

# **The Global City Innovative College (Philippines) and The National Kaoshiung Normal University (Taiwan) Partnership in Forming Future Global Educators Via One Month Practice Teaching in Taiwan**

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## **Abstract**

Two educational institutions' partnership in the formation of global educators via one month practice teaching consisted of varied preparatory stages with the administrators, parents, student teachers, and mentors. It was concerned with the quality of schools, acceptance of school administrators and mentors to expose the nine GCIC Filipino student teachers to the varied curricular and co-curricular programs based on the schools' vision, mission and objectives, varied roles of a global educator, characteristics of multicultural learners, mentors, parents and community resources, variety of curricular, cultural and community resources. On top of these academic concerns, emphasis on how The Kaoshiung Ministry of Education exposed the private and government sectors collaboratively worked for E-learning Education, Culture and Arts Education, Ocean Education and Disaster Education in the Elementary and Secondary schools for its citizens.

The NKNU under the leadership and directorship of Dr. Vincent Sheih, then WCCI International President exposed the student teachers to four Schools in Kaoshiung, Taiwan in their respective majors: Bachelor in Elementary major in Early Childhood Education, Special Education and Bachelor in Secondary, major in English as a Second Language where they observed and later demonstrated how to teach the Taiwanese learners in their understanding of the nature and interest levels based on their school's vision, mission and curriculum. They received the Taiwanese Culture and Arts Education, E-learning Education, Ocean Education and Disaster Education on top of their school program of activities.

The nine Filipino student teachers experienced positive learning program of activities that made them developed self confidence in assuming varied roles of future global educators; independent openness to face and to establish harmonious relationships with the new breed of learners, mentors, parents and administrators in holistic foreign environments; creativity

to prepare and implement their lesson plans; fulfillment and joy for the wonderful special opportunities, privileges, challenges, guidance of their foreign mentors, affirmation of their competence from the students and mentors; deepened reflections of their learning insights and pride and determination to grow as future global educators of their time.

This partnership will serve as the model of the World Council for Curriculum and Instruction (WCCI) which may be replicated with other national chapters

**Statement of Problems:**

**1. What preparatory stages took place in concretizing the Research Partnership Program between the Global City Innovative College (Philippines) and the National Kaoshiung Normal University (Taiwan)?**

- a. Approval from the administration**
- b. Approval from the parents**
- c. Profile of student teachers**
- d. Preparation for the One Month Student Practice Teaching Program**
- e. Data on the Board and lodging of students, payment, security**
- f. Amount to be paid for mentoring**
- g. Preparation for visa & round trip ticket**
- h. Schedule of activities**
- i. Introduction to mentors concerned**
- j. Orientation to the Rationale, objectives and expectations**
- k. Regular feedback /update of the student- teaching program**
- l. Evaluation of the program**

**2. To what extent have the student teachers involved in the Practice Teaching learned about the following:**

- a) characteristics of teachers**
- b) characteristics of students**
- c) support of parents**
- d) program of instruction**

**3. To what degree have the student teachers demonstrated the following behavioral traits during their student Practice Teaching Program?**

- a. Self-confidence**
- b. Communication skills in English: listening, reading, speaking and writing**
- c. Planning their lesson plans**
- d. Employing variety of teaching-learning strategies**
- e. Preparation of Instructional materials**
- f. Use of instructional materials**
- g. Use of multiple intelligences**
- h. Honing of life-long skills and competences**
- i. Integration of values**
- j. Evaluation of learning experiences**
- l. Preparation of Comprehensive Student Teaching Portfolios**

**PRESENTATION OF DATA**

**Preparatory stages to concretize this program:**

1. The whole idea came from Dr. Teresita P. Pedrajas , Program Chair of the School of Education of the Global City Innovative College (GCIC) who brought up the idea of a partnership in forming global educators with Dr. Vincent Shieh who comes from National Kaoshiung Normal University (NKNU).Both of them are officers of the World Council for Curriculum and Instruction (WCCI) . Inasmuch as the need for global educators is the call of the time, Dr. Vincent Shieh as the International President and Dr. Teresita Pedrajas as the International Board Member presented the motion to have a research partnership of forming global educators during the International Board Meeting held in Puerto Princessa, Palawan City , Philippines on May 29,2009..The motion was approved in principle subject to the submission of more concrete plans of program .

Dr. Pedrajas presented the matter to Dr. Carolina P. Danao, Vice President for Academic Affairs of the Global City Innovative College, who likewise highly endorsed the program to Engr. Michael T. Tan, the President of the Institution for its approval. The whole proposal paper was presented and communicated with Dr. Vincent Shieh for his concurrence in July,2010 at Pecs, Hungary during the WCCI's International Conference. Matters on objectives and expectations from both institutions, probable target dates,

dormitory, student teachers' profiles, nature of schools to deploy the student teachers into, programs, visa requirements, and Memorandum of Agreement were agreed upon.

Financial, psychological, academic and personal concerns were identified and attended to. Parents' consultation was convened and solicited their full support and consent. Nine out of the thirteen parents pledged their full moral and financial support to their children's involvement in the program as of August, 2010. After which, nine student teachers started to apply for their passports.

The NKNU gave the acceptance letter for the Visa Requirements; portraits of the Holy Cross Church Dormitory, needed clothing /outfit during winter time, transportation facilities, time schedules and monthly fees and other amenities. Ms. Pinkie Tan and Ms. Red Tan assisted the whole group to acquire their Taiwanese Visa. The GCIC group opted for the Cebu Pacific Flight promotional trips, thus, they left on two batches: one on February 11, 2011 and the other on February 13, 2011. Both groups arrived in Taipei in the middle of the night, thus they had to rest at the airport and waited for the first trip to Kaoshiung via the bullet train at 6:00 A.M. Here, they experienced the coldness of winter as low as 14 degrees Celsius, though the place was very safe, secure and clean; some of them were very much excited with glee of the new place and the climate.

That upon arrival to Taipei, Taiwan, they were properly oriented to take the bullet train to Kaoshiung, where the Taiwanese hosts headed by Ms. Helene Lee, Mr. Cy, Mr. Kenneth met them at the Kaoshiung Train station. They also gracefully and safely took them to change their money into the Taiwanese currency. Then, they were accompanied to the dormitory and to the eatery. Meanwhile the second batch was directly brought to the NKNU for the scheduled Orientation Program on February 14, 2011 at 9:00 A.M.

**Well conceptualized Welcome Orientation Program to the whole group was organized by Dr. Vincent Shieh**

A big Welcome tarpaulin met us in a well prepared Conference Room made us felt honored, accepted and precious. **The Commissioner of Kaohsiung Bureau of Education delivered his Inspirational Message. A well presented Itinerary Kit for the GCIC student teachers with complete one month schedules, addresses, road maps of the four schools, transportation facilities, parks, cultural and business centers, dormitory, common Mandarin essential communication words and lines were printed to assist them in meeting their needs , travels and in finding locations / directions.**

The group was welcomed by the administrators and some faculty members from the following schools who presented their video coverage/ Power point presentations/brochures of their schools vision-mission, features, programs and activities. This showed us that they were very much prepared to welcome us to their schools.

**1) Kaoshiung Municipal Jhongsiao Elementary School :**

<b>Jousel Apelo</b>	<b>Kim Labastida</b>
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**2) Kaoshiung Municipal Yu Cheng Kindergarten**

<b>Samantha Esperanza</b>	<b>Angelica Naval</b>	<b>Carla De la Cruz</b>
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**3) Kaoshiung Ling Jhoa Primary School**

<b>Lora Callanga</b>	<b>Vanessa Hipolito</b>
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**4) National Kaoshiung Normal University Affiliated Senior High School**

<b>Ginalyn Taga-an</b>	<b>Paola Vinluan</b>
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The hospitality of the whole National Kaohsiung Normal University leadership accorded to the Filipinos from Day One, the sumptuous food served during Day One and the school heads, cooperating mentors gave a local orientation program to the assigned student teachers on Day One.

**1. Culture of the school community:**

The student teachers are all amazed at the structure of these public schools which were well built in very spacious lands, student friendly, centralized and fully furnished, clean, well maintained, comfortable and spacious classrooms with white boards, computers, LCD, automatic screens, and telephones, lots of books, educational toys; Fully equipped clinics, libraries, canteens, audiovisual centers, offices, gymnasium, playground, restrooms, Stationary Room, Teaching aids Room, Assembly Hall, Parent Teacher Room, Reception areas are all fully furnished. All of these facilities are efficiently supervised by competent leaders as well as are highly satisfactorily used by thousands of students.

**2. Characteristics of Teachers**

The student teachers are all appreciative of the fact that their respective cooperative mentors are all very happy, accommodating, warm hearted and harmonious to deal with; person-oriented, passionate in their teaching profession, know their students personally; showed mastery of their subject matter, were adjustable to the varied personalities of their students, very good models/ facilitators for the students to obey, to interact with and to do their daily classroom activities. They are friendly with their students. They showed **personalized concern** and paid attention to the kindergarten pupils. All of the assigned

cooperative mentors have finished their master's degrees too. They are all regular teachers or tenured teachers.

### **3. Characteristics of Students**

**The kindergarten pupils** are just wonderful, sweet, obedient, friendly, harmonious to be with, eager to learn and to be with their classmates.

**The elementary pupils especially those with special needs** are playful, carefree, though obedient, and well-disciplined too. These special children were taught how to be responsible for themselves like: they have specific place to clean, how to clean like someone is mopping the floor while the other is wiping the shelves. All children experience nap period, because they stay in school the whole day. Everyone is made to brush his teeth after eating. Students with difficulty in academic subjects are pulled out from their regular classes to be given special attention by taking them to the "resource classroom". The teacher handles only 3-5 students per class depending on the child's schedule and in 40 minutes in each subject. Because of their strategy, the children are able to learn more because of one on one teaching

The regular classrooms have 25-30 students per classroom, are given free healthy lunch consisted of rice, vegetables, fruits, soup and drinks. After the meals, each child is made to wash his/her own plates and utensils for ready use the next day; is given free mouth wash after brushing his/her teeth. They are given thirty minutes to eat, wash their plates and brush their teeth, thus as early as this young age, they are made to manage their time efficiently.

#### **Characteristics of High school Students**

The high school students are well-disciplined, harmonious to deal with, curious, inquisitive, determined to listen, to learn and to initiate. They dealt with the student teachers with respect and at the same time are friendly. They are fun to be with, are happy, frank and solicitous of the student teachers' knowledge and desire to know about Taiwan. Indeed, they are acting as gentlemanly and lady like adults at times during their lunch time and dismissal time.

#### **Support of the parents**

- ▶ The parents pay a substantial amount to maintain the education of their children in public schools. Presence of parents in the kindergarten and elementary schools was observed. The parents are always around to fetch their children. Some parents are also allowed to enter the classrooms to assist the teachers in supervising the children in selected activities.

One memorable experience by Carla de la Cruz was the fact that a parent gave a winter jacket to her so as to make her stay warm and comfortable. This parent gave this item thru the cooperative mentor which was gently received and later on returned during the last day in school.

### **Program of Instruction**

The subject periods are well identified, the school children know their respective schedules, the class schedules for the week are varied into curricular, co-curricular and cultural activities. The teachers have their own specializations which are properly appointed, scheduled, implemented, supervised and evaluated regularly. Regular meetings among the teachers with their directors are held for improvement.

### **Special Features of the Curriculum**

The student teachers were provided weekend visits to varied schools with special features such as

**a. Ocean Education** ; whereby the schools located near the ocean centralize their curriculum on the water, marine life, care , its advantages, and the responsibilities of the community, the children and the learners to sustain a safe, secure and harmonious life in the city and in the world.

**b. E-learning Education:** whereby the learners as early as in the primary school are taught how to surf the internet, make animations of their works, produced projects in school and in the community ,etc.

**c. Cultural Arts Education:** whereby the students are made to become aware of their cultural arts, music, dance, and taught how to love them by doing with pride the Taiwanese music, arts, dances, paintings, architecture, sculptures, etc.

**d. Disaster Education:** the Group of schools administrators, professionals from Kaoshiung and the Filipino Student teachers were mobilized by Dr. Vincent Shieh to visit Namaxia, the place that was directly devastated by the International typhoon two years ago, when several hundreds of Taiwanese perished due to landslides, floods, big boulders, soil, mud, covered several communities. There are survivors who were misplaced, abandoned by families, clan, people who needed psychological assistance. This group of visitors had extended their professional assistance in the form of medical, dental and psychological services besides the fact that the non-governmental like the international Red Cross, the United Nations as well

as the governmental agencies and some private groups have coordinated their resources to assist the survivors in terms of putting up housing projects, communities with well –planned and concretely built roads, bridges, well –lighted, adequate water supply , started construction of new schools, new assembly areas for spiritual and social concerns.

### **Methods, Approaches and Strategies of Teaching - Learning:**

There was versatility, diversity in the teaching methods, strategies of teaching learning:

The kindergarten and elementary schools used modeling, interactive and hands on activities.

Among the student centered activities were game shows, role playing, storytelling, group storytelling, playing a Filipino game, dancing and singing modern dance, showing of the Filipino flag and its identification of colors, modeling and demonstration.

The high school teachers employed mass media like newspapers, television programs, movie series, discovering what they learned, sharing sessions, imaging via drawing, poster making, role playing and discussion sessions in groups. The teachers used the reward system to encourage the students' maximum involvement.

### **Preparation of Instructional Materials/Aids**

The student teachers were not given the opportunity to prepare any instructional materials because all the materials were prepared, stored in the stock room for ready use, each classroom in fact has many books, educational toys, visual aids to be used.

### **Integration of Values**

The student teachers demonstrated the integration of values by showing good relationship with the pupils, students and teachers, being available to assist them to do their assigned tasks, giving positive feedback of their performances, giving them a hug for the kinder of their achievements and giving them assurances for the good things they did in the classroom, dealing with their students as persons with feelings, in need for acceptance, belongingness, recognition for their achievement, feeling of worth as well as being friendly and available for them. The student teachers likewise felt as partners of the professional teachers in the classroom.

### **Assessment of Learning Experiences**

The student teachers experienced administering a pen and paper test in Mandarin, but they could hardly understand; They saw how creative the students were in their drawings, slogans, objects, and behaviors expected of them as responsible children they made in the classroom.

Moreover, the high school students were observed to have manifested their great interest to speak, and to write in the English language via their inquiries, sharing of experiences, creating their slogans, poster and in writing their essays.

### **Weekly Monitoring Session**

The student teachers performances were supervised and monitored thru a weekly Thursday afternoon session facilitated by Dr. Victor Fang, President of WCCI National Kaohsiung Chapter. The nine student teachers had been provided with feedback session to ascertain how, what the student teachers were doing in their respective schools, as well as to share whatever concerns, problems and issues they have encountered. They always finished the sessions with eating food provided by Dr. Victor Fang, Ms Helen Lee and Dr. Vincent Shieh.

### **Comfortable Dormitory & Sports Area**

Ms. Cecile Lee as the officer-in-charge whom the student teachers love for her ready smiles, considerate short reminders of their daily routines like garbage collection and disposals, washing equipments, and great consideration for a bargained fee. Enjoyable activities like cycling, visiting parks, play bowling, eating in expensive restaurants with Ms. Helene lee, Mr. CY, Mr. Kenneth as their foster guardians who took the bills.

### **Preparation of Comprehensive Teaching and Learning Experiences Portfolios**

The student teachers prepared very informative, comprehensive, artistic, attractive and self-expressive holistic portfolios which deserve to be displayed for appreciation and recognition of their beautiful and lasting learning experiences in their formation of being the future global teachers for the Philippines and the world

#### **4. To what extent have the student teachers manifested their behaviors in the classrooms and school community during their stay with the cooperating mentors?**

The following tables will show how the nine student teachers rated themselves as well as the cooperating mentors rated their assigned student teachers. A scale of 1 as the lowest and 10 as the highest in each of the following behavioral traits, was administered to the nine student teachers and the nine cooperating mentors to rate.

**Table 1 Students' Self -Rated Behavioral Traits and Cooperating Mentors' Observed Traits on the Student Teachers**

Behavioral Traits	Student teachers' self rating	Cooperating mentors' observed traits on the student teachers
a) Showed determination to learn	10	10
b) Accepted tasks readily as a teacher.	10	10
c) Did assigned tasks with joy.	10	10
d) Assumed daily responsibility enthusiastically	9.5	10.0
e) Initiated activities/ideas with /for the group	9.0	9.0
f) Shared concern for the pupils' behavior in learning.	8.0	8.0
g) Manifested personal values that are important for children	9.0	10.0
h) Showed passion in teaching to carry professional self.	9.0	10.0
i) Accepted instruction humbly.	10.0	10.0
j) Accepted mistakes honestly.	10.0	10.0
k) Exuded self-confidence in being a teacher.	9.0	10.0
l) Acted as a good model teacher.	9.0	9.0
m) Shared insights and learning experiences	9.0	9.0

Multiple Intelligences	Student teachers' rating on self	Cooperating mentors' observed traits on the student teachers
a) Demonstrated body – kinesthetic intelligence in delivering the lessons.	10.0	10.0
b) Demonstrated oral linguistic intelligence in facilitating the lessons.	7.0	7.0
c) Demonstrated drawing or artistic intelligence in preparing the visual aids	7.0	8.0
d) Demonstrates musical intelligence in the teaching – learning sessions.	10.0	10.0
e) Demonstrated teamwork	9.5	9.0
f) Showed gratitude to persons who assisted her.	10.0	9.0
g) Demonstrated love for nature as shown in her visuals.	9.0	9.0
h) Demonstrated intelligently written lesson plans.	9.0	9.0

## **ANALYSIS**

The above-mentioned data show that the student teachers have demonstrated the highest degree of their interpersonal relationship with their teachers and pupils. This implies that foremost in their minds was the fact that their harmonious personal contact with the teachers and pupils is indeed very essential to maximize their determination to improve themselves from all their learning experiences in Taiwan.

Their openness and acceptance to the varied tasks of a teacher for exposure to all the factors of their learning environment, awareness of the important tasks coupled with their spontaneity to share their insights through their pre-and post conferences, submission of daily journals, the use of their energetic body language make them feel as para-professionals too, therefore are grateful to their cooperating teachers.

It could also be noticed that the student teachers manifested a great degree of self confidence because of the fact that the cooperating teachers have accepted them as co-workers in the classroom, to do their assigned tasks, to accept instruction, to assist the cooperating teachers enthusiastically in the daily routines, in their new tasks for the children as well as accepted some initiatives coming from them as partners too.

The student teachers scored highest in demonstrating teamwork, manifesting linguistic, bodily –kinesthetic, musical, spatial, passion for teaching in caring their professional selves and good modeling for a teacher means that the student teachers found it very healthy to assume their varied tasks because they have received positive attitudes and outlook from their teachers and pupils. In fact the writer was a witness to the student teachers' stage presentations on singing and dancing in two schools with the teachers and pupils as audience. Moreover, the Filipino student teachers presented another song and dance number in Namaxia High School with all the invited Taiwanese school administrators and teachers in attendance.

It could be noticed too that these student teachers demonstrated their regular sense of responsibility. It was significantly observed that a good number of them scored 5-8 in coming to classes punctually which may be taken to mean that the student teachers were sometimes late for their assigned tasks. Was it because seven of them had to commute via the train to reach their destination or because of their lack for excellent time management was wanting?

Over all the student teachers' self assessment may be taken to mean that they have demonstrated a high degree of performing the traits and behaviors of beginning global teachers; that they should strive to manifest these behaviors and traits to the higher degree if not to the highest degree. The student teachers' time management could be improved. They demonstrated teamwork, enthusiasm to assume daily tasks and responsibilities as well as showed gratitude to persons who assist them.

**As regards the Cooperating teachers' observed behaviors and traits of the Filipino student teachers, herewith are the specific summarized scores:**

**First highest scores of 10 in the following traits and behaviors by Cooperating teachers:**

- ✿ Demonstrates musical intelligence
- ✿ Demonstrates bodily-kinesthetic intelligence
- ✿ Self-confidence in being a teacher
- ✿ Shares her concern for the pupils' behavior
- ✿ Ability to do assigned tasks
- ✿ Demonstrates relationship intelligence on dealing with pupils and teachers
- ✿ Willingly initiates an attitude /idea with/to/for the group
- ✿ Readiness to accept tasks of a teacher
- ✿ Humility to accept instruction
- ✿ Passion for teaching in caring her professional self

**Second highest scores of 9 in the following traits/ behaviors by cooperating teachers**

- ▣ Shows her insights and learning experiences
- ▣ Shows initiatives to do something better
- ▣ Good modeling for a teacher
- ▣ Demonstrates oral linguistic intelligence in giving lesson
- ▣ Manifests personal values that are important for children

**Third highest scores of 8 in the following traits and behaviors by cooperating teachers**

- ✚ Comes punctually for her classes

- ✚ Demonstrates drawing or artistic intelligence in preparing visual aids
- ✚ Demonstrates written intelligence in making lesson plans
- ✚ Good modeling for a teacher
- ✚ Shares her concerns for the pupils' behaviors. Learning
- ✚ Comes regularly for assigned tasks

## ANALYSIS

It could be gleaned that the cooperating teachers rated the student teachers very highly from a perfect score of ten to a score of eight which is still considered above average in almost all the twenty one behavioral traits.

This may be taken to mean that these cooperating teachers must have observed a great deal of manifestation of these twenty three traits and behaviors from among the student teachers.

The fact that these professional cooperating teachers have very high academic preparation, are tenured and are master teachers assigned to the student teachers imply that they surely have concrete basis of their observations on their student teachers under them.

Generally, all of these observed traits and behaviors of the student teachers as beginning global teachers are very much worthy to cherish about the student teachers' experiences in Taiwan.

The researcher of this paper would like to share an assessment letter from a Taiwanese cooperating teacher.

### **Dear Dr. Pedrajas:**

To begin with, I am writing to tell you that in the evaluation paper I gave both Gina Tag-aan and Ms. Paola Vinluan the highest scores for every description. It doesn't mean that I intended to muddle through the job. Instead, it shows that they deserved the honor. Let me make some extra comments on Gina and Paola.

I am glad and honored to have taken on the responsibility as Gina and Paola's mentor during their stay in Kaohsiung. In a broader sense, the task means more cultural exchanges between your University and National Kaohsiung Normal University. In a narrower sense, it means not only more opportunities to speak English both for me and my students, but also an incentive to know more about your country.

As I look back on the days when Gina and Paola observed my English class, I have found I actually benefited more from them than they did from me. Firstly, I am really impressed by the way Gina and Paola greeted my students by what is unique in your country and by learning some Chinese expressions from my students.

Secondly, Gina and Paola have instilled into their teaching presentation plenty of vigor, which makes their cooperative teaching all more appealing. Thirdly, the efficiency and diversity in activities also impressed me a lot. I believe they must have spent a lot of time brainstorming over the whole teaching activities. To be brief, their informative and entertaining presence in my classroom has made my class a paradise for learning English. I am grateful for that.

On the other hand, as their stay here coincided with the disputed issue of your country's deporting several Taiwanese criminals to China, Gina, Paola and I had a thorough discussion about it when we had dinner together on our way from Mei-nung (an ethnic Hakka township in the suburbs of Kaohsiung) back to the downtown and we mutually understood how two countries dealt with the problem.

The deportation case must have worried even scared Gina's and Paola's parents as I knew from Gina and Paola that prior to their arrival in Taiwan, their parents reminded them to be cautious in their behaviors.

Overall, Dear Professor, you have two excellent students as I observed. They have the high levels of English capability. Besides, they are equipped with impressive insight and persuasion. Above all, they have endless passion for teaching. My students and I are blessed to have them two here in Kaohsiung. It is my and my students' hope that Gina and Paola will pass the qualification tests and become real teacher and come back to Taiwan as visitors.

Yours Sincerely,

Chih-hao Hsiang  
English Teacher, Affiliated Senior High School  
National Kaohsiung Normal University  
Kaohsiung, Taiwan

**The end of the letter.**

All the presented data from the Taiwanese imply that the Taiwanese learners, mentors and parents must have caught something from the character, personalities, talents and attitudes from their Filipino student teachers too, like established trust, respect, appreciation, friendship, connectivity among themselves too. In fact, the writer is aware of the fact that almost all of these Filipino student teachers communicate with their cooperating mentors, administrators via the Facebook, or email as of this writing.

## **CONCLUSIONS**

### **From the data presented, the following conclusions are deduced:**

1. The World Council for Curriculum and Instruction International Collaborative Research on the Partnership between the Global City Innovative College of Taguig City, Philippines and the National Kaohsiung Normal University of Kaohsiung, Taiwan Via One Month Practice Teaching Program to Assist in the Formation of Future Global Teachers was well conceptualized, excellently coordinated for implementation and objectively evaluated by both Dr. Teresita P. Pedrajas of the GCIC and Dr. Vincent Sheih of the National Kaohsiung Normal University .
2. Various stages on the approval of the research proposal started from Dr. Teresita P. Pedrajas and Dr. Vincent Shieh , then submitted the idea and the whole strategic plans to Dr. Carolina Danao, the GCIC Vice President for Academic Affairs, who likewise endorsed to the GCIC President, Engr. Michael Tan for approval; presented the matter to the thirteen graduating students, conducted a conference with their parents for support and cooperation on the program, objectives, expectations, finances, security, board and lodging, activities and collaboration with the NKNU; the production of requirements for the passport and Taiwan visa; payment of transportation and dormitory fees, getting of the airplane tickets, insurance policies with the assistance of Ms. Pinkie Tan, Vice President for Administration .
3. That the National Kaohsiung Normal University provided excellent learning experiences to the nine student teachers from the Global City Innovative College to develop self confidence, oral and written communication in English, ability to prepare challenging lesson plans, to deliver lesson interestingly and to show variety of student centered activities, to demonstrate their multiple intelligences ,to plan and use ready made instructional materials, to integrate values and to administer classroom evaluation instruments .
4. Moreover, the student teachers have manifested their competency-based skills like decision making, time management, budgeting their allowance, negotiating, relating skills, cooperating and teaching skills. The NKNU exposed student teachers to the rich and best Taiwanese culture from day one to -day thirty.
5. The dynamic leadership and intensive supervision of Dr. Vincent Shieh, Dr. Victor Fang of the World Council for Curriculum and Instruction International via the Taiwan National Chapter made this project successful.
6. The GCIC student teachers experienced the rich culture of Taiwan in terms of persons in the schools, leaders in the Education Bureau, the highly prioritized \educational system which are supported by the government and the parents, the highly paid teachers, the technologically oriented and friendly school campuses, the disciplined people, the well

maintained cultural museums, buildings, structures, rivers, arts, business sectors, the busy people, the fresh, nutritious food which were beautifully and attractively cooked, presented and sold, the fond for eating and cooking among the people, the modern and well maintained, safe transportation facilities like train, buses and taxi cabs, the well maintained streets, light posts, street signs, traffic lights, the recreational, spiritual and business centers, the intensive collaboration among the non-governmental and governmental sectors to assist their brothers and sisters who were survivors to national calamities, no sight of street beggars or neglected children or families, the very good leadership and governance of Kaohsiung, Taiwan with observed the people who are busy, happy, satisfied, prayerful, hospitable and peaceful.

### **RECOMMENDATIONS:**

1. The model for networking partnership is hereby recommended for replication in other countries.
2. That the WCCI International gives Citation of Distinction to the NKNU and the GCIC for this MODEL Partnership.
3. That future projects may also be allotted a minimal budget for essential expenses on administration and paper work.
4. Though not well experienced as very apparent reason for more teaching time experiences, a crash program on studying the Mandarin language will enable the future student teachers more teaching time with the Taiwanese students in the kindergarten and elementary schools for better and efficient communication without the Taiwanese teachers translating the English into Mandarin anymore; and or maybe the Filipino students could have been more exposed to teaching English as a second language for the children.
5. Taiwan has a very rich and beautiful culture to enrich, to inspire and to engage every global educator.
6. The results of this study should be shared with the WCCI National and International Conferences or for better information and collaboration among its members.