FACULTY DIVERSITY & INCLUSION

by:

Pheobe Hazzlee I. Valeroso

OIC-School Principal, Baseco National High School

Nestled in the most populous municipality in Bataan, Mariveles is truly a class of its own. Local population had almost stroked the cityhood count with resident coming from other provinces in Luzon, Visayas and Mindanao. Languages spoken here is also diverse from Filipino, Capampangan, Cebuano Ilokano, Pangasinense to name local languages and English, Chinese and Spanish for the international community.

These diversities also are spilled over in the respective faculty of our schools. We have teachers coming from different areas of the country, they speak different languages and they come with different values thus with greater diversity comes greater challenges and opportunities in our faculty. Taking advantage of this factor we can enhance the total package of the “four pillars of education” of our schools whether:

1. Learning to know – a broad general knowledge with the opportunity to work in depth on a small number of subjects.

2. Learning to do – to acquire not only occupational skills but also the competence to deal with many situations and to work in teams.

3. Learning to be – to develop one’s personality and to be able to act with growing autonomy, judgment and personal responsibility.

4. Learning to live together – by developing an understanding of other people and an appreciation of interdependence. (Delors Report, Rethinking Education by UNESCO, 1996)

Strong Pillars of Educational in our academe will benefit our students, community and global economy and sustainability—that is why diversity in our faculty plays an important factor for
this functions to be effective. However, this also places different challenges as Educational Leaders in our school system. We should always be on our toes as we roll out programs for our teachers in enriching their skills and capacity inside their classrooms. Enabling them by including them is the path that we should follow. Inclusiveness calls for a consistent effort in all we do as we guide our teachers in their routinary activities that they will based of their diverse backgrounds and values.

References: