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Development of Innovative Pedagogical Model for Financially-Disadvantaged Students



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This policy brief explores the lived experiences of and development of a model of innovative pedagogical strategies for financially-disadvantaged teacher education students in order to come up with suggestions for policy making.

Students who experience poverty are in a disadvantage when it comes to education because of the lack of resources that affect their academic achievement. Considering this, it is important to have a clear understanding of the lived experiences of financially-disadvantaged students in order to develop pedagogical strategies specifically intended to help them. A study by Reyes, Rungduin, David, and Bayten (2017) revealed the collective academic experience of financially-disadvantaged teacher education students on the contextual, personal, and relational dimensions. These findings were then used to design and propose a model of innovative pedagogical strategies for students living in poverty. Six core pedagogical strategies were found based on a focus group discussion with faculty members who handle financially-disadvantaged students. These are: flexibility, integration, modelling, positive mindset, future orientation, and collaboration. These core strategies are central to the developed model aimed at providing expanded opportunities for financially-disadvantaged students to be more successful academically (see Reyes et al., 2017 for the model).



For further information, please contact:

Educational Policy Research and Development Center (EPRDC)

Tel No: 317-1768 loc 751 | Email: eprdc@pnu.edu.ph | URL: www.pnuresearchportal.org

The following are the policy recommendations:

1. The government and both public and private education institutions should examine their programs intended to help poor students to learn better and more effectively.
2. The government should expand the coverage of scholarship opportunities for financially-disadvantaged students. It should not be limited to tuition fees, but should also include other resources that could support their learning (e.g., books, laptops, etc.).
3. Effective pedagogy specifically designed for poor students should be developed and delivered. Further, in-service teachers must be made more sensitive and responsive to this issue.
4. It is suggested that curricular outcomes, standards, and requirements in both basic education and higher education be reviewed in terms of how they respond to inequality that put poor students in a disadvantaged position.

REFERENCE:

Reyes, W. S., Rungduin, T. T., David, A. P., & Bayten, E. O. (2017). *Development of an innovative pedagogical model for financially-disadvantaged students*. (Terminal Report). Manila: Philippine Normal University.



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