materials (IM) + Online
> Purely OFFLINE – Modular Delivery

PLATFORMS
> Google Apps for Education (GAPE)
> Moodle (Assessment)

Mode: HYBRID LEARNING
LEARNING APPROACHES
> FACE-TO-FACE (50%): Direct Instruction
> ONLINE (50%): Asynchronous (Flipped Classroom, Self-paced)

PLATFORMS
> Google Apps for Education (GAPE)
> Moodle

SCHEDULE of CLASSES (Reduced Class Size)
2-Day Shifting Schedule

Mode: CLASSROOM-BASED LEARNING
LEARNING APPROACHES
> FACE-TO-FACE (80%): Direct Instruction, Cooperative Learning, etc.
> ONLINE (20%): Asynchronous (Flipped Classroom, Self-paced)

PLATFORMS
> Google Apps for Education (GAPE)
> Moodle

SCHEDULE of CLASSES (Regular Class Schedule)
(Wednesday / Friday-off)
FAITH FORMATION in the time of Coronavirus

While respecting the directives from the Department of Education (DepEd), Department of Health (DOH), and the Inter-Agency Task Force (IATF), pastoral programs such as Christian Living Experience (CLE), prayer experiences and celebration of the sacraments, Social Action Program (SAP), Salesianity formation, and group experience will continue as we make the transition to the “new normal” for the school year 2020-2021.

NEW MEDIA TECHNOLOGIES. A silver lining to this crisis faced by humanity is that it has “accentuated the power of the new media for evangelization and building up the kingdom of God as perhaps never before.” Indeed, never before have we seen such an unprecedented surge of online Masses, recollections, retreats, and other prayer and worship activities. Faith found new life and expression in the midst of a lockdown. The pastoral ministry will harness the power of new media technologies to facilitate the faith formation of Bosconians.

ECCLESIA DOMESTICA or Domestic Church. “The idea that the household or family is a kind of ‘domestic church’ has a long pedigree.” The earliest assembly of Christians happened not in Church buildings but in the house of believers (see Philam. 1:2; Rom. 16:5; Col. 4:15). Faith in Christ may be and, indeed, ought to be celebrated and deepened also at home.

Parents are the first catechists and youth ministers of their children, and this role they cannot outsource. Children are entrusted to mothers and fathers as a gift from God. Parents have a responsibility not only to welcome and protect their children but to hand on the gift of faith and to finally prepare them for the joy of eternal life.

According to the Second Vatican Council’s Dogmatic Constitution on the Church, “Lumen Gentium”: “The family is the domestic church” has a particular role and responsibility in leading souls to heaven”. In it parents should, by word and example, be the first preachers of faith to their children; they should encourage them in the vocation which is proper to each of them, fostering with special care for vocation to a sacred state.” This means that it is in the context of the family that we first learn who God is and to prayerfully seek His will for us.

The evangelization of the young is the first and fundamental purpose of the Salesian mission (see R. 7, 13); hence, Don Bosco Technical Institute – Makati commits itself to offer a responsive pastoral ministry to Bosconians and their respective families even in the time of Coronavirus.

CHRISTIAN LIVING EXPERIENCE

For this school year, the year of the new normal, CLE follows Hybrid Blended Learning. We name the CLE this year as Christian Living in New Normal (CLNN)

1. (CLNN) is meant to help our students to mature in faith and life as a dynamic continuum. It is not instruction alone but communication of faith experience, not just content as such but content connected with life.

2. (CLNN) is a faith formation program that gets out of the academic box and goes back to the essential. It gets out of that box that CL is limited to a subject that is taught by a teacher and learned by the students. The students are provided not so much content but a real experience of Jesus that helps them get closer to Jesus week by week throughout this school year, not necessarily being limited to the classroom context. (This can also be applied in our retreats and social action.) Hence, students experience faith and not only learn or study about faith. While we help the students acquire the basic competencies for faith formation, our emphasis is on meaningful and engaging faith experiences when we meet them.

3. (CLNN) is a program that is manageable both for the teachers and students who are meeting online, doing a hybrid learning or coming together for a face-to-face learning, respecting social distancing.

4. Though in some phases of the school year, there may be face to face learning, (CLNN) is in the context of online instruction at home. (CLNN) is faith formation done online and takes place not inside a physical classroom but inside the homes of our students. It is catechesis at home, a form of family catechesis. Being family catechesis, it is more witnessing and faith sharing than systematic instruction of faith as in the school context (GDC 255). The possibility of catechesis taking place in the family or the domestic church is the sign of the times. “Sama-sama sila sa bahay, the practice of charity and family prayer, opportunity to reflect on the Word of God, the role of the father as head in the exercise of the common priesthood. Let us not forget the role of the parents to catechize their children in the family --- this is an opportune time.”

5. The Sunday Gospel Reflection shall be the basic framework of (CLNN).
The new normal for education requires us to revisit the services of the Library and Learning Resource Center (LLRC). The LLRC has shifted to offering services online and remotely. The LLRC is committed to continuing its support of the students' and faculty members' research, learning, and teaching endeavors.

In the coming terms, all classes have moved to distance and hybrid learning approaches. The LLRC aims to assist and help the library clients in accessing various e-resources and provide digital learning support. From quick questions to in-depth research, the LLRC staff are eager to help. The librarians are available to answer questions via the online chat service or through ASK the Librarian.

Library reopens to provide access to physical materials, but with reduced hours. Other services are limited or restricted. LLRC clients may enter the library building to pick up holds, select materials, and for limited computer use but will not be permitted to “loiter.” Physical distancing and wearing of face masks are required. Seating is arranged to allow for physical distancing (two (2) students per table).

**ONLINE SERVICES**
1. Lib-Online
2. Document Delivery
3. Online Library Instruction Program
4. Research Guide Tools
5. Ask The Librarian

**DIRECT SERVICES** (limit of 20 students)
1. Borrow Book Direct (Students)
2. LLRC Book Delivery
3. Library-On-The-Go
4. Supervised Research
5. Internet Access
6. Photocopy and Printing Service
7. LLRC Book Drop/Book Returns Box

**GUIDANCE CENTER**

RESILIENCE during the time of COVID pandemic is the thrust of the Guidance Center of Don Bosco Makati. The commitment of “journeying with the young” is tremendously being challenged since the physical/social distancing being asked for to curtail the spread of the dreaded virus hampers the services of the school including the Guidance Service. Thus, the Guidance Center of Don Bosco-Makati will use the progressive mode of transmission – the online services. Yan et.al (2003) stated that E-learning is not only a learning system but also a psychological phenomenon. Therefore, we can also use the online platform like our teacher colleagues to serve our students. Specifically, our services would include:

- **Information Dissemination** of Guidance Activities / Services through official Facebook page: DBTI Makati Guidance Center
- **Online counseling** through Messenger or other platforms
- **Assessment tools** that can be made available through Google Forms
- **Guidance classes** through video and/or zoom meetings and other approaches of teaching (online Homeroom modules)
- **Enrichment Services** such as Career Orientation, Realities of High school life, Mental Health Talks, etc. through video and or zoom meetings
GENERAL POLICIES

> **No ID, No Facemask, No Entry Policy** will be strictly implemented.
> Upon entering the campus, **scanning of body temperature is required.** Students with body temperature of 37.5 and above will not be allowed to enter the campus. They will be asked to stay at the designated holding area and will be attended by the school nurse.
> Students will sanitize their hands with isopropyl alcohol and their shoes on footbath mat.
> **Physical distancing must be strictly implemented.** Markers will be placed in different areas of the campus to ensure physical distancing is observed at all times.
> **NETIQUETTE** should be followed during online learning sessions.
> **Reiteration of travel restrictions and imposition of mandatory self-quarantine.** Learners on quarantine shall not be marked absent and shall be given alternative delivery modes of education.
REFERENCES


