



**INTERNATIONAL
INSTITUTE OF
INFLUENCERS**



PROJECT REPORT

**Name of the Course: INTERNATIONAL MASTER DIPLOMA IN GUIDANCE
& COUNSELING**

Conducting Organisation: International Institute of Influencers (III)

**Title of the Project: Reviewing The Best Practices Of A Class Adviser In
Revitalized Homeroom Guidance Program (RHGP): Insights For Effective
Guidance Program In Iligan City National High School**

**Criteria for doing the project: Structured Approach & Analytical Evaluation
for Workplace Through Guidance-Coaching & Counselling**

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Name of the Organisation: Iligan City National High School



**“In learning you will teach,
and in teaching you will learn”**

-Paul Collins-

Introduction

The Revitalized Homeroom Guidance Program (RHGP) is an ingenuity by the Department of Education (DepEd) in the Philippines expected to address the all-inclusive development of learners in all levels: from Kindergarten to Senior High School. This program emphasizes are on the three main domains: Academic development whose main purpose is to enhance the learners' learning skills, study habits and behaviors, and academic performance; personal and social development defined as fostering self-awareness, emotion regulation, interpersonal skills, and social responsibility; and career development which aims to help learners become more aware and more understanding of their interests and abilities and explore career choices and with it, plan for their future;

The RHG program is premeditated to be wide-ranging, developmental or progressive, and practical. It embraces various events and activities that help learners develop essential life skills, such as time management, organizational skills, and problem-solving abilities. These skills are critical for the success of the learners in both academic and personal aspects of life.

RHGP also fosters the collaboration among schools, homes, and communities to support learners' growth and development. Through the interplay of these factors, the RHGP intends to produce well-rounded individuals who are confident and courageous and are prepared to face and contend the challenges of the up-to-the-minute or modern world.

In the ever-evolving landscape of education, the role of class advisers has become increasingly pivotal, especially within the framework of the Revitalized Homeroom Guidance Program (RHGP). This program, designed to address the holistic development of students, emphasizes the importance of academic, personal, social, and career growth. As educators strive to meet these multifaceted needs, understanding and implementing best practices becomes crucial. This study delves into the effective strategies employed by class advisers, offering valuable insights into enhancing the guidance program of the school. By reviewing these practices, significant information that supports the continuous improvement of homeroom guidance in schools may be obtained. This information is believed to contribute to the fostering of a more supportive and enriching educational environment for all learners.

The Class Advisers' Best Practices

The teacher-advisers of Iligan City National High School acknowledged that the practices discussed below are their best practices in the implementation of RHGP in their respective classroom. In their words, these practices have helped them a lot as molder of souls or builder of characters and proper behavior.

Structured Curriculum Implementation

The teacher-advisers affirm that they always follow the Most Essential Competencies (MELCs) to ensure that the right activities are given to their learners. They are very careful in choosing the activities that really works for their learners in terms of the level of their understanding. They also ensure that the class schedule and learners' output are aligned with the program's objectives.

Additionally, the teacher-advisers communicate the competencies to be mastered in each quarter to both learners and parents. This way, significant participation of the learners can be attained and the cooperation of the parents is strengthened. The teacher-advisers see to it that the schedule of the homeroom guidance classes for the whole year is followed.

Furthermore, the teacher-advisers always make sure that the learners are aware of the learning objectives and how their development will be assessed. According to the teachers, when the students are aware of what goal they are to accomplish, they become more responsive to the RHGP activities.



Engaging in Effective Delivery Methods

The teacher-advisers affirm their use of interactive and learner-centered teaching methods, including group discussions, role-playing, and project-based learning, to make the RHGP sessions more engaging. Observations of teachers handling RHGP classes reveal that when learners are actively involved in the learning process through these methods, their participation significantly improves. They are not only encouraged to participate but also become more focused and attentive.

Additionally, these interactive methods foster a more inclusive and dynamic classroom environment, where students feel valued and motivated to contribute. This approach not only enhances their understanding of the material but also helps in developing critical thinking and collaborative skills.



Moreover, utilizing effective delivery methods significantly enhances learners' retention. When students are actively engaged in their learning process, they tend to retain information more effectively. Interactive methods, such as group discussions, hands-on activities, and technology-based learning tools, help students grasp and remember concepts better than traditional lecture-based teaching. These approaches not only make learning more enjoyable but also foster a deeper understanding of the material.

Regular Monitoring and Assessment

According to the majority of teacher-advisers, the practice of RHGP becomes ineffective if learners are not consistently monitored and assessed. Continuous assessment of learners' development and providing timely feedback is considered a best practice. Teacher-advisers involved in RHGP emphasize the importance of essential tools such as learner portfolios and regular progress reports to effectively track and support their learners' growth.



Additionally, the teacher-advisers highlight that the above-mentioned tools not only help in monitoring progress but also in identifying areas where learners may need further assistance or enrichment. By maintaining a structured approach to assessment, educators can ensure that each learner receives the guidance and support necessary for their holistic development.

Parental Involvement

Parental involvement is a proven effective practice in RHGP. When parents are actively engaged, they can provide additional support and reinforcement at home. This situation can help the learners understand better the lesson in homeroom guidance. With this understanding, they can apply well the lesson learned.

When parents actively participate in their children's education, they create a supportive learning environment that extends beyond the classroom. This involvement not only reinforces the lessons taught in homeroom guidance but also fosters a deeper understanding and practical application of these lessons



in real-life situations. Consequently, students are more likely to internalize and effectively utilize the knowledge and skills they acquire.

The teacher-advisers are convinced that active parental involvement significantly enhances communication between the school and home. This proactive engagement ensures that parents stay informed about their child's progress and any areas requiring extra attention. Moreover, such involvement helps build a supportive community around the student, fostering a collaborative environment that benefits the child's overall development.

Overall, parental involvement in the RHGP is an effective practice that enhances the program's impact, ensuring that students receive comprehensive support both at school and at home. There is always a need to inform parents of the program's objectives and of the progress of their children. This can be done through regular communication and meetings.

Professional Development

It is affirmed by the teacher-advisers that developing themselves professionally is a good practice. Ongoing trainings and workshops help them stay updated with the latest strategies and best practices in homeroom guidance which they can apply in their respective classrooms.

The teacher-advisers reveal that they regularly participate in Learning Action Cell (LAC) sessions or focus group discussions (FGDs) to learn the best practices of other teachers. They confirm that teaching homeroom guidance lessons become easier when you have best practices to apply. As they are further honed in the art of teaching in RHGP, they grow more sensitive to the holistic development of the learners.



It has been observed that learners under the teachers who are more sensitive to their needs are more inspired to study their lessons. Positive attitudes are observed. Peaceful classroom environment is attained because the learners' behavior shows improvement.

Creating a Supportive Learning Environment for the Learners

Creating a safe and supportive classroom environment is essential for fostering student development. When students feel comfortable sharing their thoughts and experiences, it significantly enhances their learning experience. In such an environment, every student feels respected, valued, and free to express themselves without fear of judgment. This freedom encourages them to ask questions, share ideas, and learn from their mistakes.



A supportive classroom environment is characterized by positive relationships, inclusivity, and a deep respect for diversity. It is a space where students can thrive academically and socially, knowing they are part of a community that values their unique perspectives and contributions. This kind of environment not only promotes academic success but also helps in building self-esteem and social skills, which are crucial for their overall development.

Use of Technology

Teachers recognize that integrating digital tools and resources into their teaching methods significantly enhances the learning experience. By leveraging technology, they can make homeroom guidance sessions more interactive and engaging for students. This approach not only caters to diverse learning styles but also fosters a more dynamic and participatory classroom environment.

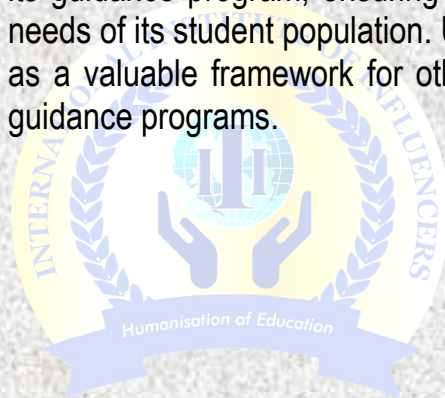
Incorporating digital tools such as interactive whiteboards, educational apps, and multimedia presentations allows teachers to present information in a variety of formats, making lessons more accessible and enjoyable. Additionally, these tools can facilitate personalized learning, enabling students to progress at their own pace and according to their individual needs.



Moreover, the use of technology in the classroom can help streamline administrative tasks, allowing teachers to focus more on instruction and student interaction. It also opens up opportunities for students to develop essential digital literacy skills, preparing them for future academic and professional endeavors.

Conclusion

In conclusion, the review of best practices among class advisers in the Revitalized Homeroom Guidance Program (RHGP) at Iligan City National High School (ICNHS) reveals significant insights for enhancing the effectiveness of guidance programs. The successful implementation of RHGP hinges on the dedication and innovative approaches of class advisers who tailor their strategies to meet the diverse needs of students. Key practices include fostering a supportive and inclusive environment, utilizing data-driven decision-making, and engaging in continuous professional development. These practices not only address academic and career development but also support the personal and social growth of students. By adopting these best practices, ICNHS can further strengthen its guidance program, ensuring that it remains responsive and relevant to the evolving needs of its student population. Ultimately, the insights gained from this review can serve as a valuable framework for other schools aiming to implement or enhance their own guidance programs.



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