

THE RVM PEDAGOGY (Revised April 2013)

The RVM Pedagogy is a way in which teachers journey with the learners towards their integral development and growth as productive citizens through an interactive learning processes that lead to the realization of learning goals , unfolding of learning standards, **and eventual demonstration of learning outcomes.**

The theory of constructivism is applied considering:

1. the context of learners, their uniqueness, background, culture, experiences and willingness and readiness to learn and **demonstrate learning outcomes.**
2. the nature of the learning process where 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 move away from the normal curve and achieve higher level of learning.**
3. the role of teachers as active facilitators, mentors, coaches, consultants who have the responsibility of engaging learners in a creative and dynamic dialogue in order to **raise the level of expectations for the latter** to acquire knowledge , develop their skills connect 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 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 concept taught is organized as statements of generalizations which are essential for life-long learning. These generalizations necessarily includes imperceptible assumptions 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 situations** including the shaping of their values system and enriching their faith-life experiences.

Moreover, teachers are required to have clear focal point in their sustained, and thought-provoking interaction with students through the utilization of connecting , exploring and leading inquiries to develop students' critical, logical, creative, investigative , analytical and reflective thinking .This interaction also gives learners more opportunities to uncover and discover deeper 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:**

1. Ignacian core and related values
2. meaningful connections of concepts to contemporary social realities
3. concepts across subject boundaries
4. 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 evidences but **most importantly through performance tasks which should always be related or connected to 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:

1. address learners diverse needs and interests through differentiated instructional approaches (Differentiation of process, content, product and learning environment)
2. actively engage learners through focused inquiry and keep their interest always at the edge
3. equip and help learners explore and shape meanings through varied purposive interactive and collaborative learning process.
4. To make learners demonstrate successfully the real or authentic end of the curriculum.