



Research Article

Inclusive Education Practices of Technology and Livelihood Education Teachers in Public Junior High Schools at Lipa City, Batangas

*¹Dianne Olan Mendoza

About Article

Article History

Submission: October 03, 2024

Acceptance : November 13, 2024

Publication : November 17, 2024

Keywords

Assessment of Learning, Curriculum Design, Inclusive Education, Instructional Strategies, Livelihood Education, Technology Education

About Author

¹ Polytechnic University of the Philippines, Sta. Mesa, Manila, Philippines

² Malvar School of Arts and Trade, Malvar, Batangas, Philippines

Contact @ Dianne Olan Mendoza
iamdiannemendoza@gmail.com

ABSTRACT

Inclusive education is an approach that ensures every student, regardless of their learning needs, has fair access to quality education. This study delved into the inclusive education practices, difficulties, and recommendations of Technology and Livelihood Education (TLE) teachers in public junior high schools in Lipa City, Batangas, Philippines. Drawing inspiration from frameworks, like the Salamanca Statement, Gardner's Theory of Multiple Intelligences and Vygotsky's Social Constructivism, the research explored how TLE teachers incorporated education into their curriculum design, instructional strategies, and assessment of learning. Using a descriptive-quantitative research design, this research surveyed 81 TLE teachers from 21 public junior high schools. Their demographic profiles were collected, along with their inclusive education practices in the aspects of curriculum design, instructional strategies and assessment of learning. Significant differences were observed in the teachers' curriculum design and instructional practices while there was no significant difference in their assessment of learning when grouped according to their ages and educational attainment. No significant difference was observed in the three aspects of their inclusive education practices when grouped according to their sex, number of years in teaching, areas of specialization, and length of inclusive education training attended. A comprehensive professional development program for TLE teachers in Lipa is proposed as a way of addressing key challenges and opportunities in the practice of inclusive education. It emphasizes inclusivity in practices and acknowledges the significance of equal provision of high-quality education for all students, stakeholder collaboration, sufficient fund allocation, and continuous professional development to further improve inclusivity and ensuring that no student is left behind in any learning process.

Citation Style:

Mendoza, D. O. (2024). Inclusive Education Practices of Technology and Livelihood Education Teachers in Public Junior High Schools at Lipa City, Batangas. *Journal of Education, Learning, and Management*, 1(2), 17-26. <https://doi.org/10.69739/jelm.v1i2.171>



1. INTRODUCTION

Inclusive education has emerged as a significant paradigm within educational discourse, aiming to provide equitable access to quality education for all students, regardless of their diverse learning needs. The concept of inclusive education is grounded in the principle that all students should be provided with learning opportunities in environments that cater to their individual differences. This study focuses on the inclusive education practices of Technology and Livelihood Education (TLE) teachers in public junior high schools at Lipa City, Batangas.

The research is framed within the theoretical perspectives of Vygotsky's Social Constructivism, Gardner's Theory of Multiple Intelligences, and the Salamanca Statement. Vygotsky's Social Constructivism emphasizes the importance of social interaction and cultural context in learning, advocating for differentiated instruction and scaffolding to meet the diverse needs of learners. Gardner's Theory of Multiple Intelligences suggests that students have different kinds of intelligences and learning styles, which necessitates varied instructional strategies. The Salamanca Statement, a key international policy framework, underscores the rights of all children to access education that accommodates their individual learning needs, thus promoting inclusivity.

Empirically, the study draws on previous research that highlights the challenges and opportunities in implementing inclusive practices within TLE settings. Studies have shown that while inclusive education can significantly enhance student engagement and learning outcomes, it also requires substantial shifts in curriculum design, instructional strategies, and assessment of learning. The relevance of this research lies in its potential to inform policy and practice, where inclusive education is increasingly prioritized in national educational strategies.

The study's hypotheses logically emerge from the interplay of these theoretical and empirical considerations. Specifically, the research hypothesizes that there are significant differences in the inclusive education practices of TLE teachers based on variables such as age, educational attainment, and years of teaching experience. These hypotheses are grounded in the notion that teacher demographics may influence their adoption of inclusive practices, a concept supported by both the theoretical frameworks and existing empirical evidence.

In conclusion, this study aims to contribute to the growing body of knowledge on inclusive education by examining the practices, difficulties, and recommendations of TLE teachers in Lipa City, Batangas. Through a thorough discussion of relevant literature and a robust theoretical foundation, the research problem is situated within a broader educational context, highlighting its significance and the need for continued exploration and development of inclusive practices.

2. LITERATURE REVIEW

2.1. Inclusive Education

Mascarenhas (2014) states in her work that inclusive education is a guaranteed long-term investment with excellent returns but a very high premium that all must contribute towards in the short-term. This strategy will further improve

the country's socio-economic development by paying special attention to students with learning barriers. To lessen and eventually eliminate disparities, it guides and promotes the equal provision of high-quality education for all, including disadvantaged groups.

Inclusive education is indeed a widely acknowledged educational objective. It's a method that explains how to adapt learning environments and other educational structures to accommodate different types of students. The Salamanca Statement (UNESCO, 1994) boldly calls for nations to develop a framework of action to provide inclusion and equity through the education of children with perceived differences. This is a bold appeal for inclusivity. The argument in the declaration ardently maintains that inclusion and participation are essential human rights.

Most of the students with special education needs attend specialized schools, separated from their peers who attend regular schools. However, Republic Act No. 11650, "Instituting a Policy of Inclusion and Services for Learners with Disabilities in Support of Inclusive Education," signed into law on March 11, 2022, allows students with learning barriers to pursue mainstream education. It promotes lifelong learning opportunities for all and ensures that no student is deprived of the right of access to an inclusive, equitable, and quality education. With this, learning institutions, including technical and vocational schools, are encouraged to consider the varying needs of the whole student body in terms of school facilities, class schedules, and other learning requirements.

The United Nations (UN) also established a set of 17 Sustainable Development Goals (SDGs) in 2015 as part of the 2030 Agenda for Sustainable Development. These objectives offer a framework for tackling the different social, economic, and environmental issues that the world is currently confronting to create a future that is more equal and sustainable for all. SDG 4, which was set by the UN in the Philippines, is high-quality education. It acknowledges education as a fundamental human right and a means of accomplishing other long-term objectives of development. Its main goal is to guarantee that everyone, regardless of age, gender, socioeconomic background, or other traits, receives a high-quality, inclusive education. SDG 4's emphasis on high-quality education seeks to empower people, encourage lifelong learning, and support the development of more inclusive and sustainable communities.

In addition, Section 72 of DepEd Order No. 2009, "Inclusive Education as a Strategy for Increasing the Participation Rate of Children," ensures that every child can exercise their right to a suitable education in an inclusive and regular classroom environment. With the help of teachers, parents, students, and the community, inclusive education promotes the idea that all children should be accepted regardless of their race, size, shape, color, ability, or disability.

Over time, the definition of special learning needs has evolved to include not only cognitive impairments and disabilities but also factors such as gender, location, language, culture, religion, and economic status. These factors are frequently linked to obstacles facing the Education for All (EFA) movement. Many people saw the attempt to extend the definition of inclusion to include all obstacles to achieving EFA as a revolutionary step



in the development of the educational system and learning environment. In fact, acknowledging and really addressing the diversity and distinctions related to education will help the EFA fulfill its objective.

According to UNESCO (2009), inclusion is defined as “a process of addressing and responding to the diversity in needs of all children, youth, and adults through reducing and eliminating exclusion within and from education and increasing participation in learning, cultures, and communities.” This definition calls for adjustments to content, methodologies, structures, and tactics in addition to a shared vision that includes all children of the appropriate age range and the belief that it is the regular system’s duty to educate all children.

2.2. Inclusive Curriculum Design in TLE

Technology and Livelihood Education is a response to community needs, since the course’s design provides students with real-world problem-solving techniques, practical knowledge, and skills for both technological and vocational efficiency. DepEd Memorandum No. 408, s. 2007, “Pilot Implementation of the Career Pathways in Technology and Livelihood Education (TLE) for General High Schools,” emphasizes its importance as it gives students the chance to strengthen their livelihood skills and consider post-secondary employment alternatives. Along with helping students become economically productive, it also offers practical and relevant course offerings that are responsive to their needs and the community.

An inclusive technology and livelihood education curriculum welcomes diversity in concepts, subjects, and resources. Considering the entire course structure, including both content and delivery, it is necessary to provide every student with an equal and supportive learning environment that allows them to learn regardless of their background. This means that when designing courses for students with learning barriers, inclusivity and accessibility issues must be anticipated and proactively addressed. A model that is inclusive integrates the concept of Universal Design for Learning (Basham *et al.*, 2021), which eliminates unnecessary barriers to learning and considers the requirements and skills of every student.

The academic progress, engagement, and social development of students are also restricted by the traditional one-size-fits-all curriculum of TLE. These obstacles may inadvertently impede students with disabilities and other diverse learners from participating in equitable educational opportunities. UDL has responded to the demand for encouraging diversity and supporting inclusive learning by assisting teachers in creating varied, perceptually, and thoroughly engaging learning experiences.

In such manner, DepEd Order No. 021, s. 2019, entitled “Policy Guidelines on the K to 12 Basic Education Program”, states that learning in TLE should be both collaborative and contextualized. A combination of group work or teamwork and independent work should be utilized by the teachers to cater to the varying learning needs of students. The teaching and learning process can be by extracurricular activities and community services. This kind of curriculum design gives students a lot of opportunities to connect with their peers and the entire community.

Republic Act No. 10533, the “Enhanced Basic Education Act of 2013”, further stresses the need to incorporate inclusivity in designing a curriculum. Several programs should be designed to address the physical, intellectual, psychosocial, and cultural needs of learners, which shall include, but shall not be limited to programs for gifted and talented learners, learners with disabilities, indigenous people, and learners with difficult circumstances. It was also stated that DepEd should work with TESDA and other technological field experts in crafting technical-vocational education curricula for students to be locally and globally competitive.

In addition to crafting an inclusive technology and livelihood education curriculum, clear learning objectives will engage the learners actively in their acquisition of knowledge. It supports the creation and provision of necessary resources for teaching the concept of TLE among students. Measurable and attainable goals also foster the accomplishment of the direct measures of TLE students in their learning innovations and integrations. These objectives create the framework and incorporate innovative design in the practical teaching practice of TLE teachers.

Inclusivity in a technical education curriculum is a “more + more” approach (Powell, 2016). It embraces the reality of diversity by removing learning barriers and enabling learners to achieve their full potential. TLE Teachers should incorporate experiential learning, while integrating a mindful approach that builds more learning opportunities for more students for over time.

The opportunity gap in technological education can be addressed in the pursuit of an inclusive curriculum in technology and livelihood education. It refers to the unequal distribution of learning materials and resources, opportunities, and outcomes across various student groups. In this case, learning activities could be modified. In the absence of cosmetic supplies, they can teach hair and scalp treatment using locally available items like kalamansi, coconut milk (kakang-gata and aloe vera), and any fruit that is in season. In addition, they can use cassava or kamias stalk, plastic, or garbage as PPE for their clients. In carpentry, they can repair their worn-out furniture in their home; in agriculture, they can plant and grow their vegetables in a backyard garden; in cookery, they can use easily accessible tools, materials, and ingredients (Asuncion, 2024). These ideas can also be applied to other areas of specialization and other skill-based subjects.

2.3. Inclusive Instructional Strategies in TLE

Learner-centeredness and continual improvement are key principles in the second section of the DepEd vision. In TLE, students must learn by doing, and teachers must simply assist in the learning process. When the teachers deliver and demonstrate the lesson material, students must engage themselves and actively participate to better practice the skill on their own. The teaching and learning process should not be a one-man show. The teacher cannot be the only one speaking and demonstrating, all students’ participation is required for the success of the learning process.

Indeed, there is a growing expectation placed on TLE teachers to help students attain the highest outcomes possible while



also utilizing the most technically sound approaches to do so (Mitchell, 2016). The teaching and learning process in TLE depends on the teachers' innate ability to make sure that everyone has an equal opportunity to speak up and engage fully in the learning process. They need to regularly examine and reflect on their teaching practices, develop both intrapersonal and interpersonal awareness, and be knowledgeable about their students and appropriate inclusive practices. In particular, inclusive teaching in TLE starts by taking into account a number of issues, such as: Why do certain students learn more quickly and engage in experiential activities more frequently than others? What potential effects might learners' identities, attitudes, and backgrounds have on how engaged they are in class demonstrations? Lastly, how may a course and teaching process redesign promote accessibility for all learners and encourage and support full participation? To grasp the pedagogy of inclusive technological education, teachers need to consider a variety of illustrations and approaches.

All students want to be recognized as distinct individuals without needing to be made to stand out as different, and all students have a right to an excellent educational experience. Similarly, an inclusive strategy should not set groups against each other. Equal opportunity is valued, but everyone is encouraged to feel that this applies to them; diversity is respected, but there is no lack of commonality; increasing participation is encouraged, but no external value judgment is implied; and the issues are not simply projected as pertinent to groups more commonly defined as disenfranchised and translated into schools' equality targets.

Employing problem-based, collaborative, and cooperative learning strategies, as well as other active learning strategies, increases student ownership and involvement. (Pilao & Relajo, 2018). Because it places more emphasis on the concepts and abilities of learning how to learn, it contradicts the traditional educational model, in which students are often passive. Active learning places greater responsibility and demands participation from students. These strategies are more engaging for both teachers and students, and they are widely regarded as one of the greatest inclusive approaches in education.

The best educational tool for fostering fairness, building a diverse classroom community, and fostering professional identity development is experiential learning. TLE teachers should work to cater to all students by utilizing pedagogical practices that promote inclusion, equity, and the development of professional identities to provide the most academically rich learning environment possible. The backgrounds of learners are diverse and include a range of factors such as age, ability, gender identity, sexual orientation, socioeconomic level, race, and ethnicity. The variety of backgrounds and experiences among students ought to have an impact on the way teachers instruct.

Establishing a dialogue between teachers and students is another aspect of inclusive education that educators must take into account (Messiou & Ainscow, 2020). Through constructive communication, the teacher can comprehend and investigate the students' learning challenges. Students can therefore experience a sense of support and be willing to discuss the difficulties they face in their acquisition of both knowledge and

skills. Teachers need to have a good connection not just with students but also with their parents and peers, to learn more about their backgrounds and learning preferences. For this reason, there are high expectations for the professional role and responsibility of teachers in inclusive education.

According to Mascarenhas (2014), inclusive education is bound to fail if teachers lack the necessary skills and treat students with learning barriers like burdens and passive participants inside the classroom. They should keep the learning environment dynamic and responsive to different teaching goals. She also stated that not much is known about inclusive technology and livelihood education and relevant training should be initiated and conducted among them, which are consistent with the study of addressing the number of challenges in implementing inclusive technology and livelihood education, including the lack of materials and assistive technologies due to resource and financial constraints. Teachers are indeed required to take specialized training on how to handle these individuals so that they fulfill their potential, despite being probably the most significant attitudinal barrier.

In many educational settings, a notable discrepancy also exists where gender stereotypes influence the courses that students are encouraged or allowed to pursue. Female students are often discouraged or outright barred from enrolling in hard trade courses such as carpentry, automotive repair, or electrical work, which are traditionally seen as male-dominated fields. Conversely, male students frequently face similar restrictions when they express interest in soft trade courses like cosmetology, nursing, or early childhood education, which are stereotypically considered female domains. These gender-based limitations not only reinforce outdated stereotypes but also restrict students' opportunities to explore their true interests and potential, ultimately impacting their career choices and personal development.

To ensure that teachers and school leaders meet the demands of inclusive education, RA 10533, s. 12, emphasizes the need for TLE teachers' continuing professional development. In partnership with relevant partners in the public and private sectors, DepEd should carry out inclusive vocational and technical education and training initiatives for teachers. Such professional development programs should be conducted and evaluated on a regular basis to guarantee that their skills are continuously improved.

TLE Teachers can fulfill the unique learning demands of each student by customizing their teaching and utilizing inclusive strategies. The tenet that each student is distinct and has learning needs that require extra effort on the part of the instructor is the basis of individualized education. When there is no differentiation in instruction, students either become disillusioned because they are not pushed or become bored because the content is too hard for them. Differentiated instruction supports the learning of all students by utilizing a variety of strategies and processes to address the diversity in individuals' needs, interests, experiences, and abilities.

2.4. Inclusive Assessment of Learning in TLE

DepEd Order No. 08, s. 2015, "Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program," highlights



assessment of learning as an integral part of the teaching and learning process. It allows teachers to keep an eye on students' development, evaluate it, and adjust their instructions as necessary. To measure students' current and developing abilities holistically and to give them the opportunity to take ownership of the process, teachers must provide appropriate assessment. This perspective acknowledges the variety of learners inside the classroom, the need for several methods to gauge their differing capacities and learning potentials, and the involvement of learners as co-evaluators of their own learning. The policy guidelines also mandate that teachers use classroom assessment strategies that align with curriculum standards. To encourage students to strive for meeting or surpassing the standards, it is crucial that teachers always make the objectives of the lesson clear to them. Instant feedback regarding students' learning progress should also be given by the teacher to help them perform well in relation to the learning standards.

An inclusive assessment of learning in TLE captures the acquisition of most critical learning competencies, which can be achieved with assessment methodologies that are holistic and authentic, as stated in DepEd Order No. 31, s. 2020, "Interim Guidelines for Assessment and Grading in Light of the Basic Education Learning Continuity Plan." It is mandatory for teachers to be creative and flexible enough in designing and delivering evaluation materials to accommodate students' various knowledge and abilities. There is also a need to have a variety of feedback techniques and a need to improve students' engagement with these techniques. To improve teaching and learning, it is critical to encourage the development of a wider range of assessment and feedback methodologies.

According to Hutapea (2024), the systematic and sustainable assessment of learning outcomes in an inclusive technology and livelihood education context attempts to evaluate student learning outcomes in schools, take into consideration how education is implemented in the community, and assess the standard of technological instruction in schools. In line with the idea of evaluating mastery of learning in inclusive technological contexts, positive assessment methodologies are necessary, such as informal observations, actual performances, and student portfolios.

Moreover, features apply to the evaluation of the learning outcomes in technical and vocational courses, as learning involves putting theory of concepts into practice. In other words, learners pursuing vocational education need to possess a range of proficiencies, such as theoretical knowledge, visual abilities, construction, interpersonal interactions, and ethical and aesthetic assessments. Furthermore, theoretical understanding and actual expertise need to complement one another.

In this case, TLE teachers play a very strategic role in evaluating learning outcomes. There is also an immediate need for interventions in inclusive technological education when evaluating students with special educational needs. Nevertheless, it can be difficult for teachers to exert extra effort and assess students with exceptional needs. TLE teachers face a lot of challenges in inclusively assessing students, particularly those who have never had training on inclusivity. Thus, it is necessary to support them in their noble role and responsibility

to ensure that the learning and evaluation process proceeds successfully (Sánchez *et al.*, 2019).

The use of multiple assessment measures was also emphasized in DepEd Order No. 73, s. 2012, Guidelines on the Assessment and Rating of Learning Outcomes Under the K to 12 Basic Education Curriculum." The assessment of student performance does not specify such factors as quizzes, participation, projects, periodical tests, and homework, but considers these as tools or measures for the different levels of assessment. There are skills or processes that are germane to specific subject areas, which the teacher is in a better position to assess by using the appropriate tool or technology. In TLE, students may be asked to demonstrate the appropriate and safe use of hand tools after being taught the use of such tools. Indeed, TLE teachers need to maximize the evaluation techniques that are provided for students, especially those with learning barriers (Hellmich *et al.*, 2019).

Inclusivity in the assessment of technology and livelihood education places moral obligations on educational institutions. This duty extends beyond simply abstaining from student discrimination, but also to valuing the unique contributions of every student to the richness of academic life.

2.5. Synthesis of the Reviewed Literature and Studies

The literature and studies reviewed offered a comprehensive insight into inclusive education which lays emphasis on its principles, constraints, as well as practical applications especially in relation to TLE teachers' experiences and practices. They enlightened the researcher on the dynamic nature of education that necessitates constant modification and adjustment to fulfill the diverse learning requirements of students. That TLE teachers must continually engage themselves in diverse thinking and research to close the gap between theory and practice was likewise given due discussions. Likewise, the value of exploration of novel approaches and innovative changes in teaching and learning processes was emphasized as a major force behind social and advancement.

The concept and practice of inclusive education were broadly acknowledged by important documents such as the Salamanca Statement (UNESCO, 1994), Republic Act No. 11650 and the United Nations' Sustainable Development Goals, which call for educational frameworks that encourage inclusion and equity so that students with special needs may enter mainstream schools and learn with their peers. To this end, the DepEd Order No. 2009 and Republic Act No. 10533 further validate the fact that curricula should be developed in such a way that they address the diverse needs of all learners, including those who have disabilities, indigenous peoples, as well as those who are disadvantaged. Hence, the TLE curriculum is built upon responding to community needs by giving students practical skills for technological and vocational efficiency. Consequently, the universal design for learning mandates that TLE curriculum must be inclusive and varied teaching techniques must be used. The literature and studies pointed out most powerful strategies such as active learning, experiential learning, and learner-centered approach. Hence, TLE Teachers are expected to help facilitate learning by involving them more in class activities and adjusting their teaching methodologies depending on



their different cultural backgrounds and abilities. Schools also need to build strong relationships with students, parents, and the community, to understand and respond effectively to their difficulties.

Monitoring and evaluation are other aspects discussed by official documents. DepEd Order No. 08, s. 2015, and DepEd Order No. 31, s. 2020 emphasize authentic assessment approaches that consider diverse ability levels of learners. Teachers should be inventive in developing testing tools as well as in providing feedback. The use of appropriate testing methods was specified under DepEd Order No.73, s. 2012.

To sum up, the literature and studies reviewed pointed to a central idea: that inclusive education is a tested and widely recognized way to ensure equity and quality in education. The integration of inclusive technology and livelihood education practices in curriculum design, instructional strategies, and assessment of learning can address the varying learning needs of every student and guarantee their success in their educational journey. However, there is a need for more inclusive curriculum design, yet significant differences exist based on teachers' demographic variables. The lack of standardized practices in instructional strategies also points to a gap in consistently applied inclusive methods. Further, the teachers' uniformity in the assessment of learning indicates a lack of tailored assessment methods, which may not adequately address the individual strengths and weaknesses of all students.

3. METHODOLOGY

The study utilized a descriptive-quantitative research design to analyze the inclusive education practices, difficulties, and recommendations of Technology and Livelihood Education (TLE) teachers in public junior high schools at Lipa City, Batangas. The participants included 81 TLE teachers selected through stratified random sampling from 21 public junior high schools. Data were gathered using a researcher-designed questionnaire, which was validated by experts and tested for reliability. The questionnaire comprised sections on teacher demographics, inclusive education practices, difficulties encountered, and recommendations. Data collection was conducted via online survey using Google Forms, with responses analyzed through frequency distribution, weighted mean, and the Kruskal-Wallis H-test to determine significant differences in practices and difficulties based on teacher profiles.

4. RESULTS AND DISCUSSION

The results indicate that Technology and Livelihood Education (TLE) teachers in public junior high schools at Lipa City, Batangas, exhibit varying levels of inclusive education practices across curriculum design, instructional strategies, and assessment of learning. Significant differences were observed in curriculum design and instructional practices when the teachers were grouped according to age and educational attainment. However, no significant differences were found in assessment practices, nor in any of the three aspects when grouped by sex, years of teaching, area of specialization, or inclusive education training.

Theoretically, these findings align with the frameworks of the Salamanca Statement, Gardner's Theory of Multiple

Intelligences, and Vygotsky's Social Constructivism, which emphasize the importance of adapting educational practices to meet diverse student needs. The variations in curriculum design and instructional practices suggest that teacher age and educational background may influence how they perceive and implement inclusive education, reflecting the need for tailored professional development.

Practically, the results underscore the importance of continuous professional development for TLE teachers, particularly in curriculum design and instructional strategies, to ensure consistent and effective inclusive practices. The lack of significant differences in assessment practices and across other demographic variables suggests that while some aspects of inclusive education are uniformly applied, others may benefit from targeted interventions to address the specific needs of different teacher groups. Implementing these findings could improve the inclusivity of education, ensuring that all students, regardless of their background or abilities, receive high-quality education. This aligns with global educational goals, such as those set by UNESCO, to provide equitable learning opportunities for all students.

5. CONCLUSIONS

The research concluded that inclusive education practices among Technology and Livelihood Education (TLE) teachers in public junior high schools at Lipa City, Batangas, vary significantly based on specific teacher demographics, such as age and educational attainment. These teachers employ diverse strategies in curriculum design, instructional practices, and assessment to cater to students with different learning needs. However, there are challenges, particularly in the consistency of inclusive practices across different teachers and schools.

The study recommends the implementation of a comprehensive professional development program focused on enhancing inclusive education competencies among TLE teachers. This program should emphasize the importance of continuous learning, collaboration among stakeholders, and adequate resource allocation to ensure that inclusive education practices are effectively integrated into the educational system. Additionally, it stresses the need for regular policy evaluation and sufficient funding to support the ongoing development of inclusive education, ensuring that all students receive equitable and high-quality education.

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APPENDIX

Proposed Professional Development Program for TLE Teachers

Title:

Empowering TLE Teachers: Cultivation of Inclusive Excellence

Rationale

In reference to the Philippine Professional Standards for Teachers and the identified inclusive technology and livelihood education practices, this professional development program for TLE teachers aims to create a more equitable and effective technology and livelihood education in the Philippines. The program recognizes the necessity of inclusive teaching and learning practices that promote collaboration and foster respect for diversity.

The “Empowering TLE Teachers: Cultivation of Inclusive Excellence” program addresses key challenges and opportunities in the practice of inclusive technology and livelihood education. It emphasizes inclusivity in TLE teaching practices, acknowledging the significance of having an equal provision of high-quality education for all. This program’s topics encompass inclusive curriculum design, instructional strategies, and assessment of learning.

In this program, TLE teachers are provided with comprehensive training on inclusive education. It will equip them with the knowledge, skills, and strategies needed to better implement an inclusive technology and livelihood education, regardless of their age, sex, highest educational attainment, total number of years in teaching, area of specialization, and previous total number of training hours on inclusive education. By addressing learning disparities and promoting neutral approaches, and tailoring training to specific dimensions where variations exist, the program ensures that TLE teachers are fair, inclusive, and responsive to the varying needs of the entire student body. Ultimately, this program seeks to enhance the quality and effectiveness of inclusive technology and livelihood education, benefiting both the educational environment and student outcomes across the Philippines.

Description

The “Empowering TLE Teachers: Cultivation of Inclusive Excellence” program aims to present TLE teachers with comprehensive training on inclusive education. It covers inclusivity in curriculum design, instructional strategies, and assessment methods, tailored to meet the diverse learning requirements in TLE.

Workshops, collaborative learning sessions, and practical applications are also part of the program to help TLE teachers seamlessly incorporate these methods into their teaching routines. It provides the participants with the following components:

- Professional Growth and Community Support in Educational Inclusivity
- Inclusive Curriculum Design
- Inclusive Instructional Strategies
- Inclusive Assessment Techniques
- Addressing Implementation Challenges
- Evaluation and Certification

Objectives

By the end of this professional development program, the TLE teacher-participants are expected to:

1. understand the principles and importance of inclusive education, especially in the field of TLE.
2. create and adapt curricula that cater to a diverse student body, ensuring all students can participate and benefit.
3. implement effective strategies for managing diverse classrooms, including differentiated instruction, collaborative learning, and the use of varied teaching resources.
4. design and implement inclusive assessments that accurately measure student learning and accommodate different learning styles and needs.
5. cultivate an educational environment that supports open communication, collaboration, and the inclusion of all students, ensuring their individual needs are met.
6. demonstrate their mastery of the components covered in the program and attain certification as evidence of their readiness for effective inclusive technology and livelihood education.

Target Participants

The target participants are the TLE teachers in the Schools Division of Lipa City, Batangas.

Target Date of Implementation

Year 2025

Learning Modality

This professional development program will use a combination of face-to-face (F2F) and online distance learning (ODL), also called a blended learning approach.



Program Implementation

PD for TLE Teachers	Objectives	Nature of Implementation	Date of Implementation	Participants	Budget
Professional Growth and Community Support in Educational Inclusivity	Understand the principles and importance of inclusive education, especially in the field of TLE.	(F2F) Program Introduction: Organize an introductory seminar to explain the importance of inclusive education and outline the professional development program. (ODL) Continuous Learning Opportunities: Encourage teachers to pursue higher education and attend regular professional development sessions. (F2F) Peer Mentoring Programs: Pair experienced teachers with newer ones for mutual learning and support. (ODL) Community Engagement: Build partnerships with local industries and communities to support inclusive education initiatives.	Every Weekend of January and February 2025	TLE Teachers in the Schools Division of Lipa City, Batangas, Philippines	₱2,000.00 per head
Inclusive Curriculum Design	Create and adapt curricula that cater to a diverse student body, ensuring all students can participate and benefit.	(F2F) Workshops on Lesson Planning: Focus on incorporating role-playing scenarios and field visits that reflect real-world applications. (ODL) Reflective Practice Sessions: Encourage teachers to reflect on and share their curriculum designs to improve inclusivity. (ODL) Resource Sharing: Create a support network where teachers can share inclusive curriculum resources and strategies.	Every Weekend of March and April 2025	TLE Teachers in the Schools Division of Lipa City, Batangas, Philippines	₱2,000.00 per head
Inclusive Instructional Strategies	Implement effective strategies for managing diverse classrooms, including differentiated instruction, collaborative learning, and the use of varied teaching resources.	(F2F) Experiential Learning Training: Provide hands-on workshops that focus on experiential and collaborative learning techniques. (ODL) Guest Lecturers: Develop a database of industry experts who can be invited to share their experiences. (F2F) Classroom Management Techniques: Training on specific class seating arrangements and dynamic groupings to enhance learning for all students. (F2F) Differentiated Instruction: Focused training on how to adapt instructional methods to meet the diverse needs of students.	Every Weekend of June and July 2025	TLE Teachers in the Schools Division of Lipa City, Batangas, Philippines	₱2,000.00 per head



PD for TLE Teachers	Objectives	Nature of Implementation	Date of Implementation	Participants	Budget
Inclusive Assessment Techniques	Design and implement inclusive assessments that accurately measure student learning and accommodate different learning styles and needs.	(F2F) Assessment Diversity Workshops: Train teachers on various assessment methods such as portfolios, presentations, and modified tests to accommodate different learning styles. (ODL) Constructive Feedback Mechanisms: Encourage the use of rubrics and regular feedback to support student learning. (ODL) Digital Assessment Tools: Provide training on using digital platforms for inclusive online assessments.	Every Weekend of August and September 2025	TLE Teachers in the Schools Division of Lipa City, Batangas, Philippines	₱2,000.00 per head
Addressing Implementation Challenges	Cultivate an educational environment that supports open communication, collaboration, and the inclusion of all students, ensuring their individual needs are met.	(F2F) Technology Integration: Workshops on effectively integrating technology in teaching despite limited resources. (ODL) Time Management: Strategies for managing workload and integrating inclusive practices without overburdening teachers. (F2F) Cultural Competence: Training on how to adapt materials and teaching methods to cater to cultural diversity in the classroom.	Every Weekend of October and November 2025	TLE Teachers in the Schools Division of Lipa City, Batangas, Philippines	₱2,000.00 per head
Evaluation and Certification	Demonstrate their mastery of the components covered in the program and attain certification as evidence of their readiness for effective inclusive technology and livelihood education.	(F2F) Submission and Evaluation of Learning Portfolio (F2F) Collection of Program Feedback from the TLE Teacher-Participants (F2F) Recognition of TLE Teachers Who Successfully Completed the Program	First Two Weekends of December 2025	TLE Teachers in the Schools Division of Lipa City, Batangas, Philippines	₱2,000.00 per head

