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Building and Enhancing New Literacies: A Paradigm Shift to a Blended Flexible Critical Reflective New Normal Classroom Teaching-Learning Environment

by:

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Abstract

Building and Enhancing New Literacies Across the Curriculum in a Blended Flexible Critical Reflective Classroom Teaching-Learning Environment is a challenge to a new world of education. It builds new concepts of education in liberalizing the ever-changing needs of time, space, and circumstances. Critical and reflective teaching-learning environment using the multimedia infrastructure is the forerunner of intervention across the curriculum. It enhances new literacies in the field of (a) globalization and multi-cultural; (b) social; (c) media; (d) financial; (e) cyber /digital; (f) ecology/ environment; (g) arts and creativity; (h) Field-based- interdisciplinary explorations; and (i) other teaching strategies.

Building and Enhancing New Literacies Across the Curriculum in a Blended Flexible Critical Reflective Classroom Teaching-Learning Environment in the midst of globalization and multicultural classroom instruction need to interface learners to multimedia infrastructure and simplified the interdependence and internationalization of global diversity in unity. Social literacies prepare the learners to associate and interact with the multicultural social living organisms in a given time, space, and circumstances. It also acknowledges the role of both print and nonprinted flatforms of communication outlets. Likewise, financial matters also tackled to explore the financial stability, inflow on capitalization, goods, labor, and services interfacing through multimedia infrastructure.

When the millennium generation digitized the Boomlets' technological superhighway, it rises the baby boomer's generation. It digitized the capitalization on WIFI (wireless technology) into PSYFI (action and behavior reader) generation. Moreover, the environmental intelligence of an individual needs to be enhanced. Field exposure and personal encounters are necessary. It flattened the world view and made the "decay" of time and space over time. The fast phase added value on "materialism" dictates to enhance new literacies.

The spotlight of the teacher in the material classroom may be explored, reinvented, reengineered, and innovated into eClassroom. Using the facility on the natural Multiple intelligences of an individual through a field-based – interdisciplinary approach in a cooperative and collaborative teaching-learning environment. Proactive curriculum & a socially engaged diverse community, planned interaction on a program of studies integrated multimedia infrastructure as a facility to blend flexible teaching-learning.

Thus, this study found relevant issues on Input-Process-Output of the school as institutionalized. TESDA, DepEd CHED, CSC, PRC, and other allied institutions in curriculumization, internationalization, and institutionalization played its important role. The community–based curriculum liberalizes literacy as an ingredient to multiculturalization. Mainstreaming these issues on Building and Enhancing New Literacies Across Curriculum is "knowledge-based" construction within the community to flatten the world as a Netizen. The Continent of Europe & America has these state-of-the-art facilities. To the unprepared teaching-learning environment, the school and its counterpart partners share their state-of-the-art multimedia infrastructure to empower everyone and no one left behind.

Short title: *Building and Enhancing New Literacies Across Curriculum*

Introduction

The new normal teaching-learning environment brought by the pandemic made everyone adaptive to the multimedia infrastructure competitive. The best way to walkway the superhighway links of connectivity is using the accessibility from a distance. So, far as we know our technicians are the by-product of enhancing the mind. As we enhance our I-intelligences we have to communicate the outside world through our brain waves. These are practiced long-time ago before the discovery of the enhanced multimedia infrastructure. Telekinesis, telepathy, clear buoyancy, and many other Psychic operations are

already in the mind operative system of man. Thus, this was made material through the multimedia infrastructure hardware. So, building and enhancing new literacies across the curriculum in the modern world need to revisit the verticalization, horizontalization landscape on the "Cognito" orientation (experience) and discipline (formal learning) in knowledge construction. The same as we build the physical and material building, we need to have the architectural design as a roadmap on the program of work and the landscape on the structural foundation which is resilient in the changing landscape. All necessary needed physical and human resources to be in place to assure quality enhancement. Quality services are the language of the "time" and "space" that are measured according to the "effectiveness" and "efficiency" on the delivery of the program – of - work as planned.

All are set as planned found physical and human resources are measured of quality assurance. The language tool or facility is quality service. Then, fill the gaps. The reinventiveness, reengineering, and other innovative "act" done within the ambit of the program of work as planned must be translated into resilient human and physical resources adaptive to the program of work designed according to the changing landscape of the teaching-learning environment.

Thus, the architectural "verge-eye" view and the civil works of the building pragmatically and constructively designed "transformational" to meet the "need" of the client as a roadmap planned. Now, the Building and Enhancing on the New Literacies Across Curriculum in the new normal world developed the landscape of the teaching-learning environment in a "supra" and "reflective." This would mean that we look "not back" but we "think back" intelligently to move a resilient future. We will rejoin the "missing links" of the past to the present so we could "redesign," "reinvent" and redefine the future that everyone is dreaming to be the I-intelligent.

The past traditional mode of teaching-learning is the I-intelligent blueprint in the Building and Enhancing the New Literacies Across Curriculum to a more critical and reflective mode curriculum of the 22nd teaching-learning environment. This "roadmap" the "reconstruction" on the 25th Education Agenda on the Mushrooming of the Multimedia Infrastructure.

Building and Enhancing New Literacies Across Curriculum prepares the administration, teachers, students, and community counterpart partners particularly the parents to be Tele-Intelligent and I-Intelligent in a connected world and flattened teaching-learning environment. This means further that the INPUT-PROCESS-OUTPUT on the institutionalized behavior of the school becomes the organizational behavior on the desired teaching-learning environment focus on the multimedia.

Therefore, the institutionalization of the school behavior, for now, is indispensable laying down the horizontalization and verticalization on the different programs of studies. Don't be afraid from the whole process starting from enrolment throughout to graduation and employment and even greater opportunity that "landscape" the survivalist, sustainability, and development mode of living. One can do the schooling, teaching, learning, and even working according to the availability on the given "time" and "space" wherever is made available.

IIMethods

This study involves an integrated method approach. The qualitative and quantitative method is not enough to explore, gather and collect data to give the clear, brief, and concise answer on the Building and Enhance New Literacies Across Curriculum in a new normal Flexible blended teaching-learning environment. From the wisdom of the school of the positivist about the COVID-19 pandemic, it gives us another paradigm shift of a blended learning environment into a constructivist and transformational mode.

The traditional way of getting learning from the old school of teaching allows the individual to stay in the old practice inside the four corners of the classroom. This would mean, we cannot move on to the next level of learning if we "box in" ourselves within the "concept" of the 21st century. Moving forward on this study borrowing the pragmatic to transformational approach in gathering and collecting data. The mushrooming of the multimedia infrastructure is not enough. Referral from the superhighway links, teleconferencing, video calls, and relative thereto are added to the facility of the human investment on the ground. European, American, Australian, African, and Asian counterpart partners in this study help us throwing data into the cloud of information.

Though in the gathering and collecting of data has a disparity in this write-up because the majority of these "human investments" are found in the Asian World. Triangulated the socio-economic-political, socio-cultural and education variables, Asian data interplay the most diversified role. Though, using the "mushrooming of the multimedia infrastructure in their teaching and learning environment," it is the undeniable fact that "Europe" and "America" counterpart partners significantly play its important role in the decision-making in using the supra-teaching learning environment on their multimedia infrastructure that paves the way to a most critical and reflective teaching-learning environment from a distance through the cloud of information.

From the asteroids on the cloud of information through super-link taken from the five continental road maps of having seven representative member nations in the UNO. To sum-up, thirty-five member nations in the UNO have represented in this study without mentioning their names to avoid comparison and discrimination. Qualitative data "rule-out" 87% from the quantitative data of 13% in our descriptive assessment and evaluation. However, some anecdotal, ethnographic, descriptive, and geographic records on our human investment counterpart partners on the ground weighted very high and significantly overrule the collected and gathered data qualitatively. Interpreting the data and triangulate it to the state policy and issuances in the TESDA, CHED, DedEd, and other allied agencies has something to do with the education of the general citizenry.

III Discourses

Nature, Concept, and Origin (Vision, Mission, Philosophy, Goals, Objectives & Strategies - VMPGOS) - https://doi.org/10.1080/0965975960040106

In the context of their nature, concept, and origin, the teacher provides a platform to students to acquire the required tacit knowledge, skills, potentiality, ability, talents and develop a positive attitude, values, and beliefs. This can be done with the help of a "planned interaction" – the curriculum. The "curriculum" is a conceptual framework (abstract) that an individual learner "walkway" of their training field in the school, teacher and student meet together using their common Vision, Mission, Philosophy, Goals, Objectives, and Strategies (VMPGOS) to reach-out the individual dream to finish the course/curriculum/program of studies (academic taught). The "course" also is an abstract framework until supported by "prospectus" turns to become concrete. Thus, the prospectus is a sheet of paper where the line-up or arranged mandated subject by the Commission on Higher Education (CHED)/Technical Education of Skills and Development Authority (TESDA)/Department of Education (DepEd) are found on the list and added by the institutional specialized subjects. In the given virtual "time" & "space" timeless and spaceless teacher-student interaction in the "timeless" and "spaceless" classroom teaching-learning environment demands I-intelligence in the I-learning. This would mean state-of-the-art multimedia infrastructure.

Thus, the quality of the learner, teacher, and school produced invariably due to the curriculum offered during their training period. After which, reviewing various researches RRLS (Review of Related Literature and Studies) on curriculum making and development processing significant revealed "favorably" on the building and enhancing new literacies across the curriculum on the following categories focuses and encompasses on: 1) curriculum and curriculum development; 2) the role of the

teacher; 3) the support program; and 4) the research orientation and discipline. This would mean that, increase the magnitude level on the multimedia infrastructure to have a WIFI dedicated proximal zone. This will lead to having a PSYFI teaching-learning environment.

Now, set-back and relax before we explore the heart of the article. What is curriculum and how does curriculum work in the "personal" vision and mission of an individual teacher? Can the teacher benefit from the creation of the curriculum? How do they do it? And why do they do it?

Curriculum

The curriculum plays an important role in the 'playing' field of the teacher/teaching course. The curriculum is the "planned interaction" of pupils/learner/student with instructional content, materials, resources, and processes for evaluating the attainment/program of studies/course of educational objectives. The word curriculum is derived from the Latin word 'currier' which means 'run' and signifies 'run-away' or course which one runs to reach a goal. Curriculum means all the learning is planned or guided by the school, carried in groups or individuals, inside or outside the school. This would further mean that curriculum is a "mind roadmap" for the owner of the school. The WIFI and the PSYFI mode of thinking enveloped the VMPGOS on the founding father of the school. It allows curriculum the by-product & wisdom on the capability of the teaching-learning environment. Meaning, screw learning to the multimedia infrastructure to avail the multifarious facility of learning.

Reiterating further, the curriculum is the "planned interaction." It is the learning plan taught by the school of a certain field of specialization. There are mandated subjects governed, supervised, and managed by the Commission on Higher Education (CHED) as required and added to the subjects required to meet the VMPGOS (Vision, Mission, Philosophy, Goals, Objectives, and Strategies) of the school. That is the reason school differs in their offered courses because it matters on the approved curriculum applied by the school to "fit and merit" their institutional VMPGOS.

Now, the teacher benefited from the curriculum (mind setting), as an implementor on the "planned interaction" in the classroom learning environment. It is a plan that guides, facilitate, directs, supervises, manages, and controls the "planned interaction" (Course). It prescribes definite action to do (Prospectus). It prescribes curricular, co-curricular, and extracurricular activities of the teaching-learning environment structured and organized (Course Guide & Outcomes Based Teaching-Learning Plan (OBTLP). It is also a collective effort coming from the different sectors in a socially engaged diverse community. It meets the needs on ever-changing needs of time, space, and circumstances. That is the reason when employee or personnel does not go beyond their duty, responsibility, and obligation outside the box or organization, they are always controlled, supervised and administered by the organization. Therefore, if the organization does not enhance or level-up its life, so being a living organism, it does not meet anymore the changing need of the "time," "space," and "circumstances." However, as a living organism, they tend to have and "controlled by the human mind. Are you ready to understand why to develop a curriculum? how does the curriculum develop? And, how do they do it? What makes a difference?

Curriculum Development

Curriculum and curriculum development was born in the middle of the 1700 A.D. from the concept of an engineer who carefully plans to finish the program of work in constructing a prestigious building of a king. Achieving within the "targeted" period to finish the program for occupation. Planned and concerted "human and physical resources" interaction must be set together with the powerhouse of the working leg on manpower. Borrowing this concept from the engineer; the educator planned, a purposeful, progressive, and systematic process to create positive improvements in the climate of the educational system. While from the educator's point of view material structure is immaterial in processing the curriculum. However, achieving the vision, mission and goals are an X-factor of the school. Thus, from the context of this study, the following content outline incorporated in developing the curriculum

from the structuralist and constructivist lens are: (a) globalization and multi-cultural literacy; (b) social literacy; (c) media literacy; (d) financial literacy; (e) cyber literacy/digital literacy; (f) eco-literacy; (g) arts and creativity literacy; (h) Field-based- interdisciplinary explorations; and (i) other teaching strategies shall be used in this course to be multiculturalist in the pluralistic society. Therefore, adapt the given teaching-learning environment builds and enhances learning in the new teaching-learning experiences.

As curriculum describes teaching in different training organizations plan and guide learning groups or an individual. Curriculum development made local, regional, and national processes on learner teacher difficulty are understood. In their lens, something undertaken by authorities by experience in the educational system. The expectation, they will learn "how" to teach and thereby become an effective transmitter of knowledge, skills, potentialities, talents, ability, and attitudes associated with a particular subject or program. Education practitioners with years in the profession know differently. Successful practice in the classroom is inextricably linked to curriculum development on how to teach. In other words, the purpose of curriculum development is really to meet the needs of the learner and the community to become self-sufficient and self-determine worth living life.

From that end, the development of the curriculum as a "guide" of a "planned interaction" between the needs of the community, the school, teacher, and student are born. "Planned interaction" for short, medium, and long-range of the program of studies are made for the specialization of learning as known to be a "course." These are made and done to meet the needs of the community and thereby "employability" is assured. It's an investment engaging certain course that employs return investment is done. Gaining, profiting probably in the form of "money," "labor," and "services" is already a human capital. Thus, looking at this self-sufficient and self-determined individual competitiveness is the language. This is the "gate-guard" of self-liberation. As a getaway, are you ready to understand how do curriculum is made?

From the lens of an educator, cognizable curriculum by the Commission on Higher Education (CHED) are governed by the CMOs (CHED Memorandum Orders). All mandated subjects are given; it's up to the school, what subjects to be added to meet the VMPGOS of the school. See to it that, the added subjects are provided by the CHED Memorandum Orders so that the PSG (Policy Standard Guidelines) are followed to avoid CHED or government disapproval for the Certification On Program Compliance (COPC) for "course recognition." How this added subject incorporated in the set policy standard and guidelines of the course is done? Call-up the community counterpart partners for "conference/" "summit/" "consultation/" "dialogue/" "cooperation and collaboration framework." Business, company, and industry partners are experts in the field. They owned the state-of-the-art facility. Listen to their demand for labor and services. Establish a Memorandum of Understanding (MOU) in their Partnership to sustain collaboration. This is where linkages and networking comes-in. Hire expert personnel from the field to your community partner to teach in the schoolroom so that they may be able to bring the I-intelligence and the state-of-the-art facilities in the business, company, and industry partners from theory to practice.

Building and enhancing New Literacies Across the Curriculum in the new normal is a unique approach in the study. The reason is that the "WIFI" generation enhances into the "PSYFI generation. The "space" and the "time" element are needed is very crucial. The New Age of CREATIVITY: When the Walls Came Down and the Windows Went Up; The New Age of CONNECTIVITY: When the Web Went Around and Netscape Went Public; Work Flow Software; UPLOADING, Harnessing the Power of Communities; OUTSOURCING: India; OFFSHORING: China; SUPPLY-CHAINING: Wal-Mart; INSOURCING: UPS; IN-FORMING; and THE STEROIDS combination of small factors that amplify the effects of outsourcing, off-shoring, uploading, supply-chaining, insourcing, and in-forming. These are superhighways that will create learners and teachers outside the schoolroom and turn to be an alchemist or super-nova in the cloud of information.

The DIGITAL STEROID, puts all text, sound, photo, and video media into a common standard – digital (0's and 1's in a computer) – that can be easily shared, stored, searched, and manipulated. An emerging digital flattener is VoIP ("voice over Internet Protocol"), which allows people to make phone calls using a broadband Internet connection. This is a flattener because all VoIP calls cost the same,

regardless of how far you are calling – next door or to another continent. This would mean that everyone is making the world as a village and a Netizen.

The MOBILE STEROID consists of technologies that let you work away from your office. Chip among these is the spread of wireless Internet access, which allows people to work online from their portable computers in airports, hotel lobbies, libraries, and even coffee shops. *Personal* steroids shift power from institutions to individuals and include search engines (as discussed above), personal computers (now small enough and cheap enough for individuals to afford and even carry with them), and peer-to-peer file sharing (using programs like Napster or Kazaa, which allows individuals to directly connect to other computers and share music).

An example of these steroids is the story Friedman tells of a physician attending a medical conference presentation. The physician becomes convinced that the speaker is misquoting a source to support his argument. He pulls out his pocket computer, gets online with a wireless connection, looks up the source, and then raises his hand and quotes two lines from the source that contradict what the speaker said. All this in a few minutes while sitting in a crowded room. As long as the individual has a Netscape on the area the cloud information is at the tip of the finger.

The new literacies Across Curriculum are a new platform of literacy made possible by digital technology developments. Commonly, recognized include instant messaging, blogging, social networking, podcasting, photo sharing, digital storytelling, tele and video conferencing through Skype in a real-time and space, uploading, downloading, encoding, decoding, saving, data archiving, data mining, multimedia tracking using the Global Positioning System and conducting online searches using the PC tools. The MIS (Management Information System) of the institution can broadcast their Internet Platform as eBlackboard, eClassroom, eLibrary, eBooks, eJournals, and relative thereto.

Now, this time you already equip the information needed in the construction and deconstruction of the new curriculum. However, making it cooperative and collaborative in the existence of our school we need to benchmark another school so that we fill the gaps. Therefore, are you ready to model your curriculum? What are the best practices of another school curriculum to model? Are there essential elements to consider in modeling? Suggest what model deserves to replicate? Are you ready to explore the world of "modeling" in the platforms of your curriculum? So, as a Netizen of the world eCurricullum is advisable to allow education through the curriculum to unify the culturally diverse society in a socially engaged society. So, here is below…

Curriculum modeling

This topic refers to the documents used in education to determine specific aspects of teaching, such as subject, time frame, and manner of instruction. There are two long-standing models of curriculum: the 1) *process* model and the 2) *product* model. As we define curriculum development as the process of creating planned interaction, syllabus or Outcomes-Based Teaching-Learning Plan (OBTLP), teaching, training, and exhibition modes is the answer. It is a term used to refer to the process of instituting and putting precise guidelines of instruction for the curriculum. When this idea came to my mind it means that there are methods, procedures, and steps to follow in arriving at such a decision. Meaning, we have the Desired Learning Outcomes (DLO), Course Content/Subject Matter, Textbooks/Material References, Teaching and Learning Activities (TLAs), Assessment Tasks (ATs), Resource Materials, and Time Table to implement. These are the salient point that one may understand, identify and classify in looking at an adaptive model. One chosen the model on the belief that the VMPGOS jibe to the on-going plan.

Take the case on the curriculum designed by *Ralph Tyler* in his Prescriptive Model. Originally, he wrote down his ideas in the book Basic Principles of Curriculum and Instruction for his students to be guided about the principles for making a curriculum Model. The following four "PEOE" steps are: 1) Determine the school's purpose; 2) Identify educational experiences related to purpose; 3) Organize the experiences; and lastly, 4) Evaluate the purpose. Thus, Tyler has seen the needs of the "community" and

believed that, "successful teaching and learning techniques can be determined as a result of scientific inquiry." Further believed that "PEOE would mark the cornerstone of curriculum decision-making and teaching strategies." He implicitly means the partnership on the community counterpart partners.

On the other hand, *Hilda Taba* Interactive/Instructional Strategies Model created a multi-purpose teaching model that utilizes the use of multiple processes such as 1) listing; 2) grouping; 3) labeling; 4) regrouping; and lastly, 5) synthesizing. Taba is an inductive teacher she developed the belief that teachers are aware of the student needs hence, they're one of the responsible partners to develop the curriculum.

Thus, according to the belief of Taba "the usual efforts—institutes, lectures, required attendance of college classes— curricular, co-curricular and extra-curricular activities, not over years produced much curriculum improvement and did not seem promising for making changes in the structure of the curriculum." She added, "in the four areas of objectives— "knowledge" is the foundation. The selection of content does not develop the techniques and skills for thinking, change patterns of attitudes and feelings, or produce academic and social skills. These objectives can be achieved through planned learning experiences and conducted in the classroom." Meaning, curriculum controls, supervise, and manage teacher action in the classroom.

As stated above, the role of a qualified *(vertically articulated/aligned MS/MA/other relative graduate program and Ph.D. (CHED)other relative doctorate and post-doctorate program, specialized and TESDA accredited through evidence of their respective licenses)* and competent teacher play its important role in the making of a peculiar classroom and competitive graduates. Likewise, this suggests that the "school" being a juridical person must conform to the regulations mandated by the Civil Service Commission (CSC), Commission on Higher Education (CHED), Department of Education (DepEd), Technical Education and Skills Development Authority (TESDA) and the Professional Regulation Commission (PRC).

Thus, from the lens of the author's eye, the engagement to the socially diverse partner in the administration, teachers, parents, students, alumni, community counterparts such as business establishment, company, industry, the government, and non-government sectoral communities will be the bases of the curriculum-making, processing and developing. So that, the needed graduates must "fit" the needed workforce *(to avoid mismatching)* within the community and community counterpart partners. Therefore, their partnership is indispensable.
However, a simplified version of *John Kerr's* model of curriculum design is derived from the school of learning "experiences and knowledge." In Kerr's model, the collection of information for decision-making about the curriculum is needed. For him the essential elements are: 1) objectives; 2) knowledge; 3) evaluation; and 4) school learning experiences. Thus, reiterating *Tyler's* and *Taba's* model in the construction and deconstruction of the curriculum. For him, the curriculum is "all learning planned and guided by the school, whether it is carried on in groups or individually, inside or outside the school." Thus, the institutional Vision, Mission, Philosophy, Goals, Objectives, and Strategies (VMPGOS) walks ahead of the curriculum. It is the searchlight ahead.

Moreover, for *D.K. Wheeler* curriculum is derived from the cyclical/interactive model which corroborates and supports Taba's model. Thus, the five (5) interconnected stages are present: 1) Aims, goals, and objectives; 2) Selection of learning experiences; 3) Selection of content; 4) Organization and integration of learning experiences and content; and lastly, 5) Evaluation. His belief that the curriculum provides the process of the learning target, planning, time allocation, classroom arrangement, and assessment. In rejoinder, Decker Walker curriculum in his naturalistic/process model. His model includes three important essential elements: (i) platform that provides the beliefs or principles to guide the curriculum developers (ii) deliberation which is the process of decision-making from available alternatives, and (iii) design the organization and structure of the curriculum. His belief in the curriculum is a "process of consensus." Thus, involving the different community counterparts.

While, *Lawrence Stenhouse* advocate on process curriculum model that curriculum is "like the recipe for a dish, is first imagined as a possibility, then the subject of the experiment." His belief is that curriculum is like a menu that curriculum maker must add "*palatable ingredients*" to be salable to the client. Thus, *Gerald Weinstein* and *Mario Fantini* advocate on humanistic curriculum model – linked to socio-psychological factors that encompass the platform *(the process that guides curriculum maker)*, deliberation *(a process of making alternatives)*, and design *(the result of the Platform & Deliberation - PD)*. This is the process of non-theoretical and descriptive and more practical.

Furthermore, *H.W.R. Hawes* advocates on Student-centered curriculum model. This is simply attached to the learning environment of the child. As a curriculum maker, he gave a caveat to whom the curriculum is designed, lacking money and personnel for implementation, and underestimate the community supports. And lastly, *Elliot Eisner*: Systemic-Aesthetic Model offers a systemic and dimensional view of curriculum. He advocates on combines behavioral principles with aesthetic components to form a curriculum planning model. Eisner indicated that the kind of school needs to pursue five dimensions: (a) intentional, (b) structural, (c) curriculum, (d) pedagogical, and (e) evaluative. He advocates on design, practice, and environment must altogether be with the learning environment of the child.

Noticed the curriculum development and the presented model they come-up with the commonality into "involving the community counterpart partners." The end-user of the curriculum in the community. Therefore, strengthen the leg work on the community partnership, increase the adopt the community program and heighten the School Social Responsibility (SSR).

Curriculum development process

Curriculum development is the dynamic process it changes according to the need of the society and the stakeholders of the education system. The curriculum is like a living organism. It is adaptive to the ever-changing needs of time, space, and circumstances. The curriculum development process includes several stages such as planning, preparing, designing, developing, implementing, evaluating, revising, improving, and budgeting. No budget means no institutional machinery works.

Traditionally, curriculum development has been seen as planning for a sustained process of teaching and learning in a formal institutional setting. Curriculum development is systematic and dynamic process sensitive to time, space, and circumstances in which preparation, development, implementation, and evaluation steps are involved. To be practical in understanding curriculum development and process "change and develop" the curriculum waits for the "prescriptive" period of the curriculum design. And, let the learner finish their curriculum. The role of teachers in the curriculum process is to help, plan, guide, facilitate, and strategize the student needs to develop an engaged relationship with the content. Active learning will increase the focus and retention of the curriculum, resulting in an exciting learning environment. Let the learner understand the direction of the curriculum towards their "dream" and allows them to come up with their Vision, Mission, and Goals (VMGs) to relate and connect their carrier path towards their academic advocacy and journey.

The curriculum also helps in creating benchmarking in learning and a guide to misconceptions. Broadly speaking, the function of teachers is to help students learn by imparting knowledge to them and by setting up a situation in which students can and will learn effectively. As a teacher as an implementing tool/facility/machinery, we need to equip him/her the "tacit knowledge." The curriculum implementation process can be divided into four phases: Planning, Content and Methods, Implementation, and Evaluation and Reporting. Teacher Education provides the platform for student-teachers to acquire the required knowledge, skill, talents, potentiality, ability and develop a positive attitude, values and beliefs. After reviewing various researches (RRLS) on the curriculum and the significant role of teachers in framing the curriculum; the processing of curriculum development was decentralized. We hope for the devolution will empower the different sectors in our socially engaged diverse community to be truly the counterpart partner in health and sickness in the journey of our school to the most critical and reflective teaching-learning environment. E.g., sharing their expertise and state-of-art technology.

The Role of the Teacher and the Curriculum

A curriculum guides the instructional lessons that teachers use. A curriculum defines what the learner will learn and can guide when the learner learns the information from the lesson. A curriculum offers teachers ideas and strategies for assessing student progress. A student must meet certain academic requirements to go to the next level. Without the guidance of a curriculum, teachers cannot be certain that they have supplied the necessary knowledge or opportunity for student success at the next level, whether the levels involve, college or career. Meaning, teacher prepare the learner to be carrier ready for the next generation. The curriculum helps students to achieve some personal control over their learning, to plan their semester, and to manage their time effectively, and describes Active Learning. Students often conceive of learning as the acquisition of correct information, but they may not know what it means to take an active role in the process, beyond rote memorization and recall, students should be given some idea about what they should already know and what skills they should already have before taking the course so they can realistically assess their readiness, sets the course in a Broader Context for Learning, describes Available Learning Resources. A WIFI and a Psyfi teacher constructivist and pragmatist engage the curriculum into a more realistic teaching-learning plan into employability. Thus, a teacher does not make a strategy within the realm of the RRLS but into the marketability of the curriculum for placement. Meaning, Outcomes-Based Teaching Learning curriculum-driven directed towards employability. Take note always that learning can be acquired or adapt and inherent to an individual. The teacher would be only facilitating, guiding, directing, and inspiring them to allow their hidden talents, potentialities, and skill to come out. Then, they may be able to see their "career path" in partnership with the right curriculum.

Role of teacher in curriculum development

Teachers know the needs of all stakeholders. Teachers understand the psychology of the learner. Teachers are aware of the teaching methods and teaching strategies. Teachers also play the role of the evaluator for the assessment of learning outcomes. So, teachers must possess some qualities such as planner, designer, manager, evaluator, researcher, decision-maker, and administrator. Teachers play the respective role for each step of the curriculum development process. Curriculum planning involves analysis of vision, mission, philosophy, social forces, needs, goals and Objectives, treatment of knowledge, human development, learning process & instruction, and decision. Curriculum preparation involves systematic data, content, selection, collection, assessment, organization. Design factors include school (levels, types, Structures), educational technology, systemic vocational, social reconstruction.

A teacher develops and designs curriculum, analysis social needs, translating the needs into course/general/ learning/terminal objectives, splitting the objectives into specific objectives, grouping the specific objectives into subjects, deriving the subjects from the above classification, specifying enabling objectives, unitizing each subject matter, specification of required time, and syllabus formulation. Curriculum development phases consist of Instructional development, Materials & media development, Methods of teaching & testing Implementation of the Curriculum involves Instructional scheme of each subject to be completed in the semester, Planning the lessons as per timetable, Using the transactional strategies, Using the appropriate media, Providing the learning resources, Promoting classroom learning experiences, Progressive testing Curriculum evaluation involves, Intra-curricular evaluation, Teacher evaluation of students, Student evaluation of teachers, Materials evaluation, Verification of methods, Evaluation of tests and examinations, Checking the learning outcomes while on the field, Curriculum review/ improvement/ change/ modification and lastly, System revision. After evaluating the prepared curriculum, it is observed that the curriculum is not satisfactory then the developer turns to revising and improving phase. This would mean that "fit the curriculum" according to the needs of the community counterpart partners.

Thus, after the rigorous planning, the following criteria needed in the Building and Enhancing New Literacies Across the Curriculum in the new normal phase of education is to avoid mismatching labor and services to the need of the community counterpart partners of the institutionalized curriculum. To "fit and merit" the "educational qualification, relevant experience, and performance are considered the

following "mantra" on reflection. Please revisit your VMPGOS and do not mention "Globally Competitive" if the institution can't translate. Thus, point of reflection on the new normal of schooling are mentioned below:

IV Results & Reflections

A. Program of Studies (CHED No 52, s. 2007; CHED Manual of Operation 2015; ALCU Operation Manual, 2017; CHED No 56, s. 2007; CHED No l5, s. 20l7; CHED No 55, s. 20l7; Manual of Regulation for Private Higher Education; MORPHE; CHED No 10, s. 2018; CHED No 7l, s. 20l7; Revised PSG – MORPHE, 2013; CMO, No. 21, s. 2017; CMO No. 75, s. 2017; DepEd & CMOs & other relative laws)

The program of studies required and implemented by the school/college/university should meet prescribed standards. It should work the Vision, Mission, Philosophy, Goals, Objectives, and Strategies (VMPGOS) of the college towards the specific objectives of the institution and the courses concerned. The program of studies should provide for a curriculum with clear-cut goals for human and national development and for practical experience directly related to the professional roles for which the students are being prepared. Provisions should be made for a "planned interaction" and periodic reassessment of the curriculum both community counterparts, alumni, parents, administration, faculty, and students should be involved. And, this is provided by the CHED & HEIs concern.

It is understood that the curriculum/course/prospectus/program of studies must meet the demand of the community counterpart partners, alumni, parents, administration, faculty, and students. And, the following levels of generation (Zickuhr, 2019) must be considered to make the curriculum and courses offered viable and feasible to the counterpart partners. And, the following are:

Generation Name	Birth Years	Gas	Ages	Remark
Generation Alpha	2018-2025	7	Ages 1-15 mos	Baby Boomlets PsyFi high (action reader) WIFI low (wireless com)
Generation Z Baby Boomlets/ /iGen	2016- 2021	5	Age 16-36 mos.	WIFI high (wireless com) PsyFi low (action reader) handheld communication devices and accessories to communicate
Generation Z Boomlets/ /iGen	Born 2001-2015	14	Ages 4-25	Boomlets Eco-fatigue computers and web-based learning
Generation Z /iGen/Centennials		14	Ages 17-25	less interested in toys and desire cell phones and video games. Savvy consumers and saturated with brands.
Millennials or Generation Y	Born 1981-2000	16	Ages – 18-34	WIFI low (wireless com). PsyFI out of reach (action reader). Utilize text messaging & social media. " "Echo Boomers". They are nurtured by omnipresent parents, optimistic, and focused. Respect authority. Falling crime rates. Falling teen pregnancy rates. school safety problems. learned early that the world is not a safe place. They schedule everything. They feel enormous academic pressure. feel like a generation and have great expectations for themselves. Prefer digital literacy as they grew up in a digital environment Netizen of the world. Prefer to work in teams. assertive with strong views.

				Envision the world as a 24/7 (hours/days). they are special, and they expect the world to treat them that way. They do not live to work; they prefer a more relaxed work.
Generation X	Born 1965-1980	11	Ages 35-46	WIFI out of reach (wireless com). PsyFI out of reach (action reader). Utilize email & telephone & communicate. grew up street-smart. divorced or career-driven parents. Entrepreneurial. Very individualistic. Government and big business mean little to them. Want to save the neighborhood, not the world. Cynical many major institutions... eager to make marriage work. "be there" for their children. written based knowledge to digital knowledge archives. Tend to commit to self rather than an organization or specific career. Society and thus individuals are envisioned as disposable. AIDS begins to spread. Beginning obsession of individual rights. Money conscious Boomers. School problems were about drugs. Late to marry (after cohabitation) and quick to divorce. Many single parents. Into labels and brand names. buy, and most are deeply in credit card debt. shared time watching video movies. Short on loyalty & wary of commitment. values are relative…must tolerate all peoples. Self-absorbed and suspicious of all organization. Survivors as individuals. Cautious, skeptical, unimpressed with authority, self-reliant.
Younger Boomers	Born 1955-1964	9	Ages 47-56	The "me" generation. "Rock and roll" music generation. Self-righteous & self-centered. Buy it now and use credit. neighborly involvement. Women empowerment. first TV generation. The first divorce generation. Began accepting homosexuals. Envision technology and innovation as requiring a learning process. positive about authority, hierarchal & structure. Accepts "retirement."
Older Boomers	Born 1946-1954	8	Ages 57-65	
Silent Generation	Born 1927-1945	8	Ages 66-74	Peace loving. Jobs oriented. Wanted to live in the Suburb. Age of TV. Rock 'n Roll. Cars. Playboy Magazine. War generation. Pre-feminism women; stayed home generally to raise children. worked certain jobs like teacher, nurse or secretary. Stays job for life. Marriage is for life. They are avid readers, especially newspapers. Accepts "Retirement."

				The Big-Band/Swing music generation. Disciplined, self-sacrificing, & cautious.
Government Issue Generation (G.I. Gen.)	Born before 1936		Ages 75 +	They save the world and then built a nation. Marriage is for life. Strong sense for civic duty. Loyalty to job. Age of Radio, TV and Airplane. Strongly interested in personal morality. No retirement work until you die. Excellent team player. Assertive and energetic doers. Avoid Debt. Without modern convenience. The greatest generation.

Courtesy:
Scott Keeter and Paul Taylor (2019). Pew Research Center: 1615 L St. NW, Suite 800Washington, DC 20036. http://pewresearch.org/pubs/1437/millennials-profile

B. Instructional Procedures (CHED No 52, s. 2007; CHED Manual of Operation 2015; ALCU Operation Manual, 2017; CHED No 56, s. 2007; CHED No l5, s. 20l7; CHED No 55, s. 20l7; Manual of Regulation for Private Higher Education; MORPHE; CHED No 10, s. 2018; CHED No 7l, s. 20l7; Revised PSG – MORPHE, 2013; CMO, No. 21, s. 2017; CMO No. 75, s. 2017; DepEd & CMOs & other relative laws)

The OBTLP (Outcomes-Based Teaching-Learning Plan) is an effective forerunner approach of the generations. The methods used in imparting instruction are employed with a view of guiding the student's self-realization through the development of analytical and critical judgments and the stimulation of social awareness.

They are adapted to the subject matter, situational needs, individual differences, and conducted on a collegiate level. A variety of instructional procedures is normally to be expected, such as lectures, team-teaching, group techniques, cooperative, collaborative, buzzing, dialectic, panel, video conferencing, computer-aided Instruction, simulation, report, collage making, pictorial, think piece, journal making, analysis, laboratory, field trip, experimentation, etc. However, in the virtual classroom teaching-learning process "blended" strategy is commendable. The college should make judicious use of several teaching devices, such as audio-visual aids, computer-aided instruction, modern information technology, graphical, etc. see to it that the teaching-learning plan covers the prescribed CHED/ TESDA/DepEd required minimum Prescribed Standard Guides (PSG) and the number of hours needed for the program of studies. See to it that the instructional procedure must be transformative. Learners must be outside from the box of a traditional learning environment. The teacher must revisit and rethink the technique or strategy that awaken the Psyfi I-intelligence of the learners. The teacher must design an instruction that can communicate the mind of the learners to a distance. E.g., controlled activity. Allow the learner to take picture of their house that shows the landscape of the terrain and describe the sceneries. This is to avoid "plagiarism" in the activity done. Then, submit it through the "virtual blackboard." However, added to the burden on the part of the administration eTV and multimedia infrastructure must be highly significant on instruction.

C. Classroom Management (CHED No 09, s. 2013; CHED No 52, s. 2007; CHED Manual of Operation 2015; ALCU Operation Manual, 2017; CHED No 56, s. 2007; CHED No l5, s. 20l7; CHED No 55, s. 20l7; Manual of Regulation for Private Higher Education; MORPHE; CHED No 10, s. 2018; CHED No 7l, s. 20l7; Revised PSG – MORPHE, 2013; CMO, No. 21, s. 2017; CMO No. 75, s. 2017; DepEd & CMOs & other relative laws)

The rules and practices relating to classroom management should be conducive to effective instruction and should be carefully observed. The number of students in the classroom may vary according to the available size of the classroom. The standard number of students at least 50 to 65 sets. Measures should be undertaken to ensure the punctuality of the attendance of faculty members in their scheduled classes.

Student absences should not exceed the number specified by the institution. Records of these absences should be kept. The teacher will monitor these absences through their respective beadle wherein

attendance be check and monitor. Set plans are made for immediate response and shall report these absences to the office of the dean of student services and development for proper sanction. If needed for disciplinary action the dean of student affairs will take charge however, if counseling is needed the guidance counselor will do the intervention. Support program and services to the student must be made available such as library, canteen, medical and dental clinic, sports and wellness center (auditorium or covered court), student lounge, counseling and testing center, laboratories, drinking water, comfort rooms, herbarium, and landscape other student delivery services amenities.

Overcrowding of classrooms should be avoided. The number of students should be appropriate to the size and acoustics of the room. Ventilation must be the priority if possible, the classroom is not air-conditioning to afford the natural climate and atmosphere of the classroom learning environment. Proper discipline should be maintained. The classroom atmosphere should be conducive to learning. And, the hygienic teaching-learning environment must be upheld as child friendly and considered as the second home of the child.

Class size will be considered satisfactory if they remain within the following limits:

- For regular lecture classes, the class size shall have a maximum of 50 students.
- For language courses, the class size shall have a maximum of 40 students.
- For laboratory and research classes, the class size shall have a maximum of 25 students.
- For computer laboratory classes, a ratio of one computer per student is recommended.
- For special lectures with a class size of more than 50 students may be allowed as long as the appropriate facilities are provided.
- For purely lecture classes, the class size will be considered depending on appropriate physical facilities.

Enumerated above are the mandated provisions in the CHED, ALCU, and ALCUCOA checklists. Employer and the one who is running the school as an institution are accredited and recognized per subjects, course (curriculum), and as an institution. Failure to comply with the needed requirements for the legate existence considers no school as an institution that existed. All mentioned above are the traditional ones. To figure out the new paradigm shift of having a critical reflective teaching-learning environment is allowing the institution, the college, or the university to have an influx or mushrooming of the multimedia infrastructure for the facilitation of encoding, decoding, surfing, uploading, downloading, teleconferencing, audio-video calls and other "virtual" activity for the dialogue, conversation, fellowship, etc. The classroom we mean here is the environment of the multimedia infrastructure. The availability, accessibility, and connectivity made the superhighway of learning. The management of "time" and "space" is the language of a "MAN," who has the "mental maturity", (AGE) "controlling authority" and (MENT) making the learning environment meaningful. How did this happen? It is through the "Magis" of the controlling mind on the multimedia infrastructure as soon as we can move on and normalize the COVID-19 and its variant scenarios and established a new normal teaching-learning environment.

D. Assessment of the Academic Performance (CHED No 52, s. 2007; CHED Manual of Operation 2015; ALCU Operation Manual, 2017; CHED No 56, s. 2007; CHED No l5, s. 20l7; CHED No 55, s. 20l7; Manual of Regulation for Private Higher Education; MORPHE; CHED No 10, s. 2018; CHED No 7l, s. 20l7; Revised PSG – MORPHE, 2013; CMO, No. 21, s. 2017; CMO No. 75, s. 2017; DepEd & CMOs & other relative laws)

Students' responses to instruction should be evaluated according to procedures that ensure just appraisal of student performance. Individual differences (the exceptional, the slow but persevering student) should be considered. Graphs should be drawn up showing percentages of promotions and failures. Score must be given with the over-all items below. If possible, give the equivalent percentage to make clear to the child/learner regarding the performance shown. Do not allow the student to check the

paper. However, if the purpose of checking is to let them know their mistake do it in the class and give the feedback immediately. Give the non-traditional assignment as prepared in the OBTLP. E.g., "drawing," "collage making," "Reflection or think Piece," "Ignatian Pedagogy," etc., outline the learning plan, being the checker of the learner to follow-up their lesson at home and away from home. As soon as they come back to the school, they ask regarding what do they do at home and research. Allow the teaching-learning student-centered/child-centered/learner-centered atmosphere free from moral and legal impediments (calling their attention, recitation, immediate call-up the attention, etc).

Since the iGeneration – Z is Boomlets generation those who were born 2001 be reminded always that they are the netizen of the world. Their netizenship engaged overtime the multimedia infrastructure. Likewise, for the baby – Boomlets generation those who were born in 2015 – up, slow services of the multimedia made them non-temperamental. The fast phase and "decay" of time, space, and circumstances is the language of this generation overtime. A few months younger a child was technologically dependent. Listening to songs, seeing videos, and other child-prepared multimedia amenities will make their environment technologically sophisticated and dependent. Therefore, design a program of studies that will engage these generations to the trend of the time, space, and circumstances of their learning world. The IGeneration-Z and Baby Boomlets have only seven (7) minutes spanned of listening power. So, engaged the learner through activity, design the OBTLP and course guide to allow the learner to be dependent on their own. Rubrics are advisable and must be transparent to the learner on assessment or evaluation or measurement procedure so they could make their decision-making on the own "effectiveness" and "efficiency."

E. Support for Effective Instruction (CHED No 52, s. 2007; CHED Manual of Operation 2015; ALCU Operation Manual, 2017; CHED No 56, s. 2007; CHED No l5, s. 20l7; CHED No 55, s. 20l7; Manual of Regulation for Private Higher Education; MORPHE; CHED No 10, s. 2018; CHED No 7l, s. 20l7; Revised PSG – MORPHE, 2013; CMO, No. 21, s. 2017; CMO No. 75, s. 2017; DepEd & CMOs & other relative laws)

Supervision of instruction includes practical measures such as the requirement of syllabi, outline, OBTLP (Outcomes-Based Teaching-Learning Plan) & the NTP (Non-Teaching Plan), visits to classes, informal dialogues with faculty and students, evaluation of tests, and examinations (both of questions and of the manner of correcting papers). The faculty should encourage to join seminars, training, convention, forum, conference, dialogues, workshops, membership of educational associations, the research team (group), and experiment where feasible, with new approaches in teaching-learning.

Building and enhancing new literacies across curriculum towards flexible learning need intrinsic motivation. The driving factor in "learning" includes the support unit to sustain the viability and feasibility of the conducive teaching-learning environment. This would mean "adaptability." Embracing the WIFI (wireless technology) into PSYFI (action and behavior reader) environment takes time. However, the interest of an individual learner would push the button to oil the education machine to move. Equipping one to advance educational qualification is personal. It's personal educational growth. It would mean promotion and a salary increase. Therefore, attending seminars, conventions, conferences, seminars, and workshops and other educational forums is personal academic development. However, the school is required to send their representative for the institutional and individual participation for faculty development program and services are accounted.

Mentioning above, other support amenities from these units/offices and department for effective instructional services and development are indispensable such evidence are needed are 1) registrar (Manual); 2) Students Affairs (Manual); 3) Guidance Counselling (Manual); 4) Canteen (Manual); 5) library (Manual); 6) laboratory (Manual); 7) audiovisual room (Manual); 8) comfort room (Manual); 9) finance (Manual); 10) engineering and maintenance (Manual); 11) and other allied support units, directly and indirectly, affect the organizational behavior of the school. Thus, to make this machinery works below must be reflected and pondered.

In support for effective instruction is no easy task because it needs **POSDCORBng** (Planning, Organizing, Staffing, Directing, Coordinating, Operating, Reviewing, and Budgeting). The institution has the responsibility to cooperate with the family and other social institutions as the counterpart partners of the school to develop the total personality of the student. Thus, a program of student services, directed and coordinated by a professionally trained staff, is an integral part of institutional planning and operation.

This program should be designed to assist the individual student to attain maximum self-realization and to become effective in his social teaching-learning environment. The institution's program of student services should complement the academic and non-academic programs such as administration, admission, guidance program and services, student development program and services, student organization and activities, Student Assistance Program, Specialized Student Services, and alumni relations. Thus, the following discourses are:

The administration and supervision

The institution's program of student services should reflect the (VMPGOS) purposes and objectives of the institution. The line of command is directly from the Office of the Student Affairs services and development of which the source of authority is from the vice president for the academic affairs because of its nomenclature as a support instructional unit. It should be supported by the needed physical facilities (Inventory Lists) and adequate financial resources to meet its objectives (evidence program of works). Lines of administrative relationship and cooperation should be clearly shown (Organizational Structure). Its objectives and program of activities and services should be known and accepted by the community counterpart partners, alumni, administration, faculty, and students (MOU).

A. Admission

The admission program of the institution should provide proper selection and direction of prospective students. Entrance tests and classifying exams are given to rank the qualified students for enrolment. However, Policies and practices should reflect the VMGs of the institution (Administrative Manual and Faculty Manual), college (Manual), and the unit department (Manual) of the institution and meet government regulations (Student Handbook). Through established admission criteria (Admission Manual), the institution should be able to select and classify applicants who show a reasonable chance for success in the different courses that they have chosen. The institution has the right to establish its quality standard by upholding the retention level and other provisions relative to the admission of the students to afford the quality they earned approved by the Board of Trustees (BOT Resolution).

B. Guidance Program and Services

The college should have a program designed to orient new students as well as to reorient old students to the VMGs, philosophy, and the characteristic core values of the particular institution. This program, which could be concentrated into a few days before the beginning of regular course work, or extended for a longer period, should include general class lectures, group, and individual conferences, and social activities.

The effectiveness of an orientation program is measured by the degree to which students can acquire or assimilate the necessary knowledge about the school. Stipulated in the GPS Manual all necessary needed materials for implementation are tackled with the qualified License Registered Guidance Counsellor (RGC). It is understood that the role of the Guidance Counselor in the first 1,500 enrolled students are crucial and in every added 500 enrolled students must have an added of 1 RGC. However, for purposes of IC (Immediate Concern) peer facilitator serves as para- RGC is encouraged to augment the needed number. They do the work as RGC and RPM (Registered Psychometrician).

C. Student Development Program and Services

To have holistic development of the students, the institution should provide programs about sports development and socio-cultural development, and the institution should also establish a student's publication. And through these programs, students' physical, artistic, creative, and writing skills will be harness and honed.

It is understood that the VMGs are directed to harness the God-given richness of potentialities, skills, talents, and abilities of the students. Thus, about sports and development, certain offices run by the qualified director will take care of the administration, supervision, management, and control of the office. Athletics and relative games are handled by this office to explore and discover deserving students from the qualified teaching personnel on the Physical Education, Culture, and Sports Development Services.

However, the socio-cultural development and services office is also run, manage, supervise and administer by a qualified director task to harness and hone the hidden potentialities, skills, talents, and abilities of the students on the promotion

of glocal culture. Thus, priority is locally or domestically composed, choreograph and relative thereto songs, dances, poems, verses reading, drawing, painting and other forms of sociocultural devolution. These are taught by the qualified teaching personnel in the Music, Arts, Physical, Health, Theatre Arts and Development.

And lastly, to translate these socio-cultural and sports development services into intellectual property the office would develop a "data hub" or "data bank" ready for the need of certain occasions in the local, national, and even international forum. The "data mining" can be done anytime for "research" purposes. Publication must be institutionalized to afford "students' venue" or outlet for "print media." Well-informed studentry/personnel proves "open communication." These would allow the open-system of the organization to grow through the freedom of expression, speech, and the press through publication. And therefore, the college is showing transparency means accountability.

D. Student Organizations and Activities

The institution provides a variety of suitable curricular, co-curricular, and extracurricular activities contributory to student development and supportive of the institution's VMPGOS. The curricular, co-curricular, and extracurricular programs are well-organized and directed by competent staff including qualified faculty members. Students are encouraged to take advantage of such activities that would contribute to the development of their skills, talents, potentials, and abilities. Programs and activities are evaluated to determine their effectiveness in promoting student development.

The year-level organization must be developed and establish to understand their cluster needs and putting them as a whole into college-level to represent the college of the institutional student organization and activities. The Student Supreme Council will take-care of the overall studentry who has the authority to bring the voice of the student to the Board of Trustees (BOT) as their representative. Likewise, other interested parties/team/group of studentry who are interested to organize among themselves are encouraged and follow the needed requirements for the accreditation of the organization. These platforms are turning point to practice their science of leadership and managerial skills.

E. Student Assistance Program

The institution should have student assistance programs like scholarships or grants. The scholarship should provide students privileges such as monthly stipend, book allowance, uniform allowance, and board and lodging. Likewise, there should have clear policies and guidelines in the selection and retention of academic scholars and grantees. The CHED/ALCU/ALCUCOA/ and other community counterpart partners/stakeholders may sponsor the scholarship grants or programs. The school has its assistantship grants and program for those deserving students. This provision is showing that the institution is supporting the advocacy of the government that "No One is Left Behind."

F. Specialized Student Services

The institution should guarantee the effective delivery of specialized student services such as Health Services, Food Services, and Information and Communication Technology Services. Good and Best Practices of the school are groom here. It is the student who manages and leads the operation of the hot and cold kitchen for the "showcasing" on food services in the institutional "cafeteria." Likewise, entrepreneurship/individual/team/group / made by the student has always the greater role during the curricular, co-curricular, and extracurricular activities. Intramurals (Sports and Athletic Development & Services) and foundation days (promotion and showcasing on the Academic State-of-the-Art and cultural heritage output), entrepreneurial days (Showcasing the Agro-Industrial product), adopt the community programs (a program of activities showing the program of studies) and other relative activities which the college/university showcasing their best practices. Take note always that these are guided by the vision, mission, philosophy, goals, objectives, and strategy.

G. Alumni Relations

The influence of the college/university extends beyond the wall through alumni. The image building of the school depends on the graduates. The curriculum offers by the college depends on the employability of its graduates. The school capacitated them to become competitive on placement and employment. They are the image builder of their alma mater. The alumni are formally organized and institutionalized, have a designated director (s) responsible for alumni relations.

School VMPGOS of the alumni association is clear and well-disseminated (Manual). The association has a specific role in the general program of the institution and services are available to alumni through a distinct alumni office. Frontline duties, responsibilities obligations, and services are stipulated in their Alumni Manual and the Registration on the Security and Exchange Commission (SEC) or in the Cooperative Development Authority (CDA).

This office is separate and distinct from the administration. The main goal in the Alumni Office is to measure feedback on the institutional VMGs. Monitor and data bank the graduates and employability of the entire population of the college//university. Therefore, a strong tracer system is recommended. It will establish a strong partnership and linkages to the community counterpart partners. Building institutional image in the community is the institutional pride of the school which is done by the Alumni Association. Tracer, yearbook, transcript of record, picture, and identification card are unquestionable evidence beyond being Alumni. Project and other forms of services helping the general studentry is the proactive response of the alumni office. Therefore, alumni are the strong support unit of the school that can tell the story about her alma mater.

F. Academic Counseling, Curricular, Co-Curricular & Extra-curricular Activities

(CHED No 52, s. 2007; CHED Manual of Operation 2015; ALCU Operation Manual, 2017; CHED No 56, s. 2007; CHED No l5, s. 20l7; CHED No 55, s. 20l7; Manual of Regulation for Private Higher Education; MORPHE; CHED No 10, s. 2018; CHED No

7l, s. 20l7; Revised PSG – MORPHE, 2013; CMO, No. 21, s. 2017; CMO No. 75, s. 2017; DepEd & CMOs & other relative laws)

The students should be oriented on the availability of academic guidance and counseling. The student services and development are made conventional in the institutional bulletin boards. Manual, brochures, and other platforms of information dissemination must be done for the availability. Persons in charge of academic counseling are available to the students and the general clientele for consultation at all times. Co-curricular activities should be given a proportionate role in the overall academic program. A well-rounded student personality should result from participation in such a program. Para or peer student and teacher counselor are encouraged, curricular, co-curricular, and the extra-curricular activities are also encouraged to build up the image of the school and helping to the less fortunate clientele.

Networking and linkages of the different units for effective services are encouraged. Support and augmentation of services are needed to affect the instruction. Academic would not become effective without the help/support from the non-academic units. Cooperative and collaborative effort hand-in-hand extended by the different units in the organization would help the organization to grow, glow, go, and build-up its image in the community.

Designing the counseling program with curricular, co-curricular, and extra-curricular activities in a new normal setting would be difficult if the school cannot capacitate to flattened the activities and delivered services through the superhighway on the multimedia infrastructure. Teleconferencing, multimedia video recording, and relative thereto are the language of the "time" and "space" of the new generation. This is now the "time" and "space" to revisit, building and enhancing new literacies on the new curriculum-driven new normal classroom. Let us make the "time" and "space" as our classroom, counseling cubicle, gym, covered court, and other relative facilities for curricular, co-curricular, and extra-curricular using the multimedia infrastructure. This language can be understood to those who are in Generation Alpha, Z, iGen, Millenials Y and X which they only engaged in listening power of seven (7) minutes. Therefore, they engaged most of the time in their activities. So, the Outcomes-Based Teaching-Learning Plan (OBTLP) is commendable.

G. Mechanism for Monitoring and Review of Curriculum *(CHED No 52, s. 2007; CHED Manual of Operation 2015; ALCU Operation Manual, 2017; CHED No 56, s. 2007; CHED No l5, s. 20l7; CHED No 55, s. 20l7; Manual of Regulation for Private Higher Education; MORPHE; CHED No 10, s. 2018; CHED No 7l, s. 20l7; Revised PSG – MORPHE, 2013; CMO, No. 21, s. 2017; CMO No. 75, s. 2017; DepEd & CMOs & other relative laws)*

The Academic Administrator from the DepEd experience (Secretary of Education, director, Superintendent, Supervisor, Principal, Head Teacher, Master Teacher, and the Teacher) from the CHED experience (President, Vice President for the Academic Affairs, Deans, Chairman and the Teacher) should exercise sound judgment in the development and management of the curriculum. Periodic conferences with Deans, heads, faculty, students, and the community counterpart partners should be often held. Communication, dialogues, conversation & fellowship can be access in one common platform in the multimedia infrastructure.

It should be noted that the participation of the community, students, alumni, and other school counterpart partners or stakeholders through their representative in the Board of Trustees must be observable. They can ventilate concerns that need immediate action. They can suggest company, industry, and business job opportunities by cascading the curriculum into the alignment of the need to school counterparts. The monitoring tools and machinery already design

ready for the collecting and gathering of data. This data mining serves for future decision-making reference if necessary. The strength of these "high voltage" data of the ten (10) areas archives are explosive ready to be utilized in the quality assurance center.

The Quality Assurance Center is not an office. The bulk of primary and secondary documents are stored. The Pentagon of the Institution. The document found in the center is ready for "data mining." The papers are ready for evaluation, assessment, and revisitation for the quality control system. Update, enrichment, and enhancement on the primary and secondary sources of documents are always made by their respective colleges according to the following areas of concern: 1) governance; 2) faculty; 3) curriculum; 4) employability; 5) student services; 6) adopt the community program; 7) researches; 8) library; 9) laboratory and 10) physical plant. The office needs qualified personnel who are research engaged partners.

In the mainstream of Building & Enhancing New Literacies Across Curriculum the eOffice, personnel, information can be communicated and reach-out on various links. In other words, the "time" & "space" is your office for purposes of "public necessity and consumption" on the ten areas under evaluation or assessed it must be transparent to give justice to the counterpart partners.

H. Graduation Requirements *(CHED No 52, s. 2007; CHED Manual of Operation 2015; ALCU Operation Manual, 2017; CHED No 56, s. 2007; CHED No l5, s. 20l7; CHED No 55, s. 20l7; Manual of Regulation for Private Higher Education; MORPHE; CHED No 10, s. 2018; CHED No 7l, s. 20l7; Revised PSG – MORPHE, 2013; CMO, No. 21, s. 2017; CMO No. 75, s. 2017; DepEd & CMOs & other relative laws)*

The institution has a college/department with the following functions for admission, promotion, retention, survival rates, and graduation. Inform the students of the college requirements at the start of the program. Provides a system for student transferees to meet the college residence requirements. Formulates policies/guidelines for candidates for graduation. Requires graduating students to conduct and complete research projects/practicum in their major fields and areas of concentration. Organizes the committee in the selection of honors and awards. Gives appropriate recognition for academic and non-academic performance. Clear students of any responsibilities from the institution upon graduation. Gives provisions for students to complete their degrees or certificates within the required time frame. And lastly, hold simple but meaningful graduation rites.

The office needs qualified personnel submitted to the CSC (Civil Service Commission) by the institutional quality standard guidelines to follow. Then, if all information mentioned above is present then design link or virtual multimedia infrastructure that can facilitate & Manage the Information System (MIS); since the graduates are "alter-ego" of their alma mater, they should build-up good image of the school. Therefore, need a teacher mention below:

A Teacher as a Researcher

From the lens of the author these teachers have gained valuable information about their teaching and student's learning, key to their discoveries was the research attitude held by each of the teachers. The carry-over culture on research by every teacher in the classroom is a healthy sign of a proactive teaching-learning environment. It is useful to think of the reasons to encourage this attitude as falling into three categories: 1) teacher empowerment; 2) promoting a dynamic/process orientation as contrasted to a static/content approach, and 3) teacher research can help in building a scientific knowledge base about learning and teaching. And lastly, 4) a creator and a maker of a unique teaching-learning environment. Several RRLS on the teacher as a researcher mentioned that, "the importance of teacher research is enhancing the self-esteem, professionalism, and involvement. And, these researches concluded that teacher research and as a researcher is our key to educational change and authority." "Good teachers are

necessarily autonomous in professional judgment." They do not need to be told what to do. And the following positive attitude of a teacher must possess:

1. Teacher Empowerment

The teacher is an agent of change, thinker, innovator, and possessed an independent mind. They come-up with decision-making fortified by "data-banking." They are impartial and allows the "data-bank" to speak out the reservoir of information. They are data miners. Their impartiality point-out the strength of the availability of the "data bank." They are empowered because of their independent mind. "They are fortified by knowledge" because knowledge is power. "They move the mountain." As a teacher, they are translator and collector of data. "Data-based" is the language of their action. Teacher empowerment "liberalize" education in the teaching-learning environment. "Liberalization" of education creates "academic freedom." And therefore, build and enhance teaching-learning processes and style. Therefore, it needs a proactive and dynamic teacher of the time.

2. Teacher dynamism

The proactive mind of a teacher made the teaching-learning environment meaningful. A well-rounded teacher made the teaching-learning environment like a "flowing river." The dynamism of a teacher is seen by the total unique personality. The manner teacher thinks, behaves, and acts are always maneuvered and pivoted with the science of vigor. Teacher dynamism is always proactive, consistent, and repeatable. It's not coming from anywhere. It's "data-based oriented" and its action is made "scientific."

3. Teacher as Builder of scientific knowledge

Teacher as a researcher grounded by "data." The scientific locale and methods or approaches are the playing field. The body of knowledge founded by the teacher is the "data mining procedure." As a builder on scientific knowledge, it started little things of everything. It begins from nothing and later founded a new beginning. Teacher founded "scientific knowledge" as cornerstone "data." It is the "data" that build-up the "science" of information. And, with the scientific mind of the teacher, it reaches the cloud of information. "Data-mining and information audit" processed this "knowledge-based" information from truth to reality.

A teacher is a person in authority. Since authority is from God. The "body of knowledge" assumed divine. Teacher dynamism drew from the "outside world" is godly. This empowerment, dynamism, and scientific mind of a teacher generates energy and "build-up" some kind of "form." It's the teacher "form" that shapes and sizes; from the abstract into concrete and later build-up a scientific inquiry. Thus, the "body of knowledge" was formed now, it becomes a reality.

4. Teacher as a creator & maker of a unique teaching-learning environment

The teacher was not made nor created. Teaching is a gift. It can be inherited and acquired. Inherited and acquired by a teacher with a "lifespan" of a teaching-learning environment. The teacher makes and creates a teaching-learning environment "adaptive" by the learners. Therefore, the teacher "adapts" the teaching-learning generation of the learners. In the new model of "teaching and learning," it's the teacher must be "blended and flexible" to the needs of the learners to become creative and constructive in teaching. No number of methods and strategies would apply. Use the arsenal of data and teaching-learning experiences of the community and start on your walkway where the learners are.

CONCLUSIONS

Building and Enhancing New Literacies Across Curriculum is a new program of studies in the college of education. It is reinvented, reengineered, and enhanced to encompass the Outcomes-Based Teaching Learning delivery plan and modes required by the HEIs. It is enhanced due to the demand on the given generation of "time," "space" and "circumstances." It is beyond 3Rs (Reading, Riting (Writing) & Rithmetic (Arithmetic)). The new literacies we are going to enhance are typical of the educative learning environment of an individual. Such as Social, cultural, political, economics, psychological, and other allied social sciences, directly and indirectly, involved in the making on the growth and development of individual search to final meaning.

Let it be Traditional, Thematic, Programmed, Classical, and Technological literacies. The bottom line is the tacit knowledge built-in by an individual so that these literacies be used across the curriculum. In other words, enhancing the multiple intelligences of the learners inside the schoolroom now must be "showcase" in the "cloud" of information through the supra-multimedia infrastructure links and connect to "facilitate" the learner to be the best way they are. The teacher will use the arsenal of methods, approaches, and strategies to enhance the new literacies of the learner across the curriculum.

New literacies to be enhanced in the sociological perspective to be thrown in the playing field of the cloud of information through data – mining is: 1) population; a) distribution; b) birth rate - natality; c) death rate – mortality; d) mobility; e) migration; f) immigration g) tribes; h) clans; i) cacique and other relative issues on the trend of the time and space. 2) political perspective is: a) people; b) territory; c) government; d) sovereignty; e) recognition; f) power and power struggle; g) governance; h) forms of government; i) principles and policy of the state; j) citizenship; k) bill of rights; l) suffrage; m) executive body; n) legislative body; o) judicial body; p) local and national governance; q) accountability of public officials; r) national economy and patrimony of nations; s) ombudsman and Sandigan bayan; t) education, culture, and sports; u) family and other relative political issues. 3) economic perspective is: a) land; b) labor; c) capital; d) utility; e) goods and f) services. Religious perspective is a) the role of the church in the earthly city; b) separation between the church and the state. The cultural perspective is a) the role of the indigenous peoples in the national development. Education perspective is a) DepEd program - kinder; b) DepEd program - elementary; c) DepEd - secondary – junior – middle – senior high school (k12 program); d) TESDA – vocational training and development; e) CHED – tertiary, graduate program and post-graduate studies.

Knowledge of the enumerated allied social sciences across the curriculum would make a teacher meaningful in the systemic behavior of the school. Tacit knowledge founded by the teacher Build-up a Cathedral of knowledge. It conglomerates the methodic austere life of a teacher while enhances the cloud pile on the scholastic information. Data-banking and data mining made teachers repository and miner of data. The availability of this data made teachers be reinventive, explorer, and discoverer of new knowledge. Moving forward to make the world a global village and making our environment as classroom and facility of critical and reflective teaching-learning environment, collaborative and cooperative mode of the community counterpart partners and the school must share their state-of-the-art multimedia infrastructure and expertise.

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