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01 - 01 Okay, so good afternoon and I would like to say thank you for saying yes for this interview and this is very helpful in my study, and not just simply for my study, but also in general, for the entire Augustinian community. So, your participation here is voluntary, so, meaning to say, no one forced you to do so and it's with parent’s consent, right?

01 - 02 Yes, sir.

01 - 03 So, your parents said yes and I think you have signed, she signed our agreement there in the consent form. Am I correct, Eula?

01 - 04 Yes, sir.

01 - 05 Okay, and don't worry, as what I've mentioned to you, this is purely voluntary and you will just simply share your ideas and experiences, and there's no harm that will happen to you, or whatever, and this will not also affect your class standing and grades because this is simply a research and academic exercises, okay? So, before I begin, do you have any questions you want to ask?

01 - 06 ( Nodding her head )

01 - 07 When it comes to culturally responsive leadership, what does the term leaders refer to? Does it refer to teachers, faculty, and staff? So, when you say leaders, so in your case because you're also a leader, right? You are a leader of, you're an officer of? Like a news writer, a member of the Kalinaw Chorale.

01 - 08 Yeah,

01 - 09 so that's it, we are going into that context but there are some questions here, I mean, that will also refer to the teachers, to the top management, like the fathers and all. I'll just guide you through with the questions.

01 - 10 Okay, sir.

01 - 11 Okay, shall we begin?

01 - 12 Okay, sir.

01 - 13 Okay, so your name, your full name is?

01 - 14 My name is Eula Marie Evangelista Victoriano and I am now graduated senior high school and now an incoming MedTech student here at Colegio San Agustin - Bacolod.

01 - 015 So, in what department do you belong?

01 - 016 Now that I've graduated from the BED, senior high school department, and will now be proceeding to college, I will now be part of the chapter department for the college of health and allied profession, sir.

01 - 017 Do you have a special role in this school? Are you a member of something?

01 - 018 I have a lot of roles but there are like two major roles that I participate in: one as a news writer of the Aquila publication and the other one is a member of the Kalinaw Chorale, sir.

01 - 019 Yeah, so you love to sing and yeah, I heard many, many times and it's always an awe, you know, when the time you open your mouth and you sing, it's like it lingers into my mind the younger Eula I've seen before.

01 - 020 Okay, thank you so much.

01 - 021 Okay, can you tell me about how long have you been to San Agustin?

01 - 022 I think I've been here for almost 9 years, 10 years.

Yeah, I think I've been here for almost 9 years because I studied here at San Agustin since grade 4. Ah, yeah. But back then when I was first enrolled here at San Agustin, I used to study at the Villa San Agustin campus which is located near Lopue’s East and McDonald's Lopue’s Branch. This lasts until grade 7 because, well, you have the COVID-19 pandemic.

By, like a few years later, like maybe like one year later after the COVID-19 pandemic, we recently moved to Silay City which is pretty far from VSAC and as a result, I transferred to the main campus starting at grade 10. Yes, yes, correct.

01 - 023 What made you stay here in San Agustin?

01 - 024 Well, for me, what made me stay here in San Agustin is the friendly environment that I've been living in for the past few years because right before I was enrolled, there's this like... I'm not so sure if I should say this but can I... This one is much, much personal to me. Yeah, yeah, yeah.

01 - 025 It's okay.

01 - 024 So, I was born with, let's just say, I was given like a special condition. And then because of that, it has given me like trials and relations. Like for example, the struggles when it comes to emotional management, for example.

Now, in relation to that, before San Agustin, there's this one school which rejected my application despite the fact that at that time, back in preschool, that I was considered to be capable of studying at a bigger institution. So, I got rejected.

01 - 025 So, you got rejected.

01 - 026 It was such a little bummer because of my special condition.

01 - 027 Are you open to tell me of that specific condition?

01 - 028 I would like to ask you a question, sir.

01 - 029 Yes, okay.

01 - 030 Are you sure that it's going to be kept private, sir? Yeah. Especially the footage? Yes, it will be kept private. Just make it anonymous, sir.

01 - 031 ( nodding )

01 - 032 Yes, okay. Quite personal to say, but I was diagnosed with Autism Spectrum Disorder or ASD. Yeah, yeah, yeah.

01 - 033 Okay, it's okay. Because everyone is unique and, you know, being unique is a gift from God. And we cannot say that because you have that, you are not as dignified as the rest.

No, no, no. Everyone is imbued with an innate dignity. So, no matter what happens or no matter what the status of our personality, we're all equal.

So, I assure you that this study, we'll keep it private as you have asked. And as what I have promised to your parents, that this will be anonymous, it will be confidential. So, rest assured, Eula, that Teacher Gilbert will keep it in secret.

And I salute you and I thank you for trusting Sir Gilbert ever since. Thank you so much.

01 - 034 Okay, so, what do you enjoy most about working or being involved in an Augustinian school here in San Agustin? What do you love most doing here?

01 - 035 What I love doing here is, now that you mentioned it correctly, what I do love about being involved here is that it gives me new opportunities where I can develop relationships with my peers, with my classmates, and with the teachers and faculty and staff.

01 - 036 It also gives me a place where I do not like feel any judgment at all nor get involved into bullying regardless of my condition. So, that makes me really happy, sir.

01 - 037 True… Look. Yes, so, in your own personal background or experiences, how do you define the word cultural diversity? When you say diverse culture, in your own opinion, what can you say about that or what is your own definition?

01 - 034 Well, in my honest opinion, sir, cultural diversity, it refers to a set of different cultures that are being acknowledged in some way where they are not erased but rather recognized from different people. Like, no matter what, let's say, what that person comes from, what their skin color is, or what personal background do they have, still they are being recognized as equals. Ah, okay, so thank you.

01 - 038 So, when you say cultural diversity, different personalities, different backgrounds, different way of life, culture, different way of how they dress, how they perceive themselves, mental construct and all, do we have the same understanding of cultural diversity?

01 - 039 Yes, Sir. It's like a color palette being blended together, painted on a canvas to create a beautiful masterpiece. Thank you.

01 - 040 So, do you have any, somehow, memorable or unforgettable experiences in dealing with people with diverse personalities, diverse backgrounds? Do you have any happy moments or unforgettable? Maybe not so happy, or yeah, something we can consider unforgettable moments wherein you are working with people with diverse backgrounds, like your classmates perhaps, or the entire Augustinian institutions, that you say, oh, that's one of the most unforgettable moments I had before.

01 - 041 I think the recent most unforgettable moments when it comes to dealing with cultural diversity was when we had a performance. There's this one performance task in oral communication where we have to record a video about us showing different artifacts from the indigenous community, and then during the shooting, we made a lot of jokes about it. I can't even mention it. I think one of my former classmates just mispronounced it, said the correct term, which is super funny.

01 - 042 So, that's one thing you cannot forget?

Yeah, when it comes to, if we're talking about culture, sir. Yeah, okay, wow. I think another one was that we had this exhibition. There's this one exhibition that we attended, and then one of the activities there is like dedicated to cultural research.

Now, one of the presenters just presented a thesis about recovering a lost language. I forgot what that is, but apparently, it's forgotten over time, sir, and their task is to recover the text. They have to ask for consent and interview that specific resident from that particular district, and then they're going to interview.

01 - 043 Once the interview is done, they have to transcribe and then translate it into English. So, the same process that I'm going to do with your sharing. I'm going to transcribe it, translate it into English, whatever.

Personally, I will say thank you because I will not have a problem with translating it because you are gifted with the English language ever since. So, you make my burden a little bit lighter. Thank you, sir.

So, let's go now to leadership practices and cultural responsiveness of the school. So, how do you define culturally responsive leadership in the context of CSAB? So, what's your definition of how CSAB promotes culturally responsive way of leading the institution? Like, imagine a set of individuals, each with their own distinct personality, with their own distinct background. And then they've come upon this one task where they have to do a presentation that's dedicated to culture.

01 - 044 So, when it comes to culturally responsive leadership, I say that culturally responsive leadership is like getting people to know each other, their own distinct backgrounds. And then leading them as one diverse group. So, let's say they come up with that specific task they're going to brainstorm.

They're going to brainstorm their own ideas, their own distinct culture, like what are their cuisines, what are their practices. And then they're going to integrate that into the presentation.

01 - 045 In our school in San Agustin, do you think the school caters the needs of the diverse learners that we have in San Agustin? Because San Agustin has a lot of students, right? And each student is unique, we have diverse learners with diverse needs, with diverse cultural backgrounds.

01 - 046 In your own opinion, in your stay here for 10 years, Eula, how do you see the school leading the entire Augustinian community? What's your observation with that? I say that the teachers, faculty, and staff have demonstrated the utmost respect for the students. If I am going to say one big improvement, say something on what the school should improve, it is that the school should market to its diverse learners, especially those who are from indigenous communities, sir.

01 - 047 So, you're saying that they will reach out to the IPs; is that what you mean?

01 - 048 Yes, sir. Okay, thank you.

01 - 049 So, as a member of AQUILA and as a member of the Chorale, am I correct? Yes, in Kalinaw Chorale. Do you have specific leadership strategies as a leader, as a member? Are there specific strategies that you try to implement or try to use in order to promote cultural diversity among your circles of friends or group members?

01 - 050 As of now, I don't think I have any specific strategies, though I am trying to address that by being more open to others, especially to my peers, and taking full responsibility when it comes to dealing with some situations such as time management, for example. And then be more active when it comes to participation when it comes to dealing with cultures, etc.

01 - 051 So, then we go to the Augustinian values. So, what are the Augustinian values that you have here in San Agustin?

01 - 052 In this school, you have Unitas, Caritas, and Veritas. If I'm going to pick one that I'm most associated with, I think it would be Veritas, or Truth.

That third Augustinian value is what piques my interest the most, and it allows me to be more honest and be open to others without hiding my personal feelings. It allows me to open up to others, and that's what I really need to improve right now, sir.

01 - 053 So how do you feel personally when you open up to others? What's your feeling?

01 - 054 Then I open myself to others, it makes me feel relieved that at least I have someone who can talk to.

01 - 055 Talk to, understand your situation, and it gives you relief and happiness, perhaps. But in general, Eula, with your 9 or 10 years of experience in San Agustin, do you feel being accepted in the community on a scale of 1 to 10? On a scale of 1 to 10,

01 - 056 I think I would rate it a 9, sir. Because from the moment that I got enrolled in grade 4 was when I started to feel accepted and to be loved by my peers, my teachers, and my faculty and staff despite my special condition. Thank you, Eula.

01 - 057 We are now moving into addressing challenges in managing diversity. So what challenges, Eula, you have encountered in addressing cultural diversity within your institution? Do you have any problems you've encountered before or recently wherein they are related to the diverse cultural backgrounds of the students? Even if it's not your own experience, or perhaps you have seen it with other peers, or you have observed it in school, are there such challenges that you can cite? Is gender included in the cultural diversity?

01 - 058 Yes, it's included. If I remember correctly, there's this one time in grade 11, senior high school.

01 - 059 I am not going to be mentioning any names here, but apparently there's this one classmate, a former classmate of mine, who, I don't know, just like made a dirty joke or something, which makes the other student, or the victim, even sadder. And we even, like, me and the others, we even tried to correct him, and at the end, I kind of, like, gave the victim a very heartfelt message with a crown on it, a crown emoji. So that's one.

01 - 060 Meaning to say it also happens here in San Agustin that there are instances that, you know, somehow, we can consider that bullying, right?

01 - 061 I think it happens more online, sir, than in face-to-face. Ah, okay. That’s in messenger. So, it's online. Ah, in messenger.

01 - 062 Yes, sir. Other than that, I do not experience any challenge. I did not encounter nor experience challenges here in CSAB when it comes to face-to-face classes, sir.

01 - 063 So how do you respond to cultural misunderstandings or conflicts? How do you respond personally if there's conflict when we are talking about, you know, if there's bullying when it's related to race, gender, or personality, mental constructs, in your case for example? So how do you manage it? Well, that depends.

01 - 064 That depends on the situation if that particular person, let's say for example, is unresponsive and a hard-headed person.

01 - 065 So, if I'm able to counter with a situation where some cultural misunderstanding happened, then I would like to educate them. I would like to educate them on what that particular culture is and what are the practices that they use. And prove that it's not something that is random, but rather acknowledge it as if they are important in their respective traditions, sir.

01 - 066 If that particular person becomes hardheaded, then, well, I have no choice but to report, sir. How about in the context of your classmates? How do they treat you as who you are? Are there instances that have conflict when it comes to when they deal with you?

01 - 067 In particular, sir, they always treat me friendly. They give me a lot of friendly gestures and act friendly towards me.

01 - 068 When it comes to friendship, ever since the pandemic, I became so little bit close-minded that I really wanted to improve, to become a better version of myself, especially when it comes to college, sir. So, with your condition, Eula, how do you deal with the rest of the institution, your classmates, and your teachers? With my special condition, sir, I always work towards my peers and my teachers by acting friendly towards them and being polite to them, even though there are some instances where I struggle a lot, especially during Filipino subjects, sir.

Okay, so Filipino subject still is your... It is still my least favorite subject, sir.

01 - 069 Because of the language.

01- 070 Yes, because of the language barrier, sir. Language barrier.

01 - 071 As of now, I am still struggling with the language barrier, especially when communicating with my parents, sir. So, I'm trying my very hardest to improve and address that situation.

01 - 072 Yeah, when it comes to the Filipino language, that’s one thing that you think is the most challenging on your part, aside from your condition, is your ability to speak in Filipino, which is not right.

01 - 073 Yes, speak and write in Filipino, sir

01 - 074 But you can speak in Hiligaynon. Can you communicate in Hiligaynon? A little bit.

01 - 075 Say it a little bit.

01 - 076 A little bit.

01 - 077 Okay, so when you speak to your chorale groups or with your AQUILA and all, it's English?

01 - 078 It's mostly in English, sir.

01 - 079 So how do they respond? Do they say, oh, I got nose bleed? Do they say that?

01- 080 No, not like that, sir. Not like that. They do not exaggerate that at all.

01 - 081 So how do they respond? It's natural. So how do they answer? Do they speak as well in English or in Hiligaynon?

01 - 082 Sometimes they speak in English, sometimes they speak in Ilonggo, and sometimes they, well, communicate in both languages. Wow, thank you.

01 - 083 So, we are now on professional development and capacity building. So, are there programs or trainings that CSAB is conducting or providing to teachers, to student leaders, or to students as a whole in order to promote the appreciation of cultural diversity in the institution?

01 - 084 There's this one particular institution here in San Agustin that promotes cultural diversity, and that is the Kinaadman Center of Culture and the Arts. As of now, they're currently having their velada there at the auditorium right now with the Kanlaon Theater Guild performing a sarsuwela, which is dedicated to Christian values.

01 - 085 So, the reason why I chose is because that particular program is really, really dedicated when it comes to promoting culture, especially those from indigenous communities. One major example that they have conducted or included is with the inclusion of the IP Museum next door, which is located next door. It features a collection of various objects coming from indigenous communities. There we get to know what it is and what is their practical use and spiritual use in that specific community.

01 - 086 So, you consider Kinaadman as an effort of the school to cater and to teach, to train, and to have this competence among staff and faculty and students to appreciate more when we are talking about diverse cultural backgrounds. So, what are your observations? What are the continuous programs, or how does the school ensure continuous learning and improvement regarding the cultural responsiveness of the school?

01 - 087 Are there observations you can notice that there is what we call continuous improvement, a continuous program perhaps?

01 - 088 I think I can give a list of all the things that they have done in the Kinaadman Center of Culture and the Arts. First you have the IP Museum, and then you have the various bands, or let's just say various performing arts organizations.

01 - 089 You have the Kalinaw Chorale, in which I was included as a member; the Kamighon Band; Kanlaon Theater Guild; and the Kagayon Dance Troupe. The most recent experience was the Bahandi exhibition, wherein we got to learn more about the indigenous culture. For the Kagayon Dance Troupe, one of the major events was when they had a video presentation from the Kagayon Dance Troupe, and it's about a lost dance.

01 - 090 I'm not so sure; like, I forgot what it's called, but basically what they did was dance like you're moving around like a chicken. That's one thing that I can remember. Another thing that I can remember is the cultural research visitation, as I mentioned earlier.

01 - 091 And then for the Kalinaw Chorale, well, aside from dedicating ourselves to the Lord every Sunday, we also had our practice sessions where we got to practice various songs both in English and Filipino. Sometimes we tend to perform songs like Mamayong Agkin and Isang Bagka. That's the particular song that was performed at the Velada earlier.

01 - 092 Where you participated. Yes. Can you sing one line?

01 - 093 [sings]

01 - 094 [applause]

01 - 095 I’m so blessed Eula to have you this afternoon and so very, very, very happy. Not because I got your responses, but because I miss you personally. Thank you, sir. Thank you so much.

01 - 096 I also miss you too, sir. So, this one, okay so what's your own opinion about the, when you say, are the staff, faculty, non-teaching staff, do you think they are ready or they are equipped with to being responsive to the diverse cultures that we have here in San Agustin? For me sir

01 - 097 It's what I mentioned here, they need to market to diverse learners, especially coming from the indigenous communities. Because I feel like there is something quite missing here. When it comes to promoting cultural diversity, and that is to reach to other people, to get to know them, their experiences and their practices that they've put in their respective tradition of that particular community.

01 - 098 So, you mean to say that the staff, the teachers, the non-teaching staff, we're equipped in catering different kind of people in our community, but your suggestions for improvement or suggestions is that the school itself will try to reach out to the IPs, to the indigenous people, in order to, so that, you know, inclusion of such kind of people in the community. Am I correct? Yes sir. Okay.

01 - 099 So… Hello… Sir, good afternoon. Okay, Eula.

01 - 100 So how does the school, not just the leaders, not just the teachers, not just the staff, how does the school encourage the whole community to be culturally responsive to the diverse individuals in the school? What does the school is doing? Well, in senior high school, one of the subjects that we've been accustomed to is Huma, which focuses on the various art forms and their various artworks coming from that particular community, sir. Another one was IP museum. So, the museum here is one of the tangible projects of the school, is that what you mean? Yes.

01 - 101 That will help? Is that what you mean? Yes. That will help the community engage to understand. Yes, sir.

01 - 102 Okay. So, when it comes to policy, is there a policy, a written policy in the school, wherein it talks about promoting cultural diversity in San Agustin? I cannot even remember on what particular policy that promotes cultural diversity, sir. Okay.

01 - 103 So, you said there's no written policy in the school, written in our handbook, or written somewhere, or maybe posted here in San Agustin, that talks about that, hey, we have to be culturally sensitive with others. There's none, right? Or more like that I cannot remember, sir. I mean, just because I cannot remember does not mean that there is no particular policy written that speaks about cultural diversity.

01 - 104 It's just that I cannot remember. If I can remember, then surely, I can explain, but as of now, I cannot remember on what policy. Thank you.

01 - 105 So, do you think, in your own opinion, there's a need for us here in San Agustin to have that policy, a specific policy that will promote diverse learners to promote the diverse cultural leadership in the school? I bet that there is really a need, sir, to have a written policy and promote it that speaks about cultural diversity, sir. And it's about treating those, especially your peers, when it comes to cultural backgrounds, their gender, their specific condition, etc. So, for you, in your own opinion, there's a need to have that written policy? Yes.

01 - 106 Okay, thank you. Why do you think there should be a need? Be a need, sir. I bet there is really a need, sir, so it can serve as a reminder to the students that they should be respectful to those around them.

01 - 107 And then, maybe even better, promote other people's cultures through the cultural leadership we do here. Okay, thank you. What's the role of these leaders in our school in promoting cultural diversity? What's the role of these leaders? Do you think they have an important role to play in promoting cultural diversity in this institution? I think they really have a special role.

01 - 108 It's just that they really need to prove that they need to be responsible in their particular role and then continue to promote cultural diversity, sir. One thing that I've observed here, I mean the IP Museum has been inducted here, yet somehow, I kind of noticed that there are fewer or no students interested in coming to the IP Museum. So, I bet it has to do with the marketing and promotion of the culture.

01 - 109 So, when we're talking about culture, it's not just about the IP, okay? So, we're talking also about our individual cultural background, like your classmates, like the teachers, and the school as a whole—that's also a culture. We have that as also a unique culture, okay? So how do you assess the effectiveness of our cultural responsiveness as a school on a scale of 1 to 10? How responsive is San Agustin when it comes to cultural diversity in our institution? I would like to rate it in my really honest opinion, sir. I would like to honestly rate it in between 7 and 8, so maybe like about 7.5. I mean, for the record, sir, overall, what they did was really good to promote the culture.

01 - 110 It's just that there is a room for improvement. Okay, there's a room for improvement. Why 7.5 and 8? Because your reason is… Room for improvement, okay? What are the things that the school needs to improve? If you're asked to, so what are the things that the school needs to improve when dealing with this diverse group of learners and the diverse cultural background of our community in this institution? I'd say that one of the things that they really need to improve is that they need to imagine this one particular idea where, in terms of education, they really need to include field trips.

01 - 111 And what I meant is like trips to the IP museum itself. There, students, can learn from various grades, let's just say junior high school and senior high school. That way, junior high school and senior high school students can not only get to learn more about their particular culture but also the history itself of San Ag.

01 - 112 I mean, as you can see, there are different pictures, old photos right there. But yeah, the inclusion of field trips in education is one particular idea I had in mind when it comes to improving cultural diversity. Okay, so we're still here in evaluation and impact.

01 - 113 So, are there surveys or mechanisms of the school in order to rate or to assess the school's effort to promote cultural diversity in the institution? I don't see one. I don't see a survey that assesses cultural diversity, if I remember it correctly. Why do you think so? There's no existing thing like that? I'm not so sure if I can get a definitive answer, sir.

01 - 114 Just your opinion. When it comes to that, there should be something like a survey where students can rate the effectiveness of how they promote cultural diversity. That's one thing that I've noticed here.

01 - 115 So, do you have specific outcomes or positive changes? Are there positive changes in our institution wherein you can say that, oh, indeed, the school is doing good things or great things when it comes to the school's responsiveness to different cultures and backgrounds of the students? It should be about respect for the students. It could be positive or negative based on your observation. Now, with that in mind, as mentioned here, there was Bahandi.

01 - 116 There was one particular exhibition called Bahandi that explored different cultures. On the positive side, some students, including me, were really interested when it came to culture from different indigenous communities. The only negative side, however, is that a majority of them, I don't think, they are particularly interested in them.

01 - 117 But there's got to be something or some strategy that keeps the students engaged and interested when dealing with cultural diversity. So, what improvements would you suggest to enhance cultural responsiveness in this institution? So that, yes, you mentioned that, yes, the school has these different activities and programs in place here in the school to promote cultural diversity, to cater to different needs of these diverse learners. In your own opinion, what are the things we need to improve if there's an improvement that the school needs to do? Like in your case, being with that special needs of yours, what do you think the school needs to do in order to somehow improve the lives of the same person with special needs?

01 - 118 First, if I would like to talk about cultural diversity, it's just that they really need to come up with a marketing strategy where it's dedicated to culture from different indigenous communities.

01 - 119 And at the same time, it can also keep the students much more engaged. Like, for example, with the inclusion of museum trips during MAPEH class or Huma class in senior high school, for those with special needs… Well, in my understanding, when it comes to that particular condition, ASD is not linear; it's more of a spectrum.

01 - 120 So, you could say that it's more like a color palette with different hues and with different vibrance and opacity. So, if I would like to suggest, it could be, I'm not so sure if it's quite possible, but I am thinking of including a program where it can dedicate to those who have special needs. Let's say like ADHD, it can be like an activity or a seminar dedicated to the aforementioned individuals who have special needs.

01 - 121 And me, myself included. So, when it comes to curriculum, the lessons, the activities, are there instances wherein it gives a favor or leeway for people with disabilities? Like not just autism, like those with impairments perhaps. Are there somehow considerations that the school or the teachers is allowing in order to cater such special needs? Yeah, this is really hard.

01 - 122 Just your own experience. Based on your experiences, did you observe that when it comes to lessons and when it comes to the curriculum and the lessons taught to you, taught to people with disabilities, are there provisions wherein they are given this special treatment, perhaps? Did you experience that in your own journey here in San Agustin? Were you given such considerations? Sadly, I don't think so. I cannot even give; I don't think I can give a definite answer to that particular question.

01 - 123 Not to mention, not only because it's hard, but to me, in my opinion, it's quite personal. Like special needs, individuals with special needs, like, for example, ADHD and ASD, are examples of what I consider to be personal matters, sir. I would refuse to say that in public.

01 - 124 I respect that; I respect that. But in your own opinion, there's not, in general, the feeling that the school did nothing in order to cater your needs, your special needs? They just get neutral to everyone. I'm not so sure.

01 - 125 It's quite hard for me to answer. It's okay. Although there's one thing that I can say for sure, it's that there is really a need to be more individuals with special needs… There needs to be, really needs to be, more recognition to be acknowledged.

01 - 126 Not with judgment, but rather with empathy and equality. I've heard from my parents, particularly my mom, saying that some people who are on a different side of the spectrum refuse to talk to themselves and instead become more isolated, which is, in my opinion, quite sad. Is that happening here in San Agustin? I don't see it.

01 - 127 You don't see it here? I don't see it, but I kind of heard it from my mother. Is that story of your mom happening here in the school, or is it in the other school? No, not in here. So, in your own opinion, such recognition, such equality, and such inclusivity should also be extended to people like you with special needs.

01 - 128 Is that what you're trying to say? Yes. I am really thankful, not only to my parents, who are working hard, but also to the school for giving me an environment where I do not feel judged at all by my condition. I would also like to thank the Lord for giving me strength and for giving me the voice.

01 - 129 I'm really, really thankful for being here, for being accepted, and for not being judged by everyone else. So what advice, if you are asked to give an advice to educational leaders in San Agustin, if you are asked to give an advice to them, what advice you can give to them so that you can say straight to their eyes of what are the things that they need to improve or what are the things are that you need to recognize of their effort? In terms of cultural diversity, there are three things that educational leaders really need to observe. Number one is to be more considerate to people, especially those who have a different background.

01 - 130 As you all know, all of us are really unique. There is no any single person here on earth with the same gene, with the same hair, or with the same cultural background. It's particularly diverse, sir.

01 - 131 Second is that if they came across, let's say, an unknown forbidden piece of knowledge, then they really need to learn it. If they come across a different culture, then they really need to learn it. They really need to learn and then be more engaged with that particular culture instead of just judging straight away.

01 - 132 And then, for number three, let's say the most important thing that they really need to observe is that they really need to be more open. They really need to be more open-minded, open-minded to others, allowing others to brainstorm their ideas and then share them with one another instead of being close-minded with them. So, I guess that's the most important thing they really need to observe.

01 - 133 Those three are openness, and the second one is? Second is learning and engaging with it. And the third one is? It's, like, more considerate. So considerate, openness, and learning.

01 - 134 So, these three things are the advice you can give or suggestions that you want our educational leaders in the school to know in relation to, or to improve perhaps, or to focus on when we are talking about diverse culture and leadership in the diverse culture. So, in general, Eula, after we're done with all our questions, finally, thank you so much for your time. And in general, what can you say about your last statement as a person with special needs? Because you already accepted that.

01 - 135 In general, if you're a person with special needs, what's your general information or saying you want to say, a statement perhaps, to San Agustin's effort to cater diverse learners? Your general statement as a person with special needs.

01 - 036 As a person with special needs, I would like to thank San Ag for being open and giving an environment to those who have special needs. The only thing that they really need to improve is that they need to find some way on how they can promote and reach out to those who, let's say, are really different.

01 - 137 They really need to reach out more to those who are either interested in a particular culture or IPs, or to those with special needs. And I feel like there needs to be more recognition, not only here in San Ag but also in different private institutions. So, thank you very much, Eula, for your time and for sharing your experiences with me today.

01 - 138 Your insights are incredibly valuable and will contribute significantly to our research, to my research. So, if you have any further thoughts or any questions arise later, please feel free to contact me. You have my messenger, right?

01 - 039 Yes, sir.

01 - 0340 So, I will ensure that your responses are kept confidential and used solely for this study.

***I have reviewed the transcribe interview and confirm that it accurately reflects what I intended to convey, ensuring that all transcribe information is true and correct.***

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature over Printed Name Date**

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02 - 001 So, sir, good morning. I'm teacher Gilbert Nemenzo of the Basic Ed. I'm having this dissertation on culturally responsive leadership.

02 - 002 It's actually grounded theory research on strategies for managing diversity in an Augustinian school, especially San Agustin. So, sir, this study aims to describe our current school practices on culturally responsive leadership, or CRL. So, this study hopes to forward a theory that will explain our institution's culture in promoting inclusion, equity, and social justice in San Agustin.

02 - 003 So, you have the right, sir, to be informed of consent. That's why I gave this to your vice prior so that you can have an idea. And to ensure full understanding of the study, sir.

02 - 004 And your participation, sir, is voluntary, and you have the freedom to withdraw at any time without consequences. So, your privacy and confidentiality are protected, and you are treated with respect and allowed to share your experiences freely. So, the researcher, me myself, ensures that no harm comes to you as a participant and provides support if needed.

02 - 005 And you also have the right to review the data or ask questions in the middle of our discussion and seek clarification at any stage of the research. So, this interview will take us an hour or more than an hour. And you may answer in the language you are most comfortable with.

02 - 006 And there's no right or wrong answer, sir. And rest assured that your response will be utilized only for this study. And it will be dealt with utmost confidentiality.

02 - 007 So, before we start, do you have any questions, sir?

02 - 008 None.

02 - 009 We'll start with our personal background, sir. How old are you again, sir?

02 - 010 Twenty-five.

02 - 011 And you belong to what program, sir?

02 - 012 Chemical Engineering. What year, sir? Third year. So how long have you been here in San Agustin, sir? Five years, sir.

02 - 013 So, you're from here, sir, since senior high?

02 - 014 Yes, I'm from here since senior high.

02 - 015 Okay, so third year. BS Chemical Engineering.

02 - 016 So, sir, what specific role or task are you handling, or maybe you're assigned here as a COE student, sir?

02 - 017 Currently, sir, I'm the Engineering Student Council Governor. So, I'm tasked to lead the engineering students as well as fifteen council officers within our council, sir.

02 - 018 Okay, so specifically, you are the head, sir, kumbaga, the student body, and then you are the representative of the engineering.

02 - 019 So far, sir, with your stay here in San Agustin, what's your general impression, po, of our school and with your stay here?

02 - 020 So ever since I studied here in San Agustin, sir, I really value the community. Ever since I was in senior high school, the faculty was very supportive of my leadership roles because I was also the student council president of the senior high school before.

02 - 021 At that time, of Sir Mel Tarr?

02 - 022 Of Sir Mel Tarr, sir.

02 - 023 So, yeah, I think that was the thing that I can really remember of San Agustin. And after I enrolled in engineering, in chemical engineering, it's still the same community that was supportive of my responsibilities as well as my stay as a student, sir.

02 - 024 Okay, so just a follow-up, sir, what made you stay in San Agustin? Why you don’t transfer to another school? Why did you choose still San Agustin as your school of choice for college?

02 - 025 So first and foremost, sir, like I've mentioned, it's really the community because I find the community here is really supportive, as well as the academics, since it's one of the top-performing schools in terms of chemical engineering courses.

02 - 026 So that's why I decided to enroll here. After enrolling, the support is still there. And also, I think there's not really a problem with my stay here.

02 - 027 I haven't encountered any challenges in terms of the community or the teachers or those who are supporting us in our rooms as student leaders. So that's why I decided to stay and not transfer to other school, sir. Thank you, sir.

02 - 028 So, what do you enjoy most about working or being involved in an Augustinian educational setting? What are the things you love the most that you are involved with?

02 - 029 So, in San Agustin, sir, they really value the students' opinions. So, if ever we have student activities facilitated by the VPSA, they really listen to the opinions of the students. So, they gather all the governors as well as the student government if ever we come up with a decision or if ever, we want to organize an activity.

02 - 030 So, they really listen to what we want for the students. Second, is that San Agustin values education. So that's why I really stayed here because they don't want students to leave here just for the sake of graduating.

02 - 031 They really prepare you to become professionals. So, in short, sir, you can say that the school, kumbaga wala naga kulang ang school… If ever may support nga need, sir, they really provide it to the students.

02 - 032 So, you are talking about the community, and also, you're talking about, in line with the curriculum or the things that you learn when it comes to academics, kumbaga.

02 - 033 Yes, sir.

02 - 034 Okay, sir. So, can you cite one memorable experience, sir? Can you say pinaka-highlight sang imo nga stay here in San Agustin? Can you recall? Can you say that's one of the most unforgettable experiences I had here in San Agustin?

02 - 035 So, one of the unforgettable moments I had here in San Agustin, sir, was when I was awarded Gawad Alab Most Outstanding Student Leader during my time. So, I think that was memorable because the leadership role was not easy, but after doing it for a lot of years, being rewarded with that was amazing for me.

02 - 036 So, I think that's one of the…

02 - 037 So, you consider it, sir, as a school's effort or steps to recognize.

02 - 038 To recognize as well the student leaders. Because being a student leader, sir, is not a joke.

02 - 039 Yes.

02 - 040 Also, Dan can also relate to that. Me, myself also, before I was also a student leader.

02 - 041 So, I was also the president before in our school, in Silay Institute. And yeah, I can relate to that—that indeed it's very difficult to balance your own academic life while serving the rest of the entire students.

02 - 042 Sir, how has your personal background or experiences shaped the way you view cultural diversity? Or, in other words, I would say, how can you define or understand the word cultural diversity?

02 - 043 For me, sir, cultural diversity is accepting as well the differences of the students or those part of the community.

02 - 044 I am a witness that San Agustin really values that, accepting those differences. And they are not limiting the roles to just the honorable students or those who have high grades to take on the position. But they also value those who really want to serve the people.

02 - 045 So that's why it's a good thing for a school to have that value for the students. Because it's a stereotype that those student leaders are those that are excelling in academics. But here in San Agustin, I also encountered some student leaders who are not really performing in terms of academics.

02 - 046 But they are performing really well as a student leader. So, the stereotype there is removed in this community. Everyone is accepted, or everyone is welcome to take on their roles.

02 - 047 So, you are talking on behalf, as a leader. How about your observation in other aspects of cultural diversity? Like we have members of the LGBTQ, we have members of the PWD as students, we also have high-income and low-income students, and other diverse learners that we have. What's your opinion or observation aside from the side of leadership?

02 - 048 For us, students, sir, observing those differences here in school, I really did not experience the school discriminating those groups like you've mentioned.

02 - 049 In the engineering department, as a student as well as a student leader, I haven't experienced students discriminating against those groups as well as faculty discriminating against those groups. So, I guess San Agustin is doing well with monitoring that and also helping the students become aware of those differences. As well as they also provide seminars or workshops to help the students be informed about those cultural differences.

02 - 050 So far, daw wala gid man discrimination with those groups, sir.

02 - 051 Okay, thank you, sir. If you could describe your leadership or working style in three words, sir, what would they be and why?

02 - 052 Always be consistent, sir.

02 - 053 Consistent. Collaboration. Collaboration is the key for you.

02 - 054 Patience.

02 - 055 Okay. You mentioned patience, collaboration, and consistency when it comes to leadership.

02 - 056 Would you want to share why these three you can consider as important aspects of your own leadership style, sir?

02 - 057 Sure, sir. Consistency, because sometimes you have to decide; you have to come up with a decision that will test your values as well. So, if I'm not consistent as a leader with my values, sometimes the decisions that I would make might be detrimental to the students that I'm also leading.

02 - 058 So, it's important to be consistent with the values that I have as well as the kind of leadership that I'm doing. So, if I'm focused on the students and listening to what they want for the activities or for the department, that should be my main focus, and I should not differ from that. I should not waver from those goals and be more consistent, sir, with what they want and also the values that I have.

02 - 059 So, collaboration is, honestly, I can't really have success in doing my role without my council officers.

02 - 060 How many council officers do you have?

02 - 061 Fourteen to fifteen. So, I cannot really fulfill my responsibility as a governor without my council officers because collaboration is really important.

02 - 062 For example, in the events, I can't really facilitate all of the events, so collaboration really helps with delegating tasks.

02 - 063 Are there also conflicts that arise within your group?

02 - 064 Yes, sometimes, sir.

02 - 065 So how do you try to resolve it? How do you come up with a win-win solution? With your council officers.

02 - 066 So, if ever there's a conflict or I guess, discussion with a group, sir, I really listen to what they have to say, and since I'm the governor, I'm the one who will decide for the group. But I'm always listening to what their opinions are and what they want for the whole department. So, if I'm not listening to that, those conflicts might get worse.

02 - 067 So, one thing that I do is I really listen to them, and if there are middle grounds that we can establish, that's the decision that we will come up with. And I also perform voting since if the majority wants that decision, wants that option, that's the decision that we will apply as a council. I'm just there to lead the group as well as to be the arbiter of those different choices.

02 - 068 How about the patience? Why you mentioned patience?

02 - 069 Patience, because sometimes you have to be patient when it comes to confronting admins since, as a student, though we have the right as well to voice out those concerns from the students, sometimes it's really hard for us to be aligned with the decision of the admin since they also have different decisions, which is also good since they're thinking about the school. But sometimes you really have to be patient when it comes to confronting those kinds of decisions since sometimes it's hard for us student leaders to voice out those concerns because there are rules and other procedures by the admin.

02 - 070 For example, when requesting the budget for the student activities, you really have to be patient with the decision of the admin.

02 - 071 Do you consider CRL, or culturally responsive leadership, an important thing to consider in delegating your role as a leader?

02 - 072 Yes, sir.

02 - 073 Why is that?

02 - 074 Because I think from the differences, you can get benefit from that because differences allow your organization to be more diverse, and it's not monotone.

02 - 075 But they are performing really well as a student leader. So, the stereotype there is removed in this community. Everyone is accepted, or everyone is welcome to take on their roles.

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02 - 104 Sometimes, sir, there are teachers that are really strict with their lesson plan. So, if that's the plan on how they will deliver their instruction, then that's it. But there are also teachers who, for example, for those who are nearsighted, they allow students to change seats and help those students as well, sir, to learn in their own ways.

02 - 105 And since it's engineering, sir, there are really students who are challenged in terms of academics. So, one thing that the engineering department is doing is they are conducting tutorial sessions.

02 - 106 Is that for free or for payment?

02 - 107 Yes, sir. It's for free, sir.

02 - 108 Who conducts it, sir?

02 - 109 The faculty, sir. Sometimes there are tutors from the students who are paid, sir.

02 - 110 What about, sir, in your student government? Do you have programs to address...?

02 - 111 We are facilitating, sir, the tutorial program. And then the faculty, they are doing... I think it's... I forgot. Mentoring. It's mentoring.

02 - 112 Mentoring. So, if there are students who are challenged in terms of academics, they can approach those mentors, those teachers, and ask for help from them. Since lain-lain man ang pacing for each student. So, if ever... Knowing nga engineering daan, it involves mathematical… Fast-paced lessons, sir.

02 - 113 So, if you can’t really adjust to that kind of lesson, so... Daw mabilin ka gid… Budlayan ka gid sa academics. But the faculty is making sure that those students who are challenged as well in terms of academics are provided with resources, sir.

02 - 114 So that it's not... It's fair for all students.

02 - 115 How about, sir, when it comes to social status and tuition fees, financial aspects of the student's life? How can you... What's your own opinion or observation? How does the school cater to such...? You know, sometimes they're hard up to pay, and there's an exam. What's your opinion on this, sir, or your experience?

02 - 116 So, I guess there's already a law, sir, that it's okay to take the exam without a permit.

02 - 117 So, the faculty here in engineering, they're also implementing that. So, the students can take the exam even without paying or even without permits, sir. So, they're not really... They're just encouraging the students to pay the tuition, but they are not reprimanding the students for taking the exam without permits.

02 - 118 So, they're allowed... The students are allowed to take the exam even without paying as long as they are able to pay it at the end of the semester. So that happens in college, in engineering?

02 - 119 Yes, sir. Is it the same with other colleges as well? I have no idea about the teachers, sir, but I think the school already allows that.

02 - 120 So, meaning to say, sir, you can say that the no permit, no exam policy of the school is in place, but you said there's a consideration?

02 - 121 Yes, sir. The faculty is also considering those students. So, ang nakakwa exam, sir, ang ila score ya? Recorded or not?

02 - 122 Yeah, that's the thing, sir.

02 - 123 So, it's recorded, but you cannot see your grades. So, it's more of the accounting side, but the teacher can show your grades in the classroom, but if you check your account on the website, you're not able to check those grades since it says that you need to pay your tuition. But the teachers here, they allow students to see their grades.

02 - 124 Do you think, sir, that the policy of the school diverts from inclusivity and cultural diversity? Do you think it diverts to this idea of promoting inclusivity in San Agustin?

02 - 125 For me, sir, the school also allows marginalized students to get the exam because I think they have promissory notes if they aren’t able to pay the tuition in full. I guess it's more of the system of the school. If that’s the way they… Since also the school is dependent on the tuition, on the payment of the students, since the salary also of the employees are coming from that.

02 - 126 So, I guess it's just their way of... I think it's not really ignoring the inclusivity of the student, the differences of the student. I guess it's more of their system in also helping the school as well... Have those resources for the faculty, sir. So, you can consider it as just moral for the school to have that kind of policy.

02 - 127 I think you want to say it's for the sustainability of the school. So, you do not consider it as a major factor that will affect the concept of inclusivity in San Agustin?

02 - 128 Yes, sir, because in engineering, we are still allowed to see our grades if you approach the teacher. And also, we can still take the exam without paying.

02 - 129 So, if the school... The school also has resources for those students, sir, nga indi maka-pay sang tuition, so amo na. So we go, sir, to the challenges. We will go to the challenges, sir.

02 - 130 Are there major challenges you have observed in our campus, and maybe in your college, in addressing cultural diversity, sir, in general?

02 - 131 I guess... For an observation on the back gate, I guess there is no ramp for PWD. I saw in the front gate there is, but in the back gate... Diri, wala. So, if ever the school can provide that, sir, it's also a great...

02 - 132 So, you're talking about the facility?

02 - 133 Yeah, facility. Facility that caters to the PWD.

02 - 134 As for the challenge in terms of other groups, sir, I haven't really encountered any challenge here in engineering. But I don't know with other departments, sir. Okay, sir.

02 - 135 So, since you mentioned the facility, sir, I will catch that idea. How about, sir, the LGBTQ? Do you think there's a need for a separate comfort room for this group of students that belongs to that community?

02 - 136 It would be a good idea as well, sir, to have that comfort room since... But I don't really see any discrimination here in engineering. The LGBTQ students can still use the comfort rooms, whatever they want.

02 - 137 They can go to girls' or they can go to boys', sir. But if there is a comfort room for them, then it's a good indication as well, sir, that the school is open to that group. It's like a symbol that the school is accepting those groups.

02 - 138 If ever there are resources for that. But currently, I don't see any discrimination with the LGBTQ entering other comfort rooms, sir. Here in engineering.

02 - 139 Because sometimes I see them in girls' as long as there are no other students there. Kay kis-a uncomfortable man kis-a ang mga girls.

02 - 140 If that’s the case. Are there also lesbians that use the comfort room for boys? Are there instances? I haven't observed it. How about, sir, in relation to the PWD? There are some members of our community that are having difficulty using the stairs.

02 - 141 Yes, sir. What can you say about that, sir? Here in engineering, sir, you can attend the second-floor classes.

02 - 142 I have a friend who got into an accident two months ago or last year. After he enrolled again here in engineering, it was hard for him to attend his class on the second floor, sir. So, what happened, sir? He needed to use the stairs.

02 - 143 So, it was hard for him. So, what we did was to help him with his disabilities, sir, nga maka-saka sya sa second floor. We don't have an option.

02 - 144 The rooms here on the first floor are scheduled for the faculty who needs those comfort, sir. Kay nabudlayan man sila kis-a magsaka kay may mga edad na. So, that’s why, they are assigned here sa mga rooms sa first floor. But when it comes to students, it's hard for the students who have disabilities to adjust, sir.

02 - 145 So, you've seen the need for that. So, what can you suggest, sir?

02 - 146 As a student leader, what can you suggest in order to somehow cater those needs of these PWD members of the community, like the teachers and the students? If ever, sir, we can add more rooms in the first floor… Para indi sila mabudlayan… Because I think it's hard for the school to provide elevators for them.

02 - 147 Do you think elevators are the best option? The best option, sir, for the students. But I don't think we can.

02 - 148 There’s an elevator there. There's an elevator that could be used to connect to the other different levels. There's one hallway.

02 - 149 One hallway. Connect. Connect, connect. Pwede… Possible…Galeng amo lang na eh tedious somehow pero at least may option.

02 - 150 Are there trainings, sir, or programs that the CSAB conducts in order to enhance the cultural competence among staff and faculty? Facilitated by the department, sir? Or the school? Yeah, any department or institution. Are there trainings or programs that are in relation to cultural diversity and inclusivity?

02 - 151 There are, sir. Last time they conducted a workshop from Bagani.

02 - 152 What's Bagani, sir?

02 - 153 It's an organization that helps the community be aware of the concern as well as LGBTQ students. They provide awareness on the politically correct term for those groups.

02 - 154 And also providing help or resources for the LGBT community, sir. They provide free HIV tests. During the seminar? During the seminar, sir.

02 - 155 It was a good activity as well from the student government. It was facilitated by the student government. For the teachers, I don't have any ideas with the workshops by the teachers since we're not part of it.

02 - 156 But with the students, the school also conducts those through the student government. You made mention, sir, about HIV and perhaps STDs. There is a report that they are part of the community.

02 - 157 I think there are some. Do you have any encounters or conflicts when it comes to how the people in the community here in San Agustin treat them or perceive them or treated them in the community? Do you have any idea or experience with people with this kind of situation? In the engineering, sir, there are really no instances that the person opens up that he or she is positive with HIV. There are no cases with that, sir.

02 - 158 But if you're referring to the students, the view of those groups, that they don't have discrimination with those types of groups. If ever it comes up, I think it would not change that, sir. They still accept those groups.

02 - 159 Thank you, sir. How do the schools, or in your case as a student leader, ensure continuous learning and improvement regarding cultural responsiveness, sir? Are there any long-term programs or daily programs or some kind of standards that are being followed when it comes to addressing cultural diversity, sir, and inclusivity?

02 - 160 Currently, sir, I am not aware of any sustainable programs for those groups. And I guess it's also one thing that the school can consider. Since we are a Catholic school, we have a lot of rules here in school, like the dress code and like sticking to those kinds of rules, sir. So, if the school can come up with more sustainable programs for addressing those concerns, like earlier with the church activities, it's really mandatory to attend the masses because the consequences...

02 - 161 May mass kamo kagina? Wala, sir.

02 - 162 The consequence is disciplinary action. So, wala choice ang non-Catholics to join, sir. But it just depends on the department how they can address that, sir.

02 - 163 But it's kind of bending the rules on the part of the department because the school really wants all the students to attend, sir, kay mandatory sya. But in the student council, we're just adjusting to the concern of the students because indi man namon tanan mapilit.

02 - 164 But if we really stick to the rules, then disciplinary action gid sila tanan nga wala nag attend kay it's still the rules of the school.

02 - 165 So, do you think, sir, there's a need to revisit that part?

02 - 166 Yes. I think, sir, if the school can revisit the handbook and also the rules indicated there to allow more... Because it might also be violated by, you know, we call it the Catholics nga daw indi gid bala active, probably; that could also be the reason behind why it's written there. Perhaps that's my own opinion.

02 - 167 And another thing, sir, you mentioned the dress code. In your own opinion, sir, is there a need for the students to wear the school uniform? Or do you think there's a, you know, a leeway for the dress code?

02 - 168 For me, sir, since here, given the context of the school, we're a Catholic school, the rule says that we really need to wear a school uniform. But if I were to ask, if you were to ask my personal opinion, I don't think it really matters to wear a strict school uniform. Because I have friends who are really expressive, who want to dress the way they want.

02 - 169 So, if the school does not allow that creativity, it also hinders the student from expressing himself or herself. But since we, since I said the context is we're a Catholic school, we don't really have the power to change that. That's in your own opinion.

02 - 170 But if I were to be asked, sir, I think it doesn't matter whatever dress codes you wear in the school. As long as you learn and you attend your classes, it's the important thing. Because I have friends as well with other state universities who don't really wear school uniforms, like UP.

02 - 171 So, it's okay for them to wear anything they want, sir. But they still excel in school. So, I don't really think there's a correlation between what you wear to your performance.

02 - 172 How about your haircut?

02 - 173 Yeah, haircut, sir. Same with dress codes, sir. In my personal opinion, I don't really think that it's really mandatory to have a specific haircut, sir.

02 - 174 But if the school stated in the handbook that we need to follow a haircut, then we don't have a choice but to follow it. So, if there's a chance that the school will revisit the handbook, and I think the student body is part of the committee. I think I would suggest that you should open it up to your colleagues and student leaders. So that somehow it can be considered.

02 - 175 Perhaps the admin will hear your opinion as students. How about, sir, those friends of ours who are artists who are having tattoos? I don't know how they perceive having tattoos, but some can consider it also as a self-expression. So, what's your standpoint on that, sir?

02 - 176 Like what I've said, sir, for me it doesn't really matter if you have a tattoo or not.

02 - 177 So, it still depends on how you learn in school. Because it's a discrimination if you don't allow a student to enter the school with a tattoo just for the sake of his or her self-expression, sir. But there are rules, so we need to follow them.

02 - 178 But in my personal opinion, I guess it's not really an important thing to consider, sir. If they are concerned with the safety, if the student is enrolled, then he or she is allowed to enter the school. If that person has a tattoo but he or she does not enroll to this institution, then that's the time that they can question the person if ever they need to verify what is the purpose of entering the school.

02 - 179 But if it's a student, sir, I don't think it really matters nga need gid pamangkuton… Why you have tattoo? Maybe it's just his or her way of expressing themselves.

02 - 180 Are there instances, sir, or perhaps problems that arise in entering the school not wearing the school uniform or not prescribed uniform?

02 - 181 Wala gid sya kasulod? Diri sa school… Like wearing slippers or shorts? Yes, sir.

02 - 182 There are a lot. Especially in engineering. Damo gid engineering, sir, nga wala ga follow gid sa… But, amo na sir, amo na ang concern man namon.

02 - 183 Like me, I had an instance, sir, nga indi ko pasudlon because of my haircut, kay tam-an na kuno sya ka laba. Amo na…

02 - 184 Ah, before laba imo buhok? Before, sir, kay daw gina measure gid nila, daw gina check gid bala nila…

02 - 185 Ang guard?

02 - 186 Ang guard, sir.

02 - 187 So, amo na kis-a daw ka… It's also another suggestion to the school: they can revisit those rules, sir, and be more flexible with the needs of the students.

02 - 188 Sometimes, like, ligad naga-baha, indi gid allowed nga magsulod ang student, need gid mag shoes. So, it was a challenge as well for the students in engineering, sir, with that.

02 - 189 So, wala sila kasulod klase… Absent sila…

02 - 190 So, for you, you value learning rather than...

02 - 191 Yes, sir. Because it's important as well, sir, to let the students express themselves. Because sometimes if you can't express yourself, it also affects your mental health. And if it affects your mental health, sometimes it's hard to learn in the school, sir.

02 - 192 Correct, sir. In what ways, sir, do you engage your fellow students and your colleagues in the… Or probably the community to promote a culturally responsive environment?

02 - 193 So, for my colleagues, sir, we don't really have a program with that. But it's one thing that we're also discussing: to have seminars or workshops regarding cultural... Culturally responsive environment, sir.

02 - 194 Since not all are really aware of those groups nga gin-mention mo kagina.

02 - 195 And if they are aware, they are not aware of how to correctly address them. So, we are also planning to conduct seminars with that, sir, for the students. For awareness purposes.

02 - 196 Because if you don't know about it, of course, lain ang imo nga pag-perceive or pag-understand.

02 - 197 Are there policies in place, sir, that support cultural diversity and inclusion in this institution? As of the moment, sir, I don't think there are. Because, as what I've said, the school is really strict with the rules.

02 - 198 And there have been no meetings with the student body along with the admin to modify those rules. So, I have not been included in those discussions, if there are any. So, if there are, the student body is not aware of that.

02 - 199 But if there will be, then it's best to also include the student body. So that there are programs for that. As of now, I think that there are none, sir.

02 - 200 So, even though, as you mentioned, there's none. There's no policy, no specific policy, that addresses the different cultural diversities of the students. But in the first part of our discussion, we mentioned that the school caters to and addresses the different needs of the students. There's unity, there's acceptance.

02 - 201 So, do you think, sir, that even though there's no written policy, do you think that the CRL, or the culturally responsive leadership inclusivity in the school, is still evident even without these policies, written policies?

02 - 202 Yeah, if we really stick by the books, sir, then the school is not really inclusive with those groups. Because there are rules.

02 - 203 But the community itself is adjusting to the needs of the students. It's contrary in the sense that the paper says that it's not allowed to have those; there are rules with that. But the community, along with the students, they are adjusting, sir, in their own way.

02 - 204 Not in a way that also violates the rules. Sometimes there are loopholes, nga kaya nila malusotan, just for the sake of accommodating those students. So, the community itself is adjusting, is striving.

02 - 205 But the institution and the rules, I think it's still not yet in place that they can accommodate those differences. But as student leaders, we are discussing how to be more inclusive. Sometimes we are also addressing, and we can allow it as long as it's still within the rules of the school.

02 - 206 Kis-a may mga activities kami, that the students are allowed to express themselves. I think we even had a drug-raised performance here last, ligad sir.

02 - 207 Ah, tuod?

02 - 208 Oo, galeng gin-stop sya… ni Father… Father Carloman kay against sya sa rules.

02 - 209 If wala man gid tani na dakpan tani ah… It's not like all of them are vegan man guro ah... Not to the extent, sir, galeng kay… Dancing… It's not part of the dress code.

02 - 210 Siguro, ang student leader, sir, in the community they are also finding ways to accommodate, but the school itself… Daw ka budlay gid… If we follow the book, sir.

02 - 211 The way I understand it, the way the people interact with each other, there's an inclusivity there. So, culture, kumbaga daw kultura. It's embedded in the culture sang mga Augustinians. Okay.

02 - 212 Do you think the top management of this institution should act on it, catering diverse learners? What do you think is the major role of this top management of our school?

02 - 213 Yes, sir. So, they can also listen to the opinions of the students, the student leaders. And if ever there is a need for a modification of the rules, then they are the ones who can do that, since we don't really have power with that, because it's the administration who decides what to include in the handbook, sir.

02 - 214 So, if ever they can allow a discussion with us, it's a good start. But the decision really is with the administration. But what we are asking as student leaders is to have a discussion, an open communication. Because there's a lot in your end, based on your sharing, there's a lot to improve or to revisit.

02 - 215 Okay. In the scale of 1 to 10, sir, 1 being the lowest and 10 being the highest in general, how effective is the school when it comes to cultural responsiveness initiatives?

02 - 216 For me, sir, 7.

02 - 217 Why 7, sir?

02 - 218 Because the community is striving to be more inclusive, and they're establishing a culture that allows more diverse groups to be a part of the Augustinian community. But in terms of administration, I think there's still room for improvement with accommodating those concerns from the community.

02 - 219 If ever it is addressed by the administration, then I think the rating would be much higher compared to what I provided. But currently, sir, that's my perception of how culturally responsive the school is.

02 - 220 So, since you have your rating, sir, what are the indicators or measures of success in promoting cultural inclusion here in San Agustin? Kumbaga makasiling ka nga somehow naging inclusive man gale ang San Agustin. What are the indicators or proofs nga makasiling ka nga inclusive man gale ang akon school?

02 - 221 First, sir, I think facilities that allow students to have those needs. For example, comfort rooms, if ever, for the LGBTQ community; elevators or additional classrooms on the first floor for PWD students; and also increased enrollees from those groups, sir.

02 - 222 So, if the school have a lot of enrollees not coming from high-income families, if there are also other students...

02 - 223 How about in its current...

02 - 224 Sorry to cut you off…

02 - 225 Subong, sir, sa mga enrollees na-observe mo, sir, kumbaga ang kalabanan na na-enroll diri belongs to what social status, sir?

02 - 226 Sa engineering, sir, I think a lot have scholarships. So, they came from TUP. So laban sa ila, they are receiving assistance from the school in their schooling year. So, damo man sa ila, they are not really coming from high-income families.

02 - 227 So, the school has those resources for them nga maka-enroll dyapon sa San Agustin even though they can't really afford the tuition fee by providing them the scholarships, sir.

02 - 228 So, the scholarship is coming from? From the school, sir. From TUP? No, sir. Sa San Ag.

02 - 229 They have 75% off sa tuition fee. Sa engineering? If you are a proceeder, sir, kung halin ka sa TUP, if you want to proceed sa engineering, they have scholarships. That's one thing, no? Nga unique man gale sa San Ag.

02 - 230 Yes, sir. Bag-o man lang ko kabalo, 10 years nako di, nga may amo na gale.

02 - 231 Daw bag-o lang na guro, sir? I think ligad lang sya gin-implement. Amo na damo kami subong enrollee from TUP.

03 - 232 So, like, tapos nato sila 4 years, ma-transfer di sila to proceed? To proceed engineering, sir. Kay ano lang na to sa 4 years nila haw? Mga technology courses. Mechatronics… ChemTech.

02 - 233 So, ChemTech, if you want to proceed to chemical engineering, you need to graduate first from TUP to avail of the scholarships at San Ag.

02 - 234 May amo na gale nga gakatabo?

02 - 235 Okay, so we're done with improvements.

02 - 236 This one, sir. How can future leaders be better prepared to manage cultural diversity?

02 - 237 So, for me, sir, a leader should be aware of those differences for him or her to adjust as well to the needs of the students nga gina-lead nya man. So, if the leader is not aware of that and does not adjust to those needs, then it would be inefficient as a leader since you are not listening to what the student has to say, sir.

02 - 238 And if there are challenges in terms of addressing those cultural differences, as a leader, you should be able to come up with programs or decisions that will accommodate those groups or parts of that, nga may mga differences. So, if you're a leader, you should also accommodate that and adjust your leadership strategy nga mangin effective man, not for a specific group alone, but for the whole student body.

02 - 239 Diri, sir, sa engineering, sir, on the scale of 1 to 10. Sa aton mga leaders sa inyo department, ano, sir, ang imo ma rate sa capacity of the leaders here in the engineering department to cater cultural diversity, to manage cultural diversity?

02 - 240 I guess, sir, 9. Because I observe as well that the leaders, they are not participating in any discrimination with those groups.

02 - 241 And if there are activities that need accommodation for those people who need additional consideration, then we are also adjusting to that.

02 - 242 So here, sir, in engineering, do we have members who belong to indigenous people or IPs? May ara man kita di, sir?

02 - 243 May ara man guro, sir, pero hindi lang ko aware kung sin-o sila. Pero somehow daw wala man may naga-arise nga problem nga, te kay amo ko ni ya, ma amo ni dapat nga mga amo sina. Wala man?

02 - 244 Wala man, sir, if amo na, ang hambal ko gani, if ever nga may concern sila, they are also addressing it to me, sir, since I am the governor, and I'm flexible man, sir, to adjust kung may need sila nga ubrahon.

02 - 245 Sige, sir, last na lang gid, sir. What advice, sir, would you give to other educational leaders seeking to implement culturally responsive practices in an Augustinian context, sir?

02 - 246 For me, sir, I guess for future leaders, sir, you just need to be affirmative or you need to be firm with your values, sir, as well as be more, become, be a listener to those groups nga part sang amo na, sir, nga may mga differences. Because if you are not listening to those concerns, then, those will not be addressed properly and kung indi ka man firm, as a leader, of your values, and what you think is true or right, then, those challenges, it will not be fixed or given solution by the administration because you are not firm to address those concerns sa ila.

02 - 247 And if you are a student leader, you should be able to accommodate those concerns and help your students to resolve them so that they will not feel that they are left behind and they will feel that they are also included in all of the activities or in the participation in the community.

02 - 248 So, in your personal note, sir, ano ang nabulig being a student leader sa imo mga journey kay hambal mo nami man kay nangin leader ka man sang senior high, hasta subong nangin leader ka. On your personal sharing, sir, ano ang nabulig na, sir, personally sa imo?

02 - 249 I guess, sir, it helped me to become more open-minded about with what is happening in the society. And coming from a background where my parents are really strict with the Christian values, nga amo nani sya dapat, amo nani sya.

02 - 250 But being a leader helped me to become more open-minded with those differences in society, and it helped me to reach out to more people to help more people because, as a student leader, I was able to listen to those differences and listen to different stories and help them with their different needs as well. So as a leader and as a person, sir, I was able to touch more people with that kind of mindset, that kind of leadership, not only focusing on a specific group but also reaching out to other groups, sir. So kalaw-ay man nga, daw ka monotonous ang leadership mo if you just stick to the rules.

02 - 251 You can also accommodate ang concerns sang iban, without also violating the administration itself. It allowed me to become more open-minded and it’s a good thing to be aware of those differences sa society because it makes the society more colorful. It’s not really just monotonous leadership. It’s more of your doing it for different types of people.

02 - 252 So, in general, sir, you are happy to be here in San Agustin?

02 - 253 Yes, sir. Your school, your home.

02 - 254 Tapos na. Thank you very much, sir, for your time and for sharing your experiences with me today. Your insights, sir, are incredibly valuable and will contribute significantly to our research and to my research activity.

02 - 255 So, if you have any further thoughts, sir, or any questions arise later, please feel free to open my messenger, sir, to contact me, and I will ensure that your responses are kept confidential and used only for this study. I have here, gamay lang gid ni sya sir, pero this is not a payment because your sharing cannot be equated with an amount. But this one is a way of saying thank you, sa imo nga time kay dapat nag pahuway ka na subong.

***I have reviewed the transcribe interview and confirm that it accurately reflects what I intended to convey, ensuring that all transcribe information is true and correct.***

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature over Printed Name Date**

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02 - ENG GOVERNOR

02 - 001 So, sir, good morning. I'm teacher Gilbert Nemenzo of the Basic Ed. I'm having this dissertation on culturally responsive leadership.

02 - 002 It's actually grounded theory research on strategies for managing diversity in an Augustinian school, especially San Agustin. So, sir, this study aims to describe our current school practices on culturally responsive leadership, or CRL. So, this study hopes to forward a theory that will explain our institution's culture in promoting inclusion, equity, and social justice in San Agustin.

02 - 003 So, you have the right, sir, to be informed of consent. That's why I gave this to your vice prior so that you can have an idea. And to ensure full understanding of the study, sir.

02 - 004 And your participation, sir, is voluntary, and you have the freedom to withdraw at any time without consequences. So, your privacy and confidentiality are protected, and you are treated with respect and allowed to share your experiences freely. So, the researcher, me myself, ensures that no harm comes to you as a participant and provides support if needed.

02 - 005 And you also have the right to review the data or ask questions in the middle of our discussion and seek clarification at any stage of the research. So, this interview will take us an hour or more than an hour. And you may answer in the language you are most comfortable with.

02 - 006 And there's no right or wrong answer, sir. And rest assured that your response will be utilized only for this study. And it will be dealt with utmost confidentiality.

02 - 007 So, before we start, do you have any questions, sir?

02 - 008 None.

02 - 009 We'll start with our personal background, sir. How old are you again, sir?

02 - 010 Twenty-five.

02 - 011 And you belong to what program, sir?

02 - 012 Chemical Engineering. What year, sir? Third year. So how long have you been here in San Agustin, sir? Five years, sir.

02 - 013 So, you're from here, sir, since senior high?

02 - 014 Yes, I'm from here since senior high.

02 - 015 Okay, so third year. BS Chemical Engineering.

02 - 016 So, sir, what specific role or task are you handling, or maybe you're assigned here as a COE student, sir?

02 - 017 Currently, sir, I'm the Engineering Student Council Governor. So, I'm tasked to lead the engineering students as well as fifteen council officers within our council, sir.

02 - 018 Okay, so specifically, you are the head, sir, kumbaga, the student body, and then you are the representative of the engineering.

02 - 019 So far, sir, with your stay here in San Agustin, what's your general impression, po, of our school and with your stay here?

02 - 020 So ever since I studied here in San Agustin, sir, I really value the community. Ever since I was in senior high school, the faculty was very supportive of my leadership roles because I was also the student council president of the senior high school before.

02 - 021 At that time, of Sir Mel Tarr?

02 - 022 Of Sir Mel Tarr, sir.

02 - 023 So, yeah, I think that was the thing that I can really remember of San Agustin. And after I enrolled in engineering, in chemical engineering, it's still the same community that was supportive of my responsibilities as well as my stay as a student, sir.

02 - 024 Okay, so just a follow-up, sir, what made you stay in San Agustin? Why you don’t transfer to another school? Why did you choose still San Agustin as your school of choice for college?

02 - 025 So first and foremost, sir, like I've mentioned, it's really the community because I find the community here is really supportive, as well as the academics, since it's one of the top-performing schools in terms of chemical engineering courses.

02 - 026 So that's why I decided to enroll here. After enrolling, the support is still there. And also, I think there's not really a problem with my stay here.

02 - 027 I haven't encountered any challenges in terms of the community or the teachers or those who are supporting us in our rooms as student leaders. So that's why I decided to stay and not transfer to other school, sir. Thank you, sir.

02 - 028 So, what do you enjoy most about working or being involved in an Augustinian educational setting? What are the things you love the most that you are involved with?

02 - 029 So, in San Agustin, sir, they really value the students' opinions. So, if ever we have student activities facilitated by the VPSA, they really listen to the opinions of the students. So, they gather all the governors as well as the student government if ever we come up with a decision or if ever, we want to organize an activity.

02 - 030 So, they really listen to what we want for the students. Second, is that San Agustin values education. So that's why I really stayed here because they don't want students to leave here just for the sake of graduating.

02 - 031 They really prepare you to become professionals. So, in short, sir, you can say that the school, kumbaga wala naga kulang ang school… If ever may support nga need, sir, they really provide it to the students.

02 - 032 So, you are talking about the community, and also, you're talking about, in line with the curriculum or the things that you learn when it comes to academics, kumbaga.

02 - 033 Yes, sir.

02 - 034 Okay, sir. So, can you cite one memorable experience, sir? Can you say pinaka-highlight sang imo nga stay here in San Agustin? Can you recall? Can you say that's one of the most unforgettable experiences I had here in San Agustin?

02 - 035 So, one of the unforgettable moments I had here in San Agustin, sir, was when I was awarded Gawad Alab Most Outstanding Student Leader during my time. So, I think that was memorable because the leadership role was not easy, but after doing it for a lot of years, being rewarded with that was amazing for me.

02 - 036 So, I think that's one of the…

02 - 037 So, you consider it, sir, as a school's effort or steps to recognize.

02 - 038 To recognize as well the student leaders. Because being a student leader, sir, is not a joke.

02 - 039 Yes.

02 - 040 Also, Dan can also relate to that. Me, myself also, before I was also a student leader.

02 - 041 So, I was also the president before in our school, in Silay Institute. And yeah, I can relate to that—that indeed it's very difficult to balance your own academic life while serving the rest of the entire students.

02 - 042 Sir, how has your personal background or experiences shaped the way you view cultural diversity? Or, in other words, I would say, how can you define or understand the word cultural diversity?

02 - 043 For me, sir, cultural diversity is accepting as well the differences of the students or those part of the community.

02 - 044 I am a witness that San Agustin really values that, accepting those differences. And they are not limiting the roles to just the honorable students or those who have high grades to take on the position. But they also value those who really want to serve the people.

02 - 045 So that's why it's a good thing for a school to have that value for the students. Because it's a stereotype that those student leaders are those that are excelling in academics. But here in San Agustin, I also encountered some student leaders who are not really performing in terms of academics.

02 - 046 But they are performing really well as a student leader. So, the stereotype there is removed in this community. Everyone is accepted, or everyone is welcome to take on their roles.

02 - 047 So, you are talking on behalf, as a leader. How about your observation in other aspects of cultural diversity? Like we have members of the LGBTQ, we have members of the PWD as students, we also have high-income and low-income students, and other diverse learners that we have. What's your opinion or observation aside from the side of leadership?

02 - 048 For us, students, sir, observing those differences here in school, I really did not experience the school discriminating those groups like you've mentioned.

02 - 049 In the engineering department, as a student as well as a student leader, I haven't experienced students discriminating against those groups as well as faculty discriminating against those groups. So, I guess San Agustin is doing well with monitoring that and also helping the students become aware of those differences. As well as they also provide seminars or workshops to help the students be informed about those cultural differences.

02 - 050 So far, daw wala gid man discrimination with those groups, sir.

02 - 051 Okay, thank you, sir. If you could describe your leadership or working style in three words, sir, what would they be and why?

02 - 052 Always be consistent, sir.

02 - 053 Consistent. Collaboration. Collaboration is the key for you.

02 - 054 Patience.

02 - 055 Okay. You mentioned patience, collaboration, and consistency when it comes to leadership.

02 - 056 Would you want to share why these three you can consider as important aspects of your own leadership style, sir?

02 - 057 Sure, sir. Consistency, because sometimes you have to decide; you have to come up with a decision that will test your values as well. So, if I'm not consistent as a leader with my values, sometimes the decisions that I would make might be detrimental to the students that I'm also leading.

02 - 058 So, it's important to be consistent with the values that I have as well as the kind of leadership that I'm doing. So, if I'm focused on the students and listening to what they want for the activities or for the department, that should be my main focus, and I should not differ from that. I should not waver from those goals and be more consistent, sir, with what they want and also the values that I have.

02 - 059 So, collaboration is, honestly, I can't really have success in doing my role without my council officers.

02 - 060 How many council officers do you have?

02 - 061 Fourteen to fifteen. So, I cannot really fulfill my responsibility as a governor without my council officers because collaboration is really important.

02 - 062 For example, in the events, I can't really facilitate all of the events, so collaboration really helps with delegating tasks.

02 - 063 Are there also conflicts that arise within your group?

02 - 064 Yes, sometimes, sir.

02 - 065 So how do you try to resolve it? How do you come up with a win-win solution? With your council officers.

02 - 066 So, if ever there's a conflict or I guess, discussion with a group, sir, I really listen to what they have to say, and since I'm the governor, I'm the one who will decide for the group. But I'm always listening to what their opinions are and what they want for the whole department. So, if I'm not listening to that, those conflicts might get worse.

02 - 067 So, one thing that I do is I really listen to them, and if there are middle grounds that we can establish, that's the decision that we will come up with. And I also perform voting since if the majority wants that decision, wants that option, that's the decision that we will apply as a council. I'm just there to lead the group as well as to be the arbiter of those different choices.

02 - 068 How about the patience? Why you mentioned patience?

02 - 069 Patience, because sometimes you have to be patient when it comes to confronting admins since, as a student, though we have the right as well to voice out those concerns from the students, sometimes it's really hard for us to be aligned with the decision of the admin since they also have different decisions, which is also good since they're thinking about the school. But sometimes you really have to be patient when it comes to confronting those kinds of decisions since sometimes it's hard for us student leaders to voice out those concerns because there are rules and other procedures by the admin.

02 - 070 For example, when requesting the budget for the student activities, you really have to be patient with the decision of the admin.

02 - 071 Do you consider CRL, or culturally responsive leadership, an important thing to consider in delegating your role as a leader?

02 - 072 Yes, sir.

02 - 073 Why is that?

02 - 074 Because I think from the differences, you can get benefit from that because differences allow your organization to be more diverse, and it's not monotone.

02 - 075 But they are performing really well as a student leader. So, the stereotype there is removed in this community. Everyone is accepted, or everyone is welcome to take on their roles.

02 - 076 So, you are talking on behalf, as a leader. How about your observation in other aspects of cultural diversity? Like we have members of the LGBTQ, we have members of the PWD as students, we also have high-income and low-income students, and other diverse learners that we have. What's your opinion or observation aside from the side of leadership?

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02 - 096 So, one thing that I do is I really listen to them, and if there are middle grounds that we can establish, that's the decision that we will come up with. And I also perform voting since if the majority wants that decision, wants that option, that's the decision that we will apply as a council. I'm just there to lead the group as well as to be the arbiter of those different choices.

02 - 097 How about the patience? Why you mentioned patience?

02 - 098 Patience, because sometimes you have to be patient when it comes to confronting admins since, as a student, though we have the right as well to voice out those concerns from the students, sometimes it's really hard for us to be aligned with the decision of the admin since they also have different decisions, which is also good since they're thinking about the school. But sometimes you really have to be patient when it comes to confronting those kinds of decisions since sometimes it's hard for us student leaders to voice out those concerns because there are rules and other procedures by the admin.

02 - 099 For example, when requesting the budget for the student activities, you really have to be patient with the decision of the admin.

02 - 100 Do you consider CRL, or culturally responsive leadership, an important thing to consider in delegating your role as a leader?

02 - 101 Yes, sir.

02 - 102 Why is that?

02 - 103 Because I think from the differences, you can get benefit from that because differences allow your organization to be more diverse, and it's not monotone.

02 - 104 Sometimes, sir, there are teachers that are really strict with their lesson plan. So, if that's the plan on how they will deliver their instruction, then that's it. But there are also teachers who, for example, for those who are nearsighted, they allow students to change seats and help those students as well, sir, to learn in their own ways.

02 - 105 And since it's engineering, sir, there are really students who are challenged in terms of academics. So, one thing that the engineering department is doing is they are conducting tutorial sessions.

02 - 106 Is that for free or for payment?

02 - 107 Yes, sir. It's for free, sir.

02 - 108 Who conducts it, sir?

02 - 109 The faculty, sir. Sometimes there are tutors from the students who are paid, sir.

02 - 110 What about, sir, in your student government? Do you have programs to address...?

02 - 111 We are facilitating, sir, the tutorial program. And then the faculty, they are doing... I think it's... I forgot. Mentoring. It's mentoring.

02 - 112 Mentoring. So, if there are students who are challenged in terms of academics, they can approach those mentors, those teachers, and ask for help from them. Since lain-lain man ang pacing for each student. So, if ever... Knowing nga engineering daan, it involves mathematical… Fast-paced lessons, sir.

02 - 113 So, if you can’t really adjust to that kind of lesson, so... Daw mabilin ka gid… Budlayan ka gid sa academics. But the faculty is making sure that those students who are challenged as well in terms of academics are provided with resources, sir.

02 - 114 So that it's not... It's fair for all students.

02 - 115 How about, sir, when it comes to social status and tuition fees, financial aspects of the student's life? How can you... What's your own opinion or observation? How does the school cater to such...? You know, sometimes they're hard up to pay, and there's an exam. What's your opinion on this, sir, or your experience?

02 - 116 So, I guess there's already a law, sir, that it's okay to take the exam without a permit.

02 - 117 So, the faculty here in engineering, they're also implementing that. So, the students can take the exam even without paying or even without permits, sir. So, they're not really... They're just encouraging the students to pay the tuition, but they are not reprimanding the students for taking the exam without permits.

02 - 118 So, they're allowed... The students are allowed to take the exam even without paying as long as they are able to pay it at the end of the semester. So that happens in college, in engineering?

02 - 119 Yes, sir. Is it the same with other colleges as well? I have no idea about the teachers, sir, but I think the school already allows that.

02 - 120 So, meaning to say, sir, you can say that the no permit, no exam policy of the school is in place, but you said there's a consideration?

02 - 121 Yes, sir. The faculty is also considering those students. So, ang nakakwa exam, sir, ang ila score ya? Recorded or not?

02 - 122 Yeah, that's the thing, sir.

02 - 123 So, it's recorded, but you cannot see your grades. So, it's more of the accounting side, but the teacher can show your grades in the classroom, but if you check your account on the website, you're not able to check those grades since it says that you need to pay your tuition. But the teachers here, they allow students to see their grades.

02 - 124 Do you think, sir, that the policy of the school diverts from inclusivity and cultural diversity? Do you think it diverts to this idea of promoting inclusivity in San Agustin?

02 - 125 For me, sir, the school also allows marginalized students to get the exam because I think they have promissory notes if they aren’t able to pay the tuition in full. I guess it's more of the system of the school. If that’s the way they… Since also the school is dependent on the tuition, on the payment of the students, since the salary also of the employees are coming from that.

02 - 126 So, I guess it's just their way of... I think it's not really ignoring the inclusivity of the student, the differences of the student. I guess it's more of their system in also helping the school as well... Have those resources for the faculty, sir. So, you can consider it as just moral for the school to have that kind of policy.

02 - 127 I think you want to say it's for the sustainability of the school. So, you do not consider it as a major factor that will affect the concept of inclusivity in San Agustin?

02 - 128 Yes, sir, because in engineering, we are still allowed to see our grades if you approach the teacher. And also, we can still take the exam without paying.

02 - 129 So, if the school... The school also has resources for those students, sir, nga indi maka-pay sang tuition, so amo na. So we go, sir, to the challenges. We will go to the challenges, sir.

02 - 130 Are there major challenges you have observed in our campus, and maybe in your college, in addressing cultural diversity, sir, in general?

02 - 131 I guess... For an observation on the back gate, I guess there is no ramp for PWD. I saw in the front gate there is, but in the back gate... Diri, wala. So, if ever the school can provide that, sir, it's also a great...

02 - 132 So, you're talking about the facility?

02 - 133 Yeah, facility. Facility that caters to the PWD.

02 - 134 As for the challenge in terms of other groups, sir, I haven't really encountered any challenge here in engineering. But I don't know with other departments, sir. Okay, sir.

02 - 135 So, since you mentioned the facility, sir, I will catch that idea. How about, sir, the LGBTQ? Do you think there's a need for a separate comfort room for this group of students that belongs to that community?

02 - 136 It would be a good idea as well, sir, to have that comfort room since... But I don't really see any discrimination here in engineering. The LGBTQ students can still use the comfort rooms, whatever they want.

02 - 137 They can go to girls' or they can go to boys', sir. But if there is a comfort room for them, then it's a good indication as well, sir, that the school is open to that group. It's like a symbol that the school is accepting those groups.

02 - 138 If ever there are resources for that. But currently, I don't see any discrimination with the LGBTQ entering other comfort rooms, sir. Here in engineering.

02 - 139 Because sometimes I see them in girls' as long as there are no other students there. Kay kis-a uncomfortable man kis-a ang mga girls.

02 - 140 If that’s the case. Are there also lesbians that use the comfort room for boys? Are there instances? I haven't observed it. How about, sir, in relation to the PWD? There are some members of our community that are having difficulty using the stairs.

02 - 141 Yes, sir. What can you say about that, sir? Here in engineering, sir, you can attend the second-floor classes.

02 - 142 I have a friend who got into an accident two months ago or last year. After he enrolled again here in engineering, it was hard for him to attend his class on the second floor, sir. So, what happened, sir? He needed to use the stairs.

02 - 143 So, it was hard for him. So, what we did was to help him with his disabilities, sir, nga maka-saka sya sa second floor. We don't have an option.

02 - 144 The rooms here on the first floor are scheduled for the faculty who needs those comfort, sir. Kay nabudlayan man sila kis-a magsaka kay may mga edad na. So, that’s why, they are assigned here sa mga rooms sa first floor. But when it comes to students, it's hard for the students who have disabilities to adjust, sir.

02 - 145 So, you've seen the need for that. So, what can you suggest, sir?

02 - 146 As a student leader, what can you suggest in order to somehow cater those needs of these PWD members of the community, like the teachers and the students? If ever, sir, we can add more rooms in the first floor… Para indi sila mabudlayan… Because I think it's hard for the school to provide elevators for them.

02 - 147 Do you think elevators are the best option? The best option, sir, for the students. But I don't think we can.

02 - 148 There’s an elevator there. There's an elevator that could be used to connect to the other different levels. There's one hallway.

02 - 149 One hallway. Connect. Connect, connect. Pwede… Possible…Galeng amo lang na eh tedious somehow pero at least may option.

02 - 150 Are there trainings, sir, or programs that the CSAB conducts in order to enhance the cultural competence among staff and faculty? Facilitated by the department, sir? Or the school? Yeah, any department or institution. Are there trainings or programs that are in relation to cultural diversity and inclusivity?

02 - 151 There are, sir. Last time they conducted a workshop from Bagani.

02 - 152 What's Bagani, sir?

02 - 153 It's an organization that helps the community be aware of the concern as well as LGBTQ students. They provide awareness on the politically correct term for those groups.

02 - 154 And also providing help or resources for the LGBT community, sir. They provide free HIV tests. During the seminar? During the seminar, sir.

02 - 155 It was a good activity as well from the student government. It was facilitated by the student government. For the teachers, I don't have any ideas with the workshops by the teachers since we're not part of it.

02 - 156 But with the students, the school also conducts those through the student government. You made mention, sir, about HIV and perhaps STDs. There is a report that they are part of the community.

02 - 157 I think there are some. Do you have any encounters or conflicts when it comes to how the people in the community here in San Agustin treat them or perceive them or treated them in the community? Do you have any idea or experience with people with this kind of situation? In the engineering, sir, there are really no instances that the person opens up that he or she is positive with HIV. There are no cases with that, sir.

02 - 158 But if you're referring to the students, the view of those groups, that they don't have discrimination with those types of groups. If ever it comes up, I think it would not change that, sir. They still accept those groups.

02 - 159 Thank you, sir. How do the schools, or in your case as a student leader, ensure continuous learning and improvement regarding cultural responsiveness, sir? Are there any long-term programs or daily programs or some kind of standards that are being followed when it comes to addressing cultural diversity, sir, and inclusivity?

02 - 160 Currently, sir, I am not aware of any sustainable programs for those groups. And I guess it's also one thing that the school can consider. Since we are a Catholic school, we have a lot of rules here in school, like the dress code and like sticking to those kinds of rules, sir. So, if the school can come up with more sustainable programs for addressing those concerns, like earlier with the church activities, it's really mandatory to attend the masses because the consequences...

02 - 161 May mass kamo kagina? Wala, sir.

02 - 162 The consequence is disciplinary action. So, wala choice ang non-Catholics to join, sir. But it just depends on the department how they can address that, sir.

02 - 163 But it's kind of bending the rules on the part of the department because the school really wants all the students to attend, sir, kay mandatory sya. But in the student council, we're just adjusting to the concern of the students because indi man namon tanan mapilit.

02 - 164 But if we really stick to the rules, then disciplinary action gid sila tanan nga wala nag attend kay it's still the rules of the school.

02 - 165 So, do you think, sir, there's a need to revisit that part?

02 - 166 Yes. I think, sir, if the school can revisit the handbook and also the rules indicated there to allow more... Because it might also be violated by, you know, we call it the Catholics nga daw indi gid bala active, probably; that could also be the reason behind why it's written there. Perhaps that's my own opinion.

02 - 167 And another thing, sir, you mentioned the dress code. In your own opinion, sir, is there a need for the students to wear the school uniform? Or do you think there's a, you know, a leeway for the dress code?

02 - 168 For me, sir, since here, given the context of the school, we're a Catholic school, the rule says that we really need to wear a school uniform. But if I were to ask, if you were to ask my personal opinion, I don't think it really matters to wear a strict school uniform. Because I have friends who are really expressive, who want to dress the way they want.

02 - 169 So, if the school does not allow that creativity, it also hinders the student from expressing himself or herself. But since we, since I said the context is we're a Catholic school, we don't really have the power to change that. That's in your own opinion.

02 - 170 But if I were to be asked, sir, I think it doesn't matter whatever dress codes you wear in the school. As long as you learn and you attend your classes, it's the important thing. Because I have friends as well with other state universities who don't really wear school uniforms, like UP.

02 - 171 So, it's okay for them to wear anything they want, sir. But they still excel in school. So, I don't really think there's a correlation between what you wear to your performance.

02 - 172 How about your haircut?

02 - 173 Yeah, haircut, sir. Same with dress codes, sir. In my personal opinion, I don't really think that it's really mandatory to have a specific haircut, sir.

02 - 174 But if the school stated in the handbook that we need to follow a haircut, then we don't have a choice but to follow it. So, if there's a chance that the school will revisit the handbook, and I think the student body is part of the committee. I think I would suggest that you should open it up to your colleagues and student leaders. So that somehow it can be considered.

02 - 175 Perhaps the admin will hear your opinion as students. How about, sir, those friends of ours who are artists who are having tattoos? I don't know how they perceive having tattoos, but some can consider it also as a self-expression. So, what's your standpoint on that, sir?

02 - 176 Like what I've said, sir, for me it doesn't really matter if you have a tattoo or not.

02 - 177 So, it still depends on how you learn in school. Because it's a discrimination if you don't allow a student to enter the school with a tattoo just for the sake of his or her self-expression, sir. But there are rules, so we need to follow them.

02 - 178 But in my personal opinion, I guess it's not really an important thing to consider, sir. If they are concerned with the safety, if the student is enrolled, then he or she is allowed to enter the school. If that person has a tattoo but he or she does not enroll to this institution, then that's the time that they can question the person if ever they need to verify what is the purpose of entering the school.

02 - 179 But if it's a student, sir, I don't think it really matters nga need gid pamangkuton… Why you have tattoo? Maybe it's just his or her way of expressing themselves.

02 - 180 Are there instances, sir, or perhaps problems that arise in entering the school not wearing the school uniform or not prescribed uniform?

02 - 181 Wala gid sya kasulod? Diri sa school… Like wearing slippers or shorts? Yes, sir.

02 - 182 There are a lot. Especially in engineering. Damo gid engineering, sir, nga wala ga follow gid sa… But, amo na sir, amo na ang concern man namon.

02 - 183 Like me, I had an instance, sir, nga indi ko pasudlon because of my haircut, kay tam-an na kuno sya ka laba. Amo na…

02 - 184 Ah, before laba imo buhok? Before, sir, kay daw gina measure gid nila, daw gina check gid bala nila…

02 - 185 Ang guard?

02 - 186 Ang guard, sir.

02 - 187 So, amo na kis-a daw ka… It's also another suggestion to the school: they can revisit those rules, sir, and be more flexible with the needs of the students.

02 - 188 Sometimes, like, ligad naga-baha, indi gid allowed nga magsulod ang student, need gid mag shoes. So, it was a challenge as well for the students in engineering, sir, with that.

02 - 189 So, wala sila kasulod klase… Absent sila…

02 - 190 So, for you, you value learning rather than...

02 - 191 Yes, sir. Because it's important as well, sir, to let the students express themselves. Because sometimes if you can't express yourself, it also affects your mental health. And if it affects your mental health, sometimes it's hard to learn in the school, sir.

02 - 192 Correct, sir. In what ways, sir, do you engage your fellow students and your colleagues in the… Or probably the community to promote a culturally responsive environment?

02 - 193 So, for my colleagues, sir, we don't really have a program with that. But it's one thing that we're also discussing: to have seminars or workshops regarding cultural... Culturally responsive environment, sir.

02 - 194 Since not all are really aware of those groups nga gin-mention mo kagina.

02 - 195 And if they are aware, they are not aware of how to correctly address them. So, we are also planning to conduct seminars with that, sir, for the students. For awareness purposes.

02 - 196 Because if you don't know about it, of course, lain ang imo nga pag-perceive or pag-understand.

02 - 197 Are there policies in place, sir, that support cultural diversity and inclusion in this institution? As of the moment, sir, I don't think there are. Because, as what I've said, the school is really strict with the rules.

02 - 198 And there have been no meetings with the student body along with the admin to modify those rules. So, I have not been included in those discussions, if there are any. So, if there are, the student body is not aware of that.

02 - 199 But if there will be, then it's best to also include the student body. So that there are programs for that. As of now, I think that there are none, sir.

02 - 200 So, even though, as you mentioned, there's none. There's no policy, no specific policy, that addresses the different cultural diversities of the students. But in the first part of our discussion, we mentioned that the school caters to and addresses the different needs of the students. There's unity, there's acceptance.

02 - 201 So, do you think, sir, that even though there's no written policy, do you think that the CRL, or the culturally responsive leadership inclusivity in the school, is still evident even without these policies, written policies?

02 - 202 Yeah, if we really stick by the books, sir, then the school is not really inclusive with those groups. Because there are rules.

02 - 203 But the community itself is adjusting to the needs of the students. It's contrary in the sense that the paper says that it's not allowed to have those; there are rules with that. But the community, along with the students, they are adjusting, sir, in their own way.

02 - 204 Not in a way that also violates the rules. Sometimes there are loopholes, nga kaya nila malusotan, just for the sake of accommodating those students. So, the community itself is adjusting, is striving.

02 - 205 But the institution and the rules, I think it's still not yet in place that they can accommodate those differences. But as student leaders, we are discussing how to be more inclusive. Sometimes we are also addressing, and we can allow it as long as it's still within the rules of the school.

02 - 206 Kis-a may mga activities kami, that the students are allowed to express themselves. I think we even had a drug-raised performance here last, ligad sir.

02 - 207 Ah, tuod?

02 - 208 Oo, galeng gin-stop sya… ni Father… Father Carloman kay against sya sa rules.

02 - 209 If wala man gid tani na dakpan tani ah… It's not like all of them are vegan man guro ah... Not to the extent, sir, galeng kay… Dancing… It's not part of the dress code.

02 - 210 Siguro, ang student leader, sir, in the community they are also finding ways to accommodate, but the school itself… Daw ka budlay gid… If we follow the book, sir.

02 - 211 The way I understand it, the way the people interact with each other, there's an inclusivity there. So, culture, kumbaga daw kultura. It's embedded in the culture sang mga Augustinians. Okay.

02 - 212 Do you think the top management of this institution should act on it, catering diverse learners? What do you think is the major role of this top management of our school?

02 - 213 Yes, sir. So, they can also listen to the opinions of the students, the student leaders. And if ever there is a need for a modification of the rules, then they are the ones who can do that, since we don't really have power with that, because it's the administration who decides what to include in the handbook, sir.

02 - 214 So, if ever they can allow a discussion with us, it's a good start. But the decision really is with the administration. But what we are asking as student leaders is to have a discussion, an open communication. Because there's a lot in your end, based on your sharing, there's a lot to improve or to revisit.

02 - 215 Okay. In the scale of 1 to 10, sir, 1 being the lowest and 10 being the highest in general, how effective is the school when it comes to cultural responsiveness initiatives?

02 - 216 For me, sir, 7.

02 - 217 Why 7, sir?

02 - 218 Because the community is striving to be more inclusive, and they're establishing a culture that allows more diverse groups to be a part of the Augustinian community. But in terms of administration, I think there's still room for improvement with accommodating those concerns from the community.

02 - 219 If ever it is addressed by the administration, then I think the rating would be much higher compared to what I provided. But currently, sir, that's my perception of how culturally responsive the school is.

02 - 220 So, since you have your rating, sir, what are the indicators or measures of success in promoting cultural inclusion here in San Agustin? Kumbaga makasiling ka nga somehow naging inclusive man gale ang San Agustin. What are the indicators or proofs nga makasiling ka nga inclusive man gale ang akon school?

02 - 221 First, sir, I think facilities that allow students to have those needs. For example, comfort rooms, if ever, for the LGBTQ community; elevators or additional classrooms on the first floor for PWD students; and also increased enrollees from those groups, sir.

02 - 222 So, if the school have a lot of enrollees not coming from high-income families, if there are also other students...

02 - 223 How about in its current...

02 - 224 Sorry to cut you off…

02 - 225 Subong, sir, sa mga enrollees na-observe mo, sir, kumbaga ang kalabanan na na-enroll diri belongs to what social status, sir?

02 - 226 Sa engineering, sir, I think a lot have scholarships. So, they came from TUP. So laban sa ila, they are receiving assistance from the school in their schooling year. So, damo man sa ila, they are not really coming from high-income families.

02 - 227 So, the school has those resources for them nga maka-enroll dyapon sa San Agustin even though they can't really afford the tuition fee by providing them the scholarships, sir.

02 - 228 So, the scholarship is coming from? From the school, sir. From TUP? No, sir. Sa San Ag.

02 - 229 They have 75% off sa tuition fee. Sa engineering? If you are a proceeder, sir, kung halin ka sa TUP, if you want to proceed sa engineering, they have scholarships. That's one thing, no? Nga unique man gale sa San Ag.

02 - 230 Yes, sir. Bag-o man lang ko kabalo, 10 years nako di, nga may amo na gale.

02 - 231 Daw bag-o lang na guro, sir? I think ligad lang sya gin-implement. Amo na damo kami subong enrollee from TUP.

03 - 232 So, like, tapos nato sila 4 years, ma-transfer di sila to proceed? To proceed engineering, sir. Kay ano lang na to sa 4 years nila haw? Mga technology courses. Mechatronics… ChemTech.

02 - 233 So, ChemTech, if you want to proceed to chemical engineering, you need to graduate first from TUP to avail of the scholarships at San Ag.

02 - 234 May amo na gale nga gakatabo?

02 - 235 Okay, so we're done with improvements.

02 - 236 This one, sir. How can future leaders be better prepared to manage cultural diversity?

02 - 237 So, for me, sir, a leader should be aware of those differences for him or her to adjust as well to the needs of the students nga gina-lead nya man. So, if the leader is not aware of that and does not adjust to those needs, then it would be inefficient as a leader since you are not listening to what the student has to say, sir.

02 - 238 And if there are challenges in terms of addressing those cultural differences, as a leader, you should be able to come up with programs or decisions that will accommodate those groups or parts of that, nga may mga differences. So, if you're a leader, you should also accommodate that and adjust your leadership strategy nga mangin effective man, not for a specific group alone, but for the whole student body.

02 - 239 Diri, sir, sa engineering, sir, on the scale of 1 to 10. Sa aton mga leaders sa inyo department, ano, sir, ang imo ma rate sa capacity of the leaders here in the engineering department to cater cultural diversity, to manage cultural diversity?

02 - 240 I guess, sir, 9. Because I observe as well that the leaders, they are not participating in any discrimination with those groups.

02 - 241 And if there are activities that need accommodation for those people who need additional consideration, then we are also adjusting to that.

02 - 242 So here, sir, in engineering, do we have members who belong to indigenous people or IPs? May ara man kita di, sir?

02 - 243 May ara man guro, sir, pero hindi lang ko aware kung sin-o sila. Pero somehow daw wala man may naga-arise nga problem nga, te kay amo ko ni ya, ma amo ni dapat nga mga amo sina. Wala man?

02 - 244 Wala man, sir, if amo na, ang hambal ko gani, if ever nga may concern sila, they are also addressing it to me, sir, since I am the governor, and I'm flexible man, sir, to adjust kung may need sila nga ubrahon.

02 - 245 Sige, sir, last na lang gid, sir. What advice, sir, would you give to other educational leaders seeking to implement culturally responsive practices in an Augustinian context, sir?

02 - 246 For me, sir, I guess for future leaders, sir, you just need to be affirmative or you need to be firm with your values, sir, as well as be more, become, be a listener to those groups nga part sang amo na, sir, nga may mga differences. Because if you are not listening to those concerns, then, those will not be addressed properly and kung indi ka man firm, as a leader, of your values, and what you think is true or right, then, those challenges, it will not be fixed or given solution by the administration because you are not firm to address those concerns sa ila.

02 - 247 And if you are a student leader, you should be able to accommodate those concerns and help your students to resolve them so that they will not feel that they are left behind and they will feel that they are also included in all of the activities or in the participation in the community.

02 - 248 So, in your personal note, sir, ano ang nabulig being a student leader sa imo mga journey kay hambal mo nami man kay nangin leader ka man sang senior high, hasta subong nangin leader ka. On your personal sharing, sir, ano ang nabulig na, sir, personally sa imo?

02 - 249 I guess, sir, it helped me to become more open-minded about with what is happening in the society. And coming from a background where my parents are really strict with the Christian values, nga amo nani sya dapat, amo nani sya.

02 - 250 But being a leader helped me to become more open-minded with those differences in society, and it helped me to reach out to more people to help more people because, as a student leader, I was able to listen to those differences and listen to different stories and help them with their different needs as well. So as a leader and as a person, sir, I was able to touch more people with that kind of mindset, that kind of leadership, not only focusing on a specific group but also reaching out to other groups, sir. So kalaw-ay man nga, daw ka monotonous ang leadership mo if you just stick to the rules.

02 - 251 You can also accommodate ang concerns sang iban, without also violating the administration itself. It allowed me to become more open-minded and it’s a good thing to be aware of those differences sa society because it makes the society more colorful. It’s not really just monotonous leadership. It’s more of your doing it for different types of people.

02 - 252 So, in general, sir, you are happy to be here in San Agustin?

02 - 253 Yes, sir. Your school, your home.

02 - 254 Tapos na. Thank you very much, sir, for your time and for sharing your experiences with me today. Your insights, sir, are incredibly valuable and will contribute significantly to our research and to my research activity.

02 - 255 So, if you have any further thoughts, sir, or any questions arise later, please feel free to open my messenger, sir, to contact me, and I will ensure that your responses are kept confidential and used only for this study. I have here, gamay lang gid ni sya sir, pero this is not a payment because your sharing cannot be equated with an amount. But this one is a way of saying thank you, sa imo nga time kay dapat nag pahuway ka na subong.

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03 - MEERA

03 - 001 Okay, so good afternoon. I'm Teacher Gilbert. I'll be the interviewer and the researcher of this study. So, this study is entitled *Culturally Responsive Leadership, a Grounded Theory on Strategies for Managing Diversity in an Abyssinian Educational Institution*. So, basically this study will focus on our practices on how the school address, through its leadership, the diverse learners that we have. And you, being a foreigner, a half-foreigner in a sense, you are a?

03 - 002 Half-Iranian, sir.

03 - 003 Si Daniel amo man no?

03 - 004 Amo man, sir. The same, so half-Iranian and at the same time as a student leader.

03 - 005 So, you will be sharing about your own experiences in the school. How long have you been here in San Agustin?

03 - 006 Five years na guro, sir.

03 - 007 Five years na no, so since sa VSAC and until ari ka di subong.

03 - 008 So, your participation is voluntary. So, you are not forced by Sir Gilbert or anyone here. And your parents give a consent verbally that you will be; she has knowledge that you will be participating in this study. And that's why I will let you bring this form to let her sign as a proof. So, rest assured, Meera, that whatever response you are going to share here will be kept in private. It will be, although your responses will be written, but you will be kept anonymous. So, I'm going to say, wala identifiers, wala sang kung sino- siya, okay, so ga share lang gid nga ga share. So that the interview will last for an hour or so, or more than an hour. And you can use language you are comfortable to share or to use. But not in Iranian, probably because I cannot translate it. English, siguro langga no.

03 - 009 Sige lang sir indi man ko kabalo.

03 - 010 So, there's no wrong or right answer here. It's just simply sharing your own experiences. Rest assured that your responses will be utilized only for this study. And will be dealt with utmost confidentiality.

03 - 011 So, before we start, Mira, do you have any questions about the study? Okay sige ah, so your age is, how old are you na?

03 - 012 16.

03 - 013 And you are now in?

03 - 014 Grade 11. Grade 11. Going to grade 12.

03 - 015 Okay, going to grade 12. So how long have you been here in San Agustin?

03 - 016 Since grade 7, sir, so 5 years manog 6 years.

03 - 017 So, do you have a special role or, like, a task in the school, in your senior high? You are a what?

03 - 018 Right now, sir, wala, pero…

03 - 019 But previously you are?

03 - 020 Previously, nang class officer ko sir.

03 - 021 Ah okay, sige. So, would you like to share about your experience being a class officer? Like dealing with your peers and so on?

03 - 022 It was easy man to deal with them and I like to communicate kay willing man ang mga classmates ko mag-help samon, ti indi man budlay mag ubra sang work ko kay they're also willing to help me. So, that was pretty easy.

03 - 023 So, they say somehow there's a cooperation among your peers. Is that what you're trying to say?

03 - 024 Wala man sir. Wala man ko may na feel na different.

03 - 025 Ah okay.

03 - 026 So, what made you stay here in San Agustin? Why not other schools?

03 - 027 I really like the community, sir.

03 - 028 Why?

03 - 029 Kay ang mga students, they don't see me as someone that's different. Like even though I look different and stuff sir, daw ka I feel at home bala sir haw, tapos ang mga friends nga gaka make ko, they're always like there for me biskan ano pa sir.

03 - 030 So, you don't feel any different that you're different from the rest, despite your very Iranian features, ara gid, very evident.

03 - 031 So can you tell me a little bit about your journey here in San Agustin? Can you share?

03 - 032 I started sang grade 7 sir, tapos diba kay it was the pandemic still, so I didn't really interact much with my classmates, but we had some interactions because of the groupings, kay amo na lang na sir. Tapos asta sang grade 9, dira gid kami naka-build sang strong na connection. And sang grade 9 sir, actually naka-experience ko some difficulties with like feeling fit in, kay ang CLF bi nga subject sir, medyo budlay siya sa sakon kay hindi ko nga daan, Catholic.

03 - 033 You're not a Catholic, you are?

03 - 034 Muslim sir.

03 - 035 Muslim. So, what made ESP difficult on your part?

03 - 036 Kay ang mga projects sir, hindi ko siya ma-complete. Because? They don't ano with my values sir, kay ang iban bi nga projects ga ask sila nga mag recite kami prayers or amo na, ti hindi ko na ma ubra sir kay lain bi amon pag pray.

03 - 037 So how does the school or the teacher in particular resolve that case of yours?

03 - 038 Actually sir, gin-force ya ko sir mag-pray, pero nang nag-file kami dayon, complain si ya, dira kami naka resolve, kay daw kala-in gid bi ang ging ubra ya sakon sa amoto nga time, then amo na nag okay lang dayon after that kay ang mga new ko bi nga teachers sir.

03 - 039 Ah okay, new teacher.

03 - 040 Oo, sang grade 10 sir and grade 11. Wala man sila problems sakon. 10 and 11, no problem.

03 - 041 Pero that the grade 9 teacher of yours in ESP, dira ka naka problem, because he or she is a new teacher. Is that what you mean?

03 - 042 Daan na siya na teacher sir, but she forced the prayer on me, daw ging hambalan ya ko nga it's part of the school rules.

03 - 043 Ah okay, sige. So, would you want to tell us something more about that and what happened next?

03 - 044 We were in class sir and then she announced that because like most of our classmates, they don't memorize the prayer, the Agustinian prayer yet. So, she warned us that she would make a project that would be like reciting the Agustinian prayer in front of the whole class. And then I asked the question if miss pwede na, hindi lang ko danay magparticipate sa amo ni nga project. And she said that I had to because it was part of the school rules to recite the prayer.

03 - 045 Okay, but she knew that you are a Muslim.

03 - 046 Yes sir.

03 - 047 Did you try to explain to her about your case?

03 - 048 I did sir.

03 - 049 And then what happened next?

03 - 050 Nang she just changed the topic and she proceeded to continue with her class. Daw ging put aside ya danay ang problems.

03 - 051 So, and then what's the next step you did? Is it with your parents also?

03 - 052 Yeah, I told my mom about it and then she said that she would ask the school to make a meeting with her. But the meeting didn't go through so we just left it na lang.

03 - 053 So how does it affect, does it affect your grade or what?

03 - 054 Wala man sir, pero it like, it really put me in a place that I was really uncomfortable with it. Because of the prayer aspect of religion.

03 - 055 But you are aware that you are in a Catholic school.

03 - 056 Yes sir.

03 - 057 And did you expect that there's gonna be like those prayers and all?

03 - 058 I did, pero with most of my like experiences sir, wala man sila bi ga… wala man nila gina force sakon ang religion.

03 - 059 So, it so happened lang that with that teacher of yours in grade 9, amo na siya ang na experience mo kung baga?

03 - 060 Yes sir. After that meeting, after that the meeting was not materialized.

03 - 061 So, after that, are there still some more instances related?

03 - 062 Wala na sir.

03 - 063 Daw amo to lang ya nga part?

03 - 064 Isa lang to nga part nga nag affect sakon.

03 - 065 Nag affect simo. Okay.

03 - 066 I think I define it as like multiple cultures into one. And like different people coming from different places and different values and views, amo na lang na sir, daw ka.

03 - 067 Amo na siya imo nga experience kung baga, the way you understand when you say the word cultural diversity. Well of course cultural diversity does not just limit to race, religion, which is focusing on that topic sa imo. It could be also personal or mental construct. For example, a person is with special needs, that's part. A person with disability, PWD, that's part. LGBTQ members, mga lesbian, is part of diverse cultures that we have here in San Agustin. So, different status in life, different financial or social status is part of it. So even our language, our values, our beliefs, our religion, our value system is part of our so-called cultural diversity. So, in this study, we are looking into how the school address. Anong mga mechanisms in school? What is the school is doing? Anong mga experiences naton? That's why this is the focus of my study, okay.

03 - 068 So, we go now to the leadership and the practices on cultural responsiveness diri sa school. So, sa San-Ag, makasiling ka bala, can you say that the school promotes and upholds cultural diversity in this institution?

03 - 069 Yes sir. Why? Because I've seen many students, sir, nga la-in man ila views and la-in man ila places that they're coming from and ging accept man sang school.

03 - 070 Sa imo nga observation, ano imo nga mahambal sa ila sa imo nga experience sa pag observe mo sa ila, how do you think they feel also here in school, para sa imo?

03 - 071 I think they're well accommodated, sir, kay may mga kilala man ko, sir, nga may special needs in senior high school, and they're very comfortable, sir, with the students and the staff.

03 - 072 Okay, thank you.

03 - 073 Now, are there specific leadership strategies na gin-ubra si school, or gina use ni school, para to cater the diverse learners with diverse culture? Nga daw parang makater tanan, daw is there a specific strategy or like sa imo experience bi?

03 - 074 I think they're like, gina-accept nila, sir, ang maskin sin-o. Like, for example, mag-apply sa SSC or sa mga organizations, sir, gina-accept nila maskin sin-o. Like, to uphold ba lang ng anyone can join, and so that there are multiple views and multiple point of views sa leadership para maka-accommodate sa bilog nga student body, sir.

03 - 075 You as a foreigner, do you feel intimidated to join in these groups?

03 - 076 Hindi man, sir. Wala man,

03 - 077 Wala man sa imo nga experiences? So you feel comfortable being an officer?

03 - 078 Yes, sir.

03 - 079 There's no such thing as discrimination that happens along the way in the conduct of your duties?

03 - 080 Wala, sir.

03 - 081 Very good.

03 - 082 How does other students, like the normal Filipinos, respond to your leadership strategies in managing school programs? How do they respond to your way of leading them?

03 - 083 They don't really give me, like, a different response compared to other officers na hindi bala foreigner or Filipino, daw ka same lang siya, sir. Pero sometimes I get a lot of questions about my where I've come from and stuff like that.

03 - 084 Daw ka first impression ta permi nga daw ka ano ka gid, daw ka something amo na bala no.

03 - 085 Sometimes, sir, they, like, gahesitate sila mag approach sakon because they think I only speak English.

03 - 086 Amo na ang iban nga stutents.

03 - 087 Pressure?

03 - 088 Oo.

03 - 089 Sige.

03 - 090 So, in your, What are your own strategies as a leader, as a student leader? What are your own strategies that you did in order to promote cultural diversity among the entire organization?

03 - 091 I try to suggest, sir, some ways that are pwede bala sa tanan, sir.

03 - 092 Okay.

03 - 093 Sometimes there are some ideas that most students probably would not like, ti ga suggest ko for more easier and more, like, accommodating ways for all.

03 - 094 Can you cite a little bit, like, an example of what you did?

03 - 095 Nang, sang amon sir nga party, sang Christmas party namon.

03 - 096 Okay, Christmas party.

03 - 097 Yeah, my classmates suggested that we would get, like, boodle fight, sir. Boodle fight. And then I said nga not, sometimes people have allergies that they can't share food, nga, isa lang bala ka-plate, sir. So, I said that we should just have our own individual plates na lang sir and utensils.

03 - 098 So what's the response of the body?

03 - 099 They made the realization, sir, nga oo gali, daw ka dirty amo na, so they changed their plans na lang.

03 - 100 So how about when it comes to food no?

03 - 101 So how do you manage your, do you have restriction being an Iranian, being a foreigner or a Muslim? So how do you manage that?

03 - 102 I don't eat pork, sir. Nang chicken, beef, fish, amo na pwede samon sir, pero pork wala and wala ko gina mix ang kung magluto bala sa oil ang pork, wala ko siya ginakaon. Like, if they use the same oil for cooking pork and chicken, I don't eat it because it's contaminated.

03 - 103 It’s against your…

03 - 104 Oo.

03 - 105 How about since we are talking about food and it can be connected to the canteen, so what can you say about the food being served in the canteen? Do you think it's culturally sensitive food preferences that they are offering

03 - 106 Sometimes, sir. There are some stores that...Here in San Agustine, in our canteen. There are some stores in the canteen that serve both pork and chicken, sir, so I don't really buy from them. I only buy from the stores that only sell chicken or beef.

03 - 107 So, at least you have an assurance nga ti it's only ano like that.

03 - 108 So generally, when it comes to food, not that much. There's not a huge problem.

03 - 109 Do you make baon or wala?

03 - 110 Wala, sir.

03 - 111 Ga buy lang gid kaya.

03 - 112 Ga buy lang ko from canteen.

03 - 113 Okay, sige.

03 - 114 What are the Agustinian values that you have here in San Agustin?

03 - 115 Veritas, Unitas, and Caritas.

03 - 116 Okay.

03 - 117 How does these three Agustinian core values influence in managing cultural diversity in the school?

03 - 118 I think…

03 - 119 Does it affect or does it worsen or does it help out? What’s your opinion?

03 - 120 I think it helps, sir, kay with Unitas, sir, it sticks sa minds sang students that we all have to work together like no matter what, sir, para ma ka go through with our plans. And Veritas, everyone's being honest with each other. And Caritas, we're helping.

03 - 121 So, do you think these Agustinian core values of yours in the school helps a lot in establishing cultural sensitivity, inclusivity, in a sense, in this institution? Okay.

03 - 122 So, let's go now to addressing challenges and managing diversity. What challenges have you encountered when addressing cultural diversity within this institution or among your peers?

03 - 123 I think ang subject lang gid ya sir,

03 - 124 ang…Ang subject, ang amo to hambal mo.

03 - 125 Oo, sir. ESP with CLF Religion. So, I think that's one major challenges.

03 - 126 Why do you think it's one of the major challenges?

03 - 127 Because sometimes, sir, there are times where I can't participate in most of the activities that they ano. Because as a Muslim, like, kung may activities bi sa church, sir, hindi ko ka go because it's disrespectful kung magsulod ko, sir, sa church nga sa front gid bala, sir, amo na. Ang amon beliefs, sir, dapat sa likod lang or sa entrance lang. So, sometimes, may, like, may sponsorship ang amon class or ang amon nga department.

03 - 128 Mass sponsorship.

03 - 129 Oo, sir.

03 - 130 You're talking about mass sponsorship. Okay.

03 - 131 Kung may ara, sir, sa church, hindi ko kasulod, sir, sa gwa lang ko ga seat and ga sign lang ko attendance.

03 - 132 So, does it affect your grade or what?

03 - 133 Wala man…ay. May ara man? Sa attendance, sir, sometimes.

03 - 134 Sa attendance eh no. So, how about the way your teacher or faculty perceive it or see it? Is it ano ila nga reaction, ano ila ano.

03 - 133 Wala man, sir. My teachers are really understanding sakon situation. And sometimes, they just let me sign the attendance earlier than others so that…kay ara man ko, sir, ara man lang ko sa gwa gapungko.

03 - 134 Gapungko lang. So, you are not, later on, with that incident of yours, like, forcing you to pray the Agustinean prayer, no?

03 - 135 Wala na succeeding incidents. Wala na, sir.

03 - 136 Okay

03 - 137 Are there cultural misunderstandings that happened in your journey here in San Agustine? Wala man, sir. Like, you're in trouble with, because of this cultural background of yours, because you're a foreigner, you’re a Muslim. Are there instances that happens because of that, you know, because of that uniqueness of yours.

03 - 138 One time, sir, nagbutang ko hena sa hand. Hena. Ang ga stain bala. My teacher just told me to, like, get it off kay hind siya part sang rules nga pwede ko kabutang. But the Hena tattoo is that part of your culture?

03 - 139 Culture, sir, kay sang Eid. Huh? Eid, Eid al-Fitr.

03 - 140 Ah, okay. Daw ka… Eid al-Fitr, sa inyo nga culture, you have tattoos?

03 - 141 Wala man, sir. Ah Wala man. Like, it's just a daw custom lang sang Arabs nga magbutang.

03 - 142 So, you are not aware that it's not, yeah, so, do you think there's a need? Is there a need for, you know, orientation when it comes to things like that?

03 - 143 I don't think so, sir, daw ka reasonable man, sir. Reasonable man siya. Kay medyo higko man siya tulukon sometimes. Pero out of your cultural instinct nga ma tattoo ka because of the Eid.

03 - 144 I just, like, wanted to enjoy the Eid.

03 - 145 So, Eid, it stands for?

03 - 146 It's Eid al-Fitr.

03 - 147 Eid al-Fitr, which means?

03 - 148 It's a holiday, sir, that happens after Ramadan.

03 - 149 Oh, it's like the end of your fasting, right?

03 - 150 Oo, sir. Fasting for 30 days or 40 days?

03 - 151 A month. A month.

03 - 152 So, like, 30 days. And then, like, a celebration, so, Eid al-Fitr. So, that's why you, then you went to school and then you just noticed. Was it removed right away or when you go home na?

03 - 153 It took a while to go away, sir. kay stained gid siya ya, sir. So, I had to wait for it to go away.

03 - 154 How long will it stay in your skin?

03 - 155 It stayed for a week, I think, ang akon kay gina scrubbed ko siya with oil para makakas.

03 - 156 Okay. So, that's a funny story. Which is, of course, we cannot deny that because that's part of being you. Being you, who you are, as part of your culture, as a Muslim, as a celebration. Okay.

03 - 157 So, okay, that's one. So, we go now to your, to the professional development and support, capacity building. Both sa students kag sa mga staff and teachers. Are there programs or trainings you observe among teachers or among staff or among students that the caters the idea of being culturally competent or to become culturally sensitive? Do you think there are trainings conducted in the school?

03 - 158 There are some seminars, sir, like that we have this school year that talk about culture and views of different people.

03 - 159 So, how do you find it?

03 - 160 It was pretty, it was nice, sir. There was one seminar that talked about disabled people and accepting them into our community.

03 - 161 Oh, so there's a training program. Was it conducted for the students?

03 - 162 Yes, sir.

03 - 163 How about for teachers? Do you think the teachers are also equipped or knowledgeable enough when it comes to, you know, catering diverse learners that are in different cultures?

03 - 164 I think so, sir, yeah. Based on your experience. I have seen my teachers adjust to the students and how they learn, kung ano ila views.

03 - 165 So, yeah, that's your own standpoint of view, right? How about your observation, like those LGBTQ members, like just PWD, how do you see them also?

03 - 166 I see them, sir, as daw ka normal lang. I don't put their differences into mind when I talk to them.

03 - 167 So, you have like almost the same man simo nga experiences?

03 - 168 Okay naman siya, sir. There's not really much of a big difference.

03 - 169 Okay. Are there instances in your experience here in school that you get bullied because of your features, because of being a foreigner or what?

03 - 170 Wala, sir.

03 - 171 Wala man.

03 - 172 Okay. Now, are there ways wherein the stakeholder, when I say stakeholders, it's the students, parents, and the community are involved in fostering a culturally responsive environment in the school? Sa imo nga experience sa school. Are there ways that the people, the entire community, are being engaging too?

03 - 173 Yes, sir. There are diba…what is your question again, sir.

03 - 174 Are there ways that the people, the stakeholders in the San Agustin are engaged as one in order to respect diverse cultures in the community?

03 - 175 I think, sir, like daw ka connections lang namon, ang relationship namon within the class and as a batch, sir, amo lang na kung may things that we need, ara man dayon.

03 - 176 So, you mean gali ya, I don't know if I can put it into a dessert, you mean to say it's innate, natural? It’s already there.

03 - 177 Oo, sir.

03 - 178 Okay.

03 - 179 Let's go to the policy or the institutional support. Are there written rules or laws promulgated among students in relation to diversity and inclusion?

03 - 180 I think there are rules to not bully sir.

03 - 181 They experience what I experience, sir. Which is?

03 - 182 Like sometimes being different, sir. Being different. Being different from the regular Filipino features.

03 - 183 But when it comes to the way community treat each other, what can you say with the rest?

03 - 184 Wala man, sir, daw ka same lang siya sakon, sir. Okay. Thank you

03 - 185 Okay, so in your own opinion, is there a need for more trainings or for more programs or anything that you can suggest in order to cater the different cultures and backgrounds of the students?

03 - 186 Okay.

03 - 187 And like to, amo na lang na, sir, not to bully other people.

03 - 188 Daw ka general, not to bully other people in all aspects. Is that what you mean?

03 - 189 Oo, no matter what sir.

03 - 190 So, amo na siya para simo, there's a written rule. But do you think there's a need to elaborate? To elaborate more on the policy of the school in order to have a more inclusive San Agustin? What do you think?

03 - 191 I don't think so, sir, kay daw okay lang. Okay. Because if it's general, it's applied to all.

03 - 192 Ah Okay, sige.

03 - 193 So, how about if we are going to talk about top management of the school, like the fathers, like the VPs. Do you think they play an important role in establishing a culturally responsive environment in the school, and why?

03 - 194 I think so sir. Because they, sila ang daw ka role models sang some students. Because I know some students that look up to the fathers. And if the fathers are, or if the top heads are accepting of all students, then most of the students will also follow and build.

03 - 195 Okay. So, for example, in the senior high school, to be specific, because it's within your experience, how do teachers, let's start with the teachers. How do teachers implement, you mentioned about no bullying. How do, how do they intensify that campaign of not bullying?

03 - 196 There are multiple times sir nga we have, we're put into groups to work together. So, ga build ang amon nga connections. And like, ga buliganay lang kami, sir, para ma finish bala ang project or ang program.

03 - 197 So, what does the teachers do? Do you form a group? Or somewhere, you can share more strategies that the teachers did in order to promote inclusivity?

03 - 198 They're asking us to help other sections sir.

03 - 199 Other sections?

03 - 200 And it's within, so cluster, bala namon, sir. They're asking us to put in our ideas or to work together.

03 - 201 How do the students or your colleagues respond to that mechanism of the teachers?

03 - 202 We, we do it sir.

03 - 203 How about the rest? Like the other students?

03 - 204 Oo. Daw ka amo na man, sir, they’re also responsive man and gabutang man kami input and ga collaborate man kami sa mga other students.

03 - 205 So, in your own experience or maybe not your experience but you observe it, what are the major, shall we say, worst thing, worst scenario that you can associate with bullying someone in the school because he or she is different, like he is an LGBTQ, PWD, or foreigner or something that we have experienced?

03 - 206 Daw wala man mayo, sir, wala man ko ma ka observed nga amo na sa mga other students. Daw wala gid ya super major problem nga imo na nga encountered sa 5 years stay mo di sa San Agustin.

03 - 207 Okay, so we will talk about institutional leadership, so top most management again. Can you elaborate more on how important the institutional leadership in shaping the culture of inclusivity? Diri sa school, ano gid di ila nga role, ano gid dapat nila ubrahon?

03 - 208 I think sir that they should like promote like activities where all students can be a part of because there are sometimes that the PWDs or something that cannot like intra, like for example sa mga intrams or something.

03 - 209 So, you mean like there's a need for a separate or a specific activity wherein PWD can participate in a sense that they will be part of the intrams, daw something amo na. What else?

03 - 210 Like, I think sir like daw promoting with other religions man, sir, because there are times that people don't really understand that you know as a Muslim or as a one of different religion, there are things that I can't be a part of.

03 - 211 Okay, so for you it is a call in the top management to look into that, so what's your suggestion?

03 - 212 I think sir like in for example like in classes, in ESP with CLF classes, I think that they should also say that like this is not to push the students into believing into it, we're just teaching.

03 - 213 So, does it happen, is that happening also?

03 - 214 My teachers are saying that to me specifically, but I also know that in a lot of my classes and other sections they also have people which are of different religions.

03 - 215 So, the same man no, wala man sila nga super gina force gid.

03 - 216 Yes sir.

03 - 217 Okay, well that's very nice, that's something that really answers the question.

03 - 218 Now, let's go to the evaluation and impact. So how does the school or in your own observation, are there mechanisms in where the school evaluates? Are there surveys or mechanisms on which they gauge how effective the school when it comes to promoting inclusivity? Do you think we have that or there’s not?

03 - 219 After certain programs sir, there are surveys or like daw ka rating sheets or something to rate how engaging the program was or how like educating it was, so may ara man, sir.

03 - 220 So that's in the program, that's when the talk is over. How about when it comes to specifically on inclusivity, may ara wala?

03 - 221 Wala.

03 - 222 So what can you suggest?

03 - 223 To add sir, like daw ka…ambot lang daw, imo own opinion lang.

03 - 224 I think like after certain programs lang gid siya ya, sir. Amo na lang ya, pero wala sa inclusivity, wala sa diverse learners nga mga idea or surveys or any way of ano…

03 - 225 So, what are the indicators that you can say, oh, San Agustin is a school that promotes inclusivity? Para sa imo. San Agustin accepts students no matter like background or kung diin sila halin, and ila nga ani…So for you that say it's a barometer that will prove in your own opinion that indeed the school promotes inclusivity. Thank you.

03 - 226 So lastly, how can future leaders be better prepared to manage cultural diversity? What do you think should the leaders do so that they will be better prepared?

03 - 227 I think they should be prepared to like understand new views and to be open-minded sir. Kay there are students with different views and values and amo na sir eh, important lang maging open-minded sila.

03 - 228 So, do you think the Agustinian, our Agustinian leaders, the fathers of the lay and means are open enough with this kind of idea on inclusivity?

03 - 229 I think they are sir.

03 - 230 From the rate, from the scale of 1 to 10?

03 - 231 I think 9, sir, kay within my years here sa San Agustin, nang isa lang gid ya na-experience ko nga like daw ka uncomfortable situations sakon. Amoto siya. And amo lang to sir and I've been comfortable here sir.

03 - 232 So, what advice would you give to other educational leaders? Advice mo sa ila, seeking to implement culturally responsive practices in an Agustinian context.

03 - 233 I think they should be, as an advice, I think that they should be prepared to take in new ideas and new values sir. Kay to be successful in the world let's say, they need to understand that there are people that they will soon work with or something like that, that are different amo na sir.

03 - 234 So, meaning to say, there's unity in diversity, if there's what you call openness, you made mention about openness, being open-minded. Hindi lang gid open-minded for business mga ano-ano, being open-minded of what's the uniqueness of each in everyone, is that what you mean?

03 - 235 Yes, sir. That’s it.

03 - 236 So lastly, I would like to say thank you for your time, for sharing your experiences with me, and your insights are incredibly valuable and will contribute significantly to my research. So, if you have further questions or thoughts in mind, you can always chat me, and I will ensure that your responses are kept confidential and used solely for this research. Hindi siya ma gwa sa mga social media, hindi siya ma-broadcast kung diin, whatsoever. And I'll be giving you a simple token, it's not a payment because it's by way of saying thank you to you, and even the amount is not enough for you to be compensated for being here to participate in my study. So, with that, thank you so much, and God bless. Thank you. So, may gamay lang ko di ya nga token.

***I have reviewed the transcribe interview and confirm that it accurately reflects what I intended to convey, ensuring that all transcribe information is true and correct.***

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature over Printed Name Date**

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04 - ARIEL

04 - 001 Sir, by the way, what's your name gani, sir?

04 - 002 I am Ariel Hechanova. Sir,

04 - 003 Ariel na lang.

04 - 004 You are a student.

04 - 005 Yes, I am a student.

04 - 006 Engineering?

04 - 007 No, education.

04 - 008 Education.

04 - 009 So, I am a Bachelor of Secondary Education major in English, and I'm on my third year.

04 - 010 Third year, okay. Sir, good afternoon again, sir. Sir Ariel, thank you for taking time to speak with me today.

04 - 011 I am Sir Vince Jardinico, sir. I was assigned to interview you, sir, because Sir Gilbert will not be able to interview you because of ethical consideration. Yes

04 - 012 So, the title of his study, sir, is Culturally Responsive Leadership, Grounded Theory on Strategies for Managing Diversity in an Agustinian Educational Institution. So, sir, I would like to, ano lang, sir, expound what's the purpose of his study. So, this study aims to describe your current school practices in culturally responsive leadership.

04 - 013 So, this study hopes to forward a theory that will explain your institution's culture in promoting inclusion, equity, and social justice, sir. And you have the right to be informed of consent, which you are able to sign, sir, naman no? So, wala ka gid ya ging force, wala ka man gin pilit nga mag-participate. It's your voluntary willingness man mag-join, sir, no? And then, ensuring that you fully understand the study before agreeing to participate, sir.

04 - 014 So, your participation must be voluntary, sir, with the freedom to withdraw. Pwede ka gid, sir, ka-withdraw any time if you feel not comfortable with the interview. I respect that, sir, kung amo na matabo.

04 - 015 Sir, your privacy and confidentiality are protected. No names, identifier, sin-o imo ngalan, sir, will not be reflected sa panoscript. Nang sodun name lang, sir, ang ihatag mo sir.

04 - 016 And then, you are treated with respect and allowed to share your experiences freely. So, feel free lang, sir. This is actually a one way for us to gather lang information regarding how San Ag is gearing toward culturally responsive na institution. Kung gaka ano man gid sa ah, naga ka-experience man gid as a student, tertiary student. And the researcher, sir, ensures no harm comes to you as a participant and provides support if needed. So, kung later on, sir, kung hindi ka nami-an, hindi ka na…feel mo, sir, daw nag down ka gid, please inform me lang, sir, para ma ma-ano namon dayon…ah back up like guidance counselor kung daw na depress ka gid, sir, in case.

04 - 017 So, you also have the right to review the data, sir, ask questions, and seek clarification at any stage of the research. So, after this one, sir, tapos ng transcribe, after sa pag-record, i-transcribe ni sir Gilbert, sir, ibalik ni simo ang papel and mag-signature ka, sir, nga okay ang... All the details are actually transferred. Okay

04 - 018 And then, sir, this interview will take about 1 to 1 hour and 30 minutes, at most na, sir. And you may answer the language you are most comfortable using, pwede ka, sir, ka Ilonggo, English, and there are no right or wrong answers, sir. And rest assured, sir, that your responses will be utilized only, sir, for the study and will be dealt with at most confidentiality.

04 - 019 So, before we begin, sir, do you have any questions in mind?

04 - 020 Pwede lang ako ka-inform, because actually, at 2, I have a practice na bowling, pero I'll just inform.

04 - 021 Ah, yes, yes, yes.

04 - 022 Is that okay?

04 - 023 Yes, sir.

04 - 024 I'll just pause this. Let's start, sir, ng, if you don't mind, sir, what is your age right now?

04 - 025 Well, I'm 26. Oh, 26.

04 - 026 And what's your year level, sir? I'm on my third year now. So, again, I'm taking Bachelor of Secondary Education, majoring in English. And I'm on the third year right now.

04 - 027 Okay, sir. And so far, sir, how many years have you been in College of San Agustino College? I started here in 2022, so it's almost three years naman. And then, to what department do you belong, sir? You mentioned in College of Education.

04 - 028 College of Arts, Sciences, and Education.

04 - 029 Ah, okay. So, ging mixed gali, sir.

04 - 030 Yes, but in our programs, all the education, and it is mixed with psychology program. You are a school leader, sir, or any task that you are assigned by the school? Okay, so, here, right now, in College of San Agustin Bacolod, I am the currently president of the Working Scholars, or the Student Assistants. So, from, it's my second term right now.

04 - 031 So, you are a scholar?

04 - 032 Yes, I am a Working Scholar at the same time.

04 - 033 And then, where's the office ka na assigned, sir?

04 - 034 I was assigned at the Engineering's office. And then, given that you are a scholar, sir, how do you manage your time being a scholar at the same time as a student?

04 - 035 Okay, so, going back, I actually don't have any plans of returning to school, actually.

04 - 036 It just so happened that my cousin actually asked me to go with her in San Agustin for her schedule in entrance exam. And then, in my mind, what will I gonna do for like two hours of waiting for my cousins to take the exam? So, I took the exam, and then I asked the External Affairs for the programs that they offered and the scholarship that they offered. And they told me that they have a Student Assistance Scholarship Program.

04 - 037 And so, I passed the exam of Student Assistance. And then, like two weeks after my entrance exam, I started my training here in San Agustin. And then, I was actually assigned in a very busy office, in the College of Engineering's office.

04 - 038 So, it's like I'm actually working with the secretary of the office. So, if she can't do, she actually asked my help. And so, I understand how busy it is and how hard to be a student at the same time, a working scholar.

04 - 039 So, in my mind, I actually, you know, I just told myself that I'm not gonna study a lot in school. All I have to do is read to pass the subject. As long as, you know, I am a regular student, at the same time, I can do my job at the engineering's office.

04 - 040 And that's just actually my goal. So, it's more on time management. Yeah.

04 - 041 So, I have time at the office. I also have time for my studies. Are there moments where you feel like you're really tired of this set up? There were times, actually.

04 - 042 Like, waking up and then, sometimes I wake up in the morning not to study but actually to go to the office early because there's actually an activity that I need to do or something to do. But, at the end of the day, I got no choice but to really, you know, I always remind myself why I started. So, that's just always my end goal in my life.

04 - 043 Why did I start? Nga-a nagsugod ko?

04 - 044 Because I wanted to finish it. So, that's just everyday's reminder sa akon. So, to be able to qualify being a scholar, what should be the minimum requirement when you try to apply?

04 - 045 Actually, during my time when I applied at the Student Assistance Scholarship Program, all you have to do is to really pass the entrance exam.

04 - 046 And then, you have to go to the interview with the Vice President for External Affairs.

04 - 047 How about the socioeconomic status of your family?

04 - 048 They actually mind the status because the Student Assistance Program is a privilege for students who wanted to pursue their education but they lack the resources or the funds to enroll themselves. So, they're actually taking the time to interview if your economic status or the way... Yeah, that's your economic status.

04 - 049 They really mind about it.

04 - 050 So, right now, sir, you are a leader at the same time while doing the task of being a scholar or tawag na S.A., student assistant?

04 - 051 Yeah, student assistant.

04 - 052 How would you, ano, sir, manage to cope up with that situation? Like, grabe, leader ka na at the same time, may ubra ka pa sa office.

04 - 053 What's really good about the scholarship program of San Agustin Bacolod, they don't actually pressure you to just really take just the enough subjects for you so that you can also do your work at the office. They actually give you all the regular subjects. But what's really good about the program is that you have to render four hours per day to your office.

04 - 054 So, it's not actually a lot of time for me to render that hour since most of our teachers in education are actually part-time and so most of the classes were actually at night. So, I really have a lot of time in the day. So, that's just, you know, it's like a pastime but I'm doing something with my pastime while waiting for my class.

04 - 055 Right now, sir, you are on your third year, right? And it's OJT season, right?

04 - 056 No, in education, it's actually conducted in fourth year.

04 - 057 Okay, so there's no problem pa when it comes sa duty at the same time… And another thing is I was assigned in a very busy office, an engineering's office, and most of the classes were actually conducted at night.

04 - 058 So, my office head actually planned it already when I'm in fourth year. They're just going to give me the time, the duty at night, so that while now everyone's actually living and still they have class, I will be there to render the hours that I need to render in the school.

04 - 059 Okay, so given, sir, that you are the president of the student assistant group, what are your roles in doing that? Or what are the specific roles nga ginahimo mo to have that position kung baga?

04 - 060 Actually, I was elected with, in San Agustin, it's like we're 127 working scholars here.

04 - 061 So, we're under the BPSA, the Student Affairs. So, actually, everything that I'm doing is actually connected to them. So, I just proposed all the programs.

04 - 062 Since the student assistant, COSASA, that's Colegio San Agustin Student Assistant, it's an organization in Colegio San Agustin, Bacolod, so we're actually being acknowledged by the school since our office heads would always say that we cannot do anything if without the help of the student assistant at school.

04 - 063 Aside from that, sir, is there any role, aside from that one, nga naga help kamo coordinate with other offices, like gina top kamo for the specific programs? May amo pa gid na sir nga mga role? Wala na?

04 - 064 Daw… Focus lang gid kamo sa area lang ya sa… Sa amon lang gid nga na assigned samon, sir, oo dira lang gid kami na assigned. But since I'm the president, I am aware of what is happening between my co-working scholars at the other offices.

04 - 065 Since you know the vice president of Student Affairs would always ask, nga-a nag untat si amo ni nga working, ano natabo. So, that's why we have some programs to actually update or working with the guidance. One of the programs that I actually work with guidance is that to follow up my co-working scholars because they might have you know struggles with their office at the same time their studies, so… Thank you, sir.

04 - 066 Sir, what made you stay or choose San Agustin?

04 - 067 What's really good about San Agustin, it's inclusivity. They're not going actually... Yeah, we have this in school. The institution is actually strict guidelines and rules that we need to abide.

04 - 068 However, what's really good about it is that it's inclusive. They don't care what you are, where you come from, your status, and it's actually connected in the virtues that this institution is actually instilling in us. One of this is a caritas or charity that care for each other that the school is actually a safe space for everyone to feel that they are accommodated, they are welcomed, and they are important in the society.

04 - 069 That's what actually the cores in San Agustin instilled in us that everyone has a specific roles and everyone is appreciated in the society and in this institution.

04 - 070 You mentioned, sir, that you feel appreciated and you feel like you are being welcomed. If you don't mind, what specific, ano tawag ni, ng background do you have nga makahambal ka ya nga I’m really welcomed sa San Agustin?

04 - 071 Since it's actually a Catholic school. Yeah. I thought, well, you know, I'm gay.

04 - 072 I'm gay. So, I thought, actually, they don't want me to be here as a working scholar, as a president of the organization. I thought because, you know, it's a Catholic school and they have these beliefs that we need to respect.

04 - 073 But when I actually entered in this institution, I was appreciated. And for that appreciation, I was given the opportunity to lead the working scholars, to work with them, to work with the offices. And I was just lucky enough that I was assigned in one of the offices where, you know, I was valued by the faculty of engineering, by the students, and the staffs of the office where I was actually rendered the duties.

04 - 074 It's good to know, sir, that San Ag is really open with that kind of background, regardless of who you are working from. So, sir, I don't mind. You are 26 right now.

04 - 075 Before you enrolled in the College of Ed, do you have, I mean, before that, may kurso ka pa nga iban?

04 - 076 Actually, when I graduated in 2015, the last batch of basic curriculum, the old curriculum. So, I graduated from that batch. And there was actually a, you know, financial struggles yet where during that time, actually, cash.

04 - 077 During that time, you were 18, 19?

04 - 078 I was 17.

04 - 079 Oh, 17.

04 - 080 During that time, CHMSU and TUP are still not publicly funded. So, we still have to pay. And during that time, my brothers were actually studying in CHMSC, so my parents couldn't really afford to send us both to school. And so, I worked with one of the foundations in Negros, and it's well-known in the Philippines.

04 - 081 It's Gawad Kalinga. So, I worked with Gawad Kalinga for, like, since I was 13, and then I just rendered a full-time as a volunteer when I was 18 until I decided to go back in school. So, I was 23 when I stopped.

04 - 082 Although I'm still on call volunteer, so if they invited me to talk or to deliver a talk to one of the provinces here, and if I'm available, then I actually grabbed the opportunity.

04 - 083 So regardless of your age, San Agustin still accepted you as a scholar. Yes, yes.

04 - 084 I thought there are schools which ang gina require nila dapat may age gid, no? Diri ya, wala?

04 - 085 Diri ya wala like I actually have a classmate, and he's now 32. And I think that's another thing here in San Agustin.

04 - 086 Actually, some of our teachers, I am actually older than them in one of my teachers here. However, they don't actually, ah I’m gonna to tell you that, ah, okay, parehas lang ta edad ah, to discriminate, you know, they're just gonna actually welcome you.

04 - 087 Oh, okay, that's really good that you still decided to pursue your education even if you feel like your age gap is not actually working with your classmates right now.

04 - 088 So, sir, can you tell me a little about your journey in this institution and what inspired you to be part of it?

04 - 089 What's really good about, I believe, my experience with my faculty, with my instructors here in the College of Arts, is it's because of the quality of education that they taught. And that's actually one thing that drives me to really finish the race because I love how they took time to teach their students, especially in our program in English, since we cannot deny that the enrolled students in the College of Arts are getting lower and lower since, you know, public schools are now opening. And yes, so San Ag is always the last choice of the students to enroll if they're not actually accepted from the previous school that they enrolled.

04 - 090 However, here, we were bombarded with teachers with a quality of education that they taught to their students. And one of them was Ms. Yen Malaga. She's one of the best, I believe, teachers in San Agustin and she's my actual favorite teacher.

04 - 091 And so every time she sees me, she would always say, Pot, lapit kana lang gid ma graduate! So that's one thing that wherever you go, the Agustinian values that are really instilled and being taught is always alive. And it feels like wherever you go, you can actually do anything because of the quality of education that this institution has instilled in us. Not just the education itself, but the values and the traits that I believe you're going to bring it when you go out from these institutions and you're going to live it for the rest of your life.

04 - 092 - That you will be a big space in your heart, that you will always be an Agustinian, that you will always remember that place of your life.

04 - 093 - So, what do you enjoy most, sir, working or being involved in the Agustinian educational setting?

I'm sorry?

What do you enjoy most about working or being involved in the Agustinian educational setting? Given that you are a president of the club and then given man nga student assistant ka, so what is the enjoyable moment or what's the most enjoyable? What do you enjoy most kung baga?

04 - 094 - Actually, I love studying. At the same time, I love my work at the engineering office.

My engineering duties as a working scholar in the engineering office, it's actually the ones who drives me that this is the reality when you go out, when you graduate and you find a job. This is the reality that you have to face. And it's actually, you know, it challenged me that when you go out from these institutions, after learning a good education here in this institution, you'll meet different walks of life, different persons with different perspectives and different beliefs.

04 - 095 - And in the engineering office, facing different students, faculties, and staffs, it teaches me that you have to be understanding, and that's actually something that I'm enjoying while I'm working with the engineering office. I was loved by students and the faculty and staff. However, in studying with my program that I chose, it gives me the perspective that when I became a future educator, an Agustinian educator, this is actually the expectations that you have to face.

04 - 096 - And actually, the two things actually combine together, and it made me the person that I am now and I will become in the future as a future educator. So, it's really a big part for you, sir, having an experience in the office. Yes. At the same time…

And to become a future, future educator in that part.

04 - 097 - Given, sir, that your background, you mentioned earlier, I'm sorry, that you are openly part of the LGBT community, and you're really proud of that, as you mentioned earlier. So, how has your background experience shaped the way you view cultural diversity, sir?

In this institution?

04 - 098 - Yeah, in this institution.

Actually, my ex was actually one of the faculty of the department where I belong. But I was a student before he actually, we were together before he actually entered in this institution. So, we’re three years when we broke up, but right now we broke up already.

But he’s still here, and they’re still here. So, we haven’t met because he’s not actually my instructor. So, we met along the way, but, you know, it’s casual, hi, hello.

04 - 099 - And they’re not gonna judge you. Everyone knows about us. I mean, in people who know us, my teachers, my classmates know about us.

Even the administration?

No, no, no.

Maybe some of the faculty in the case know about our relationship. And most of the students, most of my classmates know about us.

04 - 100 - And I don’t see any discriminations or judgments from them. Because I believe this community is really open for the possibilities and for inclusivity. That we are welcome.

Since in education, in our department, we have this subject or course that is being taught to us. It’s the foundation of education for inclusive education. So, everyone’s actually able to understand that you have to be understanding with everything that is happening around.

04 - 101 - And maybe that’s actually something that opens the minds of my classmates when we thought about the course. And, yeah, it’s maybe we really can’t deny that, you know, some still really not open for that kind of situations. Or accepting the LGBTQI community.

But I believe it’s now starting to be accepted here in this institution.

04 - 102 - So, sir, what’s the most memorable experience you have had while working with people from diverse backgrounds?

It actually opens me to a lot of opportunities and learnings that I believe I can also apply. Like, yeah, I mean, to be... There were times actually I thought that I know everything. I feel like I know everything. But there were times when I worked with people in the same community with LGBTQI people. There were times actually, oh my God, I still don’t know about this.

04 - 103 - And it’s a good opportunity. I was able to work with him, with her, or with them. I was able to understand. And those are actually the times that I thought I know everything. But when I start work with them, it opens me to more opportunities that I think I can really apply. And I’ve learned from them.

What’s really good about the community is that we learn from each other. We learn from each other. There are things that you don’t know that I know. And there are things that you might don’t know that I might know. So, it’s an exchange of ideas and learnings as well.

04 - 104 - So, sir, if you could describe your leadership or working style in three words, what would they be and why? In three words? Since you are... I mean, my... Leadership style.

Okay. I am compassionate. I am compassionate.

04 - 105 - That’s three words. Yeah. Since... Even before... Even before entering this institution, I was, again, working with Gawad Kalinga.

And I was able to experience different walks of life. I was in Marawi during the Marawi siege. I was in different places in the Philippines.

I built houses for less fortunate, even I. I don’t have actually my own home, but I built houses for people who don’t have... Who can’t have their own homes. And I experienced things that I was not able to experience before, like traveling without anything, and just really hoping for what the future could bring and help me. And by this, I’ve learned to be compassionate.

04 - 106 - I’ve learned to care. And I’ve learned to understand. And, yeah.

04 - 107 Thank you, sir. So, you've been through a lot of kung baga experiences regarding culturally responsive environment kung baga. And you yourself is a testament of being, you know... I mean, you come from different... I mean, you yourself is halin gid sa different… diverse background.

04 - 108 And you really applied that to your workmates or to your colleagues, right, sir?

04 - 109 And I was... I just learned that actually opportunities are given to everyone. It's just that this is not just your time and this is not your place for the opportunities. But, again, opportunities... Since I... Well, I came from actually a family where we can't have anything that we want.

04 - 110 So, yeah. And I thought before... I thought that opportunities are just given for those who really have the privilege to have it. And then I realized that actually opportunities are given for you in the right time and the proper place.

04 - 111 And I was able to experience all the opportunities that I experienced before in the right time and the right place. And I was so grateful for all of that. Thank you, sir.

04 - 112 And how do you define culturally responsive leadership, sir, in the context of your institution?

04 - 113 Culturally responsive... Leadership. Leadership. How do I... Define. Define. I believe it's just a matter of understanding. We just have to be... To open our minds and our... Yeah, our minds for all the possibilities that things can change.

04 - 114 That's actually the constant thing that is happening and that's changing. We have to be adaptive with what is happening in society for us to be able to be more productive. And I guess that's what a culturally responsive leadership is all about. To be understanding for all the changes that is happening for us to be productive.

04 - 115 Can you cite, sir, any experiences or incident or scenario where you can show to me or describe that leadership is like understanding people? That's what you have said.

04 - 116 Yes, so... So previously, I have an experience with the Vice President of Student Affairs with Father Pres.

04 - 117 And he actually told me what is happening with some of the working scholars. Why they stop, why some actually get pregnant. And stop in education in San Agustin and stop as a working scholar.

04 - 118 And I actually took time because I thought this is not actually my job to understand those. And then I realized that I was actually on top of the pyramid. And what is happening on top is actually going to happen down there. So, if I'm failing actually on top, all the people down me were going to fail. And so, I realized. I talked to father.

04 - 119 Father, I'll just try to make some proposals regarding to address this problem that is happening. And then he told me that you have to understand situation. You have to understand situation, why is this happening, what are the factors that could affect by this happenings in our, in one of your, in some of your co-working scholars. And that's, yeah, that's one thing that actually I took from father when he told me that you have to be understanding. Yeah, I learned to understand, I learned to, because I have this belief that in order for us to love, we have to understand.

04 - 120 And that's what I actually thought. I was, I have that quote in my life before I've heard it from father. So, he told me again that quote, and you only love because you understand, and you understand because you love. And that's two things actually that works together, understanding and love.

04 - 121 So, in your classmates right now, you have so many, I mean, diverse backgrounds. How do you deal with them?

04 - 122 In my, in my part, since I'm actually older than my classmates in our program in English, we're now 11, and I'm the oldest. And then, actually, what's really good about them is that they're also understanding with, with my personality, with my identity, with my learning style, with how I talk to them, how I go with them. So, I guess I, yeah, maybe it's because also of the adjustments that we have for almost three years. So, I actually go with them, I get along with them.

04 - 123 How about your teachers, sir?

04 - 124 Well, actually, what's really good is that I was loved by most of my instructors in the College of Arts. All those instructors that I had, they actually, they know me, and they know how I study, my learning styles, and how I, how I actually perform in their class. And I guess I was able to make a trademark that they can always remember me. So, yeah.

04 - 125 Thank you, sir. So as a leader in a specific club, sir, what specific leadership strategies nga gina employ mo sir, to promote cultural inclusivity?

04 - 126 Amo na gyapon, I'll just go back to understanding. Understanding lang gid kay… I don't know, I have this really strong belief in understanding bala haw that the world can be a better place if we could just understand everything. So that's what I'm always telling to some group chats bala haw, amon, even akon mga classmates, you just have to understand.

04 - 127 Even if it's, it gave you so much pain, if it gave you so much hassles, you just have to understand the situation. Are there instances, sir, that there's conflict or crisis between your organization?

04 - 128 There were a lot of that. A lot of times, like, you know, I might not be the best president that they had in the organization.

04 - 129 And, yeah, because I know that they're always better than me, that we can always be replaced. And there were, like, yeah, since, actually, most of the working scholars were actually brainy, as we say, mga alam. So, there were always conflicts in our, in our discussions every time we have meetings and seminars. And so, yeah, hindi gid malikawan nga may mga conflict.

04 - 130 And you mentioned earlier, sir, that you really invite the Agustinian core values. Can you elaborate further those three core values that you are exercising right now?

04 - 131 Okay, so, San Agustin, Colegio San Agustin Bacolod, really live this core values that whoever enters in the society, they will always remember that they're part of the community.

04 - 132 That when you go out, you'll have this caritas, that whatever you see along the way, that if you could have just have something to offer, you could actually care for it. So that's, that's one of the values, charity, or, and then truth. We're always also thought to be truthful in everything that we do.

04 - 133 And unity. Actually, these three values actually helps us. Although, during pandemic, some people might undergo a lot of struggles, but actually, these values actually help us to recover from this, from the pandemic. Unity, charity, and truth. So that's actually the three things that actually able to help us to survive pandemic.

04 - 134 And how are these three values, sir, influence your approach in managing cultural diversity?

04 - 135 So, if you're going to ask me again, how could I define culturally responsive? I would actually say that the values of Colegio San Agustin Bacolod is the best answer for that. Since we care for each other, we care for each other in this institution, teachers, staffs, and administrations are working together to offer not just the quality of educations, but a better way for you to have a better future. That when you go out in this institution, you'll be living the Agustinian way that you could actually survive. Whatever they're gonna, wherever they put you, as long as you remember that you're an Agustinian, you can survive.

04 - 136 And yeah, charity, truth, and unity. Together, we will survive. And then truth.

04 - 137 It's actually, I believe it's a universal thing that we need always to practice, to be truthful in everything that we do, even if you're the only one who believes in it. If it's the truth, then it's okay. And even your names or the lessons, the subjects that you are taking, are these values being reflected? It is always reflected.

04 - 138 Like, in the syllabus of the faculty of everyone in these institutions, I know because, again, I'm working in an engineer's office, so some of the syllabus, I'm actually the one who works with it. So, I always, I was able to develop some of the engineering faculty in their syllabus. And then, there will always be part of the syllabus that you have to reflect it in the Agustinian way, that the students always remember their core values. And in these lessons, they'll learn something like this, like that. And these values in the subject, in this, that, or this.

04 - 139 But in the syllabus or learning objectives, for example, are there any terms there or phrases related how to manage cultural diversity? Or it's already embedded on the curriculum na lang gid?

04 - 140 I believe it's in the curriculum, but actually, the faculties and the administrations of the school are actually culturally responsive and respectful gid katama sa kay… Based on my experience, daw ka, I haven't experienced any discriminations in our class while having our classes with our instructors, even actually some of our instructors were actually defriars of this institution. And we cannot hear something that, you know, they're going to discriminate you, especially in our theology class. What actually our friars or instructors taught us is to be respectful and to be understanding.

04 - 141 So, in that sense, sir, what are the mechanisms or actions nga ginahimo sang mga teachers ninyo in order for you to feel that you belong in this institution? Or what are the things nga ginahimo nila para mahambal nila ay hindi kamo ya iban kung baga, so, they allow you to feel that kung baga every day?

04 - 142 Yes. I would actually said yes kay ng... When you go inside the school, when you have classes with our instructors, it's like a mother figure and a father figure. And, you know, your mother can discriminate you, your father can, even if he knows, especially coming from a patriarchal family, like in our family, I have siblings and we're all guys in the family. So, I'm the only one nga part of the LGBTQ. And I haven't heard my father actually told me that I have to stop. But instead, he told me the same way, like how my mom showed me, that I'll be the one to decide whatever my choice is. And that's why I believe every time I go here in this institution, I felt like I'm going to my second home.

04 - 143 And when I'm inside the school, it feels like every day I'm actually gaining more knowledge, wisdom. Because it is not always learning in the books, but also learning with the people around you.

04 - 144 So, sir, last question. Do you ever faced any challenges addressing cultural diversity in this institution? If there’s something to address, what are those challenges?

04 - 145 Well, to be honest, I haven’t faced any challenges yet here in San Agustin. The institution really lives up to its values. The community as a whole, from the admin down to all departments, they are open and responsive. I never encountered any conflict that’s related to cultural diversity, and this is one of the things I appreciate here. I feel respected and included in every way.

04 - 146 So, some I have, but personally, I don't have any. Open, but there are restrictions. Yes, there are only restrictions that we need to follow since it happens before.

04 - 147 Like for example?

04 - 148 Like the dress code. That we really have to follow because, again, it's a Catholic school and it's a religious community, and so we have to follow the rules. And those rules are not actually affecting us to the point that we have to get depressed.

04 - 149 So, that's just small things that we understand. And what good about it is that some schools, actually, I have read on their social media that they actually posted some stuff about their school, about this, about that, because they were not actually able to be… Wala bala na pa intyindi sila, here in San Agustin ya daw ka I haven’t heard or I haven’t read any post from the students that they rants on Facebook because of this, because of that, because we were able to… that the administrations are able to instill in us that we have this and that, and we actually understand everything that the school is doing for what's best for us.

04 - 150 How about, sir, those member of the community who are really specific gid ya sa hair? Are they following also the protocol or the policy of the institution? May natabo na sir nga case?

04 - 151 So far, daw wala man bi daw ka ano gid kay upon entering bi, daw na intyindihan na gid bala namon, even before guro, even my seniors, our seniors diri sa institution, na intyindihan naman bi na… it is a policy that we have to abide.

04 - 152 It's in the handbook of the students. So, daw ka I haven't gid nga nakita. Although, there are times like earrings.

04 - 153 So, ang earrings ya pwede lang ni namon masulod ya, kay pagsulod kwaon na, then pagsulod mo sa gate kwaon mo kay mo pwede mo dayon suksukon naman, so kung madakpan ka sawayon ka naman, D.O ka lang, discipline office lang galing, so, record. Pero daw ka wala man gid kay ti na intyindihan namon nga-a ging D.O. ka, nga-a ging patawag ka, it's because you do something, you did something that is not appropriate as a student or a doing of a student in this institution. So, amo na daw ka, you have to understand the consequences of your actions.

04 - 154 In case, sir, you mentioned earlier that there are no challenges that you have encountered. In case, in the future, how do you respond to cultural misunderstandings or conflicts?

04 - 155 How do I respond?

04 - 156 If ever you experience that. Wala pa man?

04 - 157 So far, wala man gid bi.

04 - 158 If ever. I guess, that's actually one thing that we need to work on right now so that we could actually ma anhan bala haw, malikawan in the future. We need to really be more aware, raise awareness for that and to really educate the people and make them understand. Amo na kay..

04 - 159 For us to really have an understanding future, we have to do work with it right now. So, amo na, daw ka, every time I met people or I speak with them, I always say that you know we have to be understanding with everything that is happening in a person because we don't know actually where they're coming from, what they are, who they are. And that's actually the same thing that I'm going to say over and over again is to be understanding.

04 - 160 So, meaning sir, your role as a leader at the same time, serve as a messenger to other people that you need to accept the role. And then, I mean, the policies, the rules, I mean, of the school, regardless, man sang cultural diverse nga background kamo diba?

04 - 161 Well, we don't know what future holds. Since, again, the only thing that is constant is change. And so we don't know if the administrations will try to consider in the future to do some changes in the policies. And if it's going to work, then why not? It's more diverse and more accepting community if that happens, that they allow some policies to really consider the beliefs of the students, like their dress codes, because they might be more comfortable right now with wearing them, wearing it rather. And then to be themselves is to show that in their clothes, in their hairs, or whatsoever, that they are more comfortable with themselves.

04 - 162 And if the administrations are actually going to consider it, then why not? Then, as of the moment, sir, cross-dresser is not allowed. Dressing, I mean, cross-dressing is not allowed. Diri sa school daw hindi pa gid allow.

04 - 163 Daw, I haven't seen any in the community that is actually. But the community is really respecting the decision, the regulation. Pero kung may… if it's an event, sa school, and then if it's proper, if it's proper and amo na daw ka proper man siya, then that's actually okay.

04 - 164 I heard last time you have here drug race or drug, I don't know. Yeah, during our college, in our A-week, Agustinian week. And actually, the friars are actually enjoying watching them.

04 - 165 And so, yeah, I believe if there will be considerations with the policies, that would be a more accepting and more welcoming school. Because right now, we're welcoming. So, how about soon, if we're going to consider the dress codes and the hairstyles of the students.

04 - 166 If it doesn't affect their learning styles or the way they learn, then why not?

04 - 167 So, I think, sir, there is no challenge, I mean, on your part, navigating cultural challenges, sir, no? Wala?

04 - 168 In this institution, siguro wala.

04 - 169 But…Wala ka pa experience?

04 - 170 Pero outside, siguro, we really can't, we don't know what's happening outside. For your three years of, I mean, staying here in university, I mean, college, there's no challenges when it comes dealing with cultural, diverse nga community or environment. I haven't experienced since I really have a very strong personality.

04 - 171 So, I don't know, like, I haven't experienced any challenges with the way I am as a member of LGBTQ community in this institution. Actually, most of the people who knows me, actually, they're enjoying to get along with me. And, yeah, personally, I could say that actually, San Agustin loves me, the way I am, as a gay.

04 - 172 Like, most of the people, most of the admins, staffs and faculties who I work with or I studied with or I get along with, they actually enjoy being with me or having me. So, I don't see any problem with that.

04 - 173 So, you don't have any written rules or policies in cultural responsive nga environments, sir no or wala? Sa diri sa…

04 - 174 Oo. I haven't read fully the handbook of, our handbook, so… But it's more on ano lang actions.

04 - 175 But there's no written agreement or policies how you promote cultural responsiveness in the institution?

04 - 176 No, I haven't, actually. I have no idea with that. So, I don't know lang gid. But, of course, the actions, the environment. The actions speaks itself.

04 - 177 If you have any idea, sir, what training or program does your institutions offer to enhance cultural competence among staff, your faculty, and even you as a students.

04 - 178 So, last year, I believe, may ara ang institution ni nga seminar with this all the staffs and faculty. It's gender sensitive. It talks about gender sensitive and to be understanding with your students as a staff or as a faculty. So, I believe, actually, the institutions and the administrations are actually working to be really open and to be understanding with this community.

04 - 179 Did you attend that program?

04 - 180 No, but actually, when the fact, but in us, as students, we also have seminars connected with the guidance for being gender sensitive.

04 - 181 Aside from gender sensitive, how about those IPs or PWDs? Are you aware with that, sir?

04 - 182 Yes, yes, yes. Because they are part of some culture diverse community.

04 - 183 In our program, since we focus on, yes, to be becoming a teacher and educator. So, yes, in our courses, we have, again, we have this subject, the inclusive education. So, we were thought, actually, to be not just, actually, hindi lang gid ya sa amo ni nga community sa… hindi lang gid focused sa mga LGBTQ, but it also focused on marginalized people who are victims of bombings, of wars, PWDs.

04 - 184 And since, actually, San Agustin is very open in engineering, we have students who are persons with disability, but actually, they exist. I mean, they perform well in their academics. And, although, there might be, again, kinanglan man gid na siya bala i-address, they actually need a special, may special needs gid na sila ya as a students.

04 - 185 However, here in our department, in educations, we are actually thought to be, that it's not just focused on gays and on the members of LGBTQ, but we have also to, there were actually students before enrolled who are IPs. And only San Agustin actually had this one, this indigenous… People? Yeah. So, it's actually one thing to address the cultural diversity of this community, is that we are really open.

04 - 186 We actually open, some of my classmates right now, their studies or their research actually focus on marginalized, on, one of my classmates, in the special program in the arts, in BCAEd, they focus on mambabarang, so they're actually part of the cultural diversity that you know, we need to be understanding with them, those superstitions, beliefs that they have, or any beliefs that they have. So, it is now being studied in our program, so that's actually one thing to be open and to be more accepting.

04 - 187 So, you mean, sir, if you try to analyze, it's an advantage in your part, being part of this institution, and being part of the community, and dealing with the students later on, that you are really into having a culturally sensitive nga prospect or ano na… persona kung baga, because later on you will apply that in the school setting.

04 - 188 Yes

04 - 189 One thing that I admire with this institution is that it's a holistic approach. So, it's not just going to tell you, to give you the lessons or the discussions, no, they're just going to allow you to develop yourself holistically, not just your mind, but also your emotional, your response towards people, the way you look with people, the way you deal with them. So, it's a holistic approach that when you go out in this community, because actually we have this, actually, and it's one of the things that is good, that when you will be in school, you will know how to adapt yourself.

04 - 190 Even with your personal experiences or the people that you meet. But you will also learn how to respect and how to really be open-minded to them. So, it's the holistic approach. That's one thing that I really admire with San Agustin. And given, sir, that you are a president of an organization, do you have a voice also to express the sentiments in behalf of your colleagues diba, in the administration?

04 - 191 Yes, so during this time of… ga taas ang heat index, so all the classes are actually cancelled and turned into asynchronous classes. So, kami ya, kay may duty kami. So that's actually the time nga maka-spend time kami with our missed working hours.

04 - 192 So, mag amo na nga the night before nag-announce na, so the working scholars would actually message me personally nga ng, nong pwede lang ka civilian?

04 - 193 So, amo na dayon, what I'm gonna do is to message the admin assistant of the student affairs to ask permissions about the amo na, concerns of the students. So, we always address their sentiments and we always take them to understand their sentiments.

04 - 194 I don't know if there are policies, so what are policies in place to support cultural diversity and inclusion in this institution? If not written policy, other forms of showing culture, cultural diversity and inclusion. In our handbook bi, it's a very student-centered siya katama, ang amon nga handbook. So, it's focused on the freedom of the students inside the campus, the practices that we need to, and the rules that we need to follow.

04 - 195 And, although, there might not be an exact policies that address the diversity of the students in our student handbook, but actually, though, since the college, the guidance actually conducting seminars for faculty and staffs about the, like, something like that, for cultural sensitive seminars, I believe they were exact, amo na, like nabaton naman nila, and that's, daw ka... It's already the culture of San Ag. It's in the culture of... It's a community... Institution.

04 - 196 Yes, okay.

04 - 197 Nga, amo na, daw ka, nabaton na namon ya nga amo kana, so you don't have to hide yourself. You are already accepted. Oo, we are... We are in the community.

04 - 198 Not just accepted, but we are appreciated. Ah. And valued. And loved.

04 - 199 Yeah.

04 - 200 And cared.

04 - 201 And cared. Okay sir, so, if given a chance, sir, would you suggest that there are policies, man, in order for the future leaders and even the students to value the cultural diversity and inclusion in this institution?

04 - 202 Oh, like, ako be personally, like, daw ka, daw wala man ko, there were no times that I actually, I feel like I was discriminated by these institutions, even by my instructors and staffs.

04 - 203 I haven't experienced any discriminations because of my strong personality. So, everyone thought actually that I'm a faculty here. So, amo na, daw ka, I haven't heard.

04 - 204 But if there might be policies that we wanted to voice out with our handbook, I guess it's, I don't know, daw ka, since, amo na, personally, I haven't experienced any, ano bi, ng, amo na, so daw ka, I'm okay since I dress properly.

04 - 205 It's more on the implicit side na lang kung baga intyindihanay na lang, nga-ara na mismo innate na sang culture, community, sang San Ag. Is that what you mean, sir?

04 - 206 Yes, yes, daw ka amo na mean bala haw. You don't need to put it to writing, nga dapat amo ni gid ang matabo. But if in the future, that the school will be open for the policies of no dress code, or no dress code that even the hairstyles, well, I believe it could attract more students to enroll here because, again, the quality of education that this institution is instilling in us, the values and the, the values and the traits that it taught us, well, I believe this can be a community of, a diverse community that is appreciating everyone and addressing the needs of everybody.

04 - 207 Yes, sir. And if that happens, then why not? Yeah, hopefully. Yeah.

04 - 208 In your, so first, sir, in your experience, how do you align institutional policies with a culturally responsive leadership practices? Are there an alignment on how you address this responsive leadership practices? In what way, sir?

04 - 209 I follow rules. I abide the rules that this institution. Because, well, again, I have to understand that this institution actually offers the best for what it could offer to students.

04 - 210 And I follow the rules because these policies are actually for, it made me to be a better version of myself. And it helps me. And daw amo na like hindi mo gid bi malikawan nga there will be times that you're going to question, nga-a may amo ni haw, nga feel ko daw ka hindi amo

04 - 211 But you have to understand nga, okay, this is not for what's, hindi man ni kapalain sakon. And I have to understand that this will be for my betterment.

04 - 212 And so, yeah, I follow.

04 - 213 Okay, sir. So, sir, what role do you think does institutional leadership play in shaping a culture of inclusivity?

04 - 214 I'm sorry?

04 - 215 What specific role do you think ang gina play sang institutional leadership in shaping a culture of inclusivity?

04 - 216 Ah, okay. This came, like, mostly bi, like daw ka most of the leaders of these institutions were actually members of LGBT. So, diverse katama ang school. Even our SG president is also a member.

04 - 217 So, this institution, actually, it made you think and feel that you're not different. Like, all of you has the same opportunities that you can actually acquire and experience. So, amo na, daw ka wala siya bala, they don't actually see you the way you dress, the way you talk, and the way you, like, who you are, what you are, where you come from, or where you're coming from.

04 - 218 They don't care about that. As long as you can do, and you can actually experience it, and you know how to do it, then opportunities, actually, is in front of you. Like, everyone here has the opportunity to become a better version of themselves.

04 - 219 So, that's what, actually, the best thing that these institutions and the administrations are actually doing, is that we offer equal opportunities for everybody to excel in their specific fields and in their unique way of showing themselves.

04 - 220 Thank you, sir. If you want to assess, or if you're going to assess the effectiveness of your institution in the cultural responsiveness initiatives, from 1 to 10, how would you rate this effectiveness, sir, of your cultural responsiveness initiatives in this institution?

04 - 221 Well, I would say 8. Because, again, we know that there will always be a room for us to improve. And that's actually the best room that we can actually rebuild and repaint if there will be colors that we need to add. And so, yeah, since there are still colors that are not seen in the institutions, there are still, I mean, boundaries that we need to break. And there are still chains that we also need to cut.

04 - 222 And, yeah, it's 8, since there will always be a room for us to improve.

04 - 223 And this school, sir, this institution, really paves the way to address cultural diversity nga environment. How are they going to address this? Or are there any facilities that will address this need sa pag apply sang culturally responsive institutional environment?

04 - 224 Yes, so one of this is this hall for people to actually understand the people in the IPs. In our program, we have the playroom for students who have, like, there's something that we need to address. May playroom ang San Agustin for them to really enjoy themselves.

04 - 225 Playroom, like sa mga bata? Yes, playroom gid siya ya nga pwede ka da ka hampang. You can do anything you want there, kay daw ka pang bata sa bala nga set up, kay again, this school, actually, it's open. So, may mga students diri nga mga PWDs, may mga special needs. And ga tantrums, there may times students had tantrums.

04 - 226 And so, the San Agustin put up a playroom and then…

04 - 227 How about, sir, sa mga PWD? PWD are, though, may ara man mga chairs for them. Like, those people in left-handed.

04 - 228 May mga students with special needs nga they need a bigger space. So, there were chairs nga mas lapad. And then, sa amon sa engineering, sa engineering may ara kami students, supposedly one of the ano man nga i-interview.

04 - 229 He finishes solving ahead sa iya mga classmates. So, what, some of our instructors do is actually give him another set of problem-solving for him to really solve. Kay after ya matapos mag kwa siya quiz or exam, ma gwa sulod na siya, ma gwa sulod gid na siya ya, and it might be ano sa mga classmates ya bala haw ng disruptive.

04 - 230 So, amo na gina ubra sang mga instructors namon sa engineering, nahatagan sa another set of problem-solving, kay para hindi ma ka distract bala sa classmate ya. And then, we have this, another program. Tutorial. Tutorial is offered here in engineering, a practice for students with hardship, who have special needs in their studies, special engineering courses. And then, may ara pa gid kami...ng, ano tawag ni, daw ka, I forgot the exact word, but the instructors in the College of Engineering, they're gonna handle all the, tunga-on na tanan nga first-year students, the number of faculties in the engineering.

04 - 231 And for the rest of their journey in San Agustin, the faculty will follow up. And, amo na, kamustahon ila nga studies, kung ano ila kabudlayan. And then, if there's something problem sa ila nga academics, then ang ila nga tutor, ang ila nga faculty nga ina will be the one to find a tutor para sa ina nga students.

04 - 232 So, amo na, gina address ang tanan nga needs. Even kis-a may mga students pa na nga ga open up sa mga faculties da samon sa engineering, I just forgot the exact word for that. Pero amo na, ang amon gina practice subong sa engineering, sa mga first-year gina sugudan namon, kay para, well, at least bala haw, ng ma follow up namon ang mga students kung diin ga problema, nga-a damo number of failures, kay ti, well, at least, they know. And then, at the same time, the office are working with them to really address their needs.

04 - 233 So, it doesn't only limit lang gali, sir, sa mga PWD.

04 - 234 Yes, amo na gani, like, daw ka what's really good about it is that it's not just limit to the IPs, to the LGBTQ, for the persons with this ability, but it address the needs of everyone. And that's what cultural is all about, culturally responsive.

04 - 235 How about, sir, in your case, sa community niyo man, are there comfort rooms intended for you to use? Diri sa San Ag? Wala pa?

04 - 236 So far, wala pa, pero may ara na subong CR for PWD.

04 - 237 Pero for LGBTQ?

04 - 238 Wala pa gid, daw ka, hindi man, wala man di like… there were times, actually, ga CR ko, sa lalaki, and they know I'm gay, they don't actually care, daw ka... So, at least, somehow, it's holistic ang pag ano sang San Ag.

04 - 239 Like, in every subject that is being taught in these institutions, there are core values nga gina aligned gid sa core values sang institution man nga for the students to be aware and to be understanding.

04 - 240 Since you're rated 8, sir, are there parameters or indicators for you, sir, nga ginagamit mo to measure success in promoting cultural inclusion?

04 - 241 I'm sorry?

04 - 242 How do you measure? What are the parameters or indicators for you nga para gamiton in order to promote cultural inclusion? Kung successful bala ang pag implement sang cultural inclusion, or what are the parameters you think nga pwede mo sa mahambalan, ay amo ni sa dapat nga success or failed sa ang pag implement sang cultural inclusion in your institution?

04 - 243 Kay daw, diri bi sa San Ag bi, daw ka every time they actually lay down a specific policy to the students, it starts from the administration.

04 - 244 So, dira gina address na da dayon tanan-tanan until it reaches the departments, and then the departments are gonna talk about it, and then i-laid down sa mga students, so, daw ka… What made it effective is that, sugod pa lang gid bi sa babaw, daw, na considered na ang mga factors haw, what's going to happen if it reaches the students, what will be their response, what will be the possible outcomes of these policies that we're going to brought them. So, dira pa lang gina addressed na, and then before na, then, pag lab-ot samon, amo na dayon, daw ka we don't really need to ask a lot of questions regarding that, kay daw ka, amo na halin pa lang sa babaw, there were actually a lot na, daw ka digto pa lang gina istoryahan na ni nila nga mag lab-ot ni sila ano ayhan ang amo na, so dira pa lang gina addressed na kay If there are changes that need to be addressed, and need to change, well, at least, sa babaw pa lang ma changed na.

04 - 245 Kay ang amon bi nga mga friars daw ka mga ano naman gid subong ng...

04 - 246 Daw ka progressive na?

04 - 247 Oo, daw ka amo na. Daw ka... Millennials ang dating? Daw ka buot, buot daw ka amo na, buot bala haw. Buot means daw ka ma ilintyindihon ang ma pari subong namon, so daw ka, amo na gina consider bala haw, sa babaw pa lang gina consider na, kay amona lang na, daw ka, ng… Nahambal ko na bi kay every time bala… Open bi katama ang engineering office, so, every time may meeting bi, ako bi ang minutes of the meeting, so every time nga may mana-og from admin going to the department, so ma meeting na ang mga faculty, so since I'm the one who takes down the minutes of the meeting, so I can actually experience how they actually address the needs of everyone. So, pag-abot pa lang da nga amo na, there will be a lot of discussions for the policies or whatever it is, nga meetingan para mag-abot sa students, is there will be no questions.

04 - 248 There will be no, amo na, conflict bala with them, kay gina consider ang everyone, ang ano sang majority, kung ano ang dapat, kay amo na, gina discuss ang possible conflicts, kay para kung ma bag-o then bag-ohon para pag abot sa students, we don't have any problems with them.

04 - 249 So, last part na lang, sir. So, what improvements would you suggest, sir, to enhance cultural responsiveness in this school? Institution.

04 - 250 Siguro, allow students to show themselves in their most comfortable way. We cannot deny that there are still students who are part of the community, or any status that they have, or any identity that they have.

04 - 251 Let's allow them to show themselves in the way where they are most comfortable, where they can show themselves, and we can understand where this is all coming from, kay daw damo pa man gid bi nga mga students that want to show themselves, but because of that policy that they need to abide, but they don't have a choice but to understand it and to follow it. But I believe they also wanted to show themselves in their own way, in their unique way.

04 - 252 And that's actually something nga siguro wala pa gid nabaton sang administration nga need i-address, because they might consider a lot of considerations, ethical considerations, since it's a Catholic school, so damo-damo bala factors haw that need to be considered. And we understand that. Na intyindihan man namon kay ti this school bi, hindi man ni bi, like daw ka ano lang private school lang nga parehas kay Riverside, since it's open for the dress code.

04 - 253 It's a Catholic school, and we're really ano gid bala haw... Teachings and values. So, amo na lang siguro, one day they will allow students to show themselves in their own way, in their unique way.

04 - 254 Sir, how can future leaders be better prepared to manage cultural diversity?

04 - 255 I'm sorry?

04 - 256 Sir, how can future leaders be better prepared in managing cultural diversity?

04 - 257 I guess they're gonna start now to be more mindful and to be more open-minded for all the possibilities that are going to happen in the future.

04 - 258 Because things change, and in just a click, things change. So right now, we have to start... Since we are all leaders of the future, and what we do right now will be our actions in the future. And so, for us to be more open in the future, we have to start acting right now.

04 - 259 I remember in one of my talks in Gawad Kalinga, I ended it with a quote that, ang gusto kung pagbabago ay magsisimula sa akin dahil tayo ang pagbabago at tayo ang gumagawa ng pagbabago. So, amo na, the change that we always wanted to see will always start with me. It always starts within us.

04 - 260 Because what we do right now will be the reflections of what gonna happen in the future. So, what we're going to do in the future will reflect on what you do during this time. So, 10 years from now, where can I see myself? It's the actions that I have practicing right now.

04 - 261 So yeah, that's it. Good, sir. Last na lang gid, sir.

04 - 262 In an Agustinian context, sir. Given that you are in Catholic school, what advice would you give to another or other educational leaders, seeking to implement culturally responsive practices?

04 - 263 I’m sorry, can you repeat that?

04 - 264 In an Agustinian context, sir, what specific advice or advices would you give to other educational leaders, seeking to implement culturally responsive practices?

04 - 265 They would try to consider the Agustinian values, to care for everyone in the community. Because this institution, it doesn't just care about students and the payments of students to regulate the institutions. It appreciates and it values the students, the staffs, and everyone who belongs in this community. We care for each other in these institutions. We value everyone and we appreciate everyone. And then the truth and unite. We are united. Whatever circumstances actually that we undergone right now, it is because of the Agustinian values that you can actually survive it.

04 - 266 So try to consider the Agustinian values in your institutions and to apply it in your curriculum or in your syllabus to teach the students and the administrations and as well as the staff of your institutions to be more caring, to be more appreciating, to be more accepting, and to be more understanding. And that's going to one thing, and that's love, you know, it made the world revolves love.

04 - 267 Any additional answer?

04 - 268 No? That's all.

04 - 269 I know, sir, you are exhausted. Thank you so much, sir.

04 - 270 No, no, no. I'm good.

04 - 271 That's all, sir.

04 - 272 Thank you very much for your time and for sharing your experiences with me today.

04 - 273 Sir, this is a very fruitful discussion. It's really nice talking with you, sir, getting insights and valuable man sir sa research ni Sir Gilbert. Hopefully, I was able to help.

04 - 274 If you have any further thoughts or questions, sir, please feel free to contact Sir Gilbert and rest assured that all your responses will be kept confidential. Thank you so much. And used solely for this study.

04 - 275 Sir, okay lang sir?

04 - 276 Okay.

04 - 277 Okay, sir. Thank you.

***I have reviewed the transcribe interview and confirm that it accurately reflects what I intended to convey, ensuring that all transcribe information is true and correct.***

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature over Printed Name Date**

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**05 - Miyaka**

05 - 001 Good afternoon, Ms. Miyaka. By the way, I'm Sir Jardnico, I'm a classmate of Sir Gilbert in CHMSU, and currently I'm a teacher also in La Carlota. I'm teaching grade 7 and grade 8. Thank you so much, Ms., for your time speaking with me today.

05 - 002 This study, I know for sure that you have read the... Overview? Yeah Interview. Informed consent form. And the title of this study by Sir Gilbert is Culturally Responsive Leadership, A Grounded Theory of Strategies for Managing Diversity in an Agustinian Educational Institution.

05 - 003 So, let me read miss the objective of this study. So, this study aims to describe your current, the San Ag, or the Collegio San Agustin Bacolod, practices on culturally responsive leadership. So, this study aims or hopes to forward a theory that will explain your institution's culture in promoting inclusion, equity, and social justice.

05 - 004 Ms., you have the right to be informed of consent, which you were able to sign earlier. So, ensuring you fully understand the study before agreeing to participate. So, there are no coercions made.

05 - 005 Wala efforts nga ginpilit ni sir, wala man? Wala. So, it's just pure, voluntary effort for you to help the study of Sir Gilbert. Were you a student of Sir Gilbert? Oo, last sem. During? Last sem, third year. Oh, I thought in elementary. No, in college.

05 - 006 Oh, okay. So, your privacy, Ms., and confidentiality are protected. No identification will be part of the manuscript.

05 - 007 Your name will not be disclosed. So, dename lang. Mga, ano ni, a.k.a. ang ibutang ni sir mo para hindi mabal an nga ikaw na. And, you are treated with respect and allowed to share your experiences freely. Feel free lang. Whatever comes to your mind, Ms., okay lang, Ilonggo, English man da depende simo.

05 - 008 As long as you can share your insights regarding the questions and the overall topic. So, you also have the right to review the data. You ask questions, Ms., and seek clarification because after this one, after Sir Gilbert transcribed the audio, he will be, again, go to you and let you sign the transcribed manuscript in order for you to review tanan mo to nga ginhambal nga e reflect sa papel.

05 - 009 And then, this interview, sorry, it will take one hour and a half, if possible. Okay lang, Ms. Jalawin. And you may answer in the language you are comfortable with.

05 - 010 You can speak in English, Ilonggo, Tagalog, depende simo Miss. And then, there are no right or wrong answers. So, rest assured that your responses will be utilized only for the study and will be dealt with most or utmost confidentiality. Before we begin, Ms., is there any questions you have in mind? Wala.

05 - 011 Wala man. Kapamahaw ka naman, Ms. Yes. Hindi ka man gutom? Hindi.

05 - 012 Okay. So, kay medyo dalom aton mga paga-isturyahan. Can we begin, Ms.? Ah, sure.

05 - 013 Okay. So, again, Ms., what is your age? I'm 21. You're 21.

05 - 014 And currently, what year level are you in right now? BS Pharmacy, third year. Pharmacy, third year. And so far, how many years have you been in Colegio San Agustin Bacolod? Three years.

05 - 015 I started here since first year college, then third year. So, tertiary education lang? Oo. You were not able to enroll here in the basic ed? So, three years. And to what department you belong right now? CHAP, College of Health and Allied Professions.

05 - 016 Okay. And right now, Ms., do you have any special role or task assigned to you by the school? Are you a leader? Yes, under sa Junior Pharmacy Association, level three representative. Okay.

05 - 017 So, third year level representative. You are not a president, representative lang. Okay.

05 - 018 And what is that role if you are a third level representative? So usually, if for example, our batch has a concern regarding payment, regarding schedule, they have questions about activities, I am the one who will relay the message from my batch to the presidents, to the executives. At the same time, I am the one who will relay the message from the executives to our batch. So, for example, in the college days, I would check the attendance, and I would send announcements on what time to go to school.

05 - 019 So, do you manage people? Yeah. How many? In our batch, there are 53. So, just like you are the president of your batch? Yes. Okay, good.

05 - 020 And what made you stay in San Agustin or what made you choose San Ag? Okay. First, in my mind, I want to pursue a health profession, but I don't have a course in mind.

05 - 021 Pero nag istorya ko sa mga previous ko nga mga friends from MedTech, pharmacy, and nursing nga if undecided ko sa three courses. Pero kug gusto ko nami nga school, then I will go to San Ag. Since mas lapit siya, and I don't need to go out of town.

05 - 022 So the main reason of choosing San Ag is? The main reason is kay mas nami daw ang education kung health ang imo course diri sa San Ag. So far, nami gid man? Nami gid man. Okay, thank you.

05 - 023 So, can you tell me, Miss, a little about your journey in this institution and what inspired you to be part of it? So, in 2022, after the pandemic, we were the first batch to go face-to-face. We were the only ones in San Ag.

05 - 024 There was no BEd, no other courses, only pharmacy. At first, I was not overwhelmed with the amount of people, no face-to-face activities. And then, second sem, didto na nagsulod ang mga other students. Sa BEd and other courses then didto nako na overwhelmed with the amount of people nga damo gid gali kay ako naghalin ko sa gamay nga school.

05 - 025 During the pandemic, LaSalle, tapos wala man gid students, online classes lang tapos diri nakibot ko nga kadako sang environment sa San Ag. And then nag amat amat nako adjust kay nami tuod ang San Ag pero grabe man ang training bala. Wala ko nag expect nga ang 85 nga grado, budlay gali kwaon. Amo na kay sang mind ko sang una, 85 lang man na, siyempre highschool ka pero diri sa San Ag, it's different, especially kung ara ka sa Pharmacy. Laen gali ang training ka San Ag sa Pharmacy. So medyo nag adjust gid dako sa education system kay grabe mag hasa ang San Agustin.

05 - 025 And also, sa mga activities kay first time ko bala maka attend sa college days kay ang school ko sang una gamay man lang, so, medyo nanibag-o man ko. But overall, mga friends ko here in San Ag nag help sakon mag adjust. Without them, maybe, second year pako guro maka adjust.

05 - 026 But during my first year, it was okay. I was able to adjust to the environment, kung pano mag lakat ang San Ag, especially in the education system.

05 - 027 Okay. So, given that you are a representative and knowing that your course is really hard, how do you manage your time? The important thing for me is that I can sleep. If I have 7 hours of sleep, I'm okay. I can manage everything.

05 - 028 For example, sa school, pag abot di, mahatag announcement and if may need batch mo, Ikaw ma cater. Insert insert nalang ang tuon tapos pag abot sa balay sige gyapon announcements, concerns, maano bwas, ano ang schedule tomorrow. So dapat Ikaw bala alert ka para organized imo mga task. Then sa tuon, siyempre, insert insert man gyapon. Basta importante, maka 7 to 8 hours ka nga tulog.

05 - 029 What if you don't have 7-8 hours of sleep? What will happen? Usually, I won't function well kay wala ko ga coffee. So, I should have complete sleep.

05 - 030 Is it difficult to manage your time given that you have two roles, being a student and at the same time being a leader? Maybe at first, ga adjust kapa kay may responsibility ka nga level representative. Sa una ga adjust ka gid kay Ikaw pamangkuton nila. Dugay dugay may ga pm. Arang na send mo na sa gc, e liwaton mo naman ang message and then ang ila concerns, need mo naman e cater. Pero sa ulihi, sir, nakaadjust nako, di na man budlay e managed ang time ko.

05 - 031 So, given that situation, what do you enjoy most about working or being involved in an Agustinian educational setting? In San Agustin, their educational system, especially in pharmacy, is gina push ka gid to help the healthcare system in the Philippines.

05 - 032 For example, in research, gina push gid kami to do research nga maka change and maka impact sa healthcare environment. So, amo na ang gina push sa amon nga if mag work na kami sa ulihi dapat ara bala ang, ano ang mahatag namon nga change sa field sang Pharmacy. Since, pirme kami gina label nga ga baligya lang bulong. Gina pushed gid kami to do beyond sa amo na nga label sang mga tawo.

05 - 033 So, with that aspect, you really enjoyed doing that? Like, the San Ag is really pushing you towards success?

05 - 034 Yes, especially. Kay sang una, di ko ni gusto nga course ang pharmacy, wala man may nagpilit sakon nga mag Pharmacy pero tungod sang pag plastar sang education system sang San Ag, na enjoy ko naman, especially mga laboratories, kung pano gin plastar ang curriculum. Kay unlike in other schools, medyo budlay ang pag plastar sang curriculum, pero diri, ma connect connect mo siya bala haw. Ang topic sa amo ni, ma connect mo sa amo ni nga topic. So, mas namian ko nga amo na ang set-up diri sa San Ag.

05 - 035 Considering your situation, especially there are programs that you need to be involved with, and then may na missed ka nga quizzes, are they also doing that consideration? For missed quizzes, for example, you attended outreach and you missed a quiz, you had a chance to retake the quiz. Excuse ka but you have to retake the quiz. Kaso amo lang na sir budlay for example ga absent ka, gahilanat ka, kabudlay kay ihatag simo special quiz and hindi ka kapakot kung ano sa special quiz na. Oh, okay.

05 - 036 So far, during your role as being the representative, do you have any hard experiences when it comes to academics? Like handling or managing your time, like taking tests. Wala man so far? Wala.

05 - 037 How many years or how many months were you a representative? Since the school year opened. So, almost one school year for 10 months? Yes.

05 - 038 And then, for sure you have personal background. Our experiences has shaped the way you view cultural diversity. What's your personal background that makes you consider as an edge for you to enroll in this institution? Siguro, Sir, ang mindset ko nga tanan matun-an. Kay diri sa San Ag, kung hindi ka bala mag guts nga kaya mo ni, kung ang thinking mo lang always nga kabudlay, hindi ko ni kaya, literal nga hindi mo kaya.

05 - 039 So, kung ako bi, sir, palaban gid ko ya, sir. Kung may gusto ko tun-an, tun an ko gid na ya. So, ang San ag, nag pushed bala sakon kay di ko gid ya gusto ang Chemistry kag Math. Kaso sa Pharmacy, damo Chemistry kag Math pero hambal ko matun-an ko gid ni ya. Kag true enough ang Chem, di man sa tikal, medyo hapos lang siya sakon. Oh, that’s good.

05 - 040 Given that you enrolled yourself in a Catholic university, can you share your background? What's your religion? Where do you come from? Uhm, nagdako ko sa Catholic man, but, first year, I was invited to a Church and I decided to be part and to be baptized sa amo na nga Church. Ano to gani ang follow up questions, sir?

05 - 041 Like, how was your personal background? Like, being non-Catholic, enrolled in a Catholic school. So, since I was Catholic man before, and since grade one, up to senior high school, Catholic man nga school. So, medyo, hindi man gid ko nag adjust gid a lot kay gintudlo sa amon before ,for example, sa theology, may background naman ko bala kay since Catholic man ko before. Sang nag Born Again Christian ko, medyo hindi nako mayo gid agree pa with other topics regarding theology. Amo na.

05 - 042 So, when you were enrolled in first year, you were asked, what's your religion? Yeah.

05 - 043 And what did you write on there? Nga nag Born Again Christian ko. So, I mean, accepted you, despite of being a non-Catholic student. So, what's your, what's your point on that? I, personally, I have respect with both religions.

05 - 044 And, ako, nga ginpasulat kami sa papel, so, what is is your religion? I am Born Again Christian then may gin ask akon nga teacher regarding my Church. Tapos daw ka didto na gina ask ang mga Non-Catholic bala nga if ano Church mo? Ano Belief mo? So, na feel ko bala nga daw ka open ang teacher, especially during first year.

05 - 045 Daw ka open siya to share kung ano inyo belief tapos ang ginaklase namon, sir, nga iban, ara man sa Bible, which is ginapatihan man namon, so, di gid siya daw ka amo na ka heavy sa akon. Pero when it comes to like sacraments, when it comes to saints, sa life ni San Agustin, daw dira lang ko daw ka amo na kay siyempre, we don’t believe in Saints. We only believe in Jesus Christ.

05 - 046 But, you also have religious classes or subjects?

05 - 047 Yes, theology, sir.

05 - 048 How many?

05 - 049 Ang theology, asta na siya sa theology four.

05 - 050 So, those experiences of yours, I mean, being a non-Catholic, is it a disadvantage studying those four subjects?

05 - 051 Actually, advantage siya, sir, kay gaka highest ko sa theology, sir.

05 - 052 Kay ang gina klase ni bi, sir, for example, life of Jesus Christ, so, ako nga from Born Again Christian, ga based gid bala sa Bible. Kung may story, life of Jesus Christ, ay okay, nabasa ko na ni. That’s why ka advantage sa.

05 - 053 However, for example, in the life of St. Augustine, it's a disadvantage because, of course, we don't believe in saints. But, in the sacraments topic, it's an advantage again because, since high school to senior high, Catholic school ko.

05 - 054 So, it's just mismatched. So, when it comes to activities or programs, being non-Catholic, is it considered as an excuse? Like, you are still joining or you are still obliged to join with those activities?

05 - 055 Personally, since, I am the level representative, I have to take attendance during mass. So, I have to be present.

05 - 056 Pero wala lang ko ga attend, sir. Amo na ginahambal ko lang with our teachers nga di lang ko mag attend pero I’ll be there lang outside the Chapel.

05 - 057 And your teachers are respecting your decision?

05 - 058 Oo, kay ang importante, sir, ara ko to take the attendance. Sa Chapel naman bi usually, sir, so kung ano mabatian mo sa gwa kay laban nga students ara man lang sa gwa since di man ma akupar tanan sa sulod.

05 - 059 So, there's no problem with the religion that you have? And given that this is a Catholic school?

05 - 060 No, sir.

05 - 061 So, your teachers are not forcing you to attend?

05 - 062 No, sir. But, it's important for me to take attendance because, of course, it's my responsibility as a level rep.

05 - 063 So, is it wala say a sing labag sa loob?

05 - 064 Wala, sir.

05 - 065 Are you willing to do that, especially when it comes to the subject?

05 - 066 Wala man force, sir.

05 - 067 And do you respect the policies in school?

05 - 068 Yes, sir. Amo na sir kung mag Ash Wednesday, siyempre, wala na gid ya.

05 - 069 So, what will happen if you will not do that? Is there any task that you are assigned to do to get points?

05 - 070 No, sir.

05 - 071 No force, sir.

05 - 072 But, what if, there are instances like programs, like saints, nga may grades like ma imitate mga saints. Do you have that?

05 - 073 No, sir.

05 - 074 So far, you don't have any problem?

05 - 075 No, problem, sir. Amo lang na, sir, kis-a medyo uncomfortable kung gina istoryahan na ang saints during class. May gina topic nga hindi siya align with my doctrine, with my beliefs.

05 - 076 Sa diin niyo ginahimo?

05 - 077 Sa classroom setting lang. Kis-a sir ga ask man bi ang mga teachers, kung ano ang take namon nga mga non-catholic sa amo na nga topic. So, gaka understand man nila, sir.

05 - 078 In your classmates, how many are you are non-Catholic?

05 - 079 I guess more or less 10, sir.

05 - 080 So, then, you tend to understand each other?

05 - 081 Yes, sir. Some of my classmates have an excuse letter coming from their church that they can't attend, that they can't compromise their beliefs with the school activity and they allow it.

05 - 082 Which is really good on your part.

05 - 083 Yes, sir. Despite of you are a non-Catholic, still, the school is accepting, yes, sir.

05 - 084 I mean, doing some adjustments.

05 - 085 Yes, sir.

05 - 086 So, more or What do you think?

05 - 087 Ako, sir, daw ka free ka, sir. Siyempre Catholic ni ya nga school mo, so, daw ka relief siya, wala judgment nga di ka ya catholic.

05 - 088 I know you’re a student leader and your classmates are diverse in terms of their background. You mentioned nga pulo (10) ang non-catholic. May mga classmates kamo nga laen laen races? Like what? Like may mga Cebuano kamo nga mga classmates, Ilonggo, tagalog.

05 - 089 Oo, may ara, sir, may mix.

05 - 090 So, how do you work with them? And what's that memorable experience working with them?

05 - 091 Ako, sir, bi maki social gid ko, for example, di ko gusto may someone nga gaka left out.

05 - 092 So, if I see someone trying to adjust, mabulig gid ko bala. Especially if it's a language barrier. But in my batch, so far, there's no language barrier.

05 - 093 Amo lang na sir eh kay may isa nga nagdako from Iloilo gid, coming here, dako adjustments, di siya kabalo kung pano mag commute, so, kung ikaw, kabalo ka ya sang pasikot sikot di, so, I’m open gid to help others and open makipag socialize with others.

05 - 094 Amo lang na, sir, di lang lawig kay gaka lowbat man.

05 - 095 Ah, okay.

05 - 096 So your social batteries.

05 - 097 Yes, dasig siya maubos. Now, if you could describe your leadership, being a leader, representative, leadership style in three words, what would it be?

05 - 098 Siguro, sir, open.

05 - 099 Since, you know, sir, coming from my experience, for example, I'm not Catholic, I can understand where they're coming from if hindi sila mag attend mass. Open in the sense nga kung may gusto nga ihambal ang amo ni nga classmate tapos ga clash with other classmate, ako bala nga hindi cloud akon judgment.

05 - 100 Open ko with the ideas of other batch. Gina ask ko always, any ideas? or may gusto pa nga ihambal kay hindi ko gusto, sir, e impose ang akon lang nga gusto sa ila kay hindi man basi nila gusto akon style or pamaagi. I always ask them, I'm open with their ideas, with their likes.

05 - 101 In three words, what are the other two? Aside from the open, being open. Hmm pano ko e describe man? In simple terms. Ako as a leader? Kabudlay ba.

05 - 102 Aside from being open, what else? what characteristics do you have in mind that serve as your leadership style? Working with people, diverse background. Open. Hmm, ano pa gid man? Okay, open. Oo, sir. Kay amo lang gid na gasulod sa ulo ko, sir.

05 - 103 Since you are not Catholic, so it's really, what do you call it? You feel that the school is really open, so why not invite people? That's your point, right?

05 - 104 Yes, sir. In your case, as a student, how do you define culturally responsive leadership in the context of the Augustinian education?

05 - 105 Wow. For me, my term is, as I described, being open, understanding the culture of other people, how to adjust, not to the point that you have to compromise something.

05 - 106 For example, sa akon nga belief, I have to make adjustments nga ari ko di sa school nga may mass biskan wala ko ga believe sa amo na nga religion pero I have to here because I have a responsibility.

05 - 107 And what was it again? What's your definition of culturally responsive education?

05 - 108 Being open. Being open, sir. Ano pa gid to mga ginhambal ko man? Okay na, na record na. Okay.

05 - 109 And then, what specific leadership strategies do you implement to promote cultural inclusivity in your members, in your year level, right? There are so many students there and diverse.

05 - 110 So, what strategies do you use to implement and promote cultural inclusivity? Communications, sir. Pirme gid ko ga char or ga open sa ila kung may ara sila mga hindi nagustuhan or hindi kamo comfortable kay ihambal ta na with the org and the executive.

05 - 111 But of course, for example, we have events that are off for others. So, I always try to communicate because for me, it's important to communicate.

05 - 112 So, are there any challenges that you experienced doing that? Doing that specific strategy? Like, doing communication with your members?

05 - 113 Amo na ang suli sina sir kay may ara tawo nga hindi gusto mag communicate, may mga tawo nga mahatag lang comments. Mabatian sang amo ni and mabatian sang amo na, siyempre malaen ang buot sang isa. Amo na some people ma talk lang behind. Amo na, ako, personally, if may problem ka, go straight to the person.

05 - 114 So, being an Agustinian student, what are your core values here?

05 - 115 Love, truth, and unity. For me, sir, importante na tanan. Especially sakon, gina value ko ya ang love kay nagsugod ko ya, sir, sa course ko nga hindi ko love. Wala lang ginpili ko lang ni kay hindi ko gusto business course, kay di ko sagad sa business math, that’s why ginpili ko ang Pharmacy kay may business man japon nga subject.

05 - 116 So, di ko siya amo na ka love, but, later on, si San Ag, nag tudlo siya on how to love, hindi lang ang course, but, ang service nga mahatag sang course mo to the society. Sa tanan nga core values siguro, sir, ang may based sa akon is ang love.

05 - 117 Okay, so given the core values that you have mentioned, Miss, how these core values influence your approach in managing cultural diversity? Nagbulig nib ala sa imo ang mga core values ng aini para mag manage sang cultural diversity in your school?

05 - 118 Yes, especially in the unity part. Because, of course, you have to encourage everone that if you have a belief or if you have something that you don't like, like, for example, if you're a lesser, I'll say it again, but my point is, if you don't like something, just say it, because we are one batch, and I can be your voice if you don't like something or if you have something that you don't like, that you don't accept, so that's it.

05 - 119 Then, in terms of truth, for me, it's important, especially if may different person ka nga gina-atubang , may different beliefs, so you have to be honest with what's happening around you, you don't have to be sugar-coated.

05 - 120 Like, for example, what I was saying, you don't have to be sugar-coated, so it's important to have unity, because, of course, the truth is different, because each person has different values, different beliefs, different attitudes.

05 - 121 So, unity, truth, and love for each person should be combined, so that they can feel that they're not left out in the group, since there are differences in each batch.

05 - 122 So, you mentioned that that's your problem, that's your challenge. So, is that your challenge in encountering, addressing cultural diversity?

05 - 123 Oo sir, kay may ara gid ya tawo nga wala gid ga communicate, gahipos lang siya sa kilid. Wala ka kabalo kung ano gaka feel nila, pero gaka feel mo nga there is something off.

05 - 124 Are your classmates the same age with yours?

05 - 125 Some are older, some are younger.

05 - 126 So, is it really a factor? For the older one, he's 30 years old. So, mas nami siya, for me, when it comes to maturity.

05 - 127 Ang maturity sang amo na namon nga classmate is different level na since damo na siya na experience sa life, so, makabulig siya samon.

05 - 128 Gapabulig ko sa iya, like manong, pwede mo ma open up si amo ni.

05 - 129 Then sa mga younger naman ya nga mga classmates, daw wala naman problem kay ga get along ang tanan except sa older namon nga classmate kay we have so much respect kay manong.

05 - 130 Oh, Okay.

05 - 131 So, if ever you have cultural misunderstandings or conflicts, how do you respond with that?

05 - 132 Have you ever encountered a conflict, or a misunderstanding in terms of culture, like thoughts or beliefs? And then, you have conflict on that. So, how do you respond? If ever, if you don't have a good experience, if ever.

05 - 133 Amo na, nangayo ko bulig kay manong Ivan.

05 - 134 Ano to gani ang natabo? Nalipat na gid ko bala, sir, pero may ara na gid naya natabo, that’s why gin open up ko gid na ya.

05 - 135 Pero nalipat ko kung pano na resolve kay second year pato.

05 - 136 What did you do? Did you talk to the person?

05 - 137 Yes, sir. I talked to the person, someone, who didn't like me.

05 - 138 I talked to them, sir, pero nalipat nako sang natabo kay na resolve naman to ang issue, sir. Amo na communication gid, sir.

05 - 139 Okay.

05 - 140 So, is that experience a success or one of the examples of your experience where you can say nga successfully navigated mo gid nga cultural challenge? Or, other than that, is there more?

05 - 141 Amo lang na, sir, kay wala naman bi major nga problem. It wasn't a major cultural encounter.

05 - 142 So, if the time will come that it will happen again, in that case, that you have experience, so maka manage kana, maka cope kana with any situation again.

05 - 143 Oo, sir. Especially, subong nga mas gina practice ko kay ako communication pero medyo kis-a budlay mag communicate sa tawo nga close-minded.

05 - 144 Pero subong gina try ko gid mag communicate.

05 - 145 Amo na nga gin challenged gid ko kay mga close-minded nga person and siguro subong kinanglan ko pa gid dako nga patience.

05 - 146 What's the trigger point of that conflict? Is it misunderstanding?

05 - 147 Daw ka oo, sir. Daw ka group to siya nga batch nga hilimuon, nag ka conflict kay hindi gusto sang isa ang hilimuon tapos gusto e push sang isa ka tawo, daw ka amo na, sir.

05 - 148 So, that's how it is. Fortunately, it's over.

05 - 149 Yes, sir.

05 - 150 It survived.

05 - 151 Yes, sir.

05 - 152 So, in terms of having this cultural competence, what are the training or programs does your institution offer students or even students to enhance cultural competence among staff and faculty or even the students?

05 - 153 The programs that the school give to achieve cultural competence?

05 - 154 Maybe, sir, in the cultural part. May ara na talk ang San Ag nga gakahimo.

05 - 155 For example, sa outreach, for example, sa mga HIV, siyempre, different ang culture sang mga HIV person, may mga concept nga abi sang tawo, nga ang mga person with HIV, so, ang San Ag, ga allow gid sila ya talk for amo na nga specific nga topic.

05 - 156 So very nice siya kay kung may kilala ka nga may HIV, kung hindi ka aware, gulpi niya ma judge ang amo na nga person, but, with the programs nga ginahatag ni San Agustin, kabalo ka bala kung pano na e approach, kung anon a ang gakabatyagan sang mga amo na nga person.

05 - 157 So, aside from that, is there anything else? Like, dealing with PWDs, IPs, ah yes, sir.

05 - 158 What do you call it? In dealing with indigenous people, sa subject ko na sa isa, sir, sa art appreciation.

05 - 159 So, my teacher ko nga may ara siya gina handle nga indigenous group.

05 - 160 Gin share ya samon, nga dapat amo ka ni mag approach.

05 - 161 Amo na nami sa San Ag, sir, kay ang mga teacher, may experience gid kung ano ginatudlo nila.

05 - 162 So, the teachers with experience in the classroom and their teachers are really into putting effort to enhance cultural competence aside from the seminars or training that they do.

05 - 163 Yes, sir.

05 - 164 Amo to ang teacher ko sa art appreciation kay gina story ya samon nga am oni ang culture sang indigenous people.

05 - 165 So, for you, the program like pharmacy, is it really observable, the cultural competence? Or not so much?

05 - 166 Not so much, sir.

05 - 167 As a student, how do you apply the cultural competence?

05 - 168 As a student? Wait lang, it's okay.

05 - 169 Earlier, you mentioned that your definition of culturally responsive is open. Leadership is being open.

05 - 170 So, in your part, how do you manage to exercise cultural competence? Kung wala ka man ga attend program.

05 - 171 Kung wala ko ga attend program, sir? Oo.

05 - 172 Pano mo sa gina apply? Or what do you do?

05 - 173 Since there is social media, dako ang bulig sang social media with how you understand one’s culture.

05 - 174 So, anytime, subong, sir, pwede ka maka search kung ano ang culture sang amo nan ga tawo, for example, sa akon, ano ang belief sang Born Again Christian.

05 - 175 Yeah.

05 - 176 So amo na bala , social media nagging way man siya , for me to understand other culture, without exercising communication.But, for me, It’s better to communicate, ay amo ni gali, amo ni imo belief, pero in a nice way. So amo na para sakon.

05 - 177 So, bali, being non-Catholic is also an avenue for you to share your beliefs to other people, their classmates. Kay gaka curious man sila, sir, ngaa wala ko ga sign of the cross, ngaa wala ko ga believe sa mga saints, so may curiosity man sila mind. Okay. So, in your part, how do you ensure continuous learning and improvement regarding cultural responsiveness?

05 - 178 Kay always ko bi gina put sa mind ko nga kung ging dak-an ko, sir, hindi gin dak-an sang isa ka tawo. Kung ano upbringing ya, hindi upringing ko, so, I always need to be open sa kung ano pagpadako sa iya. So, for example, may amo nii siya nga attitude, siguro may ara something sa amo na nga person ng ana experience niya ngaa amo na siya.

05 - 179 So, during first few years ko diri sa San ag, di ko gid mainchindihan, pero sang na meet ang damo nga tawo, diverse nga tawo, ay okay amo na siya kay amo ni nadak-an niya. Daw ka amo na, sir. You tried to put myself in their shoes. You try to empathize and understand their situation. Oo, sir. Kay hindi man mag act ang amo nan ga tawo if wala specific reason. Okay, thank you. May mga policies kamo about cultural competence? Wala?

05 - 180 Wala, sir. So, pano niyo na sa matun-an?

05 - 181 Is it already embedded in your curriculum? Like, your teacher is already teaching you how to promote cultural responsiveness? Yes, sir kay for example, ma open kami topic sa school, sir, sa classroom, gina ano gid ya, sir, gahatag scenario, what if ang belief sang isa ka person amo ni. For example, in legal management, in pharmacy, what if ga believe ang person sa amo ni, what if ga believe ang person sa amo to. Kailangan mo na siya e put together, so gina train gid samon sa classroom. Pano e deal ang different people with different approach. Okay, sige.

05 - 182 Do you engage your stakeholders like your parents, your community in fostering a culturally responsive environment? Oo, sir, kung ano di matun-an ko sa school. For example, stigma with people with HIV, so, kinanlan ko gid ni e share kay ang people outside, wala knowledge or opportunity to know about that.

05 - 183 To whom do you share this information? through social media? Yes, sir. To whom do you share this? Usually friends, sir. Friends. Kay ang mga friends ko few lang sa medical field, gina try ko sila nga painchindi nga am oni ang culture sa medical field, daw gina insert ko lang.

05 - 184 And then, in terms of community, are you doing outreach programs? Is that a way of fostering a culturally responsive environment? Yes, sir.

05 - 185 Can you describe your outreach program? What is it like to have that? So, our outreach program, sir, is, for example, the check-ups. So, the check-ups, you need to know the background of the person. What is their lifestyle? What is their background? You need to consider all the factors of the person. There are different people, different cultures, different backgrounds. it has an effect on their health. You need to be open during outreach.

05 - 186 So, when you will become a pharmacist 1 year from now, is your experience in San Ag having that cultural responsiveness trait can also be applied in your course, in your field? Yes, sir. Especially, sir, sa community ka nga Pharmacy, sa botika, laen laen nga tawo, sir, maatubang mo. May ara tawo nga grabe mangakig, may ara tawo nga impatient, may ara tawo nga chill lang. Kinanlan, sir, ikaw, kabalo gid mag adjust kung pano mag timpla sa amo na klase nga patient.

05 - 187 Ginatudluan man kami na, sir. May ara kami subject nga dispensing. Sa dispensing ginatudluan kami na kung pano mag deal with different patient. So, miss, papano, gina train na gid kamo as early as third year na nu? until mag OJT kamo next school year. Yes, sir.

05 - 188 In your school, in this school, are there policies in place to support cultural diversity and inclusion? Do you have policies? Written policies? That were imposed by San Ag to support cultural diversity and inclusion? Are there policies? I think, Oo. Dugay ko na, sir, wala na nabasa ang handbook, fist year pato.

05 - 189 Kung wala, how do you think this cultural diversity and inclusion is being put into action? For example, I'm a non-Catholic. Di ka bala gina force mag attend mass, mga amo na bala nga bagay, sir, nga hindi need nga compulsory. Di mo ya need e compromise ang beliefs mo sang beliefs sa Catholic School.

05 - 190 So bali wala gid written policies? I think may ara. More on ano lang? daw ka more on, for example, ako, based on my experience, Miss, hindi ko Catholic, so hindi ko ka attned sa am oni. Basta maubra ko lang task ko. Okay. So it's already in the culture of San ag? Yes, sir. For example, when we pray the rosary, we are not force to pray the rosary.

05 - 191 So there's no pressure anymore. Yes, sir. And you feel like you are free to express? Yes, sir, biskan sa prayer, ga own ko prayer. It is acceptable also by your teacher? Yes, sir.

05 - 192 Okay. Are you still okay? Yes, sir. Okay, good.

05 - 193 And then, I don't know if you can answer this. How do you align your institutional policies with culturally responsive leadership practices? How do you align your institutional policies? Again, if you try to analyze, let's go back to the core values. So is it aligned or how do you align that into practice? Some culturally responsive leadership? It's aligned, sir.

05 - 194 For example, in unity. For example, to unite doesn't mean to compromise. For example, it doesn't mean that if they don't like it, you impose it.

05 - 195 What I mean by unity is to be open. Unity is, in a sense, to be open to what the other person wants. To be open to what the other person believes. And to meet halfway. So, it's aligned, sir. Okay, thank you.

05 - 196 So, being a leader, and of course, I think you will become a leader soon, president or any position there. What role do you think does institutional leadership play in shaping a culture of inclusivity? What is the role of institutional leadership? First, for me, since they are the policy body, they make policy. So, it's up to them how they treat the community.

05 - 197 For example, the leader is non-Catholic and the community is Catholic. So, it depends on the policy making bodies kung pano nila tahion ang policy to make that person feel included. For example, diri sa San Ag. Dako ang role nila for me, sir, kay with their policy, dira bala ma guide ang tawo on how to be open or how to practice inclusivity, sir, sa community. Okay

05 - 198 So, meaning, it's on how you feel nga gina practice man gid ni San Ag ang culturally responsive leadership in the environment? Yes, sir. And then, if you want to assess the effectiveness of your cultural responsiveness initiatives, how would you rate it from 1 to 10? I wouldn't rate it 10 because I’m not perfect. About 8, sir, 7.

05 - 199 What part? Sakon nga part. Why? There are times, nga biskan ano mo nga inchindi ang culture sang isa ka person, am oni ang upbringing sang isa ka person, may moments gid ya, nga hind imo ma gets ngaa nag amo na. Daw ka amo na, sir, pero, since, ara ka sa school nga gina promote ang unity and love, mas gaka push ka, sir, to do more efforts para kilalahon ang amo na nga person and to understand ang culture sang amo na nga person. Okay.

05 - 200 And in your institution, how would you rate or how would you assess from 1 to 10, the effectiveness of your cultural responsiveness initiatives? 9, sir. Why 9? Kay wala gid ga force ang San Ag, amo na sakon based on my experience as non-catholic. So dako siya nga impact for me. Amo na, sir, 9, kay di lang mag align ang religion. So, 9. Not a perfect 10. Yes. Okay.

05 - 201 So, speaking about your religion, is there a way or something that helps you to practice your non-Catholic domination? Is there a place here where you can serve or practice? Hindi siya, sir, in a way nga ma seve ka gid sa San Agustin, but, for example, Wednesday, I have Church around 7 pm, and amo na gina negotiate ko with my teachers. Example, may klase ko kay, sir, namon, pwede sir, 6:30 lang ko kay kinanlan ko na magsimba. So ga yes sila.

05 - 202 What will happen if you will miss those lessons? So far, sir, wala pa man na natabo. Thank you, Lord. For example, sir. Sunday. May ara, sir, nga event about sa Santo Niño, siyempre, sir, hindi kami nay a kakadto. Kay Church gid nay a nga day, so, wala kami gina impose nga makadto kami.

05 - 203 Okay. Aside from that religion, ano pa na observe mo nga mga cultural diverse nga gin himo sang San Ag to cater your needs? How about sa mga PWDs? Special children. Yes, sir. For example, ang elevator, sir, wala Gagana, pero subong gagana na. Gahimo ang San ag more ramps sa court, kay sang una wala. Naimprove nila, sir, ang amo na nga ginagmay nga bagay pero dako ang impact.

05 - 204 How about in benches? For those right-handed or left-handed. Yes, Sir. Kung left-handed ka, makakita ka gid ya bangko. Okay. Ano pa? Ano pa gid iban man?

05 - 205 Like for the students, not only for those who have a hard time studying, are you also or San Ag also implement a program for them? In order for them to improve. Especially in your program.

05 - 206 In our program, sir. For example, we have a quiz, sir. Then, nabudlayan ka gid, so, gahatag gid sila special class para maka catch up ka, e recall gid ang tanan nga lessons.

05 - 207 So, your department is doing that? Oo, sir. For those students who have a hard time. In our program, sir. Okay. And what's the effect of that? Sa amon bi, sir, wala na sa mind namon nga kung ara ka da, mango ka. Hindi amo na, sir. But most of your classmates underwent those programs. I mean, what do you call that? Enhancement program? Biskan di mo man need, sir, nakapasar ka man, pero ang iban, gasulod lang gid gyapon. So ang teacher namon, gina emphasize nga ang special class, hindi sa mga na fail lang, para na sa tanan nga gusto mag learn. And you are also joining? Yes, sir, ga join gid ko ya, sir. Kay opportunity nana ya, sir, especially kay Chem ang laban nga ga amo na. Oh, good.

05 - 208 It's good to know that your school, your institution, is doing that. Yes, sir. And then, what are your indicators or parameters nga maka hambal ka bi nga successful ang promotion sang cultural inclusion sa school? When wala na person nga gaka left out, kung wala na person gakabudlayan. For example, sa mga PWD, sir, amo na nga person gaka budlayan mag saka sa fourth floor.

05 - 209 So, so far, you haven't seen those incidents? Wala, sir. For example, sir, may classmate ko ng ana operahan, budlay sa iya mag saka sa fourth floor, so ang nurse di, ga effort gid pangita sang mabulig pasaka sa iya sa fourth floor kay during that time wala elevator.

05 - 210 So, ginahakwat gid siya with a wheelchair. Wala ramp? There’s no ramp? Wala, sir. Kay hindi siya pwede ka ramp, sir kay fourth floor. So, stairs? Stairs lang to, sir, kay wala pa to elevator that time. Amo na sir, subong, thankful, kay may elevator na kay may ramp pa, sir.

05 - 211 So, those are the efforts done by the school in order to cater their needs, right? Oo, sir. So, with that, what can you say about the efforts done by your school in order to cater these needs? For me, it's not just for some people, but for everyone, it's not just for some people who have different beliefs, but for everyone. So, it's more than that, because it's not just the needs of a person or a group of people with certain beliefs that are catered to, but also the needs of others, for the whole community of San Agustin.

05 - 212 For example, sa ramp, sir, may ara iba nga gaka enjoy ang ramp. Oo, dira gapanaog sa ramp. Amo na. So, you only have one indicator, and that is that there is no person left behind, Oo, sir, that everyone belongs in the community of San Agustin, which you already feel yourself or you already observe already in this institution. Yes, sir.

05 - 213 And then, can you share your experiences, specific outcomes or positive changes resulting from your culturally responsive leadership? Have you experienced applying for culturally responsive leadership with a positive outcome? Maybe, yes, sir.

05 - 214 With my classmate, sir, kay mahuluyaon siya bi, sir, and PWD siya. What specific? Sa tiil niya, sir. Nalipat ko kung ano ang tawag, sir. Inborn guro, sir. So, Ikaw, as part sang leadership sang school, dapat ikaw ang maging voice sa amo nga person, nga, Miss hindi ni siya ka amo ni nga activity, specific activity kay ang iya tiil may problem. So, hindi siya ka PE, sir. So, I always check up on her. So, your instructor is always considering? Oo, sir. Gina gaan lang siya, sir, daw ka written nga task. Until today, you are classmates with her? Yes, sir.

05 - 215 Siguro, sir, more sa amon, wala gid siya gaka topic. More programs for people with special needs in the spectrum. Yes.

05 - 216 Because, of course... Although in the medical field, it's easier to understand the needs of the person under the spectrum. For me, sir.

05 - 217 So... I don't think there's a topic for Down syndrome. How to handle people with Down syndrome. Or is it necessary in your field? Since you are a pharmacist? Yes, sir.

05 - 218 For example, a customer comes here with autism. So, you have a different approach to the person with autism. So, you have a different approach to the person under the spectrum than the normal person. Okay.

05 - 219 So, that's one of the programs or suggestions? Yes, sir. May ara ko classmate nga may ADHD and may classmate man ko nga may autism.

05 - 220 So, your guidance office is not holding or giving seminar or symposium about that? No, I don't remember, sir. But it's different.

05 - 221 I hope that it's more thorough on how to handle a person with Down syndrome. Because there are people in the community that you can just guess that they have ADHD. But it's already part of your curriculum? It's not there yet?

05 - 222 Because earlier you said, you are being taught how to train, how to handle cases, aspects.

05 - 223 But not necessarily that... In a community setting? In a community setting. Like, especially in the... In the school diri? Yes, in the PWDs, in the children with autism. They are already born, sir, to be informed again, sir.

05 - 224 They are prone to left out. So, given that you are a student leader, and hopefully you're being a future leader soon, how can a future leader be better prepared to manage cultural diversity?

05 - 225 First and foremost, you have to be open. You have to be open to the person.

05 - 226 Because if you're just close-minded in your belief, if you have a judgment, kabudlay e practice ang pag include sang belief sang other person sa community nga may ara ka.

05 - 227 For me, you have to be open to other people's beliefs and to consider them as well. You don't just have to look at them, but to consider their needs.

05 - 228 And last, Miss, what advice would you give to other educational leaders seeking to implement culturally responsive practices in an Agustinian context, given that you are already in an Agustinian school?

05 - 229 So, what advice would you give them? Listen or mamati sa kung ano ang kinanlan and to observe more.

05 - 230 Because there are parts that..For example, sir, I have a Muslim classmate. So, the temperature is high, it's hot, and they're fasting. So, there's no water.

05 - 231 So, you should be more observant and listen gid ko sang ano ang need kag mag make adjustments. Amo na para sakon, sir.

05 - 232 In what way is it connected with Agustinian core values? Yes.

05 - 233 For me, yes, sir. Because.. For me, it's connected with Agustinian values.

05 - 234 Because if you just listen, listen normally, listen without love, without... without the intention to unite these people, kung gapamati ka lang gid ya, ti wala eh.

05 - 235 Pero if you listen with love, and you respect that person, kay may needs siya nga kailangan niya e address, dapat ma address gid suya well, sir. Amo na siya.

05 - 236 So, that's all for me. Okay. So, that's all, miss.

05 - 237 Thank you so much for your time and for sharing your experiences with me today.

***I have reviewed the transcribe interview and confirm that it accurately reflects what I intended to convey, ensuring that all transcribe information is true and correct.***

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06 - Reveche

06 - 001 It's okay, Tito. We will wait for you.

06 - 002 Sir, so to formally start, sir, good afternoon.

06 - 003 I'm Sir Jardinico, sir. I'm the classmate of Sir Gilbert, and I was assigned to have this interview. And since he is actually part of this school or institution, so the panel members is requesting me to have this interview with you, sir, and the rest of the respondents of Sir Gilbert.

06 - 004 Okay.

06 - 005 So I do hope, sir, that we can go along later on with our interview.

06 - 006 Sure.

06 - 007 And then, sir, I know for sure that the title already nahambal naman or nabasa nio naman sir, or naka paperma na si sir sang imo ngaconsent form?

06 - 008 I still have the letter. I still have to sign it.

06 - 009 Yes, sir.

06 - 010 Yes, sir. In the letter, sir, wala mana sir sa gina pilit ka gid mag join.

06 - 011 It's okay.

06 - 012 It's involuntary man, sir. Anytime, sir, if you want to withdraw with the interview, you can actually withdraw, sir. Ano man sir ah, ethical consideration man lang na ah.

06 - 013 So, sir, I know for sure nabasa mo na ni?

06 - 014 Yes, sir.

06 - 015 So later on, pwedi kana di ka sign ah.

06 - 016 Yes, sir. So the title of this study, sir, is Culturally Responsive Leadership, a Grounded Theory on Strategies for Managing Diversity in an Agustinian Educational Institution, sir. So the main purpose of this research, sir, is to describe your current school practices on CRL, the Culturally Responsive Leadership.

06 - 017 And this study, sir, hopes to forward a theory that will explain your institution's culture in promoting inclusion, equity, and social justice, sir.

06 - 018 So as I said, you have the right to be informed consent, ensuring that you fully understand, sir, the study before agreeing to participate.

06 - 019 Okay.

06 - 020 So you agree with the…

06 - 021 It's okay. Yeah. I have already read this.

06 - 022 So, sir, your participation is voluntary, sir. So you have the freedom to withdraw at any time without any consequences. So your privacy, sir, and confidentiality are protected.

06 - 023 So no markings or no… I mean, your name will not be disclosed in the manuscript.

06 - 024 Okay.

06 - 025 So that's it, sir, to protect your identity.

06 - 026 So you also have, sir, the right to review the data. You have the right to ask questions because after this interview, sir, Sir Gilbert will be the one to transcribe our interview, and he will be the one to let you check all the transcribed nga mga interviews, sir, or your responses kung chakto gid man bala.

06 - 027 It's okay.

06 - 028 By the way, maybe next week, sir.

06 - 029 Sure.

06 - 030 So, sir, this interview, for sure, will take about one hour if possible lang, sir. Okay lang?

06 - 031 It's okay.

06 - 032 Dependi sa aton nga course interview, sir.

06 - 033 It's okay.

06 - 034 And there's no right or wrong answer, sir. You can actually speak in English or you can go as much as possible. Kung diin mo lang gusto nga comfortable nga makagamit.

06 - 035 Sure.

06 - 036 So before we start, sir, any questions in mind?

06 - 037 No. Okay naman. I will just ask questions along the way.

06 - 038 Oh, yes, sir. Thank you so much, sir.

06 - 039 So, sir, if you don't mind, what is your age right now?

06 - 040 I am 69 years old, going 70 by this coming May 30. [Laugh]

06 - 041 69? So you are still employed here in the university?

06 - 042 Yes, actually, because the Kinaadman Center for Culture and the Arts was established, I think, three years ago.

06 - 043 So the school needs somebody who is well-versed with the arts and culture scene of the school. Since I'm also an alumnus of the school, so I'm very familiar with tanan.

06 - 044 Okay, sir.

06 - 045 So, sir, at the moment, what's your highest educational attainment?

06 - 046 Pardon?

06 - 047 Your highest educational attainment?

06 - 048 Yeah. I graduated, actually, BS Commerce, major in Business Management, here in San Agustin, way back in 1978. Actually, it's not my choice, but I have to do it because it was the 70s, and, you know, especially my mother was a businesswoman. So during that time, she wants me to be employed, or during that time kasi, everybody's into having to work on a white-collar job.

06 - 049 So that was the trend. But personally, my love is in the arts, but I have to do it.

06 - 050 So how many years have you been in the College of San Agustin, Bacolod? [Laugh]

06 - 051 After graduation, of course, I worked in several companies, but I was hired by the school in 1990 when the school established the Performing Arts Scholarship Program.

06 - 052 So the first three groups that the school organized was theater, dance, and choral. So I was assigned to be the director of the theater. And eventually, after three years, we named—originally, we called it the CSAB Drama Guild, but parang it's so generic. So we decided, eventually, to come up with a name, Kanlaon Theater Guild.

06 - 053 For the dance group, my former teacher, when I was still in college, was the one who was the director during that time. And the Kalinaw Choral, we hired somebody who was a graduate of this institution also. But she studied music in the University of San Agustin. So—no, I'm sorry. somebody who graduated from the University of San Agustin. He's from Iloilo, Bing, and he was employed by here. So yun, 1990. And I stayed here for… from 1990 to 1997. After that, I left—I worked as tourism officer of Murcia, and that's my hometown. And I returned here from 2001 up to the present.

06 - 054 Oh, okay. So it's too long naman, sir, no? Yes. More or less, though, mga 30 years? 30 years, yes. Estimate nana sir, 30 years.

06 - 055 Okay. So to what department you belong, sir, as of the meantime?

06 - 056 Actually, I am under the office of the vice president for student affairs. In the my early years, 70 years, I teach English, specifically theater arts, for English major students under the College of Arts, Sciences, and Education.

06 - 057 So after that, when I left for Murcia, I stopped teaching. And when I returned, I already asked the good father, no more teaching, father, I will just concentrate on the performing arts.

06 - 058 So right now, sir, you are the director?

06 - 059 After Mrs. Fontanilla retired, I was appointed as the overall performing arts director. So in 2001, another group was added, that is the brass band. And ayun, I was the overall performing arts director until 2023, when the Kina-adman Center was established. So I was appointed to be the director.

06 - 060 And the performing arts is under the Kina-adman Center for Cultural Interaction.

06 - 061 For how many years, sir, that you are the director of this specific organization?

06 - 062 Actually, when I returned from 2001, when I left, my former student in theater arts, Mr. Ian De Ramos, took over. And when I returned, I was the director for until 19… no, until 2015

06 - 063 Now, the Cagayon Dance Group in 2015 has no more artistic director. So I told the good father, I can't be the artistic director of the dance group because my former student, who is now also employed here, Mr. Rick Salana, took over the directorship of the Theater Guild. So from 2015 up to 2023, I was the director of the Cagayon Dance Group.

06 - 064 And so I decided that, you know the young blood has to take over, so I resigned from the Cagayon Dance Group until being the director of the Kina-Adman Center for Culture and the Arts. So that's it.

06 - 065 So being the director of the Kina-Adman Center for Culture and Arts, what role do you play in this part?

06 - 066 The good father appointed me because they know I have connections in the regional, national, and even international institutions like MCCA, CCP. And of course, being an old-timer, I had established connections with our local government units here in the province, and even in Bacolod, and even the regional level. So that's one advantage, maybe because I am the oldest guy here in the institution.

06 - 067 So that's your role, sir? Aside from that, sir, you are doing community outreach or what?

06 - 068 Yes, actually because my background was way back in 1979. I took up theater arts in Manila under the Philippine Educational Theater Association, or PETA. And after that, when I returned here in my hometown, Murcia, I met a good friend. He's already dead, the late Father Miguel Carrion, who was the assistant parish priest of the parish of Immaculate Conception in Murcia.

06 - 069 So we established the Christian Community Theater. It's a community theater composed of drivers, vendors, young people out of school. So ang focus namon is on Lenten place, a religious place, Holy Week, Christmas, and so on. So we ran that. That was a very good exposure for me to be grounded on the for community.

06 - 070 And at the same time, prior to that, I also worked as a technical and artistic director of the First Farmers' Human Development group in Dos Hermanas. So I touched base with the Hacienda workers because during that time, way back in 1979, there was a sugar crisis in the province. So that was a very good training ground for me.

06 - 071 And of course, when I was hired by San Agustin, I already had established contacts with, specifically, very strong, Silay City, Dos Hermanas. And during that time, we were able to get funding from ESERIOR. It's an organization in the European community that gives funding for development, whatever development projects.

06 - 072 So we were able to conduct several workshops in almost all the parishes here in Negros Occidental. And yun, may mga connections na. And plus the fact that in 2001 to 2007, I was elected to be the executive committee member of the Committee on Dramatic Arts of the National Commission for Culture and the Arts. So yun, connections on the national level.

06 - 073 Plus, the province of Negros Occidental also hired me to be the director of the Indigenous Peoples Month during the Panahat sa Negros Festival. So yun, until the IP communities.

06 - 074 So it's a wide training ground for me, exposure. And I've worked also with street children, with prisoners in the jail. I conducted workshops, so that wide.

06 - 075 So having that position, sir, how do you manage your time?

06 - 076 I think time is not a constraint for me because I enjoy doing it. So the moment you enjoy, walang time eh. I mean, kahit gabi or whatever. When I worked with the children in conflict with the law, I slept in the prison cell. I mingled with them, had to be with them to catch their, you know, to establish connection. So yun, wala because maybe number one factor, I'm single until now.

06 - 077 Second, that's what I want. So my family understood what I'm doing and they know that I am enjoying doing it. So time is no constraint. [Laugh]

06 - 078 That's good, sir. For almost 35 years, sir, in this institution, what made you choose to stay here in San Agustin?

06 - 079 Number one is the support of the administration. Second, the support of the community, the teachers, the students.

06 - 080 Parang, ang San Agustin has this parang, we are family. Parang everybody knows everyone from elementary to high school to college. Especially when we started na, small pa siya.

06 - 081 Although lately, since anu, nag-expand na, parang hindi naman masyado kilalahan gid. Maybe because of also of the schedule. But yun, ang isa, parang family siya.

06 - 082 So yun. So if you're family, sir, what made you pamatsagan, sir, in your community? Since you compare that as a family.

06 - 083 Oo. daw wala gid ko problema because number one, I think siguro because embedded man in the school, ang concept of mahilig ang mga teachers, the employees, the staff, and the student, the alumni. Sa mga cultural thing.

06 - 084 Because we have this tradition, we call it velada. It's a Spanish term for variety show. Since sang pag-establish ang school sa 1972, the pioneer priest that manages the school were Spanish.

06 - 085 So, nadala naman nila ila nga kultura na cultural activity as velada. So, Spanish. So, nagdako ko da, I grew up, because diri man ko naghalin.

06 - 086 And until now, gin-carry na siya naman kay daw tradition na sa sang velada. So, parang everybody halos siguro na had been here, nag-graduate, or ano, will always associate, pag-tignan ang mga word, velada. Ina bala ang, it's associated with San Agustin.

06 - 087 And so, that's it. Parang mahilig ang mga tao din sa mga amo na eh.

06 - 088 So, that's the reason also, sir, that you wanted to be part of this institution.

06 - 089 Yes, because, yeah, my support. And to think na, na the school would invest millions per scholarship. Because, you know, ang mga scholarship ni pila ni scholars? Apat ka grupo, nga libri ang tuition, ang iban libri gid hya, including ang miscellaneous.

06 - 090 Apat ka grupo, sir? Sa theater?

06 - 091 Yes, theater, dance troupe, the choir, and the band. So, ang choir na daan, ang ila-function is, primarily, they sing in the daily mass since we are a Catholic school.

06 - 092 Ang theater, kag ang dance troupe, because of maybe my connection with NCCA, kag sa Dramatic Arts, kag sa dance troupe, sa dance committee man. So, na-establish ko nga, I was able to bring them, not just here lang, kungdi even on a national and international stage. And partly, man siguro, because I think, I believe na, when you are happy doing what you're doing, what you do, it's easier to come up with ideas on how to do your dreams.

06 - 093 Like, way back in 2019, before the COVID, we dream of bringing the kids to international stage. So, there was a Bangkok Theater Festival. And so, we planned, although ang school, wala sa budget, but I called for a meeting with the parents and told them na, of course, this is the chance for your kids to go international, to experience international theater festival.

06 - 094 And so, we required that, wala man pilitay voluntary, those who would like to join can chip in 20,000. That will cover the hotel, airfare, and so on. So, nag-sugot man ang mga parents.

06 - 095 So, we did it. Na, the school was amazed, because even ang school, wala ganyan nakakontribute. Pero, after that, daw kanami, man na-inspire man ang school na, actually, next time, we will support.

06 - 096 So, you just sometimes, you just have to prove na, we did it, now, what's next? [Laugh]

06 - 097 So, serving as director, is it financially compensated, man sir?

06 - 098 We don't count gid ya, kung masiling kagid ngaa, just like sa on the national or international na mga kwan. Indi..

06 - 099 But in this institution?

06 - 100 Kung diri lang, hindi siya, masiling ka nga dako gid.

06 - 101 Pero, because since, amo lang na guro, I think, siguro, because when you enjoy doing what you do, it's easier to look for other logistics. And at the same time, siguro, because hindi man strict ang school in terms of, kag kabalo man sila nga limited, in terms of me accepting engagement outside of the school. So that, ano, nakadako man nga bulig, because I'm always invited to do workshop, lectures, or judge in some events in the country.

06 - 102 So, yun, nakompensate man siya.

06 - 103 So the institution itself, sir, is really supporting your concept?

06 - 104 Yes. And at the same time, kwan man siya, complimentary man, because I always bring the name of the school whenever I judge, whenever I go to workshop. So, okay lang ang school nga, nami-an ko, because unlike sa iba nga kwan, you have to be from 8 a.m. to 5 p.m. diri. As long as you, within the school year, you perform or you do ang imo nga ginplan, it's okay.

06 - 105 That's good to know, sir. So, what do you enjoy most, sir, about working here in being in an Augustinian educational setting?

06 - 106 I think because of the familiarity vgid ya no, familiar ka na sa mga tao, people come and go, of course, yung iban nakalamatay na, pero may nagka-takeover.

06 - 107 Pero ang mga bag-o nga gasulod, siguro because of mga storya man, they will already, I don't know them, but they know me, because, siguro because, nga lapta man. Ay, siya na di ya. Amo gid mana siguro ang advantage kong being a senior. [Laugh]

06 - 108 Hindi man kita-on.

06 - 109 Huo. [Laugh]

06 - 110 So, sir, of course, for the span of 35 years or more than that, you already managed to experience a lot of cultural diversity in terms, in this institution, di ba, sir, no? What are those cultural diversities, sir, nga na-managed mo na or na-experienced mo na, sir?

06 - 111 Kung diversity lang ka damu-damu, because I had already mentioned, no, you deal with, of course, student performers, no? You deal with, there was a time, nga, although nga ari kami diri pero we make sure nga these students, members, will be exposed outside.

06 - 112 So may mga outreach performances kami, sometimes in the parishes, no. So far, ang iban, sa ila, mga alumni na nag-graduate na, pero may ara man. Sometimes, I involve them also sa atong na mention ko, nga, I conducted workshops for people under, in conflict with the law. So far, ang daw wala na lang nalab-ot siguro ang mga senior citizens nga sector. [Laugh]

06 - 113 Pero, ka-diverse di siya, and even now, ang mga alumni namon, nag-create man sila outside of the school, yet, parang connected, in a way, with the school.

06 - 114 Ang sa theater, they have established two groups. One is, they call it Balangaw, and the other one is Dagyaw. Balangaw, mostly, composed of mga LGBT community.

06 - 115 And, ang Dagyaw naman is our talagang alumni lang na, who still have the passion for theater.

06 - 116 So, within their group bala sir, daw damo nagid diverse gid even the members itself are diverse?

06 - 117 Diverse na, oo. And, of course, with this IP museum, there's a way back in 2021, during the height of COVID. No, before pa sang COVID gali, at the implementation of the K-12 program, damo sa mga teachers sa college na medyo na-displaced because wala sang enrollees sa college, no? For two years, kay na-extend sa senior high school.

06 - 118 So, ang school nag-apply sa CHED because during the time, ang CHED nag-offer man sa program na, paano mamuligan ang mga teachers na na-displaced kay na-extend ang senior high school. So, nag-apply kami sa CHED for some college teachers to be researchers muna. So, ang focus is on the indigenous people.

06 - 119 So, for two years, amo na siya. And paano ma-apply, ang ilang exposure sa IP community, ma-apply man diri sa different courses sa school. So, after two years, with the confirmation naman sa mga IP community nga gin tap namon, specifically, ang Ate community in Isabela and ang Bukidnon sa Don Salvador Benedicto.

06 - 120 Like, for example, sa College of Engineering. So, ang field nila, nag-focus sila sa IP architecture. Anong mga balay sa mga IP? Ang sa kwan naman, sa College of Health and Allied Services, nursing, medtech, and pharmacy, nag-focus sila on herbal medicine, traditional herbal medicine.

06 - 121 Ang ano naman, College of Arts and Sciences, nag-focus sila sa mga dances, rituals, and so on. So, parang, amo mani siya, ang mga folktails, so, gin-share sa mga teachers sa ila mga students. And ang mga estudyante, nag-showcase man sila kung na-learn gid nila.

06 - 122 And ang mga IP, nag-invite namon to validate kung tama ang gin obra nila, kung hindi. So, the product of that program is this one, ang IP museum. So, ang mga iban ni nga mga artifacts ni, gin bakal gid na namon sa IP community. Para man, syempre maka-earn man sila, no, at the same time.

06 - 123 So, sir, how's your personal background or experiences shaped the way you view cultural diversity, sir? Nakabulig bala ang background mo, sir, para kung anong pag…

06 - 124 I think, kadako, gid sang nabulig, because, number one, siguro, I don't know, but ako, amo mana ang tulok ko. Some of the people, my former students, who had moved on, either they have graduated, ang iban wala man sila ka-finish gid, pero, nag-drop sila.

06 - 125 Pero, may ara gid ya iban, nga nag-continue sang ila nga passion. Ang iban nangin teachers na. So, sila, mismo, sa ila nga respective communities, they do, it's either sa choir sila, o sa theater, gina-continue nila.

06 - 126 Ang iban, had established their own, may ara sila, I can cite diri, sa Bacoldo duwa ka Music Studio, na sila nagid ga manage, because they were former choral members. May ara man nga, sa dance sila, naka-establishment man siya sang dance school. Ang isa, kay sa theater siya, I don't know if you know him, si Miss Jillian Dinoro Vila Cuatro, na establishment man siya school for mga beauty queens naman nga train, from the kids to… Nakita ya, siguro. Well, mahilig kita nga mga Pinoy sa beauty pageant, so there is money in there.

06 - 127 So, na-gamit nila, ang isa si Charles Kevin Tan, who is still a singer, so, gin sige gid ya nila. So, para sa akon, ang muna nga nakabulig ko, shaped me gid, because I inspired them nga, there is money in art. Sang una, when my mother told me nga, there's no money in art, siling ko, ambot sa imo, Mommy, kung buhi ka pa, I can lie to you nga, sige ah maubra ko di, but how sure are you, kung mapatay ka, I will still, sigehon kuna ang gusto mo. I am just being honest with you, nga buhi ka pa. And now, siling ko, sometimes, when I visit her grave, ga hamabl gid ko nga, Mommy, ina ang wala man ko nag hinulsol ah. Naga earn man ko.

06 - 128 I am not that rich, but I am rich with experience, I am rich with friends, and sometimes, gani, I am rich with so many material things, being given to me as gifts, or as tokens. And, siling ko, anhon ko mani? Ginapanghatag ko naman lang gani sa mga bata - inyo na lang ni. Do, I think that's it.

06 - 129 So what's, Sir, what's one memorable experience you have experienced, while working with the people from diverse backgrounds, Sir? May isa lang gid sir, or…

06 - 130 Very memorable man gid.

06 - 131 Or any lang sir ah.

06 - 132 Daw may one, kay kadamo gid sang memorable. [Laugh]

06 - 133 Just choose bi, sir.

06 - 134 Ano man?

06 - 135 Like, diverse backgrounds, Sir.

06 - 136 Ang siguro nga, again, again, the question is?

06 - 137 So, what's one memorable experience, that you have had, while working with people from diverse backgrounds, Sir?

06 - 138 I think, at this point, ang memorable experience ko is, finally, naka-establish sang, ang San Agustin, sang Center for Culture and the Arts. Because, ang una, performing lang. Subong, with the Center for Culture and the Arts, we are not just performing, but, we now, train our students to do research, and, eventually, to do publication.

06 - 139 Kay kanugon lang nga, sagay lang kamo perform, wala man. So, we need to do, to write that, we need to document, be it, in writing, or in video, kay ara na, kay ila naman niya field sang mga young people, and publish it, no? Broadcast it. And, that's one.

06 - 140 Second is, pinaka-memorable man siguro would be, para sa akon, that would be my, my legacy to the school. And, I am back, to my, hometown, Murcia, as consultant, sa tourism, kag sa Arts and Culture. So, in a way, ang mga young people man to nga nag-takeover na sang tourism office, I share stories, and, amo mana ang ila dyapon daw inspiration man nga ah, okay. So, partly man, history eh. Kay, ikaw ang pinakatigulang, ikaw ang kabalo sang historia, so, you have to share that.

06 - 141 And, even, sometimes, well, moment, may mga moment, especially during the COVID. I was able to, wala man ko ya ubra sang COVID, gin, kwan ko, gin, sulat ko sa Facebook, ang akon experience. And little did I know, that, diri sa subong, ang associate ko sa, Center for Culture and the Arts, gin save yan na. And, was able to come up with a video, based on my writings. So that's it. So, parang, na-inspire nako nga, ayan.

06 - 142 Siguro, maybe at this time, especially nga ti, syempre, when nagatigulang ka na, naga slowdown ka naman. So, what else can I do? Siguro, this is the time for me to document, isulat ko na before ko mag Alzheimer's. [Laugh]

06 - 143 Not really, man sir ah. healthy ka ya dyapon.

06 - 144 So, sir, if you describe your leadership style, I know you are handling more people, as part of being a director, in three words, how could you describe this, sir, in three words?

06 - 145 Um, Leadership style?

06 - 146 Number one is to inspire. Inspire gid, tell them stories, tell them your experience. That's it.

06 - 147 Then second from inspire, lead. Dira nada sila. Expose them, introduce them. Do not be selfish nga akon lang ni ya. E share ang tanan nga ara ah. Lead them.

06 - 148 And inspire, lead. And third is to visualize. Kay ka indi lang pwedi nga kuntento kana lang di.

06 - 149 Dream. Visualize what will be the future. And how to do visualizing? You have to be attuned to the times. So, ara ka da, panilag ka. Research or ano pa. Ang imo experience will tell you what else, ano ayhan ang future?

06 - 150 The future is today. Kung ano ang gina ubra ta kag kung ano ang gakatabo subong, that will be our future. As long as e lead mo sila and inspire them.

06 - 151 Okay sir. Your work being immersed with different backgrounds here in San Agustin, sir. Do you think the school or the institution is practicing a culturally responsive leadership, sir?

06 - 152 Actually, yes. Because especially now, I am very happy na at this stage, I'm about to slowly slow down.

06 - 153 Our present president is very adamant gid ya ya to push through with his 15-year strategic plan which includes this Center for Cultural and the Arts. And, well, hopefully, it will materialize.

06 - 154 Ang center will become the, maybe, regional or provincial center for training. Not just for training man and indi lang siya nga training lang kung di nga may certification. Ina bala kung baga, even if you don't graduate sa college, kung may two years of training ka with us, as a center, that will be your, this is my diploma, this is my... amo na siya. So, amo na siya ang isa ka dream namon.

06 - 155 And we are slowly working on that. Although, medyo kwan lang anay e, we don't publicly announce kung ano gd ang details. But we are into that, no? And hopefully, with our president, eventually, mangin university siya and autonomous.

06 - 156 Pero, of course, we have to work on it. Nakita niya na kung ano ang mga kulang, kung ano pwedi. So, ang nakita nga isa gid would be, do more research, do more publication, and then more engagement. Especially now, kahapos na lang after COVID, international na.

06 - 157 Go local, international na, kay kahapos nagid lang subong. Huo, I myself na experienced ko gid eh. Little did I expect nga at this senior year, I was able to get a fellowship from Uppsala University in Sweden for four months in 2022.

06 - 158 And last year, in Estonia, in another university for two months. So,may mga amo na siya nga, siguro it is a God's blessing. This is my gift for being there wholeheartedly. And the Lord knows nga, ari ah, may gift man ko sa imo ah. So, I'm very contented. [Laugh]

06 - 159 So, in the context of being an Estonian, how do you define culturally responsive leadership?

06 - 160 Culturally responsive leadership, number one, is you, as an artist, you are being given a gift to share. To share your gift, share your talent, share your knowledge, share.

06 - 161 Ikaduwa, we are guided by man sang Augustinian values man bala. Unitas, caritas, veritas. So, unitas is to unite, to connect with the community.

06 - 162 And then, viritas is truth. Ano ang ara? And caritas, charity. So, we share. Daw amo na.

06 - 163 I think amo gid na nga guidance ang core values gid of the Augustinians.

06 - 164 Which is your true definition of being a culturally responsive leadership, sir?

06 - 165 Yes.

06 - 166 So, sir, what specific leadership strategies, sir, do you implement to promote culturally or cultural inclusivity?

06 - 167 Number one is to be open. You have to be open. You don't have the monopoly of knowledge and experience. So, you listen even to simple people because that will also guide you. Open ka gid siya.

06 - 168 Second, be responsive. I mean, nakita mo na nga hindi amo, bay-an mo lang. Daw pwedi man lang nga there are several ways of correcting it or It could be violent because I don't. It could be active non-violent. More, amo na siya kay because as Christian, as Catholic, so amo na siya. Ma response ka, nakita mo.

06 - 169 And third is stick to the truth. Kaya no matter bisan ano ta kaliso-on ang tanan, mabalik gid na siya ya gihapon, maguwa gid ya ang tuod-tuod. And as long as you're honest with yourself, maano gid lang na siya. May mga challenges, definitely, pero mabalik gid na sa yagyapon.

06 - 170 Correct, sir. So, sir, earlier you mentioned the core values being implemented or being imbibed with you in this institution, Unitas, Veritas, and Caritas. So how do these values, sir, influence your approach in managing cultural diversity, sir?

06 - 171 Unitas, syempre, you are not alone. You work with the community. So that doesn't mean, nga kung unitas. [laugh]

06 - 172 Daw unity team. Joke. [laugh].

06 - 173 Maupod ka na lang. Of course, the unity means you maupod ka sa kaayuhan. Okay, amo na sa ang unitas.

06 - 174 And veritas, as I said, ang truth. So, stick lang ta ano ang truth. Ano ang..of course, the Catholic teaching, ang teaching of Christ, ngaa na imbibed namun, amo na siya.

06 - 175 And Caritas, being responsive, being generous with your talent because the moment na ubrahon mo na siya, gabalik mo lang sa imo. Daw amo na culturally responsive siya.

06 - 176 And of course, maattuned ka man dyapon sa kultura mo eh. Although we are, may western kita ya nga education, but slowly we have realized along the way, especially now, na may ara kita yung Filipino psychology, Filipino values, which we should also adhere to.

06 - 177 So sir, for 35 years or more than that, what challenges have you encountered, sir, when addressing cultural diversity in this institution, sir?

06 - 178 Challenges. How can I sustain it? [laugh] Siguro ang question is more of sustainability. How do you sustain this? So, amo na challenge gid nga dako. And at the same time, since you know you have to sustain, then you have to look for ways and means to sustain that.

06 - 179 So sir, how do you respond if ever there is a cultural misunderstanding or conflict?

06 - 180 Sometimes, you have to... Ang akon, based on my personal experience, sometimes you have to...parang hindi man retreat, you have to... Yeah, siguro ang retreat. Kung daw ang kainit gid, bay-e da ah.

06 - 181 And then, based on my experience, maabot man lang na siya, nga there will be a healing, there will be a realization, and then slowly you return to what you had started, but now on a different level.

06 - 182 Can you share your specific experience?

06 - 183 Ah, yes.

06 - 184 Where you successfully navigated a cultural challenge?

06 - 185 This is very personal. But anyway,

06 - 186 Just don’t mention names.

06 - 187 Yes, sir.

06 - 188 Way back in 2007, na-recognize kami nationally. I was part of the team that was recognized nationally in a cultural scene, but may iban nga... they felt nga... they were left out.

06 - 189 So, they challenged me na... bakit ganon, amo na? There are some questions. Why did you not involve us? May mga amo na. So, at that time, parang I already have in mind na... Oh, no.

06 - 190 This is going to be tumultuous. If I stay here, gasulit sulit lang ni siya. I better move out. So, that's what the time that I moved out of the school for almost five years. Oh, mga four years. So, I went back to my hometown. And I was accepted kay kabalo man sila nga I already have training didto. And then, nag-abot ang time nga the one who mistrusted me was the one also who called me and… [laugh] Rudy, balik kana di. We cannot do it alone. We need you. So, that was... Okay. So, I returned here. And until now, wala man. We're good friends.

06 - 191 At least, Sir, you successfully navigated the instance wherein grabe ang impact sa life mo man.

06 - 192 So, your school, Sir, this institution offering training or program nga nag-enhance ang cultural competence among your staff and faculty?

06 - 193 Actually, ang focus naman in the past few years, more sa mga scholars, gid lang namon. We are expected to, every year, come up with productions and so on. So dira lang kami.

06 - 194 Pero may mga request man sometimes from other schools or communities to conduct a workshop. As long as may request, naga provide kami man. So, daw amo wala na siya.

06 - 195 And siguro with this center na, basi hopefully, mas... Amo to, I have already mentioned nga, we aspire to be one of the either provincial or regional center for training, gid ya. With certificate na. Indi rather that, you just pay, and then that's it. So, ini ya, to be certified by a national agency.

06 - 196 So, Sir, how do you ensure continuous learning and improvement regarding this cultural responsiveness?

06 - 197 I am happy because si... The administration told me na, even if I retire na, they will hire me as consultant. So, don't, but don't rush until na, masettled, maplastar na siya.

06 - 198 So, siguro, I think that will be my contribution. And ang happiness ko man because the people whom I appointed man to be my associate are now doing it well. So, daw ka happy lang ko.

06 - 199 Of course, with some, I have to condition myself also na, may bag-o man sila yung technology, may bago sila yung reality. So, I have to respect that. But, I have to wait for them to ask me what else.

06 - 200 Pero kung wala, don't meddle because that's what was my experience before.

06 - 201 So, Sir, in what way, Sir, do you engage your stakeholders, including your parents, your teachers, and other in the community in fostering a culturally responsive environment, Sir?

06 - 202 I think dialogue is one. When we do training during summer, we come up with recital. And during the recital, we invite the parents for a meeting for it to orient them. And then, of course may mga separate man nga mga orientation for our scholars. So, they should know ano ang mga responsibilities nila as scholars, and responsibilities sa mga parents man.

06 - 203 And of course, they know may mga, they have to make some adjustments like late-night rehearsals, mga amu na siya. So, important, gid is dialogue. And not just with the parents, but even with the administration.

06 - 204 So, we have to update them. Father, amo ni ya ang bago naman. So, we have to adjust, siguro. But luckily man, ga response man sila.

06 - 205 Even the community, Sir, do you have a community outreach program?

06 - 206 Yes.

06 - 207 Specifically in the culture part?

06 - 208 Oo, yes. That's why nga siguro, may mga outreach because they themselves, ang mga community nga naga -request because kabalo sila nga may track record na kami. So, they trust us to be there to guide them. Huo so, kung kis-a may mga production, they would request them for us to be technical advisors or dependi sa ila nga need.

06 - 209 And other schools also, Sir, are inviting you as their source speaker?

06 - 210 Yes actually. Sa Murcia, sa mga nearby, usually nearby schools, laban lang. Kay siguro man logistics man gyapon eh.

06 - 211 Yeah, correct, Sir.

06 - 212 So, in this school, Sir, in this institution, what policies do you think are in place to support the cultural diversity and inclusion, Sir?

06 - 213 Number one, this one is ang center, pwedi gid eventually, na may center na siya. Because ang center can ask for a budget in support.

06 - 214 Another one would be may office man on community outreach. So, yan naman, lain naman sa ya nga field. Pero related gyapon.

06 - 215 And there's an external relations office. So, this external relations office deals with the parent, the alumni, and even mga institution outside. So, we work hand-in-hand man.

06 - 216 Kung diin, maka buligay bala haw. For example, sa external, sometimes sa academic, kay ka wide sang iya nga scope. So, importante lang collaboration. Kung diin kami kasulod. As long as, kabal- anay lang bala. Kung siya ma-request ang outreach, nga may amo kami sini sir, pwede kamo kabulig? Amo na, okay. So, daw amo na

06 - 217 Are there any written policies regarding this cultural diversity and inclusion in this school?

06 - 218 We just finished the 15-years strategy plan. I was not able to attend because my associate ang nag-attend na because he will be taking over. Pero, they updated me what was.

06 - 219 So, isa na sa mga sa 15-year master plan. Ara gid na siya because during their planning, they were told daw na do not repeat what is already done. Come up with new ideas, new strategies that we can reach our goal of being eventually a university and an autonomous university.

06 - 220 So, may mga specific gid na siya nga mga program. Of course, hindi ko man siya ma-reveal gid tanan.

06 - 221 So, it's good na that you have there the plan?

06 - 222 Huo may ara na siya.

06 - 223 Policies regarding this cultural diversity?

06 - 224 So, sir, how do you align the institutional policies with your culturally responsive leadership practices?

06 - 225 Because, ti ara mamn kami ina nag may ISO. So, tanan documented. Ara ka sa ISO documented. So, the documents speaks by itself. Kay ti ang kada office gina provide dan and then gina update man ano na ang gakatabo. So, in a way that is already a guide and then from time to time kaya may mga kwan man may general assembly and presentation of maybe, actually gani subong, kahapo man, kay daw kada bulan may update update update.

06 - 226 I think it's good para bala because of the fast pace man subong sang lifetime ta. So, kinanlan dasig man siya kay mawigit ka. So, mga ano na siya, guru.

06 - 227 In your curriculum sir, in this institution do you actually implement or embed this culturally responsive diversity and inclusion facilities?

06 - 228 I cannot outright say nga, kwan because I'm not involved sa academic naman kay support group kami ya mo, ang center. So, I am not in a… indi gid ko updated sina dira.

06 - 229 Okay lang sir.

06 - 230 So, sir, what role does institutional leadership play in shaping a culture of inclusivity?

06 - 231 Again, again.

06 - 232 What does your institutional leadership play in shaping a culture of inclusivity, sir?

06 - 233 I think since documented man ang tanan and what is good is, ang akon na associate subong will be the incoming director is tech savvy and ma-uti siya na document niya tanan. So, these documents will be in a way will be our guide because ara siya, nag hindi lang sugilanun lang kundii ara siya recorded siya. And that in a way will help shape or will help ang ginahambal ko nga cultural inclusitivity.

06 - 234 So, sir, how do you assess, from one to ten, the effectiveness of your cultural responsiveness initiatives?

06 - 235 I would say siguro mga between seven, hindi man sa perfect gid eh.

06 - 236 May mga challenges pa man and that needs to be addressed. So, at least seven because damo naman kami sang na achieve in the past since we established the scholarship program sang 1990, damo naman kami na achieve pero more on performances now. Now, we have realized we need to publish it.

06 - 237 What do you mean, sir, publish it?

06 - 238 Publication, because ina balang kadamo nasa na sang obra namon pero daw wala bala mga… ang school usually, may mga publication gid na.

06 - 239 But in your department, cultural department?

06 - 240 So, amo na subong trust gid sang present administration nga ang ano pa ang nagkalatabo sang una can we this document na already.

06 - 241 Kay ara man siya may mga documentation pero wala bala , ara lang da siya guro sa archive pero wala siya na publicize wala siya bala na publicize, wala sa na public. So kanugon man.

06 - 242 So, so sir, what indicators or parameters do you use to measure success in promoting cultural inclusion, sir?

06 - 243 Parameters.?

06 - 244 If it's really promote pagiging cultural inclusivity in this institution?

06 - 245 Ang parameters siguro would be the number one is the recognition, the awards we got, the accolades we got by doing this.

06 - 246 And second would be our graduates, our alumni nga inang not all of them went into the performing arts but they practice what they have learned in terms of production management, stage management and so on. Sa ilang respective nga mga careers or sa ila gid na nga kwan.

06 - 247 So, it's more sir, on the quality of graduates?

06 - 248 Yes, the quality of graduates, yeah. I even was surprised sang una because may ara kami isa ka member parang we take him for granted na. Ga offer siya disco for that and so on. And after graduating a year after, nagbalik di siya looking for me just to say thank you because he was proud na manager na siya kuno sang isa ka establishment.

06 - 249 What? Siling ya, it helped me nga gin sugo sugo niyo ko because I learned a lot. Mga amo na siya siguro, the quality.

06 - 250 So, sir, last part na lang to sir.

06 - 251 So, what improvement would you suggest, to enhance the cultural responsiveness in this institution, sir?

06 - 252 Okay. Improvement would be how does the school or ang iya nga community response to what is happening outside, to the world. Maybe sa immediate community any and sabelow gid. So, we have so many like nowadays, we talk about climate change, we talk about mga amo na siya. So, how do respond to that? So, siguro that should be part of our training man.

06 - 253 Hindi lang nga, nag eskwela kadi kay nursing ko, wala ko labot sa amo ni. But ang tanan, holistic bala nga learning, you are aware of what's happening and how you can be a good citizen, not necessarily to be great citizen, but doing your part as a number one Christian, Catholic, kay ti amo mana ang vision mission ayhan. A Catholic school. Daw amo na.

06 - 254 So, sir, being a Catholic school, is it indi budlay ang pagiging, ang paghatag sang cultural responsiveness, sir?

06 - 255 Daw indi man. Actually, ang San Augustine not because nga Catholic school siya. Damo kami di students nga 7th day Adventist, mga ano. So, wala man problema.

06 - 256 In fact gani ang iban namon sa choral, they sing in the mass, pero hindi sila ya Catholic. But, of course, they need the scholarship. So, no big deal man lang. Daw okay man lang.

06 - 257 Okay, so you accept that, sir no?

06 - 258 Yes. Huo.

06 - 259 Regardless of the background or differences that they have?

06 - 260 May iban man nga ti daw kabudlay gid because like specific 7th day Adventist, ti kung kada Sabado they are not available, so budlay man guro.

06 - 261 Pero sa iban may mga members kami sang una nga mga Iglesia ni Kristo, okay man lang ah. Wala na ya. Ang religion is not a... May mga Muslims pa gani kami diri nga students man.

06 - 262 Okay. So, sir, how can future leaders be better prepared to manage cultural diversity, sir?

06 - 263 Be better prepared. Siguro ang this center, my dream, can create or can produce people who can manage the center well. Kay panugod lang kami 2-3 years palang.

06 - 264 So, we need now people who will be into it and who would expand, indi lang sila ya sa performance, but rather arts management, cultural management, mas lapad na siya nga field. Which, actually, ara na siya ga amat-amat because we don't rush it.

06 - 265 Pero, I am very happy, especially for our theaters. Because ang theaters ka dynamic eh. When you are in a theater, dapat trained ka sa stage management, production management, etc. Plus, nag add na subong social media, ang technology. So kadako gid sang nabulig.

06 - 266 So, gina gamit niyo man sir ang social media to promote?

06 - 267 Yes, actually. Actually, part man sang ila training nila subong. Like for example, kung kis-a once a month, ga conduct sila live interview with mga sila cultural artists. Mga amo na.

06 - 268 Nga to share lang kung ano ila experience. Sila man ga produce. Sila man ga upod set up sang camera, ila gid sila tanan. It's a very good training ground. So daw amo na. And I am happy man nga ang mga nag graduates namon, nagamit gid nila. Gina hire sila dayun.

06 - 269 It's good to know, sir, that you have lots of graduates nga from your department, sir, you must be proud of them. Of what you have shared, skills and knowledge.

06 - 270 And even ang iban sa amon, kay siyempre siguro financial, wala bala naka tapos aw. Nag second year na, nag we drop out. Pero ga connect man diyapon sila. They are working. And nagamit gid nila ang ila nga ano. So, actually, ga plano kami subong ngaw we call for a gathering. Basi amo na ang isa nga dream namon na after 35 years, abi mapatawag man taya alumni sang performing arts nga homecoming kita.

06 - 271 And what can we do now? Ina bala kumbaga, it’s pay back time ah. Sang una nag enjoy kamo scholarship, anay subong kay mga professional na kamo. What can you do to help the young people nga naga pasulod naman diri? So daw amo na ang isa nga plano namon. [Laugh]

06 - 272 It's good to know, sir. So, last question, sir. Sir, in the Augustinian context, since you mentioned earlier that you really implemented culturally responsive practices in this university, so what advice would you give to other educational leaders seeking to have these culturally responsive practices?

06 - 273 Ang iban siguro nga mga institutions may ara man sila ya own experience, own trusts on how they will do their cultural agenda.

06 - 274 So, we respect that. Ang importante lang siguro, basi pwedi nga mag collaborate, may experience or may network. May experience ko mismo mo sa theater way back during my time as a dramatic arts committee member. Nag patawag ko ya initiative lang ina ang meeting sang mga theater directors in Western Visayas. They came. So wala man kami gani ya budget. Amon lang ya personal pocket lang. Pero nag converged kami. And until now, ina nga network is still active.

06 - 275 This coming May 3 and 4 gani. Ma meet kami sa Ilo-ilo. Mga elders nani ha, ang iban manghod sa akon pero ma consider nga mga senior naman abi. Kay ga plano kami nga ma pungko liwat and identify kung sino nga mga successors namon. Sino ang mga second liners namon.

06 - 276 And at the same time, Ano ang trust ta? Asta lang ta diri? Can we down, daw international subong ang trust? So, can we do that also? So, daw amo na siya.

06 - 277 Anything more, sir? Before we end, anything more?

06 - 278 Okay lang to.

06 - 279 Sir, thank you for your time, sir. Thank you so much. It's really nice talking with you, sir.

06 - 280 It's very nice. Okay, sir. I'm sorry.

06 - 281 Okay, sir.

***I have reviewed the transcribe interview and confirm that it accurately reflects what I intended to convey, ensuring that all transcribe information is true and correct.***

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07 - Vincent

07 - 001 Good afternoon, sir. Thank you for taking time to speak with me today. I'm sir Jardinico, sir. For my background, I'm a teacher also at Doña Hortencia at La Carlota City, teaching grade 7 and grade 8. Currently, I'm the classmate of Sir Gilbert in CHMSU and fortunately, I'm done with my dissertation. Then the panel members told him that he needs to look for an external interviewer since he's part of an institution, so he can't do it, sir. That's the reason why I’m here, today.

07 - 002 I believe, sir, you already signed the consent form? Actually, it's there and I don’t mind. But is it okay, sir? Yeah. It's voluntary, sir? Yes. There's no coercion, sir? Wala. Thank you so much, sir.

07 - 003 So, the title of his study, sir, is culturally responsive leadership, a grounded theory and strategies for managing diversity in an Agustinian Educational Institution, or CRL. Then, sir, your privacy and confidentiality are protected. Your name will not appear on the manuscript. So, anonymous ka, sir, for the confidentiality part.

07 - 004 The researcher, sir, ensures no harm comes to you as a participant and provides support if needed. Hambala lang ko da, sir, kung galain matyag mo later on or if you're depressed with what you've shared. Just be free to share everything as long as it can generate information based on his study. This interview, sir, will take about 1 hour and 30 minutes. If it will take just 1 hour, it's okay, sir, if your responses in this interview are enough.

07 - 005 Sir, you may answer in language you are comfortable using. You can use Ilonggo kay ako ga-Ilonggo man ko for clarity. Mixed pwede man, sir, para hapos man simo. There are no right or wrong answers, sir. Rest assured that all the responses will be utilized only for the study, sir, and will be dealt with utmost confidentiality. Before we begin, sir, do you have any questions in mind? Actually, none.

07 - 006 Can I start, sir? Sure.

07 - 007 First question, sir, if you don't mind, what is your age right now? Okay, I'm 45 years old, but tomorrow I'll be 46. Advance happy birthday, sir. Thank you so much.

07 - 008 Then, sir, so far, sir, at the moment, what is your highest educational attainment? I graduated Master of Arts in Nursing in Cebu and I'm currently taking a Ph.D. also. So, I'm in my proposal defense. I hope I can graduate as soon as possible. Diri man, sir? La Salle.

07 - 009 I'm taking up my Doctor of Philosophy in Nursing.

07 - 010 Then, so far, sir, for how many years, sir, you've been in Colegio San Agustin-Bacolod? I started here June 2019. So, around 6 years.

07 - 011 As what, sir, in 2019? As clinical instructor in the nursing program.

07 - 012 You are not an alumnus of this school? Yes, I was an alumnus. I graduated in 2004.

07 - 013 Okay. So, after that, I have so many challenges. Before, sa work and then there were times in my life that I don't know what's my path, but with the support system, I have achieved.

07 - 014 Currently, what department do you belong, sir? College of Health and Allied Professions Nursing Program.

07- 015 How many subjects do you handle, sir, so far? Actually, it differs from semesters. So, currently, I'm handling one subject, but mostly duties in the hospital.

07 - 016 What specific role do you have right now, sir, in the school? Currently, I'm the president of the CSAB Eagle Alumni Association, Incorporated. This is my second term. So, I've been re-elected last December 2024.

07 - 017 I'm also a public information officer of the CHAP PTA officer and I'm a faculty at the nursing program. So, that is my third position.

07 - 018 So, what specific role you have actually, sir, you are doing when you talk about being the president of the alumni association, sir? Being the president of the alumni association, my task is the welfare of the alumni of the school. I'm in charge of that and also, every year, there is a grand alumni homecoming. I'm very busy every year because after the succession of the key of responsibility from the previous batch, I will meet again with the new host batch. So, that is our task and also, we do corporate social responsibilities here in school. We do community outreach programs. Then, we do student welfare so that they will be aware of what an alumni is, what are the responsibilities. After you graduate, you just lose track of your school. You have a moral obligation as an alumni, to give back.

07 - 019 So, how do you manage your time, sir, knowing that you are an instructor at the same time, you are alumni president, and you are taking your doctorate degree in La Salle? That is very ironic because I think that was five years ago. I was a speaker. You know what the title is? Time Management of Filipino Nurses. I gave advice to Filipino nurses how they manage their time. So, what I do is I just do what's best for me. I don't follow strict rules or whatever. For example, I have a class, then I focus on my class. If I have my obligation as an alumni president, then I do that. So, I just focus on each task at hand. I do not overwhelm myself or whatever. So, I just enjoy what's ahead of me.

07 - 020 Do you have also your family, sir? Yes, I have a wife and two kids. How do you manage your time nga dapat may time kaman for your family? That is the most difficult question to answer because sometimes my class ends at 7:30 or 8:00. So, when I get home, I will spend time with the kids. I will do their homework. So, I give around one hour and a half or two hours spending time with them. Then after that, I will do my obligation as a teacher. Checking papers or preparing for my lecture notes ahead of time. So, siguro ang time ko nalang nabilin is, sa 24 hours mga 5 hours nalang.

07 - 021 You're still enjoying being a father at the same time as an instructor, right? That's why, joking aside. Some of them are asking me, how old are you? Because I don't look like 45. That is my secret because I believe that if you love your job, your job will love you back. That's my principle in life.

07 - 022 Right now, sir, you're still having a duty in the hospital? I supervise students. So, we have duties. For example, next week... But not necessarily, sir, that you're an employee? No. We just like... If in a different course, the OJT or something, you're just supervising them. For example, this week it’s duty week, and next week it’s lecture week but right now, because we lack clinical instructors, three days duty and then two days lecture in one week. So, I don't know. But it's okay man ah, kaya.

07 - 023 In the context of being alumni president, what makes you stay in San Agustin? Okay. Actually, San Agustin is not my first choice before. I was a Lasallian gid because nursing is just my second course. My first course was computer engineering in La Salle, but the one who influenced me is my brother, who is now in abroad. He's a nurse, but he graduated first. At first, I think, the first two weeks, daw mahibi ko kay I'm afraid of injections. Then, because gintry ko gid. As a filipino culture siguro no, nga bahala na da but I did. Then I survived. I graduated and passed the board. So, the rest is history.

07 - 024 What makes you ano, sir? What is the value that you see in San Agustin that in other schools, like given nga halin ka sa La Salle, what's the specific trait or value of San Agustin? Actually, there are three Agustinian values that go deeper in myself. We call them Caritas, Veritas, and Unitas. Caring or charity, virtues, and unity. San Agustin is just a small school and then most of the people here, students, employees, teachers, feel like a family. I'm not saying that other schools are not like that but I can feel something different here. Maybe, the Agustinian values because when we go on duty, the higher percentage in our duty scores is the Agustinian attitude. Not the skills, not the knowledge, but the attitude of being an Agustinian. There are so many schools who approach me to teach there. They offer bigger salaries, but I chose San Agustin because of that, the culture here in San Agustin is different.

07 - 025 Speaking about the culture, sir, are you also applying the cultural diversity here? Like you are responsive with the different types of life here in San Agustin? Given that you are also a president of the Alumni Association? Aside from that, no. I also teach transcultural nursing. So, the topic about the divergence or diversity, I also discuss them with my students. I don't mind if you belong to that specific, like for example, gender or cultural, the tribe or whatever or your tradition is different. What I impart to them is we should respect. So being an alumna also, when we have meetings, I also say that to my officers, representatives, that we should treat each other equally. No matter what the difference between cultures of each student, employees, or faculty here in school.

07 - 026 What do you enjoy most, sir, about working here in a San Agustinian educational setting? The strictness of the school is different compared to other schools. I will just mention other schools because I've been there. Daw ka lain. The teachers here, when I was still a student here… they want you to be more focus on your studies. I remember one teacher told me. May girlfriend ka? I said, yes, ma'am. Ay, break na anay girlfriend mo kay it cannot help you with your studies but actually, gajoke man lang na siya. Gin-ano ya sa mind ko, na ay tuod no? I need to focus on my studies. They're very strict. Especially if nubo imo grades. Indi na nga, like, ginpabay-an ka nila. They will offer their help. Where did you fail? What subject? They will help you. That's why I learned here that the San Agustinian educational system helps the students grow, not just in their scores, but whenever they graduate, they will be remembered. That’s a San Agustinians values.

07 - 026 How’s your personal background or experiences, given that you’re an instructor, an alumna president, shape the way your cultural diversity, sir? Personally speaking, honestly, I'm not this kind of person before I entered San Agustin. Pang-kanto boy na type. I'm not saying I'm into drugs or whatever. I'm always into fights, bullying. That's why I bully those from the other gender. That was before. I don't know. I think I was like Paul when he saw Jesus or something. When I entered here, there's something here that changed me. I can't do what I used to do before. I don't know. Daw may naga-pugong or whatever. Maybe the community here is different. In my personal experience, when I was here in San Agustin, there was something that changed me. I have yet to discover that. There is a contribution within the Agustinian community on how they treat people here. That is just my own personal experience.

07 - 027 What's one incident or experience where you can say that it's really authentic while working with people from various backgrounds? As a student or? Sa subong, sir. There was a time I thought I will not be here because I applied here so many times. I don't know why they did not call me. I don't know the reason why. There was a time when I was still working as a hospital administrator in Sagay, before. I visited… Actually, I have no plan of visiting here because they said it's like a prodigal son. They did not accept me. I think I applied here seven times. I passed my application letters. For being an instructor? Yeah, for being an instructor, but they did not call me. There was an incident, I think that was in 2018. I was invited for a seminar here in San Agustin. Actually, indi pako tani magkadto kay I feel, am I welcome or whatever, but I tried.

07 - 028 When I entered, I noticed that my former teachers hugged me and they welcomed me. Pero ang question ko, ngaa wala niyo ko gin-accept before? Pero indi ila fault. Maybe it's because of the administration or they did not have the kidney yet. But at that time, I felt something different. Maybe this is my calling because I took up nursing not to work as a nurse. Actually, my first love is education. Here's my experience. I studied after my nursing one year in La Salle, Education secondary major in social studies. Supplemental? Not supplemental. I started gid ya, my classmates were 17 years old. I was 28 or 29 at that time. My teacher was Ms. Sheila Uy. I don't know if you know her. There was a time also gin-patudlo ya ako, in front of my classmates. So, what? And then, cutting short the story. Maybe teaching is my passion but in a way, I'm using nursing as a way to impart my knowledge through teaching. I'm not saying that... That's why ga-duty ko sa hospital but not as an employee. To share my experiences with my students. When I see my teachers being welcomed, that's when I feel that maybe I'm gid man guro diri sa school. So, I tried. I tried to apply again. Then that time, I got a call. Mr. Salidong, please report amo na. The rest is history.

07 - 029 Being an alumna President, what specific leadership style are you actually using? Especially in a diverse background, in your subordinates. Yes, that's correct. In my officers, I think I'm the youngest. Most of my officers are way older than me. More experienced than me and I don't know why I was elected as President. Sila man mismo nag-elect sa akon as President. Actually, I asked one of them. Anong ara sa akon ngaa ako inyo gin-elect? They said, there's something in you that you can gather people. I said, okay. So, when I studied my PhD, this is where I learned that there's a difference between a leader and a manager. So hambal ko, diin ko di sa duwa? Is it half-half? Maybe my style is... I'm not the type that, for example, in a meeting, I just keep quiet and then let them speak. I don't impose anything. I'm open to suggestion, to critiquing. Maybe that's the way they like how I... because they are free to say whatever they want. I don't know what type of leadership. Lazy-sphere or... you can't call it authoritarian or eutopian style. So, I just give all of them equality and justice. Not because I'm the president, I can do whatever I want. We are one in this. What I always imply in their motto is, there's no letter I in the word we. So, please always say we, not I. We, letter E. So, we meaning together. We, not together, I. So, maybe my leadership style is... I'm very open to whatever criticism, whatever. Kung mangakig ka in front of me, I don't mind. I'm very happy because I'm learning from you. Maybe not to the point nga i-abuse ka naman nila. There is a limitation on that. So, maybe I'm very open. My leadership style is I'm very open to my subordinates. I don't call them subordinates, colleagues, whatever.

07 - 030 I know, sir, for the fact that you are actually having experiences dealing with different backgrounds, right, sir? Yes. In your vision, your students, even subordinates. So, sir, in the Agustinian context, how do you define, sir, culturally responsive leadership? Okay, in the Agustinian, so I will include the three Agustinian values there. The Caritas, the Veritas, and the Unitas. So, especially in nursing, because nursing is caring. So, I always imply to my students that you don't choose your patients because I always set an example. I was also teaching nursing ethics before. What if in one room, there's a patient who is a member of the BTS, Korean pop group. Then in the other room, there is a very poor patient, very unhygienic. What will you do? Will you care more for the BTS patient? That's why equality is very important for me. Don't choose, okay, your patient and then, I always imply to them that… kay sang una bi different on how you treat people before and now. When we say culturally divergent, they were bullied before. Subong, ka-open na sang community. I know may ara man dyutay nga ano… di namian, indi pa ma-accept. I told my students that we should learn to respect.

07 - 031 I will just give one example. I was teaching trans-cultural nursing, and there was an LGBT student. As in, what did he say? Obvious. So, I gave a recitation. I said, come in front, and then explain what's on the whiteboard. Kabalo ka ano hambal ya? Sir. [in a manly voice] Hambal ko, Hell! please be yourself. Don't force yourself. That's when he expresses himself. Hambal ko, very good. Then, he felt confident. After that, he felt accepted. So, gina amat-amat ko kay kabalo ko nahuya sila. So, when it comes to cultural, it's a very sensitive issue but I hope that they are learning to accept. That they should accept that type of people in the community.

07 - 032 Sir, based on your answer, the Agustinian values like the Unitas, the Veritas, and the Caritas really influence your approach in managing this cultural diversity in this institution? Yes. Actually, di man gid ko very religious type of person but, as a human being, si St. Augustine human being man. Ngaa na-ubra ya man to before, ngaa kita indi ka-ubra sina? In those times, it's very hard. Compared to now, we have all the luxuries here. So amo to, ginamat-amat ko practice, but I'm not saying I'm perfect in delivering that. Pero at least, I'm showing that to my students and my students reflect on that. So, I'm very happy. Pero not all the time, here are students who are resistant to change. So, we need to accept. Maybe someday, there will be something that will enlighten them. So, at least, most, if not all, value the Agustinian attitude.

07 - 033 So, Sir, pila kana di ka tuig, sir, liwat in this university aside from the four-year course? So, after I graduated, I mean, in this institution, for at least six years? Yes, six years. From 2019 to 2025.

07 - 034 Sir, you already encountered cultural diversity in this institution? Yes. What are the challenges, Sir? Can you share? What are those challenges that you encountered when addressing cultural diversity? I have my own personal experience and also my student, us, experienced that. In my personal experience, sang bag-ohan palang ko dimay, may nabatian ko nga… “sin-o na siya ya? Ngaa may master's degree na siya ya? Ngaa, I mean, taga-diin ni siya ya? I mean, I'm hearing a lot of things already. What's with that? Ngaa ga-amo ni ang tawo subong? Because they envy me because I'm still young to have that kind of achievements. So, so amo na siya ang mga cultural ano… kay ti maghambal ka culture indi man… may culture man nga specific.

07 - 035 As a president, Sir, sang Alumni, do you encounter challenges when we talk about addressing cultural diversity? Yes. I also experienced that before because when we say Alumni, iban ara sa abroad. So, they stayed there for so many years and they have, they already got the culture from another country. When they came back, they're not the person before. So, they are imposing things which is not culturally relevant here in the Philippines. Like, for example, the way they dress, the way they speak. It's different. Daw nachallenge ko bala, how can I counteract that kind of challenges. So, I was challenged at that time.

07 - 036 How do you respond to that, Sir? If ever there's misunderstandings or conflicts? Yes, there's so many misunderstandings before, especially in Alumni Homecoming because most of the officers of that batch are not from here, outside. They've been there for 20 years, 30 years. So, how can we meet halfway? What I did was okay, let me hear your side and you hear my side also so we can come to an agreement. Win-win situation. So, if I don't agree with you, maybe pwede ta maka 70-30. I don't want to end the meeting without a resolution. Even if ako nalang ang maggive in, at least there is a percentage that it has been resolved. Maybe they can adjust at the end. So, ang gusto ko matabo is we can resolve that no matter what way or means, whatever happens. Actually, waay man problema. Suceessful man ang General Alumni Homecoming.

07 - 037 In your position as President, Sir, in this institution, do you have a cultural responsiveness policy? Even in your, as President of this Alumni Association? Actually, we have amended our Constitution last December. I think there was something there about membership that was not defined before that there's a cultural word. So, I think may ginbutang kami didto nga despite… the alumni must be a graduate of… a different culture or something, gin-add namon. I forgot lang, basta may ara kami ginbutang na sa Constitution. I can see dapat culturally relevant. Indi ta pwede nga, sang una gyapon ang ano… dapat relevant subong. I think we have a policy about cultural.

07 - 038 Sir, what will be the implication of this if you put or apply this being culturally responsive to the students or even all the members of this community as implications, as a President of this Alumni Association? I think this is this will be a work in progress. This is not just short term. This will be a long-term policy regarding culturally responsive. I know change is the only thing that is permanently in this world, not everyone will accept that policy or change. I think patience is a virtue that we need to, you know, but I'm very confident that if we still practice this ara lang sa policy, malearn lang na sang tanan di sa Augustinian community, even the alumni community. Ah, okay. San Agustin is very strict when it comes to culture, tradition, or whatever. That's why San Agustin is respectful. Even if you're non-Catholic, they respect you. Kay kung mag-impose sila that you should attend mass or whatever, wala, they respect. So, religion and culture, they respect. That's why we follow them, gin-ano man namon sa policies sang alumni. Para maintyindihan sang tanan. Times have changed.

07 - 039 Okay, so what training or program does your institution offer to your staff or faculty or to parents to enhance cultural competence? Is there a program for that? Actually, we started with seminars nga ginhold. I forgot, I think it's been 3 years as alumni president. My first year was when I became aggressive because I'm not saying that the previous admin is... Because of COVID, the alumni became stagnant. They became reactive, not proactive. So, the first 2 years, I want the alumni association to be proactive. What we did regarding cultural... There are seminars and culturally appropriate programs. Like, for example, family well-being. We did that during the alumni homecoming celebration. So that different cultures... For example, if you're from Bacolod, there are different cultures in Talisay. There are different cultures in Silay. To welcome, get together, spend time, and enjoy. So those are the programs.

07 - 040 So, sir, in your terms as a president, are there instances like... There are batches of alumni nga iban indi gusto magjoin because of their problems. How do you handle those instances or problems? Especially the batches... The batches nga bag-ohan. If you compare batches of oldies, they are still very proactive. Ari nagid na di sila ya, tigulang na di sila. They are here. It means to say, lain ang culture before sa subong. I don't know, maybe with the generation X, Y, Z. How do I handle it? What I did is... I did my best to promote, to introduce. If they don't come, wala nako may mahimo. I'm not forcing anything. If you come, you're always welcome. If not, it's okay. Maybe you can share a video tribute. Kung budlayan gid sila magkadto. Actually, I instill to my officers to be aggressive in marketing. Especially in this kind of situations, if there are some who can’t go or whatever. I know one instance, indi magkadto ang bilog na batch. Sa nursing, why? Kontra nila ang instructor. Lain ila experience in school. So, they rebelled. Hambal ko paano ni man? What I did was... We will be proactive. They will see it on Facebook page. In that way, maybe they will return to school.

07 - 041 Sa mga Alumni officers, I mean, sa batches, are they also supporting the school in terms of this cultural responsiveness? Like they are donating something or in the school? Okay. If you compare it to other schools, in San Agustin, during my term, when I started, it was not that great. The community was not close-knit before. I don't know why. What's the reason? When they graduate, bye bye sa school. Unlike other schools, it's very close. So, what we did is we benchmarked in the University of San Agustin in Iloilo and lain gid ya. We learned from the officers how they... Lately, there are donations from the alumni. Then the alumni became proactive. Honestly speaking, we are the solicitors. Especially, there are programs related to culture or something. Especially, United Nations Week. Anything related to alumni welfare, yes, we will support. Yes, we do.

07 - 042 Is it compensated, sir, being the officer of the Alumni Association? That's the problem. We don't have salaries. We don't have honorarium. So, what we do is we do this in service. In this period, in service, being an alumnus of this school. You cannot be an officer if you're not an alumna. All the officers here, honestly speaking, for three years, most of them are sila man gyapon. Some of them didn’t joined because they're very busy with their professional life but most of them are alumni mga original members. As well though, it's okay and we understand.

07 - 043 Sir, how do you ensure continuous learning and improvement regarding cultural responsiveness? Okay, so that it will be documented. We do board resolutions. Whatever we decide, especially if there are programs related to cultural, we vote and then we put it in a board resolution or it will become already. Kung sino man mabulos nga officers, they cannot do anything about it, but they need to follow that. So, I think we have board resolutions if there are programs.

07 - 044 In yourself, sir, on your own? How do you manage to ensure continuous learning? Maybe with my leadership. As long as I'm there, I will be their light. I will be their guide. I will just make sure that every meeting, we always go back to the basics. Okay, what are the approvals? I always remind them about the Augustine values. The Caritas, Veritas, and Unitas. So, madumduman nana nila, ay okay. So, there's no problem. Because we always start the meeting with a prayer. Then remind what is our obligation as alumni officers.

07 - 045 Sir, in what ways do you engage your stakeholders, your parents, their students, and the community as a whole in fostering a culturally responsive environment? Okay, as I've said before, we have programs now that involve everyone here in the Augustinian community. If we have specific programs for students, then we invite somebody, like we'll discuss something about including their culture, their experience as an alumna, diin sila gawork. Then, we invite somebody that will discuss something about… may ara na kami di program… ang Balik turo program.

07 - 046 So, we invite alumni, like scientists who have been here before or whatever, to teach, even just for one day or two days here in the school. We welcome them to impart their knowledge, skills, and attitude. So, if there's something regarding families, we have also programs that are for the family, and then faculty, employees. We also, if the school has a program about culture, we partner with them. At least we show our support for whatever.

07 - 047 Do you also, sir, give recognition for those outstanding alumni of yours? Actually, we are planning because it's not every year. My plan is every five years. So, we're planning by 2027, I think. We will have our recognition for the most outstanding alumni on different fields. We will create a committee for them to choose. Before, ginaubra nila every year. So, kabudlay lang. Nami gid ya kung lawig ang pag search. So yes, we do have. Actually, it's in the Constitution. We will have the most outstanding alumni.

07 - 048 Sir, you mentioned it earlier, but I want to go deeper with that. What policies are in place in this institution to support cultural diversity and inclusion? I cannot be specific. I don't have a copy of that. Are their policies? Yes, there are. Their patent policies, sir? I think ara sa administration. When you say culture, there's an equivalence to violence. There's always something about gender. Something, policies about gender… sex, but I cannot just be specific. Yes, ang school may ara.

07 - 049 You can feel that this kind of policy is really experienced by the whole community, sir? It depends, maybe, on different colleges because you know what? Ang amo na, ginabutang nila sa handbook or in the faculty manual. So, it depends kung gina in part man sang teacher, sang student. Pero may ara man kami orientation. Before the school year starts, there's an orientation. So, I don't know if the students will follow that. Pero may ara na nga ginapa aware sa ila.

07 - 050 Sir, how do you align those institutional policies to being culturally responsive leadership practices? Sini lang because the administration of the school has changed. Every four years, the admin changes from president to vice president. So, each admin has a different leadership style. Subong, the new admin, started last year. His alignment is that he has a 15-year plan. Subong, we're still in the 5-year plan. So, anything will be aligned with the policy. There will be changes in the organizational chart. Kung madala na, may changes man in the policies that the father president wants to align. Actually, the school spent money to hire strategic planning. I think it was last year. So, kung sa ano pa… indi nana siya ma change. Whoever is the new admin, they will align everything 15 years from now. Lastly, 15 years from now, they're planning to make the school as a university. So, it should be aligned. Even the policies, even if it's related to culture, it should be aligned.

07 - 051 Do you think, sir, the college is really promoting cultural responsiveness? Yes, I believe. I have seen the changes. I think after COVID, it's different. The people here are more in diversity. They know that… damo ga-enrolled di. Not only Catholic or Filipino culture. There are other cultures as well.

07 - 052 How about faculty? Are they diverse? Yes. May faculty nga nagwork malawig sa abroad. So, they carried over the attitude. There are meetings of the minds. They do not agree on this but because of the policy of the school, you need to adjust. There's a win-win situation. You need to adapt because you are an employee of this school. So that way, siguro ang work amat-amat.

07 - 053 Sir, what do you think is the role of being an institutional leader in shaping the culture of inclusivity? Okay. Before, the alumni president is not invited to stakeholders' meetings. But during my term, every meeting of the alumni in the whole association is because they know that the alumni is a big part of the school when it comes to operations. When it comes to increasing tuition fee, we must have a say also, the alumni. I noticed that for three years, there is an Australian, there's an Augustinian from Australia, kids, I always speak in front. Then, I share what's the difference between our cultures. They also share their cultures. There is a cultural exchange. So as an institutional leader, in that way, I try to show them that we are not just Filipino, perse. Okay, Filipino culture, but we must adapt. There are so many cultures in the school. So as an alumni president, that is one of my job, to let them be aware that our culture is not just a specific culture, but a universal culture in the school.

07 - 054 So, what are the things in mind, sir, that will help strengthen this culture of inclusivity? Given that you've been serving for many years, I mean, you've been serving for many years for being an alumni. How many years, sir? I have three more years. So, until 2027, as president.

07 - 055 Maybe, I will still continue the program that we're doing. Why fix if it ain't broken, right? Kay kung madugang nga madugang kag indi mo man lang maano ang previous, there’s no consistency. Maybe, I'll fix it until it's perfect and that’s the time, you can add something okay, why not try this one? So, subong bi ang aton it's in the infancy stage, the policies about culture or inclusivity. So why not let it mature, and then that's the time when it's ready, then you can accept another, whatever you want, recommendations or suggestions, so that it won't overwhelm. Amat-amat lang.

07 - 056 Sir, how do you assess, in your own perspective, sir, the effectiveness of your cultural responsiveness initiative from 1 to 10, sir? How do you rate your effectiveness? Okay, so, I think this is just my third year. So, if I were to assess, I think it’s 5 over 10. It's because, one of our concerns is we don't yet have an alumni office. If we have an alumni office, then they can come to the alumni office, and then we can talk or whatever. I pushed it with the father president, actually he approved it, because he showed space. So, I think once we have an alumni office, that's the time, maybe, that we can appreciate the alumni, maybe we can talk more about the cultural, sometimes we talk other places nga kagahod, we can’t meet each other nga kami lang, at least if we have an office, we can go and take a picture, cultural diversity or whatever. At least they can see us.

07 - 057 As an institution, sir, being the president, how do you rate the effectiveness? As San Agustin? Yes, as a whole. Maybe, post-COVID, maybe it's a bit high, because they have the policy of before, maybe it's 8 out of 10, because they have discipline officers, in some subjects. Even in elementary, because I have kids in the school, even in kindergarten, they already taught with values, like respect, the elders, or whatever. So at least the culture, the Augustinian culture, the respect from other genders, I saw that. So that's why 8 out of 10.

07 - 058 Sir, what do you think are the indicators that can be used to successfully promote cultural inclusion successfully? What parameters or indicators do you think? Maybe one is, but this is subjective to me sometimes. I don't know if you've experienced this. If you're not an Augustinian, and you meet an Augustinian, they bow. Yeah. Have you seen that? Anywhere you go, you'll meet an Augustinian because we bow. Siguro sa dira mahambal ko nga, students followed it, not just students, everyone here. Even Father President, magsugataay kamo ma bow mana sa simo.

07 - 059 So maybe that is one parameter that I can see that we are on the right path that we instill in everyone the values and respect. For others, I'm not sure, per colleges it differs. Mahambal ko sa nursing because I’m a nursing instructor. We instill that culture because we deal with other patients, different religions and cultures. So that's it.

07 - 060 What improvements would you like to suggest to enhance cultural responsiveness in this institution? I think more programs from the school. Very, very obvious programs. Not just because amo ni nga week, or the United Nations Week, we should respect the culture. I think every week, there is an awareness when it comes to culturally diverse or whatever topics about culture. I would suggest, they would invite speakers for students, for the faculty. Dira palang nga start, awareness palang na. Then, they go to communities. We do that in the nursing. So, we have immersion programs. We immerse our students with different culture. So that, if they give and take, they learn from each other. So, maybe more programs. Indi talang pagdamuon kay basi maoverwhelm.

07 - 061 Right now, you are doing community outreach programs. Yes, we do. Especially those marginalized communities. Yes, we do. Actually, in the library, in the school, gakadto ni sila sa daw mga katutubo na bala. The community outreach in the school is very active when it comes, we support barangays, far-flung areas. Even the alumni associations. Yes, we do partnership with the alumni associations. Kung may ara man gid, we are already informed. To be a part of our corporate social responsibility and moral obligation of the alumni of the school.

07 - 062 So, sir, how can future leaders be better prepared to manage cultural diversity? Well, I believe leaders are not born. They are made. So, it depends on the environment that they are into. But my advice for future leaders is try to look back to history. Kay amo na ang guide ngaa naglaw-ay ang isa ka country or ngaa nagnami ang isa ka country. For example, in Singapore, before Prime Minister Lee Kuan Yu his leadership style is culturally diverse in Singapore. Why is it the best in South Asia ang Singapore? Because of his leadership. So, my advice is look back to history and then try to internalize and then get what you want but follow a guide. That's the time. Amo na gin-ubra ko eh. Indi man si Lee Kuan Yu ang akon nga idol. My idol before was Alexander the Great. So, the best leader, daw ka open siya nga leader. Amo to ngaa early pa siya napatay.

07 - 063 This is our last question. In an Agustinian context, given that you are an Agustinian, what advice would you give to other educational leaders seeking to implement culturally responsive practices? Okay. Anyway, let's say cannot impose because you are what you are. So, they'll tell me who your friends are and I'll tell you who you are. Maybe, for the future leaders here in school, they should follow the Agustinian values. The Caritas, Veritas, Unitas. From that, they can branch out whatever they want. Amo na natabo sakon. The three values of Agustinian values made me who I am today.

07 - 064 So, I think just look back at the three values of Agostinian values and then they can be whatever they are when it comes to culture and whatever. Anything more? Okay. Actually, wala naman gid. Come what may nalang gid. For students, expect the unexpected. Just be yourself and then just pray to God. Blessings will come your way.

07 - 065 Sir, thank you so much for your time and for sharing your experiences with me today, sir. If you have any questions, just feel free to contact Sir Gilbert. We do hope that your responses will greatly expedite his research.

07 - 066 I hope it can reach out to everyone. Because you are around 12, sir. Ika number, 6. Ah, 6 ko? Tani 7, that's my favorite number. Thank you.

***I have reviewed the transcribe interview and confirm that it accurately reflects what I intended to convey, ensuring that all transcribe information is true and correct.***

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature over Printed Name Date**

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08 - Escollar

08 - 001 Good morning, ma'am. Thank you for taking time to speak with me today, ma'am.

08 - 002 I'm Sir Jardinico, ma'am. I'm the classmate of Sir Gilbert.

08 - 003 I'm actually taking up Doctor of Education in CHMSU and then today, ma'am, I'm tasked to interview you, about culturally responsive leadership, a grounded theory on strategies for managing diversity in an Augustinian educational institution.

08 - 004 By the way, ma'am, what's your first name?

08 - 005 Fritz C. Escollar.

08 - 006 So, I will call you ma'am na lang para ma'am Fritz.

08 - 007 So formal, okay sige sige okay.

08 - 008 So, ma'am, this study hopes to forward a theory that will explain your institution, since you are on this Catholic school, the San Agustin, in promoting inclusion, equity, and social justice.

08 - 009 So, ma'am, you have the right to be informed of consent, which you were able to sign earlier, and supposed to nga nakasign kana, ma'am, and you have read everything there.

08 - 010 So, you were not coerced, ma'am, you were not forced. It's actually voluntary. So anytime if you want to withdraw, you can immediately withdraw, ma'am.

08 - 011 Okay. Your privacy, ma'am, and confidentiality are protected. So, your name will not appear in the manuscript, ma'am.

08 - 012 Even your name here will be covered so that it will not be seen in the actual manuscript. And the researcher, ma'am, ensures no harm comes to you as a participant and provides support if needed.

08 - 013 That's the reason why, ma'am, he is not allowed to do the interview, since it's actually ethical consideration, man nga part.

08 - 014 And you also have the right, ma'am, to review the data and to ask questions if possible, and seek clarification at any stage of the research. After this one, ma'am. After the interview, Sir Gilbert will be the one to transcribe our interview, and after that, he will be the one to allow you to check the transcription to double-check, ma'am, if there are any shortcomings, if there are any issues with your response to me.

08 - 015 Okay.

08 - 016 And then, ma'am, you may answer in the language you are comfortable with or comfortable using. You can answer in English or Ilonggo, it's okay, ma'am.

08 - 017 Okay.

08 - 018 So, I can speak in Ilonggo vernacular possibly for me to at least enhance our interaction, ma'am. And there are no right or wrong answers, ma'am. You are free to share whatever comes to your mind, ma'am.

08 - 019 This study or the responses will be ensured or will be utilized only for the research alone, and will be dealt with utmost confidentiality, ma'am.

08 - 020 Before we start, ma'am, do you have any questions in mind?

08 - 021 No.

08 - 022 Okay, ma'am.

08 - 023 Can we start, ma'am, with the interview proper?

08 - 024 Yeah.

08 - 025 By the way, ma'am, if you don't mind, what is your age?

08 - 026 I'm 52.

08 - 027 You are 52.

08 - 028 Okay. So far ma'am, what's your highest educational attainment?

08 - 029 I'm a Master's in Environmental Engineering graduate from the University of St. La Salle and I'm also a licensed chemist by profession, a graduate of San Agustin here, class 1994, for BS Chemistry and currently practicing my Environmental Engineering as a consultant.

08 - 030 I have a company named FTE Consultancy and Engineering Services, which caters environmental issues, environmental permits, specifically environmental compliances, like that, and processing of environmental permits.

08 - 031 So, I'm connected with the government, I mean, I'm having an affiliation with the Province of Negros Occidental, DNR, MGB, and others. And I have an accreditation. I'm one of the accredited preparer with the DNR EMB for Environmental Impact Assessment. My name can be found in the website. Okay. Also, my contact number.

08 - 032 So how many years have you been in Colegio San Agustin, Bacolod?

08 - 033 On my college days, I've been for four years. I have been teaching… I teach for four to five years at the College of Engineering for Chemistry, Mathematics, and other subjects. Catering nursing, I teach biochemistry with nursing, chemistry with the first batch of pharmacy, the BS Pharmacy, and also mathematics with a case, mathematics of investment.

08 - 034 So you are, at the same time, an educator?

08 - 035 Yeah.

08 - 036 So more or less I've stayed for, I just depart here, I think. I entered 2008, and then I departed. I think it's second semester of 2012 or 2013.

08 - 037 Then after that you focused yourself on the environmental engineering?

08 - 038 Yes, because I have a child, a little boy. So, after that I have put up a business for the environmental consultancy.

08 - 039 Right now, you are the vice president in the PTA?

08 - 040 In the PTA, yeah. For how many years now? This is my last term for this year.

08 - 041 For this year alone?

08 - 042 Yes.

08 - 043 For the previous year you were also the vice president?

08 - 044 Yes, the term is two years. And also, I'm into agriculture because I'm producing mushroom, honey, from our farm. We also have mulberry. Also, we are currently, we have put up a distillation plant for citronella to address the dengue. In response to the dengue problem nowadays. So, we have already put in, and we are on the trial period, but we have some products already.

08 - 045 It's good to know that you are an educator at the same time, you are also a chemist, and a businesswoman.

08 - 046 I would rather say that I am an entrepreneur. On the terms of like more or less entrepreneur probably.

08 - 047 Yes, ma'am.

08 - 048 Or agribusiness.

08 - 049 In terms of your role here as a vice president, ma'am, can you state to me or can you elaborate further what is your role as a vice president in the PTA?

08 - 050 Being the vice president, so you have to take in place the president in time that he is not available. Also, if he could not make it for some other decision making, I have to enter, I have also to intervene. Like for example meetings, and with him, because our president is a male. So, we have to steer the PTA as a sexual for our term.

08 - 051 So, there are so many projects that you have initiated, ma'am?

08 - 052 Yes, so we have initiated the yearly family day, and then we also support or funded the activity of the department for, what's this? We are giving award for the, they have this contest for cleaning or something, arranging the room, so they encourage them. So, we fund the prices for it, but the teacher would do the evaluation, then we fund, actually it's very small man siya. We just fund the pizza for the quarter, like that. And some other projects that are funded by the PTA, like for example even the college project, a college program, but usually the benefit is the elementary or the basic education. So, we segregate fund for it too.

08 - 053 And at the end of the school year, we have a major project for all the amount that we have generated or surplus for the year. So, like last year, we have put a movable canopy, because we saw that there's a need for the VSAC area. Super init man, so we put up, when they have the mass now or activity, they have outdoor, a bigger canopy, because the VSAC is much more open siya masyado. Diri damo na siya canopy, pero didto wala gid. So, we have spent as much as 100 plus for it. For this year, wala pa kami naka-finalize what would be our project.

08 - 054 Okay so, every school year, ma'am, daw ga fundraising activity kamo for the sake na makahatag kamo ya sang projects for the betterment of this institution.

08 - 055 Yes, oo and we also support the activity of the faculty for them to, like for example, to improve whatever, like nagahatag kami or maga support for the enrichment program. Like ga ano man cooperate and collaborate sa ilang mga projects.

08 - 056 So, being an entrepreneur, ma'am, how do you manage your time as also a leader in the school?

08 - 057 It's more on time management and prioritization. Diba, so on this days, hambal ko kay sir Gilbert, I'm not available between 8 to 8:30, because I have to see to it that I have to wait for our farm worker from the farm. Because ma-wait siya for me kung diin niya i-deliver ang product namon today, like for example. So, I have to ensure that they have seen the product before siya ipagwa. Ti, I think fresh man siya. So otherwise, si Aboy's restaurant will not have mushroom today. As one of their main menu, diba? So kakaon kana sa ila, sir?

08 - 058 Wala pa. Let’s try, galing kay expensive [laugh].

08 - 059 So usually, ma'am, if you, every month, do you conduct meeting together with the faculty or the administration? Or kamo lang gid ya ga meeting?

08 - 060 Actually, kay the faculty is having a representative man for PTA. So, they have, what's this kay the program of the PTA, may ara siya for example, if the president should be the parent, the vice president should be also a parent. The secretary, I think is, it's under rule, sa iya guidelines, is a faculty member.

08 - 061 Then the assistant secretary will be the parent. Like that, naka-segregate siya. And then, may ara gd siya ya specific na PTA, na faculty representative, na naka-input with the executive committee of the faculty. So usually, syempre mga medyo hindi man gid siya na makumpleto ang ano. But from time to time nagapatawag meeting. Especially, oh, lapit na lang ang aton na this one. So, we have to sit down again. Mga urgent matters.

08 - 062 Are there instances, ma'am, that you find conflict or challenge sa pag-meeting when it comes sa mga policies sa school?

08 - 063 May-ara man siya, sir. It could be all man ma-istoryahan man siya, diba? Like for example, communication plays a big factor. Kay ti, for you to ano nga makakommunicate. Kay kung hindi mo siya mag-atubangay, diba? Hindi mo man ma-avoid. So, more than thing, istoryahan lang gid na siya.

08 - 064 And then when you solve conflict, istoryahan lang gid no?

08 - 065 Yeah. Kag may-ara man kung kis-a eh, ti diba ang management or some other kind of management. It depends on the kind of people that you are managing. So, I believe on that. Different folk, different stroke. Sino na ang writer, lipat ko sir? [laugh]

08 - 066 Since you are also, ma'am, part of the, I mean the alumna of the school, what would you stay or choose San Agustin?

08 - 067 For my kids?

08 - 068 Even yourself, ma'am.

08 - 069 Ah, okay, even for myself. To tell you frankly, this is the only school that is offering BS chemistry before and I have taken, also, during my college days, I am a FESPA scholar. Nalipat ko sa acronym sa FESPA but it is a government scholarship for the least privilege, basta capable lang siya. So, the course that I have picked is supposed to be, my parents want me to take up education because during my high school days, ga teach nako, sir. I'm a catechist. Naka eskwela gid sa bala for the diocese of Kabankalan. So, we are very active on our religion. My father is a lay minister. My mother is a worker in the church and all of us, akon mga sisters and brothers, ara man sa church. So, actually, nag-school gid ko during my high school. Nag-school gid ko ya sang two years, two summer, nga Catechetical Institute. And then, it is offered by the diocese. So, the whole of the May, ang catechism, with the Flores de Mayo, we are the one handling it. So, my parents thought na gusto ko mag-education. And then, by the time, you know, Kabankalan Catholic College in Kabankalan, it's one of the best schools at the time for education. So, I graduated there, high school.

08 - 070 As on the top five man siya nga category. So, my parents thought na kung mag-education ko didto, I will be having a scholarship for a free tuition and I will be hitting it with the high colors. But then, in my mind, I don't want to be a teacher. As literally nga teaching really is your profession. So, that's why, when I was in my, during the last few months of my high school, nagpangita ko ya on my own wherein I could get another course outside from the education but I believe man bi nga, na I could be an educator, but not really on deretso on the field of education. Wala ka na other choice but to talk and talk but if you are on other profession.

08 - 071 I do believe na magka-educate ka man but not really na ang expertise mo bala lain. I'll be more effective siguro on that way na daw amo siya. So, I come upon, I hear na may-ara siya government scholar, si department. Ah, Hindi pana siya ano, DepEd pana sang una no? Ano gani sang una?

08 - 072 During 1990, ma’am?

08 - 073 Oo, 1990.

08 - 074 I forget it. [both laugh]

08 - 075 May diri na siya ya office sang una sa may kapitol bala. Diri sa my side sang kadiwa atubang, lipat ko kung diin na siya nga office. Basta it's equivalent to our DepEd now. So, even I don't know Bocolod City, nagtravel ko on my own. I just ask for instruction on how to go in Bocolod. I ask for pliti, then instruction kung diin ko manaog, ano tsura, and then after ano sakyan ko to go there. So, I already have the list of requirements. Nag-inquire ko kay nag absent ko sa may class nakon. Tapos, imagine mo 2 hours. Tapos, super small pako to sang una nga daw ka, ka slim. Indi, niwang gid ya. So, nagsakay ko sa ceres tapos amo na. So, I have the list of requirements.

08 - 076 So, ginhatag ko na lang ya sa parents ko nga please provide me with this one. I'll be providing you the school requirements because I already applied for the ano. So, si papa ko nag-ask na siya, Ano course mo to? Siling ko may nakita ko to nga BS Chemistry and on my mind, I know nga San Agustin is offering na siya, BS Chemistry. So, it's actually not necessary that it's my first choice. It's just a choice siguro nga it’s because a necessity sato nga time because I want to fleet with the College of Education. Daw amo na to siya.

08 - 077 Pero, so far, I find it, ano naman siya, I embrace it and for the whole four years nga course ko siya, I maintain nga naka-FESPA scholarship gid to siya. So, and I add man, nag-ask man ko other subsidies, like my uncle in Manila. So, they are into business ya. (It's a two-way corporation.) So, they are into books, they are into colors encyclopedia. So, actually, nag-help siya sakon kay equivalent of my tuition, gina-padalan niya. Then, na-pay ko sa school and then pag-abot sang akon nga FESPA, irefund. Then, that would serve as my allowances, at that time.

08 - 078 And taking the consideration na wala kami di relatives sa Bacolod. So, I stay with the dorm, dormitory of Our Lady, sa mga Agustinian Sisters. Sa LCC, kita mo na siya, ang balay na diri ng hambal tawag na nila is the balay kuno ni Susan Roces. Kay actually, kay Susan Roces gid man na siya una, gin-donate siya with the Agustinian Sisters. And develop siya, ginhimo siya nila nga dorm, dormitory, sa three-story. So, dira ko na nag-stay for three years.

08 - 079 So, parang Agustinian ka diri, pero didto Agustinian Sisters ka naman didto sa pihak.

08 - 080 Siyempre, ang life ko to sa una is banded man nga, ti sa dorm kada, amo na nga entry, ti siyempre ikaw from the College of Technology.

08 - 081 Sa dorm, ti gaano kalang da?

08 - 082 Ang tawag da shift rates, kada bagting ga-pangadi. Siyempre literally may prayer ano gid man kami sa amo na nga time.

08 - 083 6 o'clock in the evening, is our prayer time. Naga-join man kami sa mga sisters. With, ano man siguro, with the, with the totality man bala nga experiences of life and I sustain myself man da because naga-tutor ko sa mga high school students. So, I have gained some amount man to add on to my schooling.

08 - 084 Yes.

08 - 085 So, I become their tutor for mathematics and then chemistry. So, ma-approach na sila “nang mapatudlo kami”. Ti siyempre dasig lang na siya, pagkatapos na sagot ko na imo breakfast, sagot ko na imo dinner. O, diba! Diba big deal na ya kung studyante ka? So, there's no money in transit. I-ipalista nalang nato nila kay ti sila usually mga riches na da ang ara sa dorm. So, daw pila lang kami da sang una kabilog ang daw mga subidized. Then, palista lang na didto kung kay sin-o na siya. Oy, may breakfast di ginbilin simo si sir Ken. Kay sila ya galista lang na didto and their parents paid for it, during the, on a monthly basis.

08 - 086 So, after that ma’am, you finished your four-year course diri sa San Agustin?

08 - 087 Yes, I finished my four-year course. That was with a batch that we gained passer kay for how many times nag-hunger si San Agustin that there's no passers for licensed chemists. So, actually, I've been married to my husband. My husband is my classmate, too. So, nauna siya pasar in the board exam. Then, I followed him for the next year. So, we provided ang long time bala nga gap with the licensed chemists for San Agustin. So, nagsunod na siya dayon.

08 - 088 So, the main reason that you were part of San Agustin is that there's a B.S. Chem?

08 - 089 Yes, there's a B.S. Chem. Aside from that, what made you decide to join the school? Of course, I was in the city. I was not really aware of the best schools and then na-promote lang siya with us sa cases kay feeders school man siya. At the time, ang nagtalk samon sa didto is a B.S. Chemistry professor who graduated from that institution, the Kabankalan Catholic College. So, at the time, I found out that it had a B.S. Chemistry and it's only offered in San Agustin. Actually, wala ko sang iban nga nakwaan entrance exam. It's only in San Agustin ang nakuhaan ko but I prefer, supposedly, I was on entrance scholarships sila nga ginahatag. But then, I didn't use it because I got it from TESPA. TESPA is 100%, si entrance scholarship ya i-categorized for how many percent, but it's never been 100% on that because they're keeping it at that political level.

08 - 090 So, until now, what made you decide to join the school? You're a PTA officer. What inspired you to be part of this organization?

08 - 091 I have been... People know me anywhere, from the guard to the... And I find it... Actually, ang akon bi anak… Lain bi ang San Agustin. It's actually… daw ang scenario ya bala nga “it's your home”. Daw ara gid siya bala japon. Once you've been part, you've been part there forever.

08 - 092 So, like kami, even nga... I find it with the Faculty of Engineering and San Agustin Engineering. Whenever alumni... I don't know with the other school, but I find it... diri ya gabalik ang mga alumnus. Gakadto, diba? Every time they visit, wherever they are, magpuli sila di sa Negros. They visit San Agustin and they look for the faculty, actually.

08 - 093 Even... That's why, right?

08 - 094 With the college or with the college totality, there's an alumni reunion for the whole college but the Engineering or the Techno has a separate one. So, it's on a station on every December.

08 - 095 Daw ka amo na bala. So, kumbaga ang Agustinian bi even outside ka kag kagwa kana di ya, and everybody knows, if you're Agustinian, they know that you're Agustinian, that you're from here. Though, it seems like, it's like a family oriented. Wherever you are, like for example, teacher-student relationship. On other school, they have a teacher and she's a student, there's a gap and diri bi nga side even if you're outside of the classroom, the student or the teacher can approach you.

08 - 096 Even the student can approach you right away. In engineering, even the student da namon mahagad yana si faculty nga “sir, inom ta karon” but it's outside naman ya. It's not bounded by the classroom. It's more on the in-between relationship.

08 - 097 So, maybe you can say that it's more on the home-based relationship. Like I was connected before with... Actually, I was in corporate for 12 years before I entered academe. 12 years ko with Viva Spring Water. So, it's within the San Miguel group of company and I'm already in the department head position. So, may-ara gid siya ya special. Kung magsiling Agustinian na siya ang imo gina-interview, compared to other professionals. Of course, on my part, I can say that I'm proud to be Agustinian and for how many instances, like, for example, the NOPSSCEA. Diba we have the NOPSSCEA? It's a Negros Occidental Private something.

08 - 098 So, when I was in Viva Spring Water. Usually, we're in Ilihan. Sadly, ang Ilihan subong nahimo na siya nga ghost town because of the volcanic eruption. But, ang planta namon ato to. So, when... At that time, si NOPSSCEA, di gabaton kami sang mga field trips. Si NOPSSCEA nagkadto didto, nag field trip sila. And, at that time, usually kung mga technical mahambal na amon manager na “Fritz, ikaw ma tour guide” or something like that kay separate akon office.

08 - 099 Akon office is in the laboratory. The admin is in a separate building. So, manawag na “Ma'am, ang NOPSSCEA kuno ikaw ni hambal ni bossing”. Hambal ko, ti sige i-collect lang da sila with the admin. So, kay may-ara man kami reception area, makadto lang ko da. During the field trips, actually, I haven't introduced myself yet, that I'm an Agustinian, or whatever.

08 - 100 Ara man ang mga head sang mga pari, diba? So, si UNO-R to sa.

08 - 101 Diin ka nagraduate, sir.

08 - 102 Yeah, UNO-R. [laugh]

08 - 103 Agustinian man Recoletos. I don't know kung amo man siya ka homie sa inyo? [both laughs]

08 - 104 Actually, sister ko ya chemical engineer. So, didto man siya nag-graduate sa inyo. So, she said, magvisit mga school heads didto. Sa ulihi, na-intriga guro si father sa taga UNO-R. Abi ya UNORian ko. So, ma'am question gali. Yes, father. He said, from what school are you?

08 - 105 I'm from a school within Negros Occidental. At that time, I don't know who is here today. Pero there's no attention or gatake ano gid bala ang diri or if there's no one to entertain, I don't know who is here at the time.

08 - 106 So, from what school did you graduate? He's excited. Abi ya guro taga-UNOR ko.

08 - 107 He said, because you’re so fluent to discuss. Then, he really thinks that I’m from UNOR. So, I mentioned that I'm a graduate of Colegio San Agustin. At the time, I forgot kung sin-o to na Father ang nakaupod man didto. He was shock nga wala siya ga pay attention sa akon and si Father to ya. Oy! Oy! you're a graduate. Hambal sang Father to na taga UNOR. So sa amo to na time, we were told that we have an Agustinian here. He felt proud that everybody looked up to him, hope that sa akon school nag-graduate. Daw ka something amo na.

08 - 108 Sad to say, I came from the college San Agustin in class of 1994, BS Chemistry. So, at the time, he interviewed me. Ano kana nga year? Something like that. So, at the time, he was able to bring up the name that we have today. There's one instances that I feel proud to be, to say, that you're from this school.

08 - 109 What do you think, ma'am, are the cultures of Colegio San Agustin that makes you connected with this institution? Even after you graduate, You bring and share with us your culture or values?

08 - 110 Like a family, for example, whenever you say that you belong, that you've been part of it. The institution is still embracing you even when you're outside. Even when you go to the gate at night, they'll be like, oh, alumni? Of course, there are new guards. Unlike before, our guards are different. Before pa ang mga dumaan pagid na mga guards of San Agustin. It feels like home, even with the students na mga salawayon. The school, even on our practice here before as one of the faculty, we didn't feel that we’re being judged. Like daw ka salawayon ka nga studyante. Kadamo pa danay intervention before ka magsiling nga… We never feel nga mang kicked out or something. Not unless siguro kung worst kana gid.

08 - 111 So, ma'am, as your role now as vice president, you're dealing with diverse culture, different persona, different aspects of life. So, paano naman imo personal background nagbulig simo? How did you view this cultural diversity in San Agustin?

08 - 112 Of course, you used your previous management experiences. Like, for example, I was exposed to the plants before. You have to interact with them from the very lowest to the very highest of the society. One person, actually, somebody told me, I have the personality that I could have the same interaction with them from the very lowest of the society up to the very highest of the society. So, wala ka gachange. So, actually, it come on my mind “Ah, okay. So, I think I have developed it during my experiences with life”. Nakamingle ka before.

08 - 113 Way back, I have to praise San Miguel Corporation. They have trained us much that you can't stand it alone. Actually, with all diversities. Like, actually, I-promote ko gid I joined San Miguel at a very young age. Wala pako kamuhaw-muhaw. I cannot say that It's my first employment. Actually, it's my second employment. I was employed with the supercentral before I entered San Miguel and they provided us with enough training on personality, managing, not necessarily all of it is technical. They're foreseeing you to handle the management position later on. Kumbaga bala, crisis resolution. Even like that, we have a training.

08 - 114 For example, you can be, amo mana ang isa nga nadeveloped ko siguro. I can be cool under fire. Nga bisan ginaano kana da ya, you feel relaxed japon. We have that training. We have that interaction before with San Miguel. Even when you're tired, scolded, you have to stay put. You're not allowed to cry. When I was in, I went back to school. At first, when I was teaching, they would say, Miss Fritz, are you crying? Wala ah, naghibi ko haw? Daw amo na bala haw. Ti even gapanglampos nato sa tubangan, wala lang gid ya.

08 - 115 So, it's your experience that taught you how to handle this cultural diversity, even when you had a role as vice president of the PTA?

08 - 116 Yes, and the school man. I think they saw that, for example, he's the president, we have a vice president. During that time, it will take more time for our president to handle a meeting [laugh] before he hit that certain target. With me, even you talk short as long you are hitting a target idea, I am more on result-oriented.

08 - 117 For me, time is very valuable in success within a person. So, kaagi na nga nadugayan ko sang meeting. Ti naghambal ko sa kay president. Sir, dal-a di ang agenda, amo na hambal ko magmeeting “sir Gilbert, agenda ta diin?”. Ti mahambal sila kung kis-a ang mga upod nga “Miss ikaw lang bala ano sa meeting.” Ti diin na ang agenda kay kung ara si president i-lisensya ko lang. Kaagi gid ko ya nga syempre may mga commitment man. So, I told him, Sir, Sir. Ako bala pa-ano sir para dasig kita karon magab-ehan ta. So, I said, this is supposed to be one hour. When the meeting was over, I said, we are 10 minutes in advance. He said, very good. I said, have we tackled everything? He said, yes. We're almost done. You tackled, one by one. Then I summarized everything. I said, let's summarize this. For everybody to know about our meeting. and we go into that. Daw amo ko na bi mag-handle. I practiced that before with us. Even with our bosses, when we have a meeting, we usually have the wash up. What we agreed on, the totality. I-summarize kay basi may nalipatan.

08 - 118 So, in three words, how can you define your leadership style?

08 - 119 In three words, it's my own style.

08 - 120 What is the prominent style that you apply as a leader?

08 - 121 I'm not mindful of the time, even with the personnel. I'm not mindful of the time. When you're in by 8 o’clock and then you out by the time. So, even with our farm, I'm not mindful of the time. I'm more mindful on the result, since I’m a result-oriented person. That's why, daw amo na ya ang akon. Wala ko ya pake kung san-o mo na ya ubrahon, basta madeliver mo na at the specified time.

08 - 122 What if you can't attain the result you want?

08 - 123 Indi man ko amo na ka strikto, tipo lang. I would encourage anybody, for example, to set a deadline. Be available by noontime for example. If you have a problem, you approach me before that time. Like for example, daw indi ko kaya, miss, gaproblema ko sang amo ni. So, buligan naton, daw ka amo na siya. I would encourage you to do on your own then after that ipacheck sa akon. Kay ako i-encourage ko ya, indi ko ya siling nga tipo nga ka specified. Usually, sige ipagwa da kung ano ang imo da. Then ipresent lang sa akon.

08 - 124 It's more of a guided approach.

08 - 125 Yes, because sometimes I have this thoery man nga they have to create a critical thinking or creative or critical thinking in people. They can think how to approach that thing. For us, we produce rabbits farm in Don Salvador. Actually, I have an idea how to do it but totally I could say that the experts are our workers, because I don't know how to do it. Kay kung ako pa-atipanon mo, basi mapatay na ya sa akon. So, you have to push lang gid actually. I-push mo nga mapagwa yaman ang best ya.

08 - 126 So, is this also one of your traits, ma’am? How do you handle cultural diversity? Saimo bi nga company or even in the school?

08 - 127 Yes.

08 - 128 How do you define culturally responsive leadership in your experience, in the context of the Agustinian institution?

08 - 129 How would I define it? Wow! I have to say it. It's being... You have to attain the result that you want but you have to respect other cultures. Like, for example, even... Even if it's a personality or even personality, culture, you have to define... It's not necessary to twist it towards what you don't like. Then, they're just guide them to make it on their way. The way even the faculty applies it in the college. The college faculty should act as a moderator or facilitator of knowledge. It should not be that the faculty would say the student should search for the knowledge itself with the guidance of the facilitator or the professor. But, not all the time. You have to deliver them the messages or the knowledge.

08 - 130 That's why, ang akon anak nagskwela sa Aklan. The faculty there is true because it's a safe college. The way I look at it, I made a paradigm shift for them. Are you familiar with Stephen Covey's paradigm shift? The Seven Habits by Stephen Covey. So, one of it is a paradigm shift. You are in a situation that you’re in control. So, you might just make a paradigm shift of that and you look into a different perspective.

08 - 131 So, I told her, dai lain-lain man siya cultural practices ang schools. She's a lasallian, kay ti sa La Salle siya nag-graudate. Syempre, La Salle has standards. Ano itsura sang faculty? How does she dress up? What is her decorum totality, diba?

08 - 132 Pag-abot ya didto nakita ya ang faculty, nakatsinelas. Wala kuno naka-ilis, nakatshirt lang tapos siya ya kuno naka long-sleeve siya, naka shoes. That was the standard that was set in her by the school. Tapos wala kuno ga teach. Ti gaano lang siya? Gahatag lang siya samon sang lay-out. Kung mangkoton mo siya gani wala man siya gasabat.

08 - 133 You research it. For example, you are in a... mas nami na siya. It's because you're not... Whatever your teacher, she's facilitating the knowledge. It's not necessary that you're not elementary like others. Whatever… You can learn what your teacher is doing. You can be much better than the teacher because siya nagguide lang sa imo but you have to search for the knowledge itself. So, nagmedyo okay na siya pero una-una galalain gid siya sa teacher ya.

08 - 134 You have to accept that it's a differences na nila. So, one of it... diba ang San Agustin subong is not necessary nga for the Catholic lang?

08 - 135 Nag-open house na, may mga Muslims na, actually, ang mga ga-school but, they don't feel alone. Nga aloof sila with the region. They were given diversity if they cannot attend the mass. They’re not forced to accept it. So, you have to... You have to get your target without being... without being forced.

08 - 136 Yes. So, being an Augustinian alumna, I believe you have core values instilled in you, right, ma'am?

08 - 137 Yes.

08 - 138 How can you elaborate this, ma'am, the core values that you have learned in this institution?

08 - 139 Indi ko mamemorize. [laugh] Okay, I will just say the unitas. Unitas, yes. The veritas and the caritas. Caritas.

08 - 140 What do you think, ma'am, are the influences of these values in your approach in managing cultural diversity? Do you think may nabulig mani ang unitas, veritas, caritas?

08 - 141 Of course. Diba? I do... You speak with the abundance of the heart. That is love. So, there is caritas. So, whatever your mouth is delivering, it came from your heart. If it is not full, my heart is... It overflows kung ano siya ang ara sa imo. So, if you are not inculcated, the correct values will be delivered you as teacher, as professor, as parent, or even as manager or something. I think, on the unity side, it is possible to have interaction if you have the connection. Right? So, if you look at it, it is a big deal.

08 - 142 As far as I know, there are institutions that they prefer Agustinian. For example, the alumni here in Engineering, usually, ang nagapangita… nagapapangita sa ila, from the school. Indi nga deretso, nga everybody can apply. Ti ipadala nila or papulion nila nga personnel didto and then iano nga diri makuha from the Agustinian. I think, that person nakaano nga nanamian sila ang company mismo. So, I do believe nga paggwa mo di sa institution for how many years, you will be carrying it over. You are bringing the trademark of the school.

08 - 143 Even though, you spent your undergraduate in cultural diversity or in inclusion gina-practice gid in San Ag?

08 - 144 Yes, so far as I know.

08 - 145 Until now?

08 - 146 Yes, oo. Wala man siya, even sa ano daw wala man siya siling nga ginachange or whichever.

08 - 147 Okay, ma'am. So, I believe that if you know that diversity experiences when it comes to dealing with cultural diversity, ma'am. So, what challenges have you encountered addressing this cultural diversity within this institution? Are there any challenges in the experience, ma'am? Like, right now, you are dealing with your subordinates in the PTA. Any challenges, ma’am?

08 - 148 Kung wala, ti okay lang kung wala challenges, ma’am? Like, when we talk about cultural diversity, like, races, walks of life, status, are there any challenges, ma'am, in your experience?

08 - 149 May ara man siya eh, kay ti may ara man ya iban nga they prefer ang personality bala. There are some people who prefer to be put into a certain pedestal. I mean, it's like a traditional. May ara sila ya nga, indi dapat before sina i-amo mo gid ni danay. So, smile kalang.

08 - 150 So, how do you respond to that, ma'am, if ever there's misunderstanding or conflict in cultural misunderstanding in general?

08 - 151 It's just okay to say sorry, and then we'll do it again next time, right? Just put a smile, kay ti sin-o man mangakig sa tawo nga nagasmile man. Daw amo lang gid na ang ano nimo. So, what shall we do with that?

08 - 152 Earlier, ma'am, you responded that somehow you overcome cultural misunderstanding. Can you share your experience, ma'am, or one instance where you successfully navigated a cultural challenge?

08 - 153 One instance? Like, experience mo nga mahambal mo success imo na overcome. In the context of this institution, ma’am.

08 - 154 Challenging sang imo questions [laugh]. I think, siguro kay ti if you're handling different, different person, bringing to them their different experiences.damo gid na ya specially kung may ginhandle kamo nga mga projects. Diba? Be open lang and then communication lang gid. Like, kis-a amon family day. May ara na iban nga wala sila ga-appear sa meeting. Pag abot sa situation nga ato nato gali, damo gid na ya sang you know. Pero ti ang ano mo man lang da, indi lang mahighblood, sige lang kay buligan talang na. daw ka amo na bala. Then, may ara man sa iban magsunggod-sunggod. So, don’t fuel eh. You have to… daw ka ibalik mo siya to the ano bala kag ang communication lang gid ah. Like, ano ang ginkadto tadi haw? Diba? Ti aton nani whatever success sini or failure sini it is our activity.

08 - 155 Magmeeting, masiling indi kami available, pag-abot sang actual gali “ti ngaa amo na?” kay wala kamo nag attend meeting, so go on nalang tani kung ano ang gin agreehan sang tanan na nag-attend and next time attend nalang kamo meeting kay para mavoice out niyo man ang inyo nga ano.

08 - 156 May mga training man or program nga ginahimo ang San Agustin or the institution offering to enhance a cultural competence sa inyo nga level, like PTA?

08 - 157 I think amo pana ang wala namon natagaan attention kay more on.. we haven’t… wala pa kami sang nahimo na program para sa mga parents.

08 - 158 Pero ang institution mismo ya, ma’am? Are they doing something inorder to enhance the cultural competence, especially the PTA? It’s more on ano lang siya… are parents involved also in the training? Kay, I believe dapat daw si PTA ni guro ang ma initiate sina. Ang gwa niya macollaborate ang school with the PTA to keep this amo na. daw amo na ang wala pa namon natagaan gid nga ano kay dapat gid may program. Kay nakahang na siya mo nga hambal namon may program dapat for guardian nga nagahulat sa ila mga students. Dapat may ara tana da nga training from time to time.

08 - 159 Do you believe that the school mismo is practicing a cultural inclusivity among the stakehoders? Pero there is no written policies no, nga dapat amo ni himoon in terms of cultural responsiveness? Wala pagid no?

08 - 160 Daw ka generic lang bi ang ara sa right up with the school nga guidelines pero indi siya, I think what you are looking into is the specific gid ya nga may ara gid siya nga title ang cultural differences. Yeah, yeah, for examples for PWDs, LGBTQ community. Like those examples nga lain-lain culture. Like wala gid ya specifics mismo? Wala gid siya specific, its more on generic nga ano pagid man ang na set up. Like, for example, wala paman di sang nabutang… diba one of the requirements da is dapat may cr nga specific for each ano. Ang ano lang is nagdiverse ang school nga may ara siya PWD compliance nga mga stairs. Pero, I don’t believe sa second floor kung paano siya idiverse, like sa PWD bala nga set up. Pero ever since, during my college days may mga ara gani nga PWD gaskwela diri. When in fact, nakita ko ginabitbit siya kay indi na siya kasaka sa stairs. Ginabitbit siya sang iya mga classmates.

08 - 161 Tapos diba, si Dagul is a graduate of this institution. Yes, diri na siya nag graduate. Nabal-an ko last time ginacarry na siya sang iya mga classmates. So, kumbaga bala nobody is left behind. Nga even, ti indi man pwede nga wala kadi second floor kay ang school is not provided with an elevator or escalator but how come nga nakaproduce siya sang graduate nga amo na. so, there is something on that nga may responsive ngaa naka amo na siya kay indi man pwede nga wala sa klase on the second floor or third floor.

08 - 162 Siguro, it's more on the family-oriented set up. If somebody needs help everybody is more … ti kung iappoint mo si Dagul, sang gaiskwela pana siya indi mana siya kalab-ot hagdanan kay tungod sa iya ma structure. But he is proud that he graduated in Colegio San Agustin. Nakakadto na di siya, I think one of the college days. One of the… nainvite na di siya kag ginhambal ya gid na nga diri siya nag-graduate and his classmates used to carry him magkadto sa third floor kag sa fourth floor and sa second floor. Kay ti paano siya nakasaka sa mga floor naton.

08 - 163 Family kumbaga, ma’am.

08 - 164 Kumbaga nobody is left behind man bala. Bali makadto kalang… indi ka ya siling nga pabay-an ka sang imo mga classmates. Ti they will… kag ti syempre…Kumbaga nasa culture nagid sang San Agustin. Nasa culture nagid siya guro sang San Agustin. Na even though wala written policies? Pero it would be… nami man siya kung may ara gid siya ya specified. Kag at least makita mo gid ya on the literature. May guidelines gid siya na upod. Pero ti kung tan-awon nimo, kung the result is existing. Pero may term, sabagay subong mga audit. Mahambal kabi nga sauna if it is not written, it is not done. But now with the process oriented nga mga audits. If you can show me a result that it is existent then it would surface the written document. Diba, agree kaman sa akon sir? because I'm also an ISO auditor, performance based.

08 - 165 Yes! performance based but it would be a good recommendation later it will be written. There will be a guidelines on it, written with San Agustin.

08 - 166 At least bala, ma’am? May tamdan ka diba? Pero based on your responses until subong ya ara japun ang cultural responsiveness. Even sang nag graduate kapa, until subong nga nagbalik ka sa school. Still the same japon ang treatment.

08 - 167 Like, for example, may ara nga akon panan-aw man nga isa. Ang teacher-student bala, anytime si teacher ya wala siya gaisip ya nga “ay time ko na ya subong”. May nakita sa bi nga student, daw ka failing or daw ka hina ni sa iya. Ang culture abi nga iapproach mo, ipatawag si student. It’s giving a free tutor for it.

08 - 168 You're doing it here, ma’am? With the college, i think. Yeah! They're doing it. I don't know with the elementary because I’m not so exposed man. I think they are doing it, I heard it from my kid. He said, I’m teaching somebody, kay he got low grades on one of their subject and he has a buddy. Something like that. Even the faculty… ang practice man bi sang faculty diri nga even in the college, if there is a student that will approach the faculty nga “Miss, nabudlayan ko ni bala sa amo ni.” Wala ko may nakita nga faculty nga gapangindi, to teach and to explain it sa iya. Anywhere, even under the trees. [laugh]

08 - 169 Bale ma’am, your role as vice president. So how do you maintain or ensure your continuous learning and improvement regarding cultural responsiveness?

08 - 170 Ah, have an awareness with the surroundings. We are Christian and we are Agustinian. If makita nimo, then makaresponse kalang gid da.

08 - 171 How do you engage, ma’am, with stakeholders like in your case your parents and even the community as a whole in fostering a culturally responsive environment?

08 - 172 It’s more on… wala gid bi sang specific nga nag outsource gid bi si ano… I think the school is doing it. Like for example, may mga programs si school nga ang community involve eh. Community involvement and ang pinaka ano lang gid ni PTA abi nga ti ga support kami da through finances kag ginabuligan. Like, si Gilbert mapisan gid ni siya mu. Boy scout ligad, ay we will ano… ang boy scout ma amo na. Sino ang parents willing to donate something? Actually, they go out with their… with the school. They keep last December.  
 Ano nga month to man, diri sa may hacienda. Outreach program nila, ma’am.

08 - 173 Yes, and even mga program like last time last year. Circumcision program for the kids. So, the embrace the adopted community. It was conducted by the school, it's for free. Then, the parents are asked if they want to volunteer, to help and wala man gaka-zero, sir. We are on the right track, right?

08 - 174 So, do you suggest earlier, ma'am, hambal mo nami kung may written policy?

08 - 175 Yeah. Recommendation. One of it man gali, because San Augustine, starting this year, through the PTA, we acknowledged the awards for parents. They encouraged them to be cooperative. It's a St. Monica’s award for parents and the kids, they were given a GDATUS award for year 11. It's more on the conduct, how you, what are the criteria. And I think part of it is community involvement.

08 - 176 Even though the school has no written policies, so how do you align the institutional policies with the culturally responsive leadership practices? So, how do you align the institutional policies with the culturally responsive leadership practices?

08 - 177 Okay, so it's more on the practices in the program. Even though there’s no written, nga specific guidelines. It's more on the rule making. So, daw ka generic lang gid bi kay syempre indi man pirmi ginarevised ang guidelines, diba? But the practices are involved. So, I think it's amazing that you put into something during the innovation of the guidelines, especially the handbook. Pero it's more on... The community has answered the challenge all the time, diba? Nga ti kumbaga nagmove man siya. Like the church. Our church is nagapanglakaton. So, I think it's more on... It's diverse with the challenges facing.

08 - 178 So, bale ma’am, what do you think is the role of your institutional leadership in shaping the culture of inclusivity?

08 - 179 Like, for example, it's open for everybody. It's not like you have to involve everyone or they’re not capable. I think everybody should be given a part of it for participation. I mean, it's not... Everybody is welcome to do their part and be part of it. Even the PTA, wala man na gahambal nga dapat amo kagid ni para majoin kada sa PTA. Dapat amo kani to be capable of it. I think the cultural differences with the PTA is diverse. We have... I think it's represented man siya tanan and they have... may say man ang kada isa kung paano.

08 - 180 So, if you're going to rate, ma'am, the effectiveness of your cultural responsiveness initiative as a whole, from 1 to 10, what is your rating?

08 - 181 Of course, there are a lot of improvements. We have to face it. Like the guidelines. Like... Actually, ang structural. From 1 to 10, what do you think is the… Pwede siya ka passing 6 or 7. Okay, because there are improvements. Yes. But I'm not saying that it's not being implemented. We saw the results. It's there, it is not neglected.

08 - 182 So, what do you think is your indicator or are your indicators or parameters para makahambal ka that you are successful in promoting cultural inclusivity?

08 - 183 Success of the program, nga makita nimo nga nobody is left behind and they don't feel that may ara siya nga gin-isolate. Something as that. With the differences of... I think amo na. Like, for example, even the LGBT, they were not given... They are not... They are really given an opportunity, right? So, our indication is that if there is something that is left behind, someone is isolated, they don't feel it, they are left alone, right? So far, I haven't seen anything like this.

08 - 184 Okay. It's good to know. So, this is the last one. How can future leaders be better prepared to manage cultural diversity?

08 - 185 Future leaders. So, you must be prepared. You must be prepared for yourself and you have to experience it totally. I believe that if you put your shoes on them, you can be much better. Indi necessary nga pano kung ikaw ibutang mo da, you're one of the deprived, right? You're one of the PWD. You can be better to look into their concern and opportunities for them.

08 - 186 Okay. So, last one. In the context of being an Agustinian, what advice would you give to other educational leaders seeking to implement culturally sensitive or responsive practices in the context of being an Agustinian alumna or being part of this institution? Since you mentioned earlier that you are treated as family, that there's no one left behind. So, what advice would you give in the context of being an Agustinian to other educational leaders?

08 - 187 You have to... If you develop yourself, you influence others, and that influence will go on to the next and go on to the next. So, you lead by example. Daw amo na ang pinakaconcern gid. As long as you have your... ikaw, sigurado ka lang sa self mo. If you feel confident of doing it, you're not doing it for something else. You know that you’re doing it for good and you give me an opportunity to talk, and I don't believe that you're going to get something out of me. Something like that. So, show your... What's this? Show your... kumbaga latnan moto sila. Kay makalalaton mana kuno, sir. [laugh] Somehow gani nalatnan ta naka, interested kana on agriculture.

08 - 188 [laugh] Okay.

08 - 189 Anything more, ma’am?

08 - 190 So far, ano pa. ako bi I have a personal... Whatever you... It's not really... You collect it for yourself. At the end of time, you'll be asked, what have you done to others? And it's much better that you... What you're doing, you're doing it for yourself, and you're doing it to others because the influence of the new generation, the influence is more on... The education, it's not more on... You teach them through your mouth. It's more on... How they sees you. So, that's why I look up into the reader. It's not more on... You're the reader, but it's not more on... You can't show a better example or a good example to your subordinates because I believe that each person has their own creativity. It's a matter lang nga ikaw leader, iano mo gid na siya ya nga magwa. Sagad siya ya mag amo na and indi man tanan gifted of everything.

08 - 191 Like for example, I don't know how to manage. But... may ara gid ya nga indi ko kabalo mag-amo sini. Being a leader, you have to accept lang gid kung ano ang makaya mo kay indi kaman ya leader because you know everything. You have the ability to manage everybody lang gid.

08 - 192 So, with that, ma'am, that's the end of our interview. Thank you so much for your time. Thank you. For sharing experiences regarding about the culturally sensitive environment here in your institution. So, if you have questions, ma'am, regarding our interview, kindly ask lang ma'am si Sir Gilbert.

08 - 193 I'm just kidding, ma'am.

08 - 194 Okay.

***I have reviewed the transcribe interview and confirm that it accurately reflects what I intended to convey, ensuring that all transcribe information is true and correct.***

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature over Printed Name Date**

08 - Escollar

08 - 001 Good morning, ma'am. Thank you for taking time to speak with me today, ma'am.

08 - 002 I'm Sir Jardinico, ma'am. I'm the classmate of Sir Gilbert.

08 - 003 I'm actually taking up Doctor of Education in CHMSU and then today, ma'am, I'm tasked to interview you, about culturally responsive leadership, a grounded theory on strategies for managing diversity in an Augustinian educational institution.

08 - 004 By the way, ma'am, what's your first name?

08 - 005 Fritz C. Escollar.

08 - 006 So, I will call you ma'am na lang para ma'am Fritz.

08 - 007 So formal, okay sige sige okay.

08 - 008 So, ma'am, this study hopes to forward a theory that will explain your institution, since you are on this Catholic school, the San Agustin, in promoting inclusion, equity, and social justice.

08 - 009 So, ma'am, you have the right to be informed of consent, which you were able to sign earlier, and supposed to nga nakasign kana, ma'am, and you have read everything there.

08 - 010 So, you were not coerced, ma'am, you were not forced. It's actually voluntary. So anytime if you want to withdraw, you can immediately withdraw, ma'am.

08 - 011 Okay. Your privacy, ma'am, and confidentiality are protected. So, your name will not appear in the manuscript, ma'am.

08 - 012 Even your name here will be covered so that it will not be seen in the actual manuscript. And the researcher, ma'am, ensures no harm comes to you as a participant and provides support if needed.

08 - 013 That's the reason why, ma'am, he is not allowed to do the interview, since it's actually ethical consideration, man nga part.

08 - 014 And you also have the right, ma'am, to review the data and to ask questions if possible, and seek clarification at any stage of the research. After this one, ma'am. After the interview, Sir Gilbert will be the one to transcribe our interview, and after that, he will be the one to allow you to check the transcription to double-check, ma'am, if there are any shortcomings, if there are any issues with your response to me.

08 - 015 Okay.

08 - 016 And then, ma'am, you may answer in the language you are comfortable with or comfortable using. You can answer in English or Ilonggo, it's okay, ma'am.

08 - 017 Okay.

08 - 018 So, I can speak in Ilonggo vernacular possibly for me to at least enhance our interaction, ma'am. And there are no right or wrong answers, ma'am. You are free to share whatever comes to your mind, ma'am.

08 - 019 This study or the responses will be ensured or will be utilized only for the research alone, and will be dealt with utmost confidentiality, ma'am.

08 - 020 Before we start, ma'am, do you have any questions in mind?

08 - 021 No.

08 - 022 Okay, ma'am.

08 - 023 Can we start, ma'am, with the interview proper?

08 - 024 Yeah.

08 - 025 By the way, ma'am, if you don't mind, what is your age?

08 - 026 I'm 52.

08 - 027 You are 52.

08 - 028 Okay. So far ma'am, what's your highest educational attainment?

08 - 029 I'm a Master's in Environmental Engineering graduate from the University of St. La Salle and I'm also a licensed chemist by profession, a graduate of San Agustin here, class 1994, for BS Chemistry and currently practicing my Environmental Engineering as a consultant.

08 - 030 I have a company named FTE Consultancy and Engineering Services, which caters environmental issues, environmental permits, specifically environmental compliances, like that, and processing of environmental permits.

08 - 031 So, I'm connected with the government, I mean, I'm having an affiliation with the Province of Negros Occidental, DNR, MGB, and others. And I have an accreditation. I'm one of the accredited preparer with the DNR EMB for Environmental Impact Assessment. My name can be found in the website. Okay. Also, my contact number.

08 - 032 So how many years have you been in Colegio San Agustin, Bacolod?

08 - 033 On my college days, I've been for four years. I have been teaching… I teach for four to five years at the College of Engineering for Chemistry, Mathematics, and other subjects. Catering nursing, I teach biochemistry with nursing, chemistry with the first batch of pharmacy, the BS Pharmacy, and also mathematics with a case, mathematics of investment.

08 - 034 So you are, at the same time, an educator?

08 - 035 Yeah.

08 - 036 So more or less I've stayed for, I just depart here, I think. I entered 2008, and then I departed. I think it's second semester of 2012 or 2013.

08 - 037 Then after that you focused yourself on the environmental engineering?

08 - 038 Yes, because I have a child, a little boy. So, after that I have put up a business for the environmental consultancy.

08 - 039 Right now, you are the vice president in the PTA?

08 - 040 In the PTA, yeah. For how many years now? This is my last term for this year.

08 - 041 For this year alone?

08 - 042 Yes.

08 - 043 For the previous year you were also the vice president?

08 - 044 Yes, the term is two years. And also, I'm into agriculture because I'm producing mushroom, honey, from our farm. We also have mulberry. Also, we are currently, we have put up a distillation plant for citronella to address the dengue. In response to the dengue problem nowadays. So, we have already put in, and we are on the trial period, but we have some products already.

08 - 045 It's good to know that you are an educator at the same time, you are also a chemist, and a businesswoman.

08 - 046 I would rather say that I am an entrepreneur. On the terms of like more or less entrepreneur probably.

08 - 047 Yes, ma'am.

08 - 048 Or agribusiness.

08 - 049 In terms of your role here as a vice president, ma'am, can you state to me or can you elaborate further what is your role as a vice president in the PTA?

08 - 050 Being the vice president, so you have to take in place the president in time that he is not available. Also, if he could not make it for some other decision making, I have to enter, I have also to intervene. Like for example meetings, and with him, because our president is a male. So, we have to steer the PTA as a sexual for our term.

08 - 051 So, there are so many projects that you have initiated, ma'am?

08 - 052 Yes, so we have initiated the yearly family day, and then we also support or funded the activity of the department for, what's this? We are giving award for the, they have this contest for cleaning or something, arranging the room, so they encourage them. So, we fund the prices for it, but the teacher would do the evaluation, then we fund, actually it's very small man siya. We just fund the pizza for the quarter, like that. And some other projects that are funded by the PTA, like for example even the college project, a college program, but usually the benefit is the elementary or the basic education. So, we segregate fund for it too.

08 - 053 And at the end of the school year, we have a major project for all the amount that we have generated or surplus for the year. So, like last year, we have put a movable canopy, because we saw that there's a need for the VSAC area. Super init man, so we put up, when they have the mass now or activity, they have outdoor, a bigger canopy, because the VSAC is much more open siya masyado. Diri damo na siya canopy, pero didto wala gid. So, we have spent as much as 100 plus for it. For this year, wala pa kami naka-finalize what would be our project.

08 - 054 Okay so, every school year, ma'am, daw ga fundraising activity kamo for the sake na makahatag kamo ya sang projects for the betterment of this institution.

08 - 055 Yes, oo and we also support the activity of the faculty for them to, like for example, to improve whatever, like nagahatag kami or maga support for the enrichment program. Like ga ano man cooperate and collaborate sa ilang mga projects.

08 - 056 So, being an entrepreneur, ma'am, how do you manage your time as also a leader in the school?

08 - 057 It's more on time management and prioritization. Diba, so on this days, hambal ko kay sir Gilbert, I'm not available between 8 to 8:30, because I have to see to it that I have to wait for our farm worker from the farm. Because ma-wait siya for me kung diin niya i-deliver ang product namon today, like for example. So, I have to ensure that they have seen the product before siya ipagwa. Ti, I think fresh man siya. So otherwise, si Aboy's restaurant will not have mushroom today. As one of their main menu, diba? So kakaon kana sa ila, sir?

08 - 058 Wala pa. Let’s try, galing kay expensive [laugh].

08 - 059 So usually, ma'am, if you, every month, do you conduct meeting together with the faculty or the administration? Or kamo lang gid ya ga meeting?

08 - 060 Actually, kay the faculty is having a representative man for PTA. So, they have, what's this kay the program of the PTA, may ara siya for example, if the president should be the parent, the vice president should be also a parent. The secretary, I think is, it's under rule, sa iya guidelines, is a faculty member.

08 - 061 Then the assistant secretary will be the parent. Like that, naka-segregate siya. And then, may ara gd siya ya specific na PTA, na faculty representative, na naka-input with the executive committee of the faculty. So usually, syempre mga medyo hindi man gid siya na makumpleto ang ano. But from time to time nagapatawag meeting. Especially, oh, lapit na lang ang aton na this one. So, we have to sit down again. Mga urgent matters.

08 - 062 Are there instances, ma'am, that you find conflict or challenge sa pag-meeting when it comes sa mga policies sa school?

08 - 063 May-ara man siya, sir. It could be all man ma-istoryahan man siya, diba? Like for example, communication plays a big factor. Kay ti, for you to ano nga makakommunicate. Kay kung hindi mo siya mag-atubangay, diba? Hindi mo man ma-avoid. So, more than thing, istoryahan lang gid na siya.

08 - 064 And then when you solve conflict, istoryahan lang gid no?

08 - 065 Yeah. Kag may-ara man kung kis-a eh, ti diba ang management or some other kind of management. It depends on the kind of people that you are managing. So, I believe on that. Different folk, different stroke. Sino na ang writer, lipat ko sir? [laugh]

08 - 066 Since you are also, ma'am, part of the, I mean the alumna of the school, what would you stay or choose San Agustin?

08 - 067 For my kids?

08 - 068 Even yourself, ma'am.

08 - 069 Ah, okay, even for myself. To tell you frankly, this is the only school that is offering BS chemistry before and I have taken, also, during my college days, I am a FESPA scholar. Nalipat ko sa acronym sa FESPA but it is a government scholarship for the least privilege, basta capable lang siya. So, the course that I have picked is supposed to be, my parents want me to take up education because during my high school days, ga teach nako, sir. I'm a catechist. Naka eskwela gid sa bala for the diocese of Kabankalan. So, we are very active on our religion. My father is a lay minister. My mother is a worker in the church and all of us, akon mga sisters and brothers, ara man sa church. So, actually, nag-school gid ko during my high school. Nag-school gid ko ya sang two years, two summer, nga Catechetical Institute. And then, it is offered by the diocese. So, the whole of the May, ang catechism, with the Flores de Mayo, we are the one handling it. So, my parents thought na gusto ko mag-education. And then, by the time, you know, Kabankalan Catholic College in Kabankalan, it's one of the best schools at the time for education. So, I graduated there, high school.

08 - 070 As on the top five man siya nga category. So, my parents thought na kung mag-education ko didto, I will be having a scholarship for a free tuition and I will be hitting it with the high colors. But then, in my mind, I don't want to be a teacher. As literally nga teaching really is your profession. So, that's why, when I was in my, during the last few months of my high school, nagpangita ko ya on my own wherein I could get another course outside from the education but I believe man bi nga, na I could be an educator, but not really on deretso on the field of education. Wala ka na other choice but to talk and talk but if you are on other profession.

08 - 071 I do believe na magka-educate ka man but not really na ang expertise mo bala lain. I'll be more effective siguro on that way na daw amo siya. So, I come upon, I hear na may-ara siya government scholar, si department. Ah, Hindi pana siya ano, DepEd pana sang una no? Ano gani sang una?

08 - 072 During 1990, ma’am?

08 - 073 Oo, 1990.

08 - 074 I forget it. [both laugh]

08 - 075 May diri na siya ya office sang una sa may kapitol bala. Diri sa my side sang kadiwa atubang, lipat ko kung diin na siya nga office. Basta it's equivalent to our DepEd now. So, even I don't know Bocolod City, nagtravel ko on my own. I just ask for instruction on how to go in Bocolod. I ask for pliti, then instruction kung diin ko manaog, ano tsura, and then after ano sakyan ko to go there. So, I already have the list of requirements. Nag-inquire ko kay nag absent ko sa may class nakon. Tapos, imagine mo 2 hours. Tapos, super small pako to sang una nga daw ka, ka slim. Indi, niwang gid ya. So, nagsakay ko sa ceres tapos amo na. So, I have the list of requirements.

08 - 076 So, ginhatag ko na lang ya sa parents ko nga please provide me with this one. I'll be providing you the school requirements because I already applied for the ano. So, si papa ko nag-ask na siya, Ano course mo to? Siling ko may nakita ko to nga BS Chemistry and on my mind, I know nga San Agustin is offering na siya, BS Chemistry. So, it's actually not necessary that it's my first choice. It's just a choice siguro nga it’s because a necessity sato nga time because I want to fleet with the College of Education. Daw amo na to siya.

08 - 077 Pero, so far, I find it, ano naman siya, I embrace it and for the whole four years nga course ko siya, I maintain nga naka-FESPA scholarship gid to siya. So, and I add man, nag-ask man ko other subsidies, like my uncle in Manila. So, they are into business ya. (It's a two-way corporation.) So, they are into books, they are into colors encyclopedia. So, actually, nag-help siya sakon kay equivalent of my tuition, gina-padalan niya. Then, na-pay ko sa school and then pag-abot sang akon nga FESPA, irefund. Then, that would serve as my allowances, at that time.

08 - 078 And taking the consideration na wala kami di relatives sa Bacolod. So, I stay with the dorm, dormitory of Our Lady, sa mga Agustinian Sisters. Sa LCC, kita mo na siya, ang balay na diri ng hambal tawag na nila is the balay kuno ni Susan Roces. Kay actually, kay Susan Roces gid man na siya una, gin-donate siya with the Agustinian Sisters. And develop siya, ginhimo siya nila nga dorm, dormitory, sa three-story. So, dira ko na nag-stay for three years.

08 - 079 So, parang Agustinian ka diri, pero didto Agustinian Sisters ka naman didto sa pihak.

08 - 080 Siyempre, ang life ko to sa una is banded man nga, ti sa dorm kada, amo na nga entry, ti siyempre ikaw from the College of Technology.

08 - 081 Sa dorm, ti gaano kalang da?

08 - 082 Ang tawag da shift rates, kada bagting ga-pangadi. Siyempre literally may prayer ano gid man kami sa amo na nga time.

08 - 083 6 o'clock in the evening, is our prayer time. Naga-join man kami sa mga sisters. With, ano man siguro, with the, with the totality man bala nga experiences of life and I sustain myself man da because naga-tutor ko sa mga high school students. So, I have gained some amount man to add on to my schooling.

08 - 084 Yes.

08 - 085 So, I become their tutor for mathematics and then chemistry. So, ma-approach na sila “nang mapatudlo kami”. Ti siyempre dasig lang na siya, pagkatapos na sagot ko na imo breakfast, sagot ko na imo dinner. O, diba! Diba big deal na ya kung studyante ka? So, there's no money in transit. I-ipalista nalang nato nila kay ti sila usually mga riches na da ang ara sa dorm. So, daw pila lang kami da sang una kabilog ang daw mga subidized. Then, palista lang na didto kung kay sin-o na siya. Oy, may breakfast di ginbilin simo si sir Ken. Kay sila ya galista lang na didto and their parents paid for it, during the, on a monthly basis.

08 - 086 So, after that ma’am, you finished your four-year course diri sa San Agustin?

08 - 087 Yes, I finished my four-year course. That was with a batch that we gained passer kay for how many times nag-hunger si San Agustin that there's no passers for licensed chemists. So, actually, I've been married to my husband. My husband is my classmate, too. So, nauna siya pasar in the board exam. Then, I followed him for the next year. So, we provided ang long time bala nga gap with the licensed chemists for San Agustin. So, nagsunod na siya dayon.

08 - 088 So, the main reason that you were part of San Agustin is that there's a B.S. Chem?

08 - 089 Yes, there's a B.S. Chem. Aside from that, what made you decide to join the school? Of course, I was in the city. I was not really aware of the best schools and then na-promote lang siya with us sa cases kay feeders school man siya. At the time, ang nagtalk samon sa didto is a B.S. Chemistry professor who graduated from that institution, the Kabankalan Catholic College. So, at the time, I found out that it had a B.S. Chemistry and it's only offered in San Agustin. Actually, wala ko sang iban nga nakwaan entrance exam. It's only in San Agustin ang nakuhaan ko but I prefer, supposedly, I was on entrance scholarships sila nga ginahatag. But then, I didn't use it because I got it from TESPA. TESPA is 100%, si entrance scholarship ya i-categorized for how many percent, but it's never been 100% on that because they're keeping it at that political level.

08 - 090 So, until now, what made you decide to join the school? You're a PTA officer. What inspired you to be part of this organization?

08 - 091 I have been... People know me anywhere, from the guard to the... And I find it... Actually, ang akon bi anak… Lain bi ang San Agustin. It's actually… daw ang scenario ya bala nga “it's your home”. Daw ara gid siya bala japon. Once you've been part, you've been part there forever.

08 - 092 So, like kami, even nga... I find it with the Faculty of Engineering and San Agustin Engineering. Whenever alumni... I don't know with the other school, but I find it... diri ya gabalik ang mga alumnus. Gakadto, diba? Every time they visit, wherever they are, magpuli sila di sa Negros. They visit San Agustin and they look for the faculty, actually.

08 - 093 Even... That's why, right?

08 - 094 With the college or with the college totality, there's an alumni reunion for the whole college but the Engineering or the Techno has a separate one. So, it's on a station on every December.

08 - 095 Daw ka amo na bala. So, kumbaga ang Agustinian bi even outside ka kag kagwa kana di ya, and everybody knows, if you're Agustinian, they know that you're Agustinian, that you're from here. Though, it seems like, it's like a family oriented. Wherever you are, like for example, teacher-student relationship. On other school, they have a teacher and she's a student, there's a gap and diri bi nga side even if you're outside of the classroom, the student or the teacher can approach you.

08 - 096 Even the student can approach you right away. In engineering, even the student da namon mahagad yana si faculty nga “sir, inom ta karon” but it's outside naman ya. It's not bounded by the classroom. It's more on the in-between relationship.

08 - 097 So, maybe you can say that it's more on the home-based relationship. Like I was connected before with... Actually, I was in corporate for 12 years before I entered academe. 12 years ko with Viva Spring Water. So, it's within the San Miguel group of company and I'm already in the department head position. So, may-ara gid siya ya special. Kung magsiling Agustinian na siya ang imo gina-interview, compared to other professionals. Of course, on my part, I can say that I'm proud to be Agustinian and for how many instances, like, for example, the NOPSSCEA. Diba we have the NOPSSCEA? It's a Negros Occidental Private something.

08 - 098 So, when I was in Viva Spring Water. Usually, we're in Ilihan. Sadly, ang Ilihan subong nahimo na siya nga ghost town because of the volcanic eruption. But, ang planta namon ato to. So, when... At that time, si NOPSSCEA, di gabaton kami sang mga field trips. Si NOPSSCEA nagkadto didto, nag field trip sila. And, at that time, usually kung mga technical mahambal na amon manager na “Fritz, ikaw ma tour guide” or something like that kay separate akon office.

08 - 099 Akon office is in the laboratory. The admin is in a separate building. So, manawag na “Ma'am, ang NOPSSCEA kuno ikaw ni hambal ni bossing”. Hambal ko, ti sige i-collect lang da sila with the admin. So, kay may-ara man kami reception area, makadto lang ko da. During the field trips, actually, I haven't introduced myself yet, that I'm an Agustinian, or whatever.

08 - 100 Ara man ang mga head sang mga pari, diba? So, si UNO-R to sa.

08 - 101 Diin ka nagraduate, sir.

08 - 102 Yeah, UNO-R. [laugh]

08 - 103 Agustinian man Recoletos. I don't know kung amo man siya ka homie sa inyo? [both laughs]

08 - 104 Actually, sister ko ya chemical engineer. So, didto man siya nag-graduate sa inyo. So, she said, magvisit mga school heads didto. Sa ulihi, na-intriga guro si father sa taga UNO-R. Abi ya UNORian ko. So, ma'am question gali. Yes, father. He said, from what school are you?

08 - 105 I'm from a school within Negros Occidental. At that time, I don't know who is here today. Pero there's no attention or gatake ano gid bala ang diri or if there's no one to entertain, I don't know who is here at the time.

08 - 106 So, from what school did you graduate? He's excited. Abi ya guro taga-UNOR ko.

08 - 107 He said, because you’re so fluent to discuss. Then, he really thinks that I’m from UNOR. So, I mentioned that I'm a graduate of Colegio San Agustin. At the time, I forgot kung sin-o to na Father ang nakaupod man didto. He was shock nga wala siya ga pay attention sa akon and si Father to ya. Oy! Oy! you're a graduate. Hambal sang Father to na taga UNOR. So sa amo to na time, we were told that we have an Agustinian here. He felt proud that everybody looked up to him, hope that sa akon school nag-graduate. Daw ka something amo na.

08 - 108 Sad to say, I came from the college San Agustin in class of 1994, BS Chemistry. So, at the time, he interviewed me. Ano kana nga year? Something like that. So, at the time, he was able to bring up the name that we have today. There's one instances that I feel proud to be, to say, that you're from this school.

08 - 109 What do you think, ma'am, are the cultures of Colegio San Agustin that makes you connected with this institution? Even after you graduate, You bring and share with us your culture or values?

08 - 110 Like a family, for example, whenever you say that you belong, that you've been part of it. The institution is still embracing you even when you're outside. Even when you go to the gate at night, they'll be like, oh, alumni? Of course, there are new guards. Unlike before, our guards are different. Before pa ang mga dumaan pagid na mga guards of San Agustin. It feels like home, even with the students na mga salawayon. The school, even on our practice here before as one of the faculty, we didn't feel that we’re being judged. Like daw ka salawayon ka nga studyante. Kadamo pa danay intervention before ka magsiling nga… We never feel nga mang kicked out or something. Not unless siguro kung worst kana gid.

08 - 111 So, ma'am, as your role now as vice president, you're dealing with diverse culture, different persona, different aspects of life. So, paano naman imo personal background nagbulig simo? How did you view this cultural diversity in San Agustin?

08 - 112 Of course, you used your previous management experiences. Like, for example, I was exposed to the plants before. You have to interact with them from the very lowest to the very highest of the society. One person, actually, somebody told me, I have the personality that I could have the same interaction with them from the very lowest of the society up to the very highest of the society. So, wala ka gachange. So, actually, it come on my mind “Ah, okay. So, I think I have developed it during my experiences with life”. Nakamingle ka before.

08 - 113 Way back, I have to praise San Miguel Corporation. They have trained us much that you can't stand it alone. Actually, with all diversities. Like, actually, I-promote ko gid I joined San Miguel at a very young age. Wala pako kamuhaw-muhaw. I cannot say that It's my first employment. Actually, it's my second employment. I was employed with the supercentral before I entered San Miguel and they provided us with enough training on personality, managing, not necessarily all of it is technical. They're foreseeing you to handle the management position later on. Kumbaga bala, crisis resolution. Even like that, we have a training.

08 - 114 For example, you can be, amo mana ang isa nga nadeveloped ko siguro. I can be cool under fire. Nga bisan ginaano kana da ya, you feel relaxed japon. We have that training. We have that interaction before with San Miguel. Even when you're tired, scolded, you have to stay put. You're not allowed to cry. When I was in, I went back to school. At first, when I was teaching, they would say, Miss Fritz, are you crying? Wala ah, naghibi ko haw? Daw amo na bala haw. Ti even gapanglampos nato sa tubangan, wala lang gid ya.

08 - 115 So, it's your experience that taught you how to handle this cultural diversity, even when you had a role as vice president of the PTA?

08 - 116 Yes, and the school man. I think they saw that, for example, he's the president, we have a vice president. During that time, it will take more time for our president to handle a meeting [laugh] before he hit that certain target. With me, even you talk short as long you are hitting a target idea, I am more on result-oriented.

08 - 117 For me, time is very valuable in success within a person. So, kaagi na nga nadugayan ko sang meeting. Ti naghambal ko sa kay president. Sir, dal-a di ang agenda, amo na hambal ko magmeeting “sir Gilbert, agenda ta diin?”. Ti mahambal sila kung kis-a ang mga upod nga “Miss ikaw lang bala ano sa meeting.” Ti diin na ang agenda kay kung ara si president i-lisensya ko lang. Kaagi gid ko ya nga syempre may mga commitment man. So, I told him, Sir, Sir. Ako bala pa-ano sir para dasig kita karon magab-ehan ta. So, I said, this is supposed to be one hour. When the meeting was over, I said, we are 10 minutes in advance. He said, very good. I said, have we tackled everything? He said, yes. We're almost done. You tackled, one by one. Then I summarized everything. I said, let's summarize this. For everybody to know about our meeting. and we go into that. Daw amo ko na bi mag-handle. I practiced that before with us. Even with our bosses, when we have a meeting, we usually have the wash up. What we agreed on, the totality. I-summarize kay basi may nalipatan.

08 - 118 So, in three words, how can you define your leadership style?

08 - 119 In three words, it's my own style.

08 - 120 What is the prominent style that you apply as a leader?

08 - 121 I'm not mindful of the time, even with the personnel. I'm not mindful of the time. When you're in by 8 o’clock and then you out by the time. So, even with our farm, I'm not mindful of the time. I'm more mindful on the result, since I’m a result-oriented person. That's why, daw amo na ya ang akon. Wala ko ya pake kung san-o mo na ya ubrahon, basta madeliver mo na at the specified time.

08 - 122 What if you can't attain the result you want?

08 - 123 Indi man ko amo na ka strikto, tipo lang. I would encourage anybody, for example, to set a deadline. Be available by noontime for example. If you have a problem, you approach me before that time. Like for example, daw indi ko kaya, miss, gaproblema ko sang amo ni. So, buligan naton, daw ka amo na siya. I would encourage you to do on your own then after that ipacheck sa akon. Kay ako i-encourage ko ya, indi ko ya siling nga tipo nga ka specified. Usually, sige ipagwa da kung ano ang imo da. Then ipresent lang sa akon.

08 - 124 It's more of a guided approach.

08 - 125 Yes, because sometimes I have this thoery man nga they have to create a critical thinking or creative or critical thinking in people. They can think how to approach that thing. For us, we produce rabbits farm in Don Salvador. Actually, I have an idea how to do it but totally I could say that the experts are our workers, because I don't know how to do it. Kay kung ako pa-atipanon mo, basi mapatay na ya sa akon. So, you have to push lang gid actually. I-push mo nga mapagwa yaman ang best ya.

08 - 126 So, is this also one of your traits, ma’am? How do you handle cultural diversity? Saimo bi nga company or even in the school?

08 - 127 Yes.

08 - 128 How do you define culturally responsive leadership in your experience, in the context of the Agustinian institution?

08 - 129 How would I define it? Wow! I have to say it. It's being... You have to attain the result that you want but you have to respect other cultures. Like, for example, even... Even if it's a personality or even personality, culture, you have to define... It's not necessary to twist it towards what you don't like. Then, they're just guide them to make it on their way. The way even the faculty applies it in the college. The college faculty should act as a moderator or facilitator of knowledge. It should not be that the faculty would say the student should search for the knowledge itself with the guidance of the facilitator or the professor. But, not all the time. You have to deliver them the messages or the knowledge.

08 - 130 That's why, ang akon anak nagskwela sa Aklan. The faculty there is true because it's a safe college. The way I look at it, I made a paradigm shift for them. Are you familiar with Stephen Covey's paradigm shift? The Seven Habits by Stephen Covey. So, one of it is a paradigm shift. You are in a situation that you’re in control. So, you might just make a paradigm shift of that and you look into a different perspective.

08 - 131 So, I told her, dai lain-lain man siya cultural practices ang schools. She's a lasallian, kay ti sa La Salle siya nag-graudate. Syempre, La Salle has standards. Ano itsura sang faculty? How does she dress up? What is her decorum totality, diba?

08 - 132 Pag-abot ya didto nakita ya ang faculty, nakatsinelas. Wala kuno naka-ilis, nakatshirt lang tapos siya ya kuno naka long-sleeve siya, naka shoes. That was the standard that was set in her by the school. Tapos wala kuno ga teach. Ti gaano lang siya? Gahatag lang siya samon sang lay-out. Kung mangkoton mo siya gani wala man siya gasabat.

08 - 133 You research it. For example, you are in a... mas nami na siya. It's because you're not... Whatever your teacher, she's facilitating the knowledge. It's not necessary that you're not elementary like others. Whatever… You can learn what your teacher is doing. You can be much better than the teacher because siya nagguide lang sa imo but you have to search for the knowledge itself. So, nagmedyo okay na siya pero una-una galalain gid siya sa teacher ya.

08 - 134 You have to accept that it's a differences na nila. So, one of it... diba ang San Agustin subong is not necessary nga for the Catholic lang?

08 - 135 Nag-open house na, may mga Muslims na, actually, ang mga ga-school but, they don't feel alone. Nga aloof sila with the region. They were given diversity if they cannot attend the mass. They’re not forced to accept it. So, you have to... You have to get your target without being... without being forced.

08 - 136 Yes. So, being an Augustinian alumna, I believe you have core values instilled in you, right, ma'am?

08 - 137 Yes.

08 - 138 How can you elaborate this, ma'am, the core values that you have learned in this institution?

08 - 139 Indi ko mamemorize. [laugh] Okay, I will just say the unitas. Unitas, yes. The veritas and the caritas. Caritas.

08 - 140 What do you think, ma'am, are the influences of these values in your approach in managing cultural diversity? Do you think may nabulig mani ang unitas, veritas, caritas?

08 - 141 Of course. Diba? I do... You speak with the abundance of the heart. That is love. So, there is caritas. So, whatever your mouth is delivering, it came from your heart. If it is not full, my heart is... It overflows kung ano siya ang ara sa imo. So, if you are not inculcated, the correct values will be delivered you as teacher, as professor, as parent, or even as manager or something. I think, on the unity side, it is possible to have interaction if you have the connection. Right? So, if you look at it, it is a big deal.

08 - 142 As far as I know, there are institutions that they prefer Agustinian. For example, the alumni here in Engineering, usually, ang nagapangita… nagapapangita sa ila, from the school. Indi nga deretso, nga everybody can apply. Ti ipadala nila or papulion nila nga personnel didto and then iano nga diri makuha from the Agustinian. I think, that person nakaano nga nanamian sila ang company mismo. So, I do believe nga paggwa mo di sa institution for how many years, you will be carrying it over. You are bringing the trademark of the school.

08 - 143 Even though, you spent your undergraduate in cultural diversity or in inclusion gina-practice gid in San Ag?

08 - 144 Yes, so far as I know.

08 - 145 Until now?

08 - 146 Yes, oo. Wala man siya, even sa ano daw wala man siya siling nga ginachange or whichever.

08 - 147 Okay, ma'am. So, I believe that if you know that diversity experiences when it comes to dealing with cultural diversity, ma'am. So, what challenges have you encountered addressing this cultural diversity within this institution? Are there any challenges in the experience, ma'am? Like, right now, you are dealing with your subordinates in the PTA. Any challenges, ma’am?

08 - 148 Kung wala, ti okay lang kung wala challenges, ma’am? Like, when we talk about cultural diversity, like, races, walks of life, status, are there any challenges, ma'am, in your experience?

08 - 149 May ara man siya eh, kay ti may ara man ya iban nga they prefer ang personality bala. There are some people who prefer to be put into a certain pedestal. I mean, it's like a traditional. May ara sila ya nga, indi dapat before sina i-amo mo gid ni danay. So, smile kalang.

08 - 150 So, how do you respond to that, ma'am, if ever there's misunderstanding or conflict in cultural misunderstanding in general?

08 - 151 It's just okay to say sorry, and then we'll do it again next time, right? Just put a smile, kay ti sin-o man mangakig sa tawo nga nagasmile man. Daw amo lang gid na ang ano nimo. So, what shall we do with that?

08 - 152 Earlier, ma'am, you responded that somehow you overcome cultural misunderstanding. Can you share your experience, ma'am, or one instance where you successfully navigated a cultural challenge?

08 - 153 One instance? Like, experience mo nga mahambal mo success imo na overcome. In the context of this institution, ma’am.

08 - 154 Challenging sang imo questions [laugh]. I think, siguro kay ti if you're handling different, different person, bringing to them their different experiences.damo gid na ya specially kung may ginhandle kamo nga mga projects. Diba? Be open lang and then communication lang gid. Like, kis-a amon family day. May ara na iban nga wala sila ga-appear sa meeting. Pag abot sa situation nga ato nato gali, damo gid na ya sang you know. Pero ti ang ano mo man lang da, indi lang mahighblood, sige lang kay buligan talang na. daw ka amo na bala. Then, may ara man sa iban magsunggod-sunggod. So, don’t fuel eh. You have to… daw ka ibalik mo siya to the ano bala kag ang communication lang gid ah. Like, ano ang ginkadto tadi haw? Diba? Ti aton nani whatever success sini or failure sini it is our activity.

08 - 155 Magmeeting, masiling indi kami available, pag-abot sang actual gali “ti ngaa amo na?” kay wala kamo nag attend meeting, so go on nalang tani kung ano ang gin agreehan sang tanan na nag-attend and next time attend nalang kamo meeting kay para mavoice out niyo man ang inyo nga ano.

08 - 156 May mga training man or program nga ginahimo ang San Agustin or the institution offering to enhance a cultural competence sa inyo nga level, like PTA?

08 - 157 I think amo pana ang wala namon natagaan attention kay more on.. we haven’t… wala pa kami sang nahimo na program para sa mga parents.

08 - 158 Pero ang institution mismo ya, ma’am? Are they doing something inorder to enhance the cultural competence, especially the PTA? It’s more on ano lang siya… are parents involved also in the training? Kay, I believe dapat daw si PTA ni guro ang ma initiate sina. Ang gwa niya macollaborate ang school with the PTA to keep this amo na. daw amo na ang wala pa namon natagaan gid nga ano kay dapat gid may program. Kay nakahang na siya mo nga hambal namon may program dapat for guardian nga nagahulat sa ila mga students. Dapat may ara tana da nga training from time to time.

08 - 159 Do you believe that the school mismo is practicing a cultural inclusivity among the stakehoders? Pero there is no written policies no, nga dapat amo ni himoon in terms of cultural responsiveness? Wala pagid no?

08 - 160 Daw ka generic lang bi ang ara sa right up with the school nga guidelines pero indi siya, I think what you are looking into is the specific gid ya nga may ara gid siya nga title ang cultural differences. Yeah, yeah, for examples for PWDs, LGBTQ community. Like those examples nga lain-lain culture. Like wala gid ya specifics mismo? Wala gid siya specific, its more on generic nga ano pagid man ang na set up. Like, for example, wala paman di sang nabutang… diba one of the requirements da is dapat may cr nga specific for each ano. Ang ano lang is nagdiverse ang school nga may ara siya PWD compliance nga mga stairs. Pero, I don’t believe sa second floor kung paano siya idiverse, like sa PWD bala nga set up. Pero ever since, during my college days may mga ara gani nga PWD gaskwela diri. When in fact, nakita ko ginabitbit siya kay indi na siya kasaka sa stairs. Ginabitbit siya sang iya mga classmates.

08 - 161 Tapos diba, si Dagul is a graduate of this institution. Yes, diri na siya nag graduate. Nabal-an ko last time ginacarry na siya sang iya mga classmates. So, kumbaga bala nobody is left behind. Nga even, ti indi man pwede nga wala kadi second floor kay ang school is not provided with an elevator or escalator but how come nga nakaproduce siya sang graduate nga amo na. so, there is something on that nga may responsive ngaa naka amo na siya kay indi man pwede nga wala sa klase on the second floor or third floor.

08 - 162 Siguro, it's more on the family-oriented set up. If somebody needs help everybody is more … ti kung iappoint mo si Dagul, sang gaiskwela pana siya indi mana siya kalab-ot hagdanan kay tungod sa iya ma structure. But he is proud that he graduated in Colegio San Agustin. Nakakadto na di siya, I think one of the college days. One of the… nainvite na di siya kag ginhambal ya gid na nga diri siya nag-graduate and his classmates used to carry him magkadto sa third floor kag sa fourth floor and sa second floor. Kay ti paano siya nakasaka sa mga floor naton.

08 - 163 Family kumbaga, ma’am.

08 - 164 Kumbaga nobody is left behind man bala. Bali makadto kalang… indi ka ya siling nga pabay-an ka sang imo mga classmates. Ti they will… kag ti syempre…Kumbaga nasa culture nagid sang San Agustin. Nasa culture nagid siya guro sang San Agustin. Na even though wala written policies? Pero it would be… nami man siya kung may ara gid siya ya specified. Kag at least makita mo gid ya on the literature. May guidelines gid siya na upod. Pero ti kung tan-awon nimo, kung the result is existing. Pero may term, sabagay subong mga audit. Mahambal kabi nga sauna if it is not written, it is not done. But now with the process oriented nga mga audits. If you can show me a result that it is existent then it would surface the written document. Diba, agree kaman sa akon sir? because I'm also an ISO auditor, performance based.

08 - 165 Yes! performance based but it would be a good recommendation later it will be written. There will be a guidelines on it, written with San Agustin.

08 - 166 At least bala, ma’am? May tamdan ka diba? Pero based on your responses until subong ya ara japun ang cultural responsiveness. Even sang nag graduate kapa, until subong nga nagbalik ka sa school. Still the same japon ang treatment.

08 - 167 Like, for example, may ara nga akon panan-aw man nga isa. Ang teacher-student bala, anytime si teacher ya wala siya gaisip ya nga “ay time ko na ya subong”. May nakita sa bi nga student, daw ka failing or daw ka hina ni sa iya. Ang culture abi nga iapproach mo, ipatawag si student. It’s giving a free tutor for it.

08 - 168 You're doing it here, ma’am? With the college, i think. Yeah! They're doing it. I don't know with the elementary because I’m not so exposed man. I think they are doing it, I heard it from my kid. He said, I’m teaching somebody, kay he got low grades on one of their subject and he has a buddy. Something like that. Even the faculty… ang practice man bi sang faculty diri nga even in the college, if there is a student that will approach the faculty nga “Miss, nabudlayan ko ni bala sa amo ni.” Wala ko may nakita nga faculty nga gapangindi, to teach and to explain it sa iya. Anywhere, even under the trees. [laugh]

08 - 169 Bale ma’am, your role as vice president. So how do you maintain or ensure your continuous learning and improvement regarding cultural responsiveness?

08 - 170 Ah, have an awareness with the surroundings. We are Christian and we are Agustinian. If makita nimo, then makaresponse kalang gid da.

08 - 171 How do you engage, ma’am, with stakeholders like in your case your parents and even the community as a whole in fostering a culturally responsive environment?

08 - 172 It’s more on… wala gid bi sang specific nga nag outsource gid bi si ano… I think the school is doing it. Like for example, may mga programs si school nga ang community involve eh. Community involvement and ang pinaka ano lang gid ni PTA abi nga ti ga support kami da through finances kag ginabuligan. Like, si Gilbert mapisan gid ni siya mu. Boy scout ligad, ay we will ano… ang boy scout ma amo na. Sino ang parents willing to donate something? Actually, they go out with their… with the school. They keep last December.  
 Ano nga month to man, diri sa may hacienda. Outreach program nila, ma’am.

08 - 173 Yes, and even mga program like last time last year. Circumcision program for the kids. So, the embrace the adopted community. It was conducted by the school, it's for free. Then, the parents are asked if they want to volunteer, to help and wala man gaka-zero, sir. We are on the right track, right?

08 - 174 So, do you suggest earlier, ma'am, hambal mo nami kung may written policy?

08 - 175 Yeah. Recommendation. One of it man gali, because San Augustine, starting this year, through the PTA, we acknowledged the awards for parents. They encouraged them to be cooperative. It's a St. Monica’s award for parents and the kids, they were given a GDATUS award for year 11. It's more on the conduct, how you, what are the criteria. And I think part of it is community involvement.

08 - 176 Even though the school has no written policies, so how do you align the institutional policies with the culturally responsive leadership practices? So, how do you align the institutional policies with the culturally responsive leadership practices?

08 - 177 Okay, so it's more on the practices in the program. Even though there’s no written, nga specific guidelines. It's more on the rule making. So, daw ka generic lang gid bi kay syempre indi man pirmi ginarevised ang guidelines, diba? But the practices are involved. So, I think it's amazing that you put into something during the innovation of the guidelines, especially the handbook. Pero it's more on... The community has answered the challenge all the time, diba? Nga ti kumbaga nagmove man siya. Like the church. Our church is nagapanglakaton. So, I think it's more on... It's diverse with the challenges facing.

08 - 178 So, bale ma’am, what do you think is the role of your institutional leadership in shaping the culture of inclusivity?

08 - 179 Like, for example, it's open for everybody. It's not like you have to involve everyone or they’re not capable. I think everybody should be given a part of it for participation. I mean, it's not... Everybody is welcome to do their part and be part of it. Even the PTA, wala man na gahambal nga dapat amo kagid ni para majoin kada sa PTA. Dapat amo kani to be capable of it. I think the cultural differences with the PTA is diverse. We have... I think it's represented man siya tanan and they have... may say man ang kada isa kung paano.

08 - 180 So, if you're going to rate, ma'am, the effectiveness of your cultural responsiveness initiative as a whole, from 1 to 10, what is your rating?

08 - 181 Of course, there are a lot of improvements. We have to face it. Like the guidelines. Like... Actually, ang structural. From 1 to 10, what do you think is the… Pwede siya ka passing 6 or 7. Okay, because there are improvements. Yes. But I'm not saying that it's not being implemented. We saw the results. It's there, it is not neglected.

08 - 182 So, what do you think is your indicator or are your indicators or parameters para makahambal ka that you are successful in promoting cultural inclusivity?

08 - 183 Success of the program, nga makita nimo nga nobody is left behind and they don't feel that may ara siya nga gin-isolate. Something as that. With the differences of... I think amo na. Like, for example, even the LGBT, they were not given... They are not... They are really given an opportunity, right? So, our indication is that if there is something that is left behind, someone is isolated, they don't feel it, they are left alone, right? So far, I haven't seen anything like this.

08 - 184 Okay. It's good to know. So, this is the last one. How can future leaders be better prepared to manage cultural diversity?

08 - 185 Future leaders. So, you must be prepared. You must be prepared for yourself and you have to experience it totally. I believe that if you put your shoes on them, you can be much better. Indi necessary nga pano kung ikaw ibutang mo da, you're one of the deprived, right? You're one of the PWD. You can be better to look into their concern and opportunities for them.

08 - 186 Okay. So, last one. In the context of being an Agustinian, what advice would you give to other educational leaders seeking to implement culturally sensitive or responsive practices in the context of being an Agustinian alumna or being part of this institution? Since you mentioned earlier that you are treated as family, that there's no one left behind. So, what advice would you give in the context of being an Agustinian to other educational leaders?

08 - 187 You have to... If you develop yourself, you influence others, and that influence will go on to the next and go on to the next. So, you lead by example. Daw amo na ang pinakaconcern gid. As long as you have your... ikaw, sigurado ka lang sa self mo. If you feel confident of doing it, you're not doing it for something else. You know that you’re doing it for good and you give me an opportunity to talk, and I don't believe that you're going to get something out of me. Something like that. So, show your... What's this? Show your... kumbaga latnan moto sila. Kay makalalaton mana kuno, sir. [laugh] Somehow gani nalatnan ta naka, interested kana on agriculture.

08 - 188 [laugh] Okay.

08 - 189 Anything more, ma’am?

08 - 190 So far, ano pa. ako bi I have a personal... Whatever you... It's not really... You collect it for yourself. At the end of time, you'll be asked, what have you done to others? And it's much better that you... What you're doing, you're doing it for yourself, and you're doing it to others because the influence of the new generation, the influence is more on... The education, it's not more on... You teach them through your mouth. It's more on... How they sees you. So, that's why I look up into the reader. It's not more on... You're the reader, but it's not more on... You can't show a better example or a good example to your subordinates because I believe that each person has their own creativity. It's a matter lang nga ikaw leader, iano mo gid na siya ya nga magwa. Sagad siya ya mag amo na and indi man tanan gifted of everything.

08 - 191 Like for example, I don't know how to manage. But... may ara gid ya nga indi ko kabalo mag-amo sini. Being a leader, you have to accept lang gid kung ano ang makaya mo kay indi kaman ya leader because you know everything. You have the ability to manage everybody lang gid.

08 - 192 So, with that, ma'am, that's the end of our interview. Thank you so much for your time. Thank you. For sharing experiences regarding about the culturally sensitive environment here in your institution. So, if you have questions, ma'am, regarding our interview, kindly ask lang ma'am si Sir Gilbert.

08 - 193 I'm just kidding, ma'am.

08 - 194 Okay.

***I have reviewed the transcribe interview and confirm that it accurately reflects what I intended to convey, ensuring that all transcribe information is true and correct.***

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature over Printed Name Date**

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09 - Anj

09 - 001 Is it okay, sir, ma record kami?

09 - 002 Yes, sir.

09 - 003 Okay. So, sir, good morning. I am sir Jardnico. I am the interviewer of this study.

09 - 004 I was tapped by Sir Gilbert to do the interview to you, sir. I'm a classmate of Sir Gilbert in CHMSU, and the study sir, is culturally responsive leadership, sir, a grounded theory of strategies for managing diversity in Agustinian educational institutions, sir. By the way, sir, what's your name?

09 - 005 Sir Angelo. Sir Anj nalang.

09 - 006 Sir Anj, para at least later on sir, as we go along with the interview, at least dw indi gid amo na ka pressure magsabat.

09 - 007 Sige.

09 - 008 So, feel free lang sir ah. Wala gd na ya kaso.

09 - 009 Okay.

09 - 010 So, sir, this study, sir, aims to describe your current school practices in culturally responsive leadership, sir. By the way, sir, I'm affiliated in DepEd. I'm in La Carlota, Donna Hortensia. And of course, my previous school is in UNR so it's actually one of the sister schools man di. So daw nami man, daw ma relate man ko sa San Ag. That's why when Sir Gilbert asked me sir, nag okay nalang ko nga mag ano sa iya.

09 - 011 You're teaching in high school, sir?

09 - 012 Yes sir, I'm in grade 7, grade 8. Pero formally I was here in UNOR man for 5 years and then nag transfer ko sa DepEd and then 2 years nako sa DepEd. Let us continue, sir?

09 - 013 Okay.

09 - 014 So Sir this study hopes to forward a theory that will explain your institution's culture in promoting inclusion, equity and social justice.

09 - 015 So you have the right to be informed or consent as you give the paper earlier sir, di ba? Nahatag naman so na klaro naman sa imo nga you have the right to withdraw anytime kung gusto mo lang ya sir. And then your participation must be voluntary with the freedom to withdraw at any time.

09 - 016 So your privacy and confidentiality are protected. So no identification of your name shall come out in the manuscript. And then, so the researcher ensures no harm comes to you as a participant. So wala kaman ya sir gn coerced, di bala sir?

09 - 017 Wala man.

09 - 018 Or wala kaman ya gin pilit nga mag join. It's your own ano gid ya nga mag join for the betterment of your institution. So you also have the right sir to review the data, ask questions, because after this one sir, after the interviews, Si Sir Gilbert sir, e transcribe yana ang tanan nga interviews. And then he will be the one to allow you to check the manuscript, transcribe if tsakto ang gin butang nga word. Pwedi kagid Sir kahambal nga pwedi islan lang ang mga wordings later on.

09 - 019 So sir, this interview will take at most one hour and a half kung pwedi.

09 - 020 Yes.

09 - 021 As you go along in the interview, so feel free lang sir.

09 - 022 Huo.

09 - 023 Kung ano lang ang mahambl mo sir. Kung ang experiences mo sa school, e share lang. Kay it will be part of the result. So sir, you may answer in the language you are comfortable with. You may speak in English, Ilongo. Pero ako sir, pwedi man ko ka Ilonggo, pwedi ka English. Hambala lang ko sir kung ano ang imo comfortable nga language. And there are no right or wrong answers sir.

09 - 024 So rest assured sir that your responses will be utilized only for the study and will be dealt with at most confidentiality sir. So are there any questions sir before we begin?

09 - 025 Ang context lang sir is within San Agustino no?

09 - 026 Yes sir.

09 - 027 So it will not apply my experiences in other schools?

09 - 028 Yeah. So kumbaga kung ano ang experience mo sir. That’s the thing nga e share mo lang diri.

09 - 029 Okay.

09 - 030 Thank you, sir. Can we start sir?

09 - 031 Yes sure.

09 - 032 If you don't mind sir, what is your age?

09 - 033 I'm 33 years old.

09 - 034 33 years old.

09 - 035 And so far sir, what's your highest educational attainment as of the moment?

09 - 036 Master's degree.

09 - 037 Master's degree. In ano sir?

09 - 038 Master's in Arts… Master in Education Major in Physical Education and Sports.

09 - 039 Ah, sa P.E ka sir na belong nga Department.

09 - 040 Yes sir.

09 - 041 And sir, how many years have you been in Collegio San Agustin Bacolod?

09 - 042 Actually it's a broken service. I've been here for two and a half years already, way back 2014 up to 2017. Then I went out because there was a transition to senior high. And then I went back 2019. So that's, if we count up from 2019 only, I'm already almost 6 years now. But if you include the one that I've been here before, it's almost 8 or 9 years.

09 - 043 So you work here sir, but you're not a student on this institution?

09 - 044 I was a student also before. I finished my bachelor's degree here man.

09 - 045 So if you count that years sir, how many in total?

09 - 046 Twelve.

09 - 047 That's too long.

09 - 048 Twelve to thirteen.

09 - 049 Kalawig.

09 - 050 And right now sir, what department do you belong to? College of Arts, Sciences and Education.

09 - 051 Teaching in P.E. but I'm teaching actually since we are a service department. We're teaching all departments. We're handling courses in all departments.

09 - 052 So mentioned earlier sir that you're also a graduate of this institution. When you were in college, what's your status sir? You are a scholar? Or any way nga maka survive ka sang college sir?

09 - 053 I was a performing arts scholar. I was a member of the dance troupe for four years. Because that's the only way I can go to college. It's a 100% scholarship that I got from them.

09 - 054 And as of the moment sir, do you have any special role or task assigned to you by the school? Are you a department head or anything?

09 - 055 I'm currently the subject area coordinator for Physical Education, Arts and Communication.

09 - 056 And then what is your role sir when you are talking about as a subject area coordinator?

09 - 057 I supervise teachers. I actually assign the teaching load of the teachers.

09 - 058 I supervise them in their teaching. Supervise them in the checking of their exams. And even address some concerns of the students concerning that specific subjects.

09 - 059 So kumbaga sir all around?

09 - 060 Yeah.

09 - 061 You are also handling subjects nga matudlo or focus ka lang permi sa leadership role?

09 - 062 Actually, divided siya. I also have my teaching load. Then I also have my supervisory load. So it's like a managerial. Although I'm supervising teachers, but I'm also teaching at the same time.

09 - 063 So how many subjects do you handle sir? Subjects, I'm handling as of now, three subjects. But in one subject, just like PE, I'm handling seven sections.

09 - 064 Every day?

09 - 065 No, every week. So yeah, every week it's seven sections. They're divided into five days.

09 - 066 So can you still perform well your leadership role while maintaining your role as a teacher sir?

09 - 067 Yes sir, because we have plotted actually the time for the managerial tasks and for the teaching load. So before we were given the teaching load, we already have plotted our time for the supervisory works and for the teaching load.

09 - 068 That's actually as a request of the VPAA because they really wanted to ensure nga we can still perform the tasks that we have given despite the teaching load that we have.

09 - 069 So at least the admin is really into putting effort like handling the balance of your leadership role at the same time the teaching role.

09 - 070 Yes sir.

09 - 071 And then how many years do you actually on that position sir?

09 - 072 I've been in the position for two years palang. But right now, we are under our contract, to be until next school year pa. So two years siya nga contract.

09 - 073 So in that two years of experience sir, what are the challenges nga na experienced mo? Can you share it?

09 - 074 Challenges so far? Actually, there's just one thing that I'm very thankful of because the teachers under my area were really performing teachers. So I didn't have much of a problem that I really encountered. So if we're talking about challenge lang siguro, it's maybe sometimes there are times that ang demands bala sang work is sometimes gaka pile up, ga-abot sa bala all at the same time. So daw dira gd sa daw challenging siya. And now we can address it one by one. But so far, I don't have something na ma-consider ko that's very challenging because I'm very thankful to the teachers that I'm handling and even to the management because they have been very considerate.

09 - 075 Given that you are too young sir to handle like this position, kay sir it sense wherein the age is really a matter of how you deal with your subordinates? Like you have so many faculties right sir no, teachers, who are older than you. So is there a times nga may mga probleman sir sa amo ng area?

09 - 076 Actually, there's not much with the supervisory because actually sir, I'm also the faculty club president in our department. So that's another class. Dira ya, daw dira ko ya gaka challenge gid because, in the department… My supervisory work as a coordinator, I’m only handling teachers under that subject, So that’s roughly mga 15-19 teachers only. But when we're talking about the faculty club, I'm dealing with all the faculty under our department.

09 - 077 So that ranges from 50 to 60 faculty. Well, I don't have much of a problem with the younger ones but I really do have problems with, you know mga seniors na bala. Because, they have- which something that I admire man no. They have so much wisdom in them.

09 - 078 But then, amo na gani with the age gap, there's really a difference. May difference on our views and our perspective. That there are sometimes na may ihambal lang ko bala, ang dating sila, ang interpretation sila ya is different.

09 - 079 So how do you handle this sir?

09 - 080 Usually, sa GC na siya bi sir gaka tabo- sa group chat. So if that's the case, kay GC bi is there could be a lot of miscommunications, misinterpretations. So what I you usually do? Wala na. Daw, it like, I would agree na lang or not totally mag-agree. Ano man, daw hindi na lang ako mag-argue, because I also try to get their point. I'm also trying to get to their point.

09 - 081 And that's, amo nalang na guro, daw gina try ko nalang inchindihon. But to be honest, it really affects me. Gaka apektuhan gd ko na to the extent na, ay, gina question ko. Ngaa ara man ko na di man, kakapoy mani nga ubra man.

09 - 082 Because in the first place, there were the ones who voted you to be in that?

09 - 083 Exactly. Amo na gani, dason, gin vote vote niyo ko da, too much of our responsibility. Kag na dakoan ko bala sir sang responsibility. Actually, to be honest, mas na budlayan ko mangin faculty club president more than being coordinator. But in fact, hindi ko da ya compensated being a faculty club president. Daw dira ko ya gaka drain.

09 - 084 At least somehow sir you managed naman so far?

09 - 085 So far, oo. Okay man. Kay they're very understanding and cooperative also. Amo lang na eh may mga times lang na medyo contradicting ang ideas. But we're trying to meet halfway man, eventually.

09 - 086 Given naman sir nga, based on your answer earlier, 12 years, right sir no, in San Agustin?

09 - 087 Huo, being a student.

09 - 088 What made you stay in San Agustin?

09 - 089 CSAB itself is a community. It's a warm community. And I think there's no other place where I feel most comfortable at in terms of culture. Because CSAB is very welcoming, though very open. Although it's a Catholic school. Daw they're very open to everybody. They're very supportive. And I actually look at it as the utang na loob sir haw, because as I've mentioned, I've been a scholar for 4 years. I would have not made it to college if not for that scholarship. So, it's my way of returning the favor.

09 - 090 And more than that, I really enjoyed being here. The students, the teachers, and the whole community.

09 - 091 In terms of being open, sir, in what aspect? In what way?

09 - 092 Open, like it's a community like because usually, sir, I don't know, pro daw gaka observed ko lang ni ha. May mga lain lain diba nga department sa different colleges. Sometimes, they're on their own. But here, we are one. Daw isa kami bala haw. We don't consider us to be, ah lain na sila nga department, lain mana sila nga department. Sila non teaching, sila kami teaching kami. Daw ara balang, kis-a sa iban daw, okay lang kung indi kami sinapakanay. But here, we bond with each other. We support each other. Daw amo na bala. Because maybe also with the activities that the school provides. So amo na, kumbaga uniteam bala haw, we're united

09 - 093 So, in your part, sir, what specific aspect in your life, where in maka hambal ka ya nga you're being welcomed by the institution? May ara sa imo ya nga self sir?

09 - 094 Nga gin welcome gd ko nila?

09 - 095 Oo, like they accepted you regardless man kung ano man da imo status or anything or background. Is there any, sir? If you don't mind.

09 - 096 Oo, may ara. Actually sir, amo na bi no, because they really know that I'm part of the LGBT. I'm gay. And amo gid ni siya guro ang nagtatak sa akon. Way back in 2022, we had a Christmas competition. And ang competition is like a Broadway musical. So gabot-gabot na siya. Ang nagabutan sang amon department is hair spray. Sa hair spray na, there is one role which is played by John Travolta, which is Eva Ternblad. And in that role, daw transgender na siya. And so, I have to play the role. So, during the performance, As in nag dressed up gd ko ya kag nag dragged gd ko ya. Gwapa gwapa gd ko ya.

09 - 097 And amo na. Daw ka welcoming man lang, daw wala man bala negative issues. They even have applauded. They've been very supportive.

09 - 098 So given man sir no, that you were elected as the faculty club president. So regardless man ya nga that's your status or orientation. They are welcomed man.

09 - 099 Yes, exactly. And one more thing, sir. Last time, our HR, I think it was last year or two years ago, there was a talk on gender equality. And that's where we felt that we are really welcomed in this community. Because commonly, may mga notions kita nga catholic school, nga indi sila mga agi, indi sila sa mga amo na bala haw. Pero they really welcome everybody here. As in all kinds of people.

09 - 100 So, subong, sir, you are culturally diverse.

09 - 101 Yes.

09 - 102 In what aspects, sir? Aside from the orientation?

09 - 103 Culturally diverse in terms of sexual orientation, sir, that's one thing. Another thing is in terms of disabilities. We are actually open with persons with disabilities.

09 - 104 Huo, Ano pagid man? Persons coming from different financial status, mga levels. Daw ari di bala ang, we welcome all of them.

09 - 105 Aside from that, sir, students coming from different countries are also enrolled here?

09 - 106 Yes, actually. Pero not foreign. Oh, yeah. May foreign kami di before. May student kami di before. And we actually have students who grew up in other countries then plan to take up their studies here. Sa nursing actually, damo gid na sila.

09 - 107 In your faculty, sir, as fellow teachers,may mga lain lain kamo nga religion? Like, dapat in Catholic school, you are supposed to be Catholic.

09 - 108 That's one more thing. Speaking of diversity, sir, we are accepting non-Catholic students. May mga Muslims kami di nga students, they even attend our mass.

09 - 109 Ang teachers ya, sir?

09 - 110 Sa teachers, as far as I can, mga Katoliko man sila so far, ang iban daw mga under man bala sa, ang iban daw religion, pero daw Katoliko man bala dyapon. Daw mga Apostolic, Tuod lain sila basta lain sila nga religion, indi siya Katoliko.

09 - 111 So being part, sir, of an LGBTQ community, is there times or there are times that you feel that you are left behind? Or daw separated within the community? Sa school?

09 - 112 So far, daw wala man gid. Huo, to be honest, daw wala gid sir. Because wala, even bisan sa mga tigulang, sa mga lalaki, I really did not feel that one. Ano man? They embraced us. That's how I felt. They embraced us.

09 - 113 So open gd sa ya, sir?

09 - 114 Huo, pero, I don't want to generalize sir ha. But that's my experience in our department. I don't know lang how other departments would perceive. Because I believe may ara gid na ya, may mga, wala lang ko kabalo, base may mga ga opposed na ya or indi accepting.

09 - 115 Pero that's in the case of our department. Kay dira man lang ko ya closely, dira man ko ya usually ga revolve. I don't know lang with other departments.

09 - 116 There are also other teachers, like part of the LGBT community, who are cross-dressers. Or he is not allowed in their institution.

09 - 117 No, indi siya allowed.

09 - 118 So dapat formal lang gd. Formal lang gid.

09 - 119 So at least somehow, sir, you will answer na. Wala ka ya kabatyag sang gina tawag nga lain kaya nga , amo na bala separated ka, nga dapat nga amo kana, so Collegio San agustin is also a community nga tanan regardless of background, references, you are really welcome.

09 - 120 Yes.

09 - 121 Sir, can you tell me, sir, a little about your journey in this institution? Can you please, from college, if you can share it.

09 - 122 Sige . Ano ni nga context sang journey, sir?

09 - 123 What inspired you to be part of Collegio San Agustin?

09 - 124 Okay. Sige

09 - 125 Actually, my mother also studied here in CSAB together with her sister, but they were not able to finish their studies. The first time I discovered CSAB was with my older sister, who is actually working here right now at office. So she graduated here in Collegio San Agustin.

09 - 126 And the first time that I went here was during her graduation. Well, it actually didn't have an impact at all. It's just an ordinary school.

09 - 127 So when I was in high school, my target gd ya was to study at La Salle. Daw amo gd na ya gusto ko because I really wanted to take up mass communication. But at some point, they've been telling me na, mahal ang Lasalle daw amo na bala haw, daw indi namon afford ang Lasalle.

09 - 128 And so I have tried San Agustin. So nag ano ko, nag apply ko.So the only way I can get here is through a scholarship. So I applied for a working scholarship.

09 - 129 I don't know. At the final stage, nangaway pa gani si Mama.

09 - 130 In what office,sir? At the VPSA.

09 - 131 Nag apply ko na sa scholar. I took the test. I did the interview. And during the result, wala ko ka pasar, wla ko ka pasar. So, gin tulod ko nila sa performing arts. Actually, wala ko ya plano mahg performing arts although ga saot saot man. Wala ko gana mag performing arts. So, didto ko nag aplply ko performing arts and luckily, nabaton ko. So from there, didto na nag start.

09 - 132 I've been part of the dance troupe for four years. It's challenging. Although I'm a scholar, Pero daw sa tuition lang siya bi deducted so medyo challenging siya dyapon financially because even my father is a tricycle driver, amo na bala daw . My sister who is now nga nag graduate, siya nag ang ga support sa akon sa tuition.  
 And so daw amo lang na bala haw, daw dira gidga revolve amon finances namun. So, I have t do mga raket-raket. Mga tudlo sa-ot. Mga amo na.

09 - 133 And then, ang pina ka impact gid guro nga nahatag sang San Agustin sa akon because the department that I am in right now, are actually my teachers in college. So, daw didto bala nag boost ang akon nga confidence as a teacher because they have been supportive of me. Daw feeling ko bala daw may nakita sila nga potential sa akon. That is why they make sure nga ma sige sige siya nurture

09 - 134 So they've been supportive with me all throughout, asta nga naka graduate ko. And then, after which, nag start ko teach sa St. Joseph's sa Salavia for two years. And then one of the teachers here, who is my program head before, and the teacher who really trusted me, said nga si San Augustine is hiring. And so nag apply and luckily na batunan man ko. As a part-time teacher.

09 - 135 Galing amo na siya sir, short lived lang siya. Two years and a half. Because I was a part-time teacher, the minimum requirement by then was a master's degree. Wala ko master's degree. At that time, nag transitioned siya to senior high. And so I was the least priority. Oo, kay wala ko master’s mo. And so , wala nako na gaan teaching load. And so I had to transfer to another school.

09 - 136 And then, after two years, nag graduate, nag saka na ang senior high sa college. And nag kinanlan naman nila teacher. And dira na, nagbalik naman kodi. And daw, I have felt the trust that they have given. I first became the council advisor, the student council advisor, for three years. And that's also the time where I've been working on my master's degree.

09 - 137 And after I finished my master's degree, amo na dayun, gin offer dayon ang position for the subject area coordinator. And until now, I don't know kung ano nakita nila pero ara man ko dyapon.

09 - 138 So, you're a subject area coordinator, sir whole school? I mean, institution? From senior high school or down?

09 - 139 Sa college lang sir. Because kay lain man ang department sang Senior High, lain man sila sa Basic Ed.

09 - 140 Sige sir. So, sir, what do you enjoy most about working or being involved in Agustinian educational setting?

09 - 141 What do I love most? I really can't pinpoint one because the whole experience is really fun and enjoyable. Kay daw wala ka ya sir bug-at nga mabatyagan. Although daw ka ano sang wala gd no, daw may ara man, pero daw ka tawhay lang bala. Okay lang.

09 - 142 And, when we talk of what I enjoy the most, siguro collaboration. The collaboration of one another, the support of one another. Dira lang gid guro ga enjoy because I get to learn from those experiences. Gaka learn ko sa mga collaborations.

09 - 143 Can you share, sir, what our instance is that collaboration is being highlighted?

09 - 144 Usually sir, subong. We have the seasons of sports fest. The past month is the season of the daw may departmental nga mga week na siya. So, the departments are coming up with certain activities. And then, they would usually invite me to be a judge in their competition. So, from there palang, daw makit-an kona bala ang trust and the collaboration from among us coming from different departments who are trying to get our expertise on that field.

09 - 145 Kay ti kabalo sila nga amon ni area, you would invite us. Kay kung kami naman may event, kag daw ila naman expertise, sila naman ang e invite namon. So, usually daw amo na siya gakatabo.

09 - 146 And same man sa mga research bala, sir. Usually, mag mga panels. Mga diri man lang, around the school experts. So daw collaborative siya , in a sense nga ang isa kag isa, we ask for the expertise of one another.

09 - 147 Okay, sir. And then, sir, how has your personal background, your preferences, or your experiences shaped the way you view cultural diversity, sir? Paano sa maka apekto sa imo sir, mag view ka sang diverse sa culture? Ano imo ya nga preference or background in life?

09 - 148 Because ako bi, in the first place, I see myself being gay. I should be the one, among any other people, who should understand, clearly understand, how cultural diversity should be accepted in the community. So, I don't have, I don't, I feel, that I don't have the right nga to see other persons, other persons, to be different from me. Because,bisan papano, I am different also. So, given that, I perceive each one of us to be very unique.

09 - 149 So, diversity lang guro in a sense na we came from different backgrounds. We came from lain-lain ang abilities namon, lain ang physical nga mga appearances namon. But in a sense, I always believe that there is uniqueness in us. And that we have this certain, unique potential in us.

09 - 150 Because, like for example bala sir, makita ko ni, notice ko man ni,sa mga students ko, may mga students, amon niyang pag-perceive to sa diversity, may mga students, who are very active in the classroom, may experience kaman ni guro sa teacher mo, not kong mga brainy in the classroom, but when it comes to performing na, to sports na, hindi na sila, hindi na sila bala, they're not that good. But there are people naman who are really good at sports, who are really good at performing, but they don't perform well in school and in the classroom. So, in that sense, diversity na na siya.

09 - 151 So, lain-lain na siya. So, amon na nahambal ko, there is always something unique sa kada isa. And that, we should always be accepting.

09 - 152 Isa pagid gani gina emphasize ko na permi sa klase ko sa PE na. Kundi ma P.E kami na, ma pa exercise ko na bi. Ang iban mahambal na siya, matanga na kay kadlawan na nila ang classmates nila.

09 - 153 So, what I usually do is,gina emphasize ko lang na, you have to focus on yourself, because our goal here is to develop yourself, never mind ang iban da, because they are also trying their best, they're working their best. Kay para ma-ubra man nila, and that we should be accepting of our own capacity. Regardless of we can do it perfectly or not, we should accept that.

09 - 154 So sir, is there one memorable experience you've had while working with people from different, I mean, diverse backgrounds?

09 - 155 One memorable experience with a diverse background. Ang ari. Ang ari bi sir, this is the IP Museum. I was very lucky that I was a part of this. Way back 2019, it's a project funded by CHED wherein we have to interview indigenous peoples. So we were tasked to interview the IPs sa Don Salvador, the Atak community in Don Salvador.

09 - 156 And under which, ang focus namon is on sports, games, and dance. So that's among all, nga hambal ko gid nga, when we talk about diversity, amo na ang pinaka meaningful sa akon experience. Nga I get to know, I get to talk, I get to experience the life there.

09 - 157 And during those times, sir, nag immersed gid kamo?

09 - 158 Indi man siya hambal gd nga immersion, because I visit them every Saturday. Daw interview interview lang siya.

09 - 159 Pero atleast how you gain insights from them, their life, their culture?

09 - 160 Yes, Huo. And that's very meaningful. I can vividly remember, may isa to when we were interviewing, we were interviewing about their music, about their songs. We were asking about what inspired, what is the inspiration between the song.

09 - 161 And then nag hambal siya nga na their experience about bullying. Nag hibi na siya gani. Especially about bullying, nga sila kuno given bi nga mga atak sila, itom sila. Kumbaga bala physically if you are different kay authentic sila ya nga mga Filipinos mo. Ti daw gina bully bala sila kuno haw. So that is one thing, so daw nag stock gid sa mind ko nga grabi ang mga experiences nila.

09 - 162 So, what was the purpose of this hall, sir?

09 - 163 Ang ari, it is actually, since again, funded ni siya sang CHED. This is, I think, the first and only IP museum in the province.

09 - 164 And you were part of this?

09 - 165 Yeah, luckily. I was given the opportunity to work. Huo.

09 - 166 And what was the feeling, sir, of being part of this one-of-a-kind hall or venue for IPs?

09 - 167 Honored, gid sir. Because actually, sang nabal-an ko nga, I've been hearing of this, 2019 ni siya mo. I've been hearing of these projects. Siling ko, hala kasadya kag kanami. And to my surprise, daw ara balang, there is one nga kinanlan namon mag practice.Kay kinanlan namon mag practice kay tungod kinanlan namon mag pratice bala paano interviewhon. Because we have to be very sensitive with our terms. We have to be very precise with our terms. So, ginhambalan ko nga maupod ko interview, maupod ko practice. Pagkabalo ko dayun, hala part ko sang research, part ko sang amo na. Siling ko, daw indi pako ka pati. I was too young by then. I don't think that I am that capable of the hawl. So, I feel honored and privileged to be a part of this.

09 - 168 And your answer, students, there are also IPs man nga na encounter mo or wala?

09 - 169 As with the IPs, I've been hearing, actually, some of the teachers nga naka mentioned that we have an IP teacher and student before. Wala ko nana ya naabtan what the are talking about.  
 Because we often talk about it. Naghambal pa sila gani, nga siya nag ang prinsesa ka tribu nila, ang teacher namon. Kuno amo na.

09 - 170 Pero kung ano guro, may ari man di guro mga IP pero daw ka indi nagid bala mahambal nga halin nagid sila sa amo na nga tribo.

09 - 171 Sir, given that you are right now a department, I mean coordinator, and then the faculty club president, sir, if you could describe your leadership or working style in three words, what would it be and why?

09 - 172 Leadership in three words. For one, it's democratic because I'd like it to be... Amo na gani, since I'm young, I still have to learn. So, I have to be very open with all the suggestions. And I have to take it and I have to learn from it. So that para harmonious nga organization.

09 - 173 The second one... Ang leadership ko sir no? ANo to gani hambal ko?

09 - 174 Democratic.

09 - 175 As a person, democratic.

09 - 176 Ano pagid man? Ang leadership style ko, it’s ano pagid. Daw indi ko maka come up sa isa ka term. Because it's democratic, ang feeling ko bala sir, it's to… daw ka halog pasa ka tama. Daw wala pa siya firmness. Daw indi pa siya amo na ka firm gid. Kay may mga inhibitions pako. I cannot really impose.Indi ko bala ma impose gid ang power kay tungod in respect with the elders, in respect of the teachers nga mga teachers ko sila sang una. Amo na.

09 - 177 And the other one. It's loose. Daw ka loose. So amo to.

09 - 178 Number one is democratic. Second daw ka too loose pa sa akon.

09 - 179 And the third one, it's engaging. Because amo na, I always wanted to make sure that everybody is... may interaction kami bala, may engagement kami from time to time.

09 - 180 Actually, with the support of my other officers man no, we always make sure that if may mga event, kumbaga may ganap man kami bala haw. Like for example, ti syempre gapa ganap-ganap man kami Valentine's Day, we organize family days, we organize mga Christmas parties namun. Ga organize kami outings. So amo na siya.

09 - 181 So for your experience way back in college being a scholar and a dancer, right? helped you cope up with the situation right now, like being the leader . Is there a times nga nagamit mo gid to sir ang mga skills mo in handling people different cultures, different backgrounds?

09 - 182 Yes, huo. Because ano bi sir, sa dance troupe, yeah, in dance troupe before, one thing gid nga gina emphasize sa amon is always discipline.

09 - 183 And when you become a senior, mag third-year, fourth-year kana, you're responsible of the younger ones. So it's like you have to discipline yourself and you have to discipline them as well.

09 - 184 So the same man guro when I became a coordinator, discipline has become one of my responsibilities. The discipline of the teachers who are sometimes may mga feedback man gamay man nga feedback sa students and then I have to relay that to them in order to discipline them and to maintain order.

09 - 185 Thank you, sir. So given, sir, that right now you're a leader at the same time you experienced collaborating and interacting with culturally diverse individuals in your institution, sir.

09 - 186 How do you define culturally responsive leadership in the context of your institution?

09 - 187 Culturally responsive leadership is being open to the differences of people. It's also being about accepting one's individual differences, understanding where they're coming from, understanding the wisdom of one another, and understanding the experiences and the rootedness of one's experience.

09 - 188 So kung baga, Sir. Your definition is based on what you have experienced so far and that definition or that term culturally responsive leadership is totally shown in this institution.

09 - 189 Yes

09 - 190 You feel man that most, I mean, all of the offices here, even the students, are really culturally responsive leaders in your department, sir.

09 - 191 Yes, sir. So, sir, what specific leadership strategies do you implement to promote cultural inclusivity?

09 - 192 Strategy? Siguro amo lang na, sir. Because when we talk about strategy, daw may ga come up sa mind ko nga mga specific, nga mga like democratic, authoritative, I refer to that, sir.

09 - 193 I'm actually thinking of that leadership style nga ga meet between democratic and authoritative. Daw something, daw amo na siya guro sir nga leadership style.

09 - 194 So, in what way, sir? How do you use those concepts between the democratic and at the same time the authoritative part in promoting the cultural inclusivity, given that you are a leader and most of your subordinates, your fellow teachers, are different, culturally diverse.So how do you use that, sir?

09 - 195 Democratic in the sense, again, sir, nga dapat we have to understand the differences of one another but we also have to stay firm to the directives and to the command of the school because nga may ara kis-a nga contradicting kita with how we perceive with certain directives from the school because we see it differently based on what we believe and based on our preferences.

09 - 196 So, like for example, ako ya bi gay ko. Ti kay gusto ko ya bi mag bayo ko ya bi. Gusto ko ya bi mag make up ko ya. Kay usto ko ya daw ka presentable ko. So, ako being a leader, I'll consider that pero I also have to take that from the directive. Pwedi ka ka makeup, but maybe ang make up nga pang lalaki man. Ang make up nga indi… base ga super make up ka or super ano ano kapagid da haw.

09 - 197 So, yeah, that's, I think, where it meets that you're allowed to do that but we also have its limitations because, for one thing, it's the directive of the school. The other is, it's being professional. It's part of the responsibility. Our promise as a teacher to always become be professional. The ethics, something like that.

09 - 198 Thank you, sir.

09 - 199 So, sir, do you have your core values here in San Agustin? What are those core values there?

09 - 200 Unitas, caritas, and veritas. Charity, unity, and truth.  
 So, how do those core values influence your approach in managing cultural diversity?

09 - 201 Yeah, Oo. We often emphasize unity gid usually. Unity. Kung when we're talking about diversity sigyuro sir, there are two things, the two core values that I really would like to highlight is unity and truth.

09 - 202 For one thing, unity, because we're talking about diversity, we have to be open with one another regardless of differences. Ang truth naman, because we always have to be true within ourselves. Because may ara ta bala, when we talk about diversity, there are people who don't acknowledge their being different.

09 - 203 May ara pagid na bala for example, sa mga students. May mga parents who don't like to acknowledge their students nga mga may ADHD ang mga bata. Wala gina disclosed sang family nga may ADHD ang mga bata. So, maybe it's one thing that we have to really search for the truth. That's really the truth- amo na siya ang kamatu-oran. Because that's the only way.  
 You can only be united if we find truth within ourselves.

09 - 204 Thank you, sir.

09 - 205 So, sir, are there any challenges or what challenges have you encountered when you address cultural diversity within your institution?

09 - 206 Sa teachers, sir, or sa students?

09 - 207 Pwedi man sir teachers or students nga may ara. As being a leader, in your leadership role?

09 - 208 How do I...ano gani sir?

09 - 209 What challenges do you encounter?

09 - 210 Ahhh. Amo na siya ang different beliefs, different perspectives. Because may isa pagid ko nga nadumduman.

09 - 211 I have a teacher, this happened last year. It's part of our responsibility to do classroom observations. And after the classroom observations, we have to do conferencing ngaa nag amo na siya.

09 - 212 And I explain, ngaa amo ni ang iya, tigulang nana siya sir ha, mga around 50’s na siya. And he's a business teacher. So, daw kalain sang approach sang business people compared sa mga teachers. So daw ka amo na daw ka lain ka approach. So gin prasa ko sa sir. You got these points because amo ni siya may kulang. Daw lain sang imo composure. You're different in terms of how you certainly deal with students, how you organize the class. Pero sa iya indi gid ya. Kay gapati siya, you should have given me this point.

09 - 213 Pero sa akon nga perspective ya, based on the standards that is being introduced inside to us. Amo na ya may missing to siya ya, indi gid sa mag pasupil ya. Grabe gid ya malalis, malalis gid siya. And so, para ma ano ko lang na. Ang gin ubra ko na lang na, I let him explain nalang. Gin pamati-an ko nalang siya and sooner or later. Sige sir. I’ll review. Ginhambalan ko siya, I’ll review lang anay, and then I’ll double check lang. And then, I'll get back to you.

09 - 214 So, kumbaga pa, wala ko bala nag upod sa iya. Nga daw wala ko nag upod lang sa kalayo niya. Para indi lang kami bala mag clash, indi kami totally mag clash.

09 - 215 It's a different thing sir with the students because we have a student here. Nga... I don't know what's his case.

09 - 216 Pero very evident gid na ya nga, he's different. Lain gid na sa ya. Daw ADHD na. Grabi nagd na daw ara gid sa sa pinakapunta nga spectrum. Pero indi siya disruptive. Ang usually, siya na. He's actually a smart kid. Number one namun sa engineering. Top one na namun engineering. Alam siya nga bata. Galing ang behavior bala kay ADHD daw ka lain gid no.

09 - 217 Usually, matindog na siya, mapalapit lang na siya sa akon. Mamangkot na siya nga mamangkot. Dason sulit-sulit lang gid na nga pamangkot, sulit-sulit mo man na siya nga sabton.

09 - 218 So, amo daw na, dapat bala kabalo ka mag handle sa iya. And sooner or later, amo na gina pabalik ko man lang siya dayun sa pulungku-an ya. Daw ma storya mo paman siya. I mean daw ma manage, daw manageable paman siya.

09 - 219 So amo na, daw gina ano kulang guro, gina pamangkot ko man na bi on how, ang mga classmates ya gina pamangkot ko man, paano ni sya gina deal sang iban nga teacher. And from there ang learning man ya, kung amo lang ni siya sir, hambali lang nga mapungko lang siya, mapungko man lang na siya dayun.

09 - 220 So, let's go back to the teacher. How do you respond to that cultural misunderstanding between you and your teacher?

09 - 221 How did I respond? How did I respond to that certain situation?

09 - 222 Wala lang sir, daw amo lang na. Kundi gin pamati-an ko siya. I listened to him, and then I also explained my side. Galing in that case, daw indi gid siya convinced, kag daw indi gid siya persuaded sa akon nga justification.

09 - 223 And so, amo to siya ang hambal ko sa iya, nga sir, Sige I'll review. Tapus indi ko siya sir pag-islan. Indi ko ya pag-islan. I have to be very firm with what I have written because I trust in myself and I know exactly what I'm doing. So, I said, okay, I'll get back to you. Review ko anay. Huo, ma ask ko anay from my program heads, sa mga coordinators ko, to our dean, if the standard that I have set is correct, and then, if ever I misinterpreted that certain component, I'll get back to you.

09 - 224 Or whether kung ano man gid, balikan taka. Kay para ma explain ko mayo sa imo. I'll get back to you so I can explain it to you.

09 - 225 Then what happened, sir, after that?

09 - 226 After that, daw nag okay man lang siya.

09 - 227 He accepted?

09 - 228 Huo, na accept ya man lang.

09 - 229 How about sa students, sir?

09 - 230 Ang sa student to daw amo man lang to sir, I just have to learn how to, kung paano lang sila that's why I have to ask anay ang mga classmates niya or even, kay indi ko na ma ask kung paano mo syempre kay lain na siya nga spectrum. Gina pamangkot ko lang classmates niya kay wala, daw malproblem lang kay wala gina disclose sa amon ang ila condition. So wala kami kabalo kung paano siya ihandle. So, amo lang na gahambal lang iban classmates na nga hambalon siya mapungko, mapungko man lang siya.

09 - 231 Sir, if you choose between, which is more or which is harder, between the conflict, cultural misunderstanding between the teacher or the students, which is more complex or harder to manage?

09 - 232 The teacher, gid.

09 - 233 In what way, sir?

09 - 234 In what way? Because may mga wisdom na sila mo, they have different widsom unlike students bala. Indi man ginahambl nga authoritative kita ha, pero daw ano bala we exactly know what we're doing and we can actually impose that it's really, that what it is, what is good for them. Si teacher bi indi, kis-a amo ni hu, wisdom gid na permi gina hambal ko because it's what they believe. Nga amo na ya ang tsakto sa ila. Kag kis-a may nag hambal mana gani sa akon nga, sige lang kay may nakabati man sa amo to nga conflict.

09 - 235 Amo gid na sila ya, kay basta mga tigulang daw indi na sila accepting nga daw gina correct sila sang mas bata pa sa ila. Daw dira gird guro gaano ang conflict, ga rise ang conflict.

09 - 236 So, in your preference, sir, is it, I mean, does it affect the way they respond to you, sir, being part of the LGBTQ?

09 - 237 In that certain situation, sir, nga na encounter ko, I don't think so. But with the age, siguro, yes.

09 - 238 So, there are no other instances, like the way you, I mean, your preference has affected the way they respond to you, kumbaga?

09 - 239 Because of my preference, daw so far, daw indi man. I was thinking with other experiences bi sir,kung sa iba. Daw so far, daw wala man.

09 - 240 Sir, can you share your experience where you successfully managed or navigated a cultural challenge? Amo to imo gin experienced kagina? So meaning to say, challenge gid man to?

09 - 241 Yes, Huo, challenged gid to.

09 - 242 Nga you overcame it, and then you managed to move on nalang kumbaga and part of the learning experience.

09 - 243 Yes, siling ko gani, siguro no, daw na shocked ko gani, sir, because I was on my first few months of being a coordinator. And siling ko grabi ni daw ma baka gd ko ba, amo gid ni ya ang gin impose sa akon. Daw actually daw na apektuhan gd ko to for quite a few weeks. Kay daw na trouble gid ko to bala sang amo to nga experience.

09 - 244 But after those experiences, may natabo naman liwat nga same challenges?

09 - 245 Daw, so far, daw wala na. Daw wala naman.

09 - 246 So, if it happens, it will happen next time, sir. So, kabalo kana on how to respond.

09 - 247 Yes, huo.

09 - 248 Sige. Regarding sir sa cultural responsiveness of this institution, are there trainings or programs nga ang institution sang San-Ag offered to enhance their cultural competence among staff and faculty?

09 - 249 Yes, sir. Because actually, as mandated by ChED, may anum na sila, there are seven. Nalipat ko sang key components that they'd like to integrate in our syllabus. And one of which is IP education.

09 - 250 So, they really wanted that. They really wanted nga ang mga IP topics should be a part or should be discussed as a part of the topic in our curriculum. So, from time to time, we're doing trainings about that, how we can integrate certain topics about IP in our curriculum.

09 - 251 And yeah, ang namention ko kagina, last time, there was a talk organized by HR on gender equality. And even the student government, the student government are organizing mga talks man about equality just like inclusivity.

09 - 252 You mentioned, sir, you are embedding the concept of IPs. Aside from IPs, ano pagid nga culturally diverse conditions like gifted students? Are they included them in the syllabus or preparation of your instructional materials?

09 - 253 Yeah. Sa ISO namun, sir, we have applied for ISO 21001, if I'm right, if I'm not mistaken. And one of the focus here is to address persons with disabilities.

09 - 254 So, one, our infrastructures actually were enhanced. For example, this building in the outer one, ang Macdonald building,may bridge na ni siya subong, in insurgence base may gina wheel chair nga mga bata, so may mga elevator nada, dira nada sila maagi and goes to the bridge. That's one.

09 - 255 And we are having, actually, just two weeks ago, our department had conducted teaching strategies in handling students with disabilities and with different needs.

09 - 256 Aside from that, sir, how about facilities? Like in LGBTQ communities, do you have also separate comfort rooms for that, sir?

09 - 257 Wala pa so far. Wala pa so far.

09 - 258 Pero if you are given a chance, would you like to recommend that to the administration?

09 - 259 About the comfort room? Personal preference na ya. Subjective na ya sir. I'm good with just two comfort rooms. I'm okay with that. Kay, to be honest, sir, ang mga agi gasulod man diyapon sa mga cr sang babayi and the girls are okay with it.

09 - 260 Is it allowed here, sir ang amo na?

09 - 261 Indi, indi siya dapat eh. Indi siya dapat. Pero amo na eh. Daw okay man lang sa mga babayi ah. Daw parehos lang na bala gani sir sang una when I was in the dance troupe. Ti usually may mga quick changes. Ti bisan mag inubahanay lang kami na da ya. Indi man totally naked ha, may mga basics man.

09 - 262 Daw wala naman lang. Agi, lalaki, babayi. Daw ka okay naman lang siya because it’s a part of a show being a professional performer. Amo na siya.

09 - 263 Yes, sir. So, there are so many programs, trainings being conducted to address the cultural competence of all the stakeholders, I mean the parents, even the students and faculty.

09 - 264 Sa faculty, sir, I can say yes. I'm not sure lang with the other stakeholders like with the parents.

09 - 265 Like are they may seminars man for them? Nga aware man sila nga amo ni dapat asng gakalatabo or what are the things that they need to do in this institution?

09 - 266 I don't think so.

09 - 267 So, wala ka idea, sir?

09 - 268 Because we don't get... Usually bi sir, we get to call the parents and ask them for... It's very hard for us to organize talks or seminars for parents.

09 - 269 Because even the mere fact nga ma meeting ka sa ila, daw ka indi mo na sila madakpan because they have their own jobs also. So, in terms guro of how we've been educating them in terms of handling those, so far, daw wala. Except nalang guro, they do it through student handbooks or through different memorandums or posting on the page.

09 - 270 But you as a faculty, sir, you are always conducting an activity nga kamo lang mismo on how to address these specific instances like mga special children or students?

09 - 271 Sa students, sir?

09 - 272 Huo. Like you are doing parents' conference regarding that matter like how to handle this kind of behavior, sa students?

09 - 273 Wala sir.

09 - 274 Or your guidance office is already doing that?

09 - 275 The guidance, yeah. Maybe the guidance.

09 - 276 Ang sa guidance naman ya, more of the mga mental disorder. Disorder gid ya? Mga mental illness, sir. May ara gid na ya for sure ang program. And I can really say may ara gid na sila ya because I have students nga that was endorsed there. Kag gina follow up ko, they have constant nga consultation with the guidance office.

09 - 277 Ay kay since college naman ya ang inyo students, meaning minimal nalang ya nga mga instances kinanlan ya gali grabi nga attention. Like if you're assigned the basic ed.

09 - 278 Oo sir.

09 - 279 That’s why guro sir.

09 - 280 So, sir, how do you ensure continuous learning and improvement regarding cultural responsiveness?

09 - 281 Ideally bi sir, we should be, for example, if there are students with special needs, they should be given different daw kumbaga other tasks. And it depends. It's a case-to-case basis sa, sir.

09 - 282 Like for example, in my case naman, sa PE naman, my mga bata, indi taman sa considered culturally diverse, but pero may mga bata nga mga hapo-on.

09 - 283 Yeah, so how do you handle this?

09 - 284 Huo, mga hapoon, may ara bala nga indi gd ka physical activity. So what we do is, wala siya namon gina pwersa kay base ano pa matabo sa amon because it's justified with the medical certificate.

09 - 285 So what we do is we're giving them alternative tasks that will compensate for that specific task also. Pero indi siya same ka strenuous compared sa gina usual PE activities nga gina ubra namon.

09 - 286 So that's the one way for you to ensure?

09 - 287 That learning is still continued.

09 - 288 Huo, regarding cultural responsiveness?

09 - 289 Yes, sir. Different tasks.

09 - 290 Like, differentiated?

09 - 291 Differentiated, siya sir, yes.

09 - 292 Like, this task will not be applied to the student because of cultural interests.

09 - 293 And the other way around, nadumduman ko lang sir. Sa Art Appreciation namon nga subject may ara bi gahambal nga mga bata nga sir, wala na kami bala kwarta. Wala na kami inugbakal sang art materials namon.

09 - 294 And so, to meet half way nalang, we usually offer a new task. Just like parehus na bala sir sa mga, ara sa where in they have to be creative and looking materials nalang or alternative that will not cost them at all.

09 - 295 Yes sir. So, at the end of the school year sir, are there any test or parameter to test really nga apply man gid ang pagiging culturally responsive mga community sa inyo ni nga school? Wala man, or naga embed lang sa sa inyo curriculum or sa inyo nga?…

09 - 296 Yeah, may integration sa curriculum pero… diversity sa curriculum. I am thinking with the outreach activity bi sir, wherein we have this adopted community and that adopted community is, maghambl ta bi diverse in terms of financial stability and in terms of backgrounds.

09 - 297 So usually, ang gina focus bi namon sir is literacy and numeracy wherein needs assessment in the beginning and at the end ga conduct kami sang assessment dyapon to check whether they have learned in our literacy and numeracy nga program. But I don't think, daw masulod nada ang cultural responsiveness daw ka wala siya kay ti.

09 - 298 Kumbaga it is innate, kumbaga like inchindihanay nalang, ang guwa. Pero not necessarily nga may amo ni nga specific guidelines or rules?

09 - 299 Nga daw concrete gid nga.

09 - 300 Like it more nga responsive sa culture gid bala.

09 - 301 Oo, daw ka wala gid.

09 - 302 Okay, sir. So, will you engage with the stakeholders, or are you engaging with the stakeholders, like the parents, as I've said earlier, community in fostering a culturally responsive environment, sir? If you have any idea, sir? Kung may ara gid man, kay since lain mani nga area sir mo no? Pero in your case ya as a club president?

09 - 303 Actually sir, kasadya pagid ni sir no because actually I am also the secretary of the PTA TL.

09 - 304 All around ka gali sir.

09 - 305 Indi kay wala sila choice, sir, wala sila choice.

09 - 306 Actually, I am also handled the secretary of the tertiary level nga Parent-Teachers Association. And as of now, daw wala kami projects na that would really addressing culturally sensitive or responsive nga mga, oo, mga topics. So far, daw wala.

09 - 307 Wala sir?

09 - 308 Huo.

09 - 309 Pero sa students ya naga conduct kamo orientation nila at the beginning of the school year?

09 - 310 Yes, may ara orientation. Ano pagid to gin mention mo? May mga talk ang student goverment about inclusivity. May gina invite na sila gani nga mga speakers nga mga from Manila pa.

09 - 311 Good to know sir, may ara. And then, this community naman diba, stakeholders, mga NC, ano na sir?

09 - 312 NCAA.

09 - 313 So bali, ano coordinated gid, with the ano gid like… Kay ang ari pagid sir, ang the other one is naka gina add man sa Culture and Arts and daw lain naman na siya ya, naka focus naman siya, daw sila gid ang directly connected sa NCCA. Athough daw ga connect connect naman lang di sila tanan.

09 - 314 Okay sir, thank you sir for that.

09 - 315 Sir, may mga policies kamo, to in place to support cultural diversity and inclusion? Inclusion sir no? Pwedi.

09 - 316 They are not in place. I think. Pero daw may gina practice. Pero daw indi in place.

09 - 317 Yeah, like it is observable in your prospectus, or sa syllabus, or sa inyo learning plan? Do you have that, sir? Like you mentioned earlier, di ba? Daw gina prescribed na sang CHED like integration.

09 - 318 May integration sa sir. Huo. Yeah, ang sa IP guro sir, yes may ara gd because that was integrated a truly as a topic sa amun curriculum. But other than that, daw.

09 - 319 In terms of policies, there’s no policies at all?

09 - 320 Daw wala, daw wala policy.

09 - 321 Like rules or written policies?

09 - 322 Wala, because I think ang amon gani student hand book daw wala pana siya dyapon revision. I don't know but minor revision but not revision at the extent that they will address culturally diverse individuals. Daw wala pa siya.

09 - 323 If given sir kung may ara man gid, how do you align institutional policies with culturally responsive practices?

09 - 324 Ang alignment niya siguro sir will always be with it the vision and mission of the school.

09 - 325 And then balik ta sir sa core values.

09 - 326 Balik ta to sir sa core values, daw dira man lang na siya permi namon gina anchor. Everything that we do is always anchored sa vision mission kay sa vission mission namon ara mana da ang Agustinian core values. So, whatever we do, we anchor everything there.

09 - 327 Okay. So, sir given that you have father president sir no?

09 - 328 Yes sir.

09 - 329 What role does it play in shaping a cultural inclusivity? What role does the school president?

09 - 330 Huo, institution leadership.

09 - 331 Ahh, institutional leadership.

09 - 332 In your case nalang sir, what role are you playing in shaping a culture of inclusivity.

09 - 333 Because I see may role as very crucial be sir no. Because Im the one who guiding the teachers. And so, whatever the performance is in the classroom, ma amo na siya sa akon mo, ma reflect na siya sakon mo. And so, I have to be very particular with how I orient my teachers and how I teach, teach ba? How I guide teachers to address those certain issues like having different or having divers students.

09 - 334 Is it enjoyable man sir sa imo part nga lain lain students mo? So far ano ang pinaka heterous nga classroom nga experienced mo like. Can you share it?

09 - 335 Daw ka hetero, because ang amon ni bi sir, ang…

09 - 336 Given nga PE kapa nga daan.

09 - 337 Sa PE nami gid nga experience sir because we are handling different courses. Pero in that specific course, they are almost the same. Like ang mga nursing they are really responsible students.

09 - 338 Mag lab-ot kanaman sa mga HM/ TM students amo gid na sila ya ang mga sakit sa ulo nga mga estudyante. Kumbaga bala dira daw natingob ang mga maayo nga mga estudyante di, mga buotan nga mga estudyante, natingob naman di ang mga dungol nga mga estudyante.

09 - 339 So, I haven’t it experienced so far, a hetero nga section. Because daw ka common sa ila. Because one factor nga gakakit-an ko sir, they are already college. So they have that sense of maturity na. So they know how to act well.

09 - 340 So kumbaga wala kagid ya sir nabudlayan dealing those differences?

09 - 341 Wala, indi na sir. Less.

09 - 342 Minimal nalang?

09 - 343 Minimal nalang siya. Amo na bi, kay may buot naman sila bi kay college na sila ya.

09 - 344 Unlike ya sa Basic Ed?

09 - 345 Sa Basic Ed ya, daw ka lain ya. Well I can talk my experience sa iban nga school, pero daw indi naman na siya ya siling nga valid?

09 - 346 Yes, sir. Thank you.

09 - 347 Sir, if you are going to assess the effectiveness of your cultural responsiveness initiatives from one to ten, how would you rate your effectiveness being a culturally responsive faculty?

09 - 348 I can say sir, it’s eight. Why makes it nga may bridge siya nag two points because the two points I will be leaving that to, putting that in place nga institutionalized because ma address namon bi. Kag daw ka indi na bala na verbal nga kinanlan mo siya respetohon amo ni ha, kay amo ni siya.

09 - 349 Daw na imbibe na bala, daw ara na nagid bala sa community nga accepting siya nga amo na siya. Daw kinanlan ta na siya, kung gusto talang gid guro nga concrete gid siya, e inplace ta lang siya to the hand book. Amo lang na siya.

09 - 350 So, would you like to suggest sir like putting that into words or written policy?

09 - 351 Pwedi sir sa handbook, pwedi talang siya ma ano.

09 - 352 Kay said mo na sir di ba? Kay it is already there, it a culture na sang San Ag. Kumbaga you are welcoming everyone, everybody is welcome kumbaga. There is unity in diversity. Diba? Hambal mo man.

09 - 353 Yes.

09 - 354 So sir, what are the indicator or parameters nga para sa imo ya sir maka measure kung successful bala ang imo pagpromote sang cultural inclusion?

09 - 355 If everybody is at ease and welcome, if they feel very comfortable. Daw amo lang na guro sir. If everybody feels very comfortable.

09 - 356 And you already felt that?

09 - 357 Yes. Yeah, I felt that ever since. Daw amo lang gid na guro because indi pa siya pa siya bi culturally sensitive ang, we cannot say a community is culturally sensitive if one person is uncomfortable. Daw amo lang na siya, being comfortable. Expressing yourself of being who you are. That’s I think one true measure of the success.

09 - 358 And of course, given of your preference that you need to abide the law man or policies?

09 - 359 yes, daw may restrictions man siya which we understand. That is what makes more comfortable because we know our restrictions also.

09 - 360 So, sir can you share specific outcomes or positive changes resulting from your culturally responsive leadership? May nagbag-o bala sir? May positive changes when you apply or when you culturally responsive?

09 - 361 Siguro in terms sa role ko as a teacher and even with the experiences with my teacher ang class mas nag loosened up and mas naging interactive and engaging. If what’s we address culturally responsive nga mga strategies in classroom.

09 - 362 Daw may na mention ka sir nga classroom nga daw interesting, engaging fun, interactive.

09 - 363 Huo amo na.

09 - 364 So its not really a problem for you sir on how implementing culturally sensitive or culturally responsive environment in your classroom because in the first place you are a PE teacher, then you get to know a different aspects sang mga students mo sir.

09 - 365 Huo.

09 - 366 Like kagina hambal mo man, gina take into consideration nga indi gid ni sila ka perform. You gave chance, you gave other tasks for them to cope up with.

09 - 367 So sir, last nalang nga part sir. What improvements given nga ginhambal mo wala pagid written policies man sa inyo school or institution, what improvements would you like to suggest to enhance pagid ang pagiging cultural responsiveness sa sini nga institution?

09 - 368 Ive made mention that we have been doing seminars. May mga talks kita that would address cultural diversity, maybe we can strengthen it more. Ma strengthen ta lang siguro through having more seminars gid because lain lain bi ang case to case basis.

09 - 369 What specific seminar sir?

09 - 370 Like for example, maybe we can have seminars on how to handle PWDs, seminars how to handle students with mental illness because before bi sir ang emphasis is on the IPs, daw may mga amo na. So daw mga amo na bala nga mga topics sir.

09 - 371 So amo pagid na, on how we can address mga LGBT nga mga concern, how should we deal with them? The dresscode. Daw amo na, how to express yourself. Daw amo lang na siya siguro.

09 - 372 So kumbaga sir, daw wala pagid na implement or na established gid.

09 - 373 Huo, because ako personally bi sir in our community ni ya sir ha sa San Ag ni ya ha. Although nga ihambal ko siya nga kinanlan sang institutional, daw I felt nga daw indi na siya kinanlan nga pag-ibutang pa sa papel kay evident naman and makit an naman kag gina observe naman sang community. Although gusto ko gid lang nga concrete siya nga ara gid siya, ibutang siya sa papel.

09 - 374 How about ya sir sa mga blind students, do you experience handling those students, may mga auditory problems?

09 - 375 Wala ko na encounter so far sir, but mga eye problems manageable, ma address siya namon.

09 - 376 Thank you sir, being the leader right now, how can future leaders need better prepared to manage culturally diversity?

09 - 377 Sa amon bi sir, in order to do that, is to have more trainings and seminars lang siguro.

09 - 378 Which somehow indi gid amo na ka intensive pa ka tama. Kay tungod Agustinian ka, we live in the virtue of charity, those truths. So youre doing it because it is the right thing to do. But we dont have that really seminars nga that will explain nga you do this because this is the farther reason nga makabulig sa ila kag makahelo gid sa ila.

09 - 379 So kulang gid sa mga seminars, mga workshops, sir no?

09 - 380 So, if you have a chance sir, would you like to suggest that?

09 - 381 Pwedi sir, huo.

09 - 382 Somehow diba, ma strengthen pagid culturally responsive. And it will allow more.

09 - 383 To come in, kay kabalo sila we address those people.

09 - 384 Because in the first place CSAB is already a testament that the inclusivity is really being open gid.

09 - 385 Correct. May ara kami di gani sir students nga ga drag performance, mga agi.

09 - 386 So, is it acceptable to perform?

09 - 387 Yes, last monday nag judge ko isa ka event, one of the judges is also a priest. So its a Got Talent Competition. One did a drag performance and its okay. It is an art man bi sir mo.

09 - 388 There are no protest coming from the faculty or staff? Wala?

09 - 389 Wala, galing amo lang na siya, may mga guidance na siya. Gina emphasize lang siya namon nga daw indi bala allowed ang inappropriate act. Pero they are allowed to do it pero indi lang very inappropriate kumbaga ara lang siya sa context of being an art, of being a performance.

09 - 390 Which can be align sa inyo nga Agustinian core values?

09 - 391 Yes.

09 - 392 So sir, What advice would you give to other educational leaders seeking to implement culturally responsive practices in an Agustinian context?

09 - 393 They just to be very accepting lang gid because when we accept someone, we embrace them and once we embrace them that’s when we get to understand how to manage them and on how to address their needs. Amo lang na siya guro. Accepting and embrace the differences of each one of us because nobody is perfect.

09 - 394 For example, we are just normal ang iban normal lang gid sila, they are straight, indi bi sila IP, mangaranon sila. They are not perfect, nobody is perfect. We all have our strengths, we all have our weaknesses. So, that is why we all have always to embrace the uniqueness of everyone. That is how we can address cultural diversity.

09 - 395 Some more sir?

09 - 396 I actually enjoyed ang mga conversations like this because it is also a voice for us. During the pandemic I was invited by the Eagle who is our publication to share my story during Pride Month on July, that why I appreciate it because they also give voice to us.

09 - 397 I dont have that much negative nga mahambal gid within our community because this community is very accepting and its very embracing.

09 - 398 Okay sir. Thank you very much for your time and for sharing your experiences with me today. So your insights sir are incredibly valuable and will contribute significantly to the research of sir Gilbert and he is one of your friends man sir.

09 - 399 I will assure you that your responses will be keep confidential and will use solely for this study. Thank you gid sir ha.

09 - 400 Because our goal is to develop ourselves, never mind the others, because they are also trying their best, they're working their best. So that they can achieve, and that we should be accepting of our own capacity. Regardless of we can do it perfectly or not, we should accept that.

09 - 401 So sir, is there one memorable experience you've had while working with people from different, I mean, diverse backgrounds? One memorable experience with a diverse background. I'm Ali. I'm Ali Mister, this is the IT Museum.

09 - 402 I was very lucky that I was a part of this. Way back 2019, it's a project funded by CHED wherein we have to interview indigenous peoples. So we were tasked to interview the IPs in Don Salvador, the Atak community in Don Salvador.

09 - 403 And under which our focus is on sports, games, and dance. So that's among all, when we talk about diversity, that's the most meaningful experience. That I get to know, I get to talk, I get to experience the life there.

09 - 404 And during those times, sir, did you get immersed? No, it's not immersion, because I visit them every Saturday to interview them. But somehow you gain insights from them, their life, their culture. Yes, yes.

09 - 405 And that's very meaningful. I can vividly remember, there was one time we were interviewing, we were interviewing about their music, about their songs. We were asking about what inspired, what is the inspiration between the song.

09 - 406 And he said, their experience about bullying. He had a lot of dreams. Their experience about bullying, that they were bullied.

09 - 407 They were told, they were physically different from the authentic ones. They were told that they were being bullied. So that's one thing that stuck in my mind.

09 - 408 That their experiences were horrible. So, what was the purpose of this hall? The alley, actually, since again, the pandemic has affected it. This is, I think, the first and only IP museum in the province.

09 - 409 And you were part of this? Luckily, I was given the opportunity to work. And what was the feeling, sir, of being part of this one-of-a-kind hall or venue for IPs? Honored, good sir. Because actually, the first song I heard, I've been hearing of this since 2019.

09 - 410 I've been hearing of these projects. And to my surprise, there is one that I had to practice. I had to practice how to interview.

09 - 411 Because we have to be very sensitive with our terms. We have to be very precise with our terms. So, I had to practice how to interview.

09 - 412 So, I was nervous. I was like, I'm part of the research, I'm part of it. I was too young by then.

09 - 413 I don't think that I am that capable of the hall. So, I feel honored and privileged to be a part of this. And your answer, students, there are also IPs that you encounter or not? As with the IPs, I've been hearing, actually, some of the teachers mentioned that we have an IP teacher and student before.

09 - 414 But I don't remember if they're talking about it. Because we often talk about it. For example, the princess of their tribe, the teacher, that's how it is.

09 - 415 But if there is an IP teacher, but they're not, maybe they're from a traffic area of the tribe. Sir, given that you are right now a department, I mean coordinator, and then the faculty club president, sir, if you could describe your leadership or working style in three words, what would it be and why? Leadership in three words. For one, it's democratic because I'd like it to be... Since I'm young, I still have to learn.

09 - 416 So, I have to be very open with all the suggestions. And I have to take it and I have to learn from it. So that it's a harmonious organization.

09 - 417 The second one... My leadership, sir... Democratic, as a person. As a person, democratic. Whatever it is... My leadership style... It's... I can't think of a better term.

09 - 418 Because it's democratic, the feeling, sir, it's to... It's still right. There's still no firmness. It's still not firm.

09 - 419 Because I still have my inhibitions. I cannot really impose. I cannot really impose the power.

09 - 420 In respect with the elders, in respect of the teachers. The teachers, they say, come on, come on. And the other one is loose.

09 - 421 It's loose. Number one is democratic. Second is loose.

09 - 422 It's loose. And the third one, it's engaging. Because I always wanted to make sure that everybody is... There's interaction.

09 - 423 We have engagement from time to time. Actually, with the support of my other officers, we always make sure that if there's an event, we organize it. For example, if it's Valentine's Day, of course, when it's Valentine's Day, we organize family days, we organize Christmas parties.

09 - 424 We organize outings. Yes, true. Because, sir, in dance troupe, yeah, in dance troupe before, one thing that we always emphasize is always discipline.

09 - 425 And when you become a senior, third-year, fourth-year, you're responsible of the younger ones. So it's like you have to discipline yourself and you have to discipline them as well. So the same with the teachers.

09 - 426 When I became a coordinator, discipline has become one of my responsibilities. The discipline of the teachers who are sometimes... There are some feedbacks from the students and then I have to relate that to them in order to discipline them and to maintain order. Yes.

09 - 427 Thank you, sir. So given, sir, that right now you're a leader at the same time you experience collaborating and interacting with culturally diverse individuals in your institution, sir, sir, how do you define culturally responsive leadership in the context of your institution? Culturally responsive leadership is being open to the differences of people. It's also being about accepting one's individual differences, understanding where they're coming from, understanding the wisdom of one another, and understanding the experiences and the rootedness of one's experience.

09 - 428 So, I wasn't bothering him. I wasn't bothering him. So that we wouldn't clash.

09 - 429 So that we wouldn't clash. It's a different thing with the students. We have a student here who... I don't know what's his case.

09 - 430 It's very evident that he's different. He has ADHD. It's very evident that he's going to the spectrum.

09 - 431 But he's not disruptive. He's usually... He's actually a smart kid. Number one in engineering.

09 - 432 Top one in engineering. He's smart. He has ADHD.

09 - 433 Usually, he's smart. He's approachable. He's approachable.

09 - 434 So, I should handle him. And sooner or later, I'll get him back to his place. I'll be able to handle him.

09 - 435 I'll be able to handle him. on how classmates deal with other teachers. From there, I'm learning, I'm learning how to deal with teachers.

09 - 436 So, let's go back to the teacher. How do you respond to that cultural misunderstanding between you and your teacher? How did I respond? How did I respond to that certain situation? I just listened to him, and then I also explained my side. In that case, he said he wasn't convinced, he wasn't persuaded with my justification.

09 - 437 So, I went to him and said, okay, I'll review, because I'm not going to judge you. I have to be very firm with what I have written because I trust in myself and I know exactly what I'm doing. So, I said, okay, I'll get back to you.

09 - 438 I'll review. I'll ask. From my program heads, my coordinators, to our dean, if the standard that I have set is correct, and then, if ever I misinterpreted that certain component, I'll get back to you.

09 - 439 Or whether whatever it is, I'll get back to you so I can explain it to you. Then what happened, sir, after that? After that, it was okay. He accepted? He accepted.

09 - 440 How about the students, sir? As for the students, I just have to learn how to, that's why I have to ask our classmates or even, because I can't ask them anymore because they're already in the spectrum. Their classmates don't answer because there's no problem because they didn't disclose some of the conditions. So, we don't know how to handle it.

09 - 441 And so, we don't know how to handle it. So, we don't know how to handle it. Sir, if you choose between, which is more or which is harder, between the conflict, cultural misunderstanding between the teacher or the students, which is more complex or harder to manage? The teacher, good.

09 - 442 In what way, sir? In what way? Because they have different wisdoms unlike the students. It's not that I'm authoritative, but we exactly know what we're doing and we can actually impose that it's really, that what it is, what is good for them. So, in the teacher's case, it's not that I have different wisdoms, because it's what they believe.

09 - 443 So, in your preference, sir, is it, I mean, does it affect the way they respond to you, sir, being part of the LGBTQ? In that certain situation, sir, that I encountered, I don't think so. But with the age, maybe, yes. So, there are no other instances, like the way you, I mean, your preference has affected the way they respond to you.

09 - 444 Because of my preference, though so far, no, not really. I was thinking with other experiences, but those so far, no, not really. Sir, can you share your experience where you successfully managed or navigated a cultural challenge? That's your experience, right? So, it's a challenge, right? Yes, a challenge.

09 - 445 You overcame it, and then you managed to move on, part of the learning experience. So, I was shocked, sir, because I was on my first few months of being a coordinator. And I thought, wow, I might not be able to do this, I might not be able to do this.

09 - 446 Though, actually, I was able to do this for quite a few weeks. Though, I was troubled. But after those experiences, you were able to cover all the same challenges.

09 - 447 Though, so far, it's gone. It's gone. So, if it happens, it will happen next time, sir.

09 - 448 So, it's up to you how to respond. Okay. Regarding the cultural responsiveness of this institution, are there trainings or programs that the institution offered to enhance their cultural competence among staff and faculty? Yes, sir.

09 - 449 Because actually, mandated by Chad, there are seven. There are seven key components that they'd like to integrate in our syllabus. And one of which is IP education.

09 - 450 So, they really wanted that. They really wanted that the IP topics should be a part or should be discussed as a part of the topic in our curriculum. So, from time to time, we're doing trainings about that, how we can integrate certain topics about IP in our curriculum.

09 - 451 And yeah, what I mentioned earlier, last time, there was a talk organized by HR on gender equality. And even the student government, the student government are organizing talks about equality just like inclusivity. You mentioned, sir, you are embedding the concept of IPs.

09 - 452 Aside from IPs, what are the culturally diverse conditions like gifted students? Are you including them in the syllabus or preparation of your instructional materials? Yeah. In the ISO, sir, we have applied for ISO 21001, if I'm right, if I'm not mistaken. And one of the focus here is to address persons with disabilities.

09 - 453 So, one, our infrastructures actually were enhanced. For example, this building in the outer one, the Macdonald building, there's a bridge that connects it that is to address the children who were abducted. So, there's an elevator that goes to the bridge.

09 - 454 That's one. And we are having, actually, just two weeks ago, our department had conducted teaching strategies in handling students with disabilities and with different needs. Aside from that, sir, how about facilities? Like in LGBTQ communities, do you have also separate comfort rooms for that, sir? Wala.

09 - 455 Wala pa so far. Wala pa so far. Pero if you are given a chance, would you like to recommend that to the administration? About the comfort room? Personal preference.

09 - 456 Subjective. Subjective, that's fair. I'm good with just two comfort rooms.

09 - 457 I'm okay with that. To be honest, sir, the girls are okay with it. Oh.

09 - 458 The girls. Is it allowed here, sir? No, it's not allowed. Oh, okay.

09 - 459 It's not allowed. But I'm okay with the girls. The person that I was with when I was in the dance troupe, usually, there were quick changes.

09 - 460 Sometimes, we were scared because we were naked. Yes, it's not totally naked. There are basics.

09 - 461 But there were no men or women. They were okay with it. Because it's part of the show.

09 - 462 It's part of being a professional performer. Yes, sir. So, there are so many programs, trainings being conducted to address the cultural competence of all the stakeholders.

09 - 463 I mean the parents, even the students and faculty. With the faculty, sir, I can say yes. I'm not sure with the other stakeholders like with the parents.

09 - 464 Are there seminars for them? Are they aware of what they need to do or what are the things that they need to do in this institution? I don't think so. You have no idea, sir? No. Because we don't get... Usually, we get to call the parents and ask them for... It's very hard for us to organize talks or seminars for parents.

09 - 465 Because even the mere fact that they come to a meeting, they don't know what to do because they have their own jobs also. So, in terms of how we've been educating them in terms of handling those, so far, nothing. Except for the teachers, they do it through student handbooks or through different memorandums or posting on the page.

09 - 466 But you as a faculty, sir, you are always conducting an activity that you do yourself. How to address these specific instances like special children or students? To the students, sir. Like you are doing parents' conference regarding that matter like how to handle this kind of behavior to the students? Or your guidance office is already doing that? The guidance, yeah.

09 - 467 Maybe the guidance, yeah. And for the guidance, it's more of the mental disorder. Mental illness, sir.

09 - 468 The program has a curriculum for sure. And I can really say that it has a curriculum because I have students that was endorsed there. And if I follow up, they have constant consultation with the guidance office.

09 - 469 Okay, since college, you as a student, the instances you've seen are minimal and you're grabbing attention. Like if you're assigned the basic ed. Okay, that's why.

09 - 470 So, sir, how do you ensure continuous learning and improvement regarding cultural responsiveness? Ideally, sir, we should be, for example, if there are students with special needs, they should be given different tasks. And it depends. It's a case-to-case basis, sir.

09 - 471 Like for example, in my case, in PE, there are children. It's not considered culturally diverse, but there are children, there are grandchildren. Yeah, so how do you handle this? There are grandchildren.

09 - 472 It's not a physical activity. So what we do is, we don't force them to finish their studies. Because it's justified with the medical certificate.

09 - 473 So what we do is we're giving them alternative tasks that will compensate for that specific task also. But it's not the same continuous compared to the usual PE activities that we do. So that's the one way for you to ensure that learning is still continued.

09 - 474 Regarding cultural responsiveness. Yes, sir. Different tasks.

09 - 475 Like, differentiated. Differentiated, sir, yes. Like, this task will not be applied to the student because of cultural interests.

09 - 476 And the other way around,

***I have reviewed the transcribe interview and confirm that it accurately reflects what I intended to convey, ensuring that all transcribe information is true and correct.***

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature over Printed Name Date**

Graphical user interface, text

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10 - Dan

10 - 001 Good morning, what's your name again?

10 - 002 Dan.

10 - 003 So Dan, thank you for taking time to speak with me today. I am Sir Jardinico, the interviewer of Culturally Responsive Leadership, a grounded theory on strategies for managing diversity in a Palestinian educational institution.

10 - 004 So this study aims to describe our current school practices on Culturally Responsive Leadership, or CRL. So this study hopes to forward a theory that will explain your institution's culture in promoting inclusion, equity, and social justice. So Dan, you have the right to be informed consent, which I presume Sir Jardinico already gave you. And then ensuring that you fully understand the study before agreeing to participate.

10 - 005 So Sir Jardinico already gave you, right?

10 - 006 Yes.

10 - 007 And then your parents agreed?

10 - 008 They all agreed.

10 - 009 They all agreed. Okay. So your participation must be voluntary.

10 - 010 So you won't be forced, you won't be coerced. So you have the freedom to withdraw any time without consequences. So your privacy and confidentiality are protected and you are treated with respect and allowed to share your experiences freely.

10 - 011 So any identification, your name, your age, I mean your name, will not be disclosed in the study. So you also have the right to review the data, ask questions, and seek clarification at any stage of the research. So after Dan finishes his interview, Sir Nemenso will ask you to check all the transcribed documents.

10 - 012 Like this interview, he will ask you to write it down one by one.

10 - 013 Okay.

10 - 014 If there is a mistake or a mistake, you can report it to the BAT.

10 - 015 So Dan, this interview will take one hour and a half, if possible. It can be two hours, depending on the BAT.

10 - 016 I see.

10 - 017 So you may answer in the language you are most comfortable. You can use Ilonggo, you can use English.

10 - 018 Okay.

10 - 019 If you will use that. So there are no right or wrong answers. So any answers are acceptable as long as you can answer all the questions based on your experience in this institution.

10 - 020 So Dan, rest assured that your responses will be utilized only for the study and will be dealt with utmost confidentiality. So Dan, do you have any questions before we begin?

10 - 021 None.

10 - 022 So I'll go first. Okay. Are you nervous?

10 - 023 No.

10 - 024 Okay. Let's start, Dan. I would like to ask, how old are you?

10 - 025 16. I just turned 16.

10 - 026 Oh, 16. And so far, what is your year level?

10 - 027 Grade 10. Rotary. Grade 11. Grade 10.

10 - 028 And then, how many years, Dan, have you been in the College of Medicine, Macaulay?

10 - 029 Since Grade 1. Grade 1. So around 10 years. It's been 10 years.

10 - 030 And to what department do you belong?

10 - 031 Basic education. Basic education.

10 - 032 So you went straight to elementary school. Kindergarten? Grade 1. Grade 1 until Grade 10. It's also an institution?

10 - 033 Yes. In Extension School.

10 - 034 Yes, in Extension Campus.

10 - 035 Do you have any special role or task assigned to you by the school? Like, are you a leader?

10 - 036 Yes.

10 - 037 What specific position do you have?

10 - 038 In the publication, I was the editor-in-chief for 2 years. So I served the publication for 6 years since Grade 5. Then, in the Student Affairs Organization or Student Council, I was the president back in Grade 6 and then DPIO from Grade 8 until Grade 10. Also, I was a part of the school yearbook. I was the associate editor of the school yearbook. And then, I was a boy scout. I was a part of the boy scout for a brief moment. And then, outside of school.

10 - 039 Can I say this outside of school?

10 - 040 Yes, you can. Outside of school, I currently serve in Bacolod City Sectoral Youth Affairs. So, I was a part of the youth representatives to the Bacolod City LGU. And for a brief moment, I was also a member of the City Engineer's Office. I was their immersion.

10 - 041 So, since elementary, you were actually a leader?

10 - 042 Yes.

10 - 043 So, you experienced a lot of difficulties handling your subordinates or fellow leaders.

10 - 044 But it was a good experience, man.

10 - 045 So, what made you stay in San Agustin for about 10 years, right?

10 - 046 Yeah.

10 - 047 So, what made you stay in this institution?

10 - 048 To be honest, it's because it's close to us. The Extension Campus is just close to us. So, in grade 6 or grade 7, I had the chance to transfer schools. I don't know how many chances

I had, but I thought about it. So, one of the reasons why I stayed was because of the positions I had in San Agustin. All the positions, everything. All my records are here in San Agustin. So, aside from the fact that it's close to us, it's more convenient for everyone I know. Everything I do is done here in San Agustin. So, I decided that I will stay here for high school. And then, for the next journey, I will go back to school.

10 - 049 Okay.

10 - 050 So, bali, what did you see in San Agustin that was unique compared to other schools? Or I don't know if you've been to other schools. For 10 years, you spent your basic education in this institution. Maybe the fact that it's close to the teachers.

10 - 051 We feel close to our teachers, and they feel the same toward us. So, I didn't stay for 10 years. My classmates actually stayed for 10 years. So, farewell to the emotional world. Of course, we've been here for 10 years. And the teachers.

10 - 052 The teachers are one of the reasons.

10 - 053 Bali, can you explain further? What did you do to your teacher to make her feel that you are part of the institution?

10 - 054 When I was young, there's a sort of bond that I've noticed here. Different from the other schools. Not trying to be biased, but the bond within us. Since we've known each other for years and years, it's different. Actually, it's not just the school. It's the entire campus. Since I went to school here at Extension Campus, all of the students have been here for almost a decade. Even more than a decade. So, the bond there is different. There's a family bond compared to other campuses. Actually, most students have transferred from grade 9, grade 8, grade 10. So, they've already known each other for a year or a few months. But here in our school, we've known each other for more than a decade. So, the bond within us is bigger.

10 - 055 So, your teachers are caring, right?

10 - 056 Yeah, very. They are actually humble.

10 - 057 Their bond with you is good. What do you show to your teachers?

10 - 058 I mean, their support. Especially their support and the way they treat us. I've noticed that some teachers, even on social media, treat us differently compared to others.

10 - 059 And given, how many students do you have inside the classroom where classmates are in the classroom?

10 - 060 More or less? More or less? More or less in general? In general? The maximum estimate is... Every year, around 31.

10 - 061 Oh, 31? So, in 31, what's your income? Like, what are the differences? Like, physical or national? Any.

10 - 062 Any. Our classroom is diverse. I'm saying our classroom. Specifically, my classroom. Because we have Indians in the classroom. We have half-American, half-British. I'm a Muslim in the classroom. And then, we have other religions. Like, INC, born again. So, I've noticed that when I talk to the main campus students, they mention to me that my campus is an international school where there are different religions. And, sa amon, it's normal sa amon, you know, we bond with each other. Every time we have different beliefs, we would stand up for one another.

10 - 063 We would, you know, we would take the... We would stand up for one another.

10 - 064 So, what are your ways in order for you to adjust with culturally diverse classmates? What are your experiences? What do you do?

10 - 065 I'm going to be specific. When it comes to my Indian classmate, we have... What do you call it? We have restrictions, especially on food. So, I cannot eat pork. I cannot eat a lot of meat. And, in my Indian classmate, he cannot eat beef. Cow, you know. So, especially when we have retreats, when we have school events that are usually provided by the school, one of the examples that we still use sa amon, we have a special treatment. It's not really a special treatment, but we have a consideration. Like, in our program, in our class, I wasn't able to eat any of the food that they provided. So, I was given the chance to choose my own menu of what I could eat. So, I chose. And, same with my Indian classmate. There's a sort of... We were given a... What's it called? We were given a choice of what we could eat or what to do. So, even your classmates are adjusting sa Ammon.

10 - 066 Yes.

10 - 067 So, in what way? You don't feel like there are biases or discrimination when it comes... Given that you are a Muslim, right? And, your classmates are Indians.

10 - 068 No, not at all, actually. I mean, when it comes to jokes that are playing around, like, Hey, you're from Ammon! I mean, there is a difference between being discriminated... being discriminative and joking around. So, I mean, in Ammon, we've gone... It's gone to the point that we're just friends, you know? But, actually, I had a time in Grade 9, because my Indian classmate, we were part of a football team. So, there was a time when we played in a different school, and that was the moment that we felt that we were being discriminated against. Like, if in civil rights, they would say, Hey, you're a Turk! These derogatory terms from a different school. And, I saw that they were defending our classmates who were Filipino, but they were defending us against the audience. So, that's when I noticed that we were bonding. We had a background, and we were able to stand up for one another.

10 - 069 So, you mentioned you're a Muslim. Both of your parents are Muslim. Were you born here in Mindanao?

10 - 070 No, my father is Iranian, and I was born in Kuwait.

10 - 071 And then you transferred here?

10 - 072 Yes, before Grade 1. And then, you also started like that.

10 - 073 Do you still remember your experiences during Grade 1? Like, was there an incident like bullying? Because you were different from your classmates in terms of physical appearance.

10 - 074 I mean, there was one that I remember. It wasn't because of race or anything. It was because I didn't have an answer. So, I don't think I counted racially or anything.

10 - 075 So, your teacher, you mentioned the adjustment. In what way did you adjust in the classroom setting? Like, was there a lesson about religion? Were there any instances where your teacher took into consideration your situation? Like, that teacher is dealing with diverse students. In what way did your teachers deal with those diverse students inside the classroom?

10 - 076 I mean, when it comes to language, there were some incidents with language barriers at first. But as time goes on, eventually, we will learn the language. But, some don't become proficient. It takes a long time for us to consider that obviously, we cannot understand the language even if we learn it. So, I mean, when it comes to you know, every exam, when it comes to translation, the teacher translates, it takes a long time. But, it doesn't just take a long time. There is constructive teaching in that sense.

10 - 077 So, during programs, school programs, there are activities that you don't join, right? Actually, this is not included. Like, you're Muslim and then, can you join with a, like for example, celebrating a feast of saints, are you obliged to join with that?

10 - 078 No, actually, we don't have a choice that we won't join. But, we will make up for it. So, like, we have a separate task to do like a week after. Because, part of it is our score that we can attend the masses. But, since our teacher understands that it's not required, we have the choice to opt out and then, we will just make up for it at that point. So, like, we don't have a brochure or any other tasks because, yeah, there are assignments.

10 - 079 So, given that you enrolled in a Catholic school, right? So, in that part, in that sense, did you have experience about that? In the first years or three years of staying in the institution?

10 - 080 I mean, yes. But, it's a universal experience because I noticed that in grade schools, they are very busy. They have to teach, they have religion classes, they teach the Bible, we have to recite. But, I mean, as time goes on, I realized that I don't have a religion, so I can opt out. Because, we have, like, it's part of our, like, it's part of our handbook that says CSAB is an inclusive that we can, it's open to all religions, not only Catholics.

10 - 081 So, the point is, you don't have to coerce or oblige anyone. You don't have to attend worship or worship during Sundays or special occasions. Nothing. So, feel free to express your religion.

10 - 082 So, if you have classmates that talk about other religions or other cultures, like, to you, what do you encourage them to do? Like, do they enjoy it?

10 - 083 Yes. Actually, personally, I encourage them to learn about other religions, not only the Catholic religion, but also Jewish, INC, if there's a history in their religion. Because, it's part of history for me. Okay. Good.

10 - 084 And then, can you tell me, Dan, a little about your journey in this institution, and what inspired you to be part of it?  
 First off, I mean, we transferred in the first place because one of my relatives recommended that I go to Kuwait. And then, this was also the first time, when I transferred, this was the first time that I could understand my classmates. Because before then, I was a student in Kuwait, then I went to preschool, and I had a total of one friend who could understand English. And then, when we transferred here due to health reasons, it was at this moment that I realized, if my classmates could understand English, I could be friends with them. And then, you know, I got closer with my classmates, we grew up together. And then, when I got the chance to use my talents of speaking, I entered extemporaneous speech contests, where I trained teachers.

10 - 085 It lit a fire within me that I could become a student leader. So, by grade 4 and grade 5, I started to join student councils. And then, in grade 5, I was introduced to publications. So then, I went up the ranks until I became editor-in-chief. And I think those two, those two, specifically those two organizations, build me up in terms of leadership.

10 - 086 Okay. And what do you enjoy most about working or being involved in Agustinian educational setting?

10 - 087 For me, I don't consider education what I do because, personally, I'm not the type to focus on the classroom and spend a lot of time with my teacher. But what I do is that there are opportunities that you can take. So, when I joined publications, there were a lot of publications like TSBC, seminars on journalism, and those in itself, I think that's what attracted me.

10 - 088 If I knew that comfort zone, out of the box, there were a lot of things that SUNAB offers in terms of opportunities. So, SUNAB is open to all talents, like skills.

10 - 089 And then, it's a platform that you can enter in terms of writing, right? So, you don't have any challenges or difficulties, again.

10 - 090 Like, when you were a student leader back then. Maybe it was just a budget. A budget. It was just a budget. But there's no support from the school. I don't think that comfort zone is very supportive.

10 - 091 There's a barrier. Comfort zone doesn't have a barrier. Like, in what way?

10 - 092 Funding. If we request a room, for example, for the DSBC registration fee, it usually takes 2-3 weeks to reach our room. So, usually, what we do is we personally pay and then, we just reimburse. My first goal in my EIC publication is not to pay my members because they entered to get an opportunity. And I don't want them to be turned off because of paying. So, I only require them to pay our uniforms and the rest. We just reimburse. We just reimburse because we don't want them to be turned off because they entered to get an opportunity.

10 - 093 So, would you mind, more or less, the tuition since elementary? Like, when you were in high school, did you pay?  
 No, I didn't. But it's okay. It's manageable.

10 - 094 Do you convert your tuition into facilities or experiences?

10 - 095 This is... Okay. Okay. If you just pause it, it can't be sent.

10 - 096 Oh, just send it? Yes, send it. Oh, okay. So, as I said, ang your tuition is to convert sa good services sang school.

10 - 097 Like, your experience. Oo, when it comes especially to institutional events. Like, Do may amo man na hambal sang classmate ko nga tranferee man diri daw ka bongga sang mga events diri, compared sa ila nga school. So, I think it would be worth naman. I mean, I siguro ang complaint ko lang is ang classroom kainit gin-ot. Pero ka universal naman na nga feeling.

10 - 098 So, bali you mentioned earlier that nga diverse kaayo kamo. You're Muslim, your classmates are half Indian, Pinoy. Then there are also may mga iban pa gd like IP’s, may mga indigenous people kamo.

10 - 099 Or like sa SPED nga area.Wala man? Indi man gid siling nga SPED. So, it's more on nationality.

10 - 100 So, in that experience Dan, how was your personal background experience shaped the way you view cultural diversity?

10 - 101 In SAO, Student Affairs Organization, May ara man gd, di man lang ako ang Muslim sa SAO.  
 We were three at one point. It's the same experience sa classroom gina-accept man kami. If may mga restrictions, wala na namon ginahimo. Ginatagaan kami consideration. So, daw wala man kami problem.

10 - 102 So,bali okay gid gali ang San Ag. When it comes sa cultural diversity nga aspect, they are open to all backgrounds of life.

10 - 103 Okay. And can you share Dan, what's one memorable experience you have had while working with people from diverse backgrounds? Within the institution? Yeah, institution.

10 - 104 Let me think. If within the classroom, siguro retreat namon. Kay, as I mentioned earlier, hindi kami tanan katoliko. Pero,kag retreat, is a Catholic experience. Pero, sang retreat namon, since after 10 years daw mahalin na kami. It's still memorable even though wala kami gaintra-intra sa misa or mga other man religious activities. Kay daw we love each other. Tapos to know after 10 years mahalin na kami. Daw dira kami naka emotional moments sa retreat.

10 - 105 So, your classmates are also the same sentiment sa imo? Like pila kamo kabilog ang iban nga nationality? More or less?

10 - 106 More or less, 10 guro.

10 - 107 10 out of 30?

10 - 108 Mga 31. Okay. Ang iban mga half. Tapos may mga iban man nga mga religion.

10 - 109 So, sometimes, May mga instances kamo nga ga mix kamo nga grupo?

10 - 110 Wala, ga mixed gid kami .

10 - 111 Kibot ka lang ang mga India ato na sa boys at the back. Ako naman ara sa atubang gaistoryahanay sa mga Chinese. Tapos sa kilid naman mga true Pinoy. Pero at the same time kis-a ga mixla-mixla gid kami na. You know there is a saying, although oo may sariling friend group tanan. But, if given a chance to work as one whole classroom, gaano gid kami na. Oo.

10 - 112 So, wala man times nga gainaway or ga tawag ni may issue?

10 - 113 Wala.

10 - 114 In that part?Wala?

10 - 115 If may issue, then it's kontra sa piyak nga section, which is diri sa piyak nga campus. Pero, kada may issue, if daw ka sala sang isa I mean if isa ang ginakontra ang bilog nga classroom ang ma back up, daw may barrier, daw may shield kami for ourselves.

10 - 116 How many sections do you have?

10 - 117 Three.

10 - 118 Three? And, those three sections are mixed man? There are a lot of nationalities or cultural diversities?

10 - 119 Daw more on Filipino gid na sila. Pero ang difference gid is nga laban sila transferred students. Tig one year or two years.

10 - 120 So, inyo nga section pulo kamo? Like damo kamo nga mga culture, I mean nationality nga ara da?

10 - 121 Yes, nationality religion.

10 - 122 Sa STAR section?

10 - 123 Wala STAR section.

10 - 124 Heterogeneous kamo?

10 - 125 Oo.

10 - 126 Then, you mentioned earlier that you are a school leader, right? Can you describe your leadership style in three words? And, what would they be and why?

10 - 127 Three words…Firm, straightforward, and I think ano gani tawag? Inclusive. Firm kay I've noticed nga if hindi ko firm wala may magiho. So, of course, if you're a leader, you need to be firm. So, firm. Straightforward. Wala ko be nanamian nga may time nga daw dako wakal. If there's a chance to just go straight to the point, I'll do that. And then, inclusive kay I know, especially in the publication, we have mga SPED students. Dira ko guro makahambal may mga SPED students. So, yeah. I mean, I cannot be... I cannot force students. Nga hindi gid sila ba siling nga if hindi nila gusto ang isa ka bagay. I cannot force them to do it. If hindi nila kaya, I cannot force them to do it man. So, at the same time, as well as being firm, I also need to take into account kung anong kaya kag anong mahimo ka student nga ina.

10 - 128 So, firm. Straightforward.

10 - 129 Okay. Let's go to the next then. How do you define, since experience mo halin sang elementary ka.How do you define culturally responsive leadership in the context of your institution?

10 - 130 Inclusivity and conditions, siguro. Inclusivity and consideration.

10 - 131 Can you expand?

10 - 132 Consideration kay since Muslim ko, I cannot do it sa mga misa. So, syempre, This class be considerate man of different religions, different beliefs man of the students.

10 - 133 Consideration and inclusivity.

10 - 134 Inclusivity.

10 - 135 That is your definition of culturally responsive leadership.?

10 - 136 Oo.

10 - 137 Since, again, you are a leader, what specific leadership strategies do you implement to promote cultural inclusivity in your organization?

10 - 138 One thing nga ginhimo ko for that is the implementation of a charter.

10 - 139 What is that?

10 - 140 Daw ka by laws and everything. If we just focus everything based on personal belief, hindi gid na sa mag-grow kay there is nothing… kay daw wala bala sang basis. So, I realized nga if maka implement ko sang charter dira siguro, maka ano gid ang publication kay may ara sang set of rules, set of doctrines nga pwede namon masunod. So, that's one thing nga gin ano ko gin-implement ko.

10 - 141 Like, it helps?

10 - 142 It helps, yeah.

10 - 143 Sa mga culturally diverse students, in what way?

10 - 144 Hindi gid siling nga culturally diverse, but everyone in general. Kay with that, there is a sort of daw may vision and mission nga pwede namon sundan. May ara sang we all have a common goal. We all have something in common nga ginasunod namon, nga mga rules, nga mga procedures. So, dira siguro makahambal ko nga everyone is following the same thing. But at the same time, sa charter, may nakabutang nga considerations.Nga example be sa, if late ka sa meeting, then everyone will have the equal amount of nga demerits or merits. So, hindi gid na sa siling nga open, maapply sa isa ka tawo, pero it's ka general nga rule. Pero there are considerations within nga, example be traffic, unrelated issues, or mga bagay nga hindi malikawan. So, we cannot punish someone based on that lang, kay hindi man ila sala. So dira kami siguro gaano.

10 - 145 So, being a Muslim and part man sang culturally diverse nga background, when you were a school leader, may nakabulig man ni? Promote cultural sensitivity in your institution?

10 - 146 Actually, daw wala man.

10 - 147 Like platform mo gid ni, I want to promote? Like, gusto mo ang school open to all?

10 - 148 Wala.Wala.

10 - 149 Bali neutral ka lang during that time?

10 - 150 I focused more on the growth gid sang students mismo, rather than myself.

10 - 151 I would like to ask Dan, what are your core values in the Colegio de San Agustine?

10 - 152 Unitas, Veritas and Caritas.

10 - 153 What's the meaning of that?

10 - 154 Unity, charity, and truth.

10 - 155 So, in that core values then na influence ni sa, your approach to managing cultural diversity?

10 - 156 Oo.

10 - 157 In what way?

10 - 158 Kay ang ginatudlo man diri ang mga core values, kag hindi lang pati core values, pati man ESP classes, Kay ang ESP is integrated with CLF, Christian Life. Although, oo, hindi ko na siling nga belief ko na ang Katoliko, but, ang ginapangtudlo sa ina nga klase, Magamit ko man sa sarili, magamit ko man sa pagkagrowth ko. So, even if hindi ko man gid siling nga belief, there is still, maapply ko man na gyapon, and that could be done, pati man sang organization, I-apply ko man ang ina nga values.

10 - 159 In terms of UNITAS, Unity, right? There are programs, are there programs that promote culturally diverse programs that are about unity? Like, do you have programs or clubs?

10 - 160 May mga clubs within the department. So, like for example, hilig ka magbanda, so usually ang ara sa banda mga culturally diverse, coming from different backgrounds, then, daw ka inclusive gid tanan, wala gasiling nga Filipino lang makaintra diri. Siguro ang ano lang mga Christian nga club gid masprefer nga katoliko lang ang maintra. Pero syempre naman kay it’s a religious club.

10 - 161 How about sa CARITAS? Is it charity, right? Do you have any community engagement activities? Can you share?

10 - 162 We have sa klase gid namon mismo, every December, may program kami alay sa mga bata. Donation drive na sa, and then after that ginapadala na namon public schools to the students in need. And then, within DISAO, may ara man kami sang program, I mean, hindi man siling nga amon na sa program, pero every year, gaintra kami sa brigada eskwela sa mga public schools. And then may ara man club, Agustinian Youth in Action, AYA. So, every month, may culminating activity na sila nga ginapadala nila ang mga students to have outreach programs sa iban nga mga lugar. And then, amo man na Boy Scouts, may mga outreach activities man. Damo gid outreach.

10 - 163 You mentioned you were a Boy Scout, diba?

10 - 164 I was.

10 - 165 Oh, you were a Boy Scout.

10 - 166 Sang san-o lang?

10 - 167 Briefly lang mga one year.

10 - 168 Oh, okay. How about the Veritas? What's the meaning of this?

10 - 169 Truth.

10 - 170 Truth. So, in what area that this value or value of Veritas exemplified with the way you experience the cultural diversity institution?

10 - 171 I mean, from my standpoint, kay journalist ko, kay dira gid gasulod ang truth. Nga I try to teach. I try to send my may mga juniors ko sa mga seminars just to para maka-experience man na sila. And truth amo man, oo, like sa student affairs, may mga leadership man kami nga trainings.

10 - 172 We need to find out our kung paano kami maglead. And then, may mga programs man ang San Agustin nga in terms of religiousness. So, may mga Bible, mga amo na.

10 - 173 So, what challenges then have you encountered when addressing cultural diversity within your institution?

10 - 174 Religiousness. Religious activities. Pero, as I mentioned gina, may mga considerations nga ginahatag ang school.

10 - 175 Pero wala na ga-affect sa inyo nga study? Like, di ka join, given may considerations tuod.

10 - 176 Ginahatagan kami na activities afterwards.

10 - 177 Pero okay man lang?

10 - 178 Okay lang. Okay man lang

10 - 179 And then, your teachers are amenable naman sa mga setup. Every time gid may mga activities nga related to religion?  
 Like for example, sa retreat. Ang retreat and recollection namon required gid na sa to move up. Pero magretreat kami amo na if may religious sense nga gakatabo sa retreat. Pwede lang kami ka stay sa dorm until magwait kami sa next naman nga activity, hindi siling nga religious. Magrecollection, gaintra kami sa mga lectures, pero once magmisa, wala na kami na dayun.

10 - 180 So, paano mo Dan marespond ang cultural misunderstandings or conflict? Is there instances or are there instances maka-conflict or misunderstanding when it comes to cultural nga sense or aspects?

10 - 181 Daw wala man.

10 - 182 Wala? Like, Classmates or teachers?

10 - 183 Wala man. I mean, if teachers, usually, if explain mo sa ila daw gets nila agad, nga lain ang pagpati sang isa katawo. So, they won't really battle it.

10 - 184 So, if it happens next time, how do you respond to it? Cultural misunderstandings, especially if you are Muslim and your classmates are somehow more on Catholics?

10 - 185 Mostly ano lang biskan istoryahanay lang. Kay gets man lang nila agad. Wala man siling nga gahambal sila nga amo ni dapat patihon mo.Wala man ka straightforward lang. Ah, Muslim ka gali. Ah okay gets.

10 - 186 So, understanding is the key. Okay.

10 - 187 Understanding and doing.

10 - 188 Then, can you share an experience where you successfully navigated a cultural challenge? Daw wala ka man Cultural Challenges?

10 - 189 Wala man. Hambal mo man wala ara gid ko sa mga events.If wala ko gaparticipate like for example sa misa. If wala ko gaparticipate ara ko sa media team, even wala ko gaparticipate ara ko da dyapon ga-picture-picture. So daw ka wala man gid challenge.

10 - 190 Okay,since wala man challenge. So, in your institution to San Agustine, what training or program does your institution offer to enhance cultural competence among staff or in your part as a student? May mga program bala nga gina-implement or gina-spearhead ang school para maestablish pa gid ang paging culturally competent institution?

10 - 191 Sometimes, not really in bed, but sometimes in programs, especially in college. Culture and arts, mga for example, if may mga indigenous people, but in our institution, sa amon ginahalo kami sa isa ka ano. So, within time, we get to know each other naman daan.

10 - 192 Integrated sa subject?Like ano nga subject?

10 - 193 ESP.

10 - 194 ESP.

10 - 195 And then, if it's AP, Araling Panlipunan, usually ginatudlo man na sang daw ka general nga scope. Hindi man siling nga specific nga amo gid ni dapat patihon mo. There's always daw ka outside view.

10 - 196 So, is there an instance where, in your teacher, sometimes, gakadala man sa emotion like wala ga matter or gaka apektuhan ang religion?Wala man mga instance nga amo na?

10 - 197 Wala man, I mean if for example sa CLF classes be namon, if may mga klase kami, usually, gahambal ang teacher, it's okay if you don't listen, if you don't believe in what I believe, basta ang importante ang lesson namon. And for me, magamit ko man ang lesson sa CLF, kay amo na ang topic namon. Sort of. If may mga personal experiences ginashare gid na ka teacher. Pero, hindi gid siling nga patihon na namon.

10 - 198 So wala gapilit ang teacher nga amo gid ni dapat.

10 - 199 Wala man.

10 - 200 So, in your CLF or other cultural sensitive mga subjects, taas man grado mo?

10 - 201 Oo. Very.

10 - 202 So wala man gid pili. Like your Muslim ka, then you dealing with the subject like CLF or like Catholic aspect.

10 - 203 So, how do you ensure continuous learning and improvement regarding cultural responsiveness? May mga like I'm asking earlier, may mga seminars para mag-enhance pa gid ang pagiging culturally responsive niyo as a institution sa students.

10 - 204 Oo, may mga seminars.

10 - 205 Symposium?

10 - 206 Wala, pero seminars from the Guidance. May mga example be teenage sexuality, racial imbalance.

10 - 207 Did your Guidance Office conduct that?

10 - 208 Oo

10 - 209 Can you share that, what you mentioned, racial imbalance?

10 - 210 Hindi man siling nga racial imbalance. In general nga, pagka-equality within the campus nga may lain-lain nga mga tawo.

10 - 211 By the way, hambal mo may mga symposium programs ginaconduct ang Guidance. Aside from the guidance office, may iban pa gid nga offices sa school niyo gapromote cultural responsiveness?

10 - 212 Mostly guidance.

10 - 213 Do you have SDL discipline officer, Yup. So, in that part, gaimpose man sila nga dapat respetuhon ang mga lain-lain nga cultural background?

10 - 214 Oo, daw ka in general na sa nga all students have different backgrounds. So part naman gid samon handbook mga laws and everything.

10 - 215 Okay. So, in your institution the San Ag, paano kamo gina-engage sang school in fostering a culturally responsive environment?

10 - 216 Pwede ka enhance?

10 - 217 Paano kamo gina-engage sang school?Like ang school bala ga-tap sa inyo in terms of policies like sa culturally responsive environment? Ginakwa kamo nila like gina-representative gid per students?

10 - 218 Wala. Wala man.

10 - 219 So paano lang kamo gina-engage? Like sa subject lang?

10 - 220 Oo daw ka in general nga feel ko, in my opinion ang pag ano ka school sa amon, we are all students. Regardless of the background, tanan kami may own nga kaya bala. So, dira guro ga-fall in.

10 - 221 So as a student, may mga policies ang school nyo, right? To support cultural diversity and inclusion? Can you name those policies nga aware ka nga amo na for that specific area nga amo na nga policies?

10 - 222 Hindi gid siling nga specific policy gid. Daw ka general lang na sa nga, like you must respect one another regardless of their belief.You should be good to one another. Daw ka amo na. Pero hindi gid siling nga specific nga you should be culturally responsible for.

10 - 223 So kumbaga ara sa institution, like gakatabo lang gid nga like a students mafeel mo lang nga you belong in that institution, that there is no discrimination since you feel it, and you can witness naman sa environment sang school.

10 - 224 Daw ka unwritten rule na diri sa San Ag nga kung ano ka nga… If lain ka ginaprotektahan ka man sang iban nga students daw ka it’s just an unwritten rule nga amo lang ni gakatabo diri but is a culture sang school namon.

10 - 225 So if it's an unwritten rule? What specific…if you are…You are a student leader, right?May mga rules man kamo ginafollow? Like mag-ano sang culture responsiveness?

10 - 226 Wala man. Daw wala man. Wala gid gasiling nga specific daw within us naman.

10 - 227 Like sa mga activity sang school? Like sa subject? Are there instances nga ginapromote ang culturally diverse nga area sa classmates mo? Specific experience sa subject nga mga performance task? Do you have that?

10 - 228 I mean oo, like within the classroom, we have sometimes, we have this time, for example, sa English classes namon, if ang topic is about Arabian literature, so usually, the gina-tap ka teacher ako, kay ang background ko is Arabian. If ang topic is about East Asian literature,Indian ko naman nga classmates. If it is about other religions, damo man other religions sa classroom ko.

10 - 229 So, ginapa-example kamo ni ma’am niyo?

10 - 230 Gina-ask kami.

10 - 231 And then you share your sentiments.

10 - 232 And then, what…ano mabatyagan nyo like magshare kamo sang classmates nyo? Like amo na nga area?

10 - 233 Ano mabatyagan sang classmates ko?

10 - 234 Ikaw.

10 - 235 Daw ka wala man lang actually. Mashare ko man akon nga side.

10 - 236 So, after you shared that experience sa classmate mo may mga reactions sila?

10 - 237 Daw may ka eureka moment. Ngaa amo na gali.

10 - 238 So it's more on being open-minded sa classmate mo man. Like, they are willing to learn from you, and also you can learn from them at the same time. Okay. So, aside from that, may mga performance tasks, like sa mga play. Diba may mga play kamo?

10 - 239 Yes.  
 Romeo and Juliet kag may isa pa gid Florante and Laura. So, what's your role during the play?  
 Aladdin.

10 - 240 Ah, your Alladin. So, kumbaga ano mo gid daw na imbibe mo pagiging Muslim mo because…

10 - 241 Oo. Ako gid nagpili nga mag-Aladdin ko. Voluntary.

10 - 242 So, what's the feeling on that part? Nga ikaw mismo nagpresent sang self mo. Ako Ma’am ma-Aladdin.

10 - 243 Daw ka namian ang add pa gid kay for example this year, may ara kami El Filibusterismo. Ang gina-ano ko is kay ang akon nga grupo dira nakabutang ang mga mix nga students daw natambahan ang akon grupo. So, daw nagtalk kami sang grupo ko nga ang mga medyo darker nga skin dira ibutang sa Indo. Tapos ang mga masputi-on dira ibutang sa Mestizo. Okay naman sa ila they agreed nga intsakto man kay historically accurate naman na. So ending amo na nag ginhimo namon.

10 - 244 So nag-enjoyed gid?

10 - 245 Oo, nag-enjoy gid kami. Nakaperfect kami to sa film.

10 - 246 So, in that part, kumbaga nashowcase gid ang culturally diverse background. Oo. Like, lain-lain kamo nationality, right? Okay.

10 - 247 So, in your own point of view, how do you assess the effectiveness of your cultural responsiveness initiatives? Paano mo sa ma-assess be sa school mismo or as a student?

10 - 248 Personally, I feel included. I feel accepted. There is a sort of... nga gin-mentioned ko kagina nga may bond gid ang mga students sa isa.

10 - 249 So, your assessment will be based on how you feel? How you experience that kumbaga?

10 - 250 Daw ka very tight sang amon nga bond, especially in my room.

10 - 251 Okay. So, may mga indicators ka Dan? Indicators meaning parameters nga gina-measure mo? How to promote cultural inclusion, kung successful or hindi? As a student leader, as a student man gid be in general?

10 - 252 Ang akon ginabasehan ang is my experience, I've seen how students sa iban nga schools ginatrato nila ang iban, example be ang Indian students nila. Not trying to downgrade the public school system, pero if may mga students daw mapagka…hindi na sila pagka kay Indiano na sa, Turko na sa. Sa amon, may turko kami bala nga classmate kasadya sa iya updon. There's a difference in how we think. Mas-open kami.

10 - 253 So, amo ni imo parameter mo kumbaga? So, from 1 to 10, how do you rate the promotion of cultural inclusion in your institution? From 1 to 10?

10 - 254 If ang gina ano mo is an institution as a whole. Feel ko medyo ginakulangan sang programs.

10 - 255 In terms of promoting cultural responsiveness?

10 - 256 10. I feel accepted here. My classmates feel accepted here. In the end, estudyante man lang kami tanan. We're here all for the same purpose, which is maglearn.

10 - 257 In terms of your teachers and the administration, from 1 to 10, how do you rate them based on how culturally responsive they are?

10 - 258 Mga 8 siguro. Mga 9 or 8.

10 - 259 Ngaa man?

10 - 260 When it comes to religious activities, if I had a choice nga hindi mag-intra, of course hindi gid ko mag-intra. Pero the good thing is gahatag man sila consideration. But when it comes to recollection and retreat, which is required for moving up. If I had a choice, hindi gid ko mag-intra. Pero since you know may consideration man, I'd say there are plus points.

10 - 261 So, kung wala plus points, hindi ka gid maintra?

10 - 262 I mean, like plus points sa pagscore.

10 - 263 Since it's part of the program, part of the grade, then you are obliged to join. Pero if you're willing ko, given the choice.

10 - 264 Hindi ko magjoin. But at least within the program, gahatag sila sang consideration kay wala man kami kag hindi man ko Katoliko.

10 - 265 That's a good point there. Kumbaga garespect ka lang kung ano ang ara nga policy sang school.

10 - 266 Kay sang enrollment pa lang dapat masunod ka sa amo ni.

10 - 267 So, you abide with that rule until nag-grade 10 ka na? Naka-adjust ka na?

10 - 268 Okay naman sa parents ko. They agree man. Tsakto man.

10 - 269 Ara man ko tuod Katoliko nga school, so I cannot run away from that.

10 - 270 But it's given a choice, right? If you have a school for Muslims, then you go to the Muslim school?

10 - 271 Hindi man.

10 - 272 But it’s given na ang San Agustine is a Catholic School, you mention nga kis- a labag sa loob mo like joining the retreat and recollection kinanlan gid to take part.

10 - 273 Pero if may choice hindi dyapon kay masfeel at home diri.

10 - 274 So, can you share specific outcomes or positive changes resulting from your culturally responsive leadership as a student? Like hambal mo aware ka, nga lain-lain classmates mo, then may ginhimo ka nga adjustments. So, what specific outcome or positive changes ang natabo when you did that adjustments or adaptation? After being inclusive, ano gakafeel ko? What positive outcome? Like, you invite the environment. So, what positive outcome result out of that action?

10 - 275 Feel ko ang pagkafriends namon. Like, for example, maggwa kami as a classmates. Kay lain-lain kami, may times when we go to a restaurant para magkaon after sang events. Kag syempre hindi ko ka kaon. Oh Dan updan ka namon didto sa pizza kag tapos didto ta makaon sa Ribshack. If kung ano ang move isa move sang tanan, there is a sort of bond.

10 - 276 So, you set aside all the diverse backgrounds of yours, then come up with a positive outcome, which is the bonding with your classmates. And then, what else? Aside from the bonding, what positive outcome result out of those experiences or actions? We don't ask for positive or something. But we know that United Nations sang amon classroom. Kay damo-damo kami sang lahi. And that may be bad and good for some. But for me, personally, we are known as the batch nga damo lahi. And the fact that we get together tanan. I think that says something about us. So meaning sadya gid? Sadya gid.

10 - 277 So, it means that you get your experience having those multinational classmates, right? Yes. We're the international classroom. So, your teachers don't have any problem handling all those students with different backgrounds, right? None.

10 - 278 None. So far, none. Chinese.

10 - 279 Oh, do you have Chinese, Korean? Half-Chinese. There are so many. And then, we have full Indian, ako nga half Iranian, and British.

10 - 280 May misunderstandings man kamo kis-a? Misunderstandings in term?

10 -281 Oo. Kis-a - kis-a pero it's usually because gakalimtan nga Muslim ni sa gali no…

10 - 282 Like sa food, diba? You're very particular in food. So, ano ginahimo mo? Example, mag getaway kamo? Like mag-gwa? Ga adjust man classmate mo?

10 - 283 Gabalon lng ko sang food ko.

10 - 284 Oh, si Dan gabalon mabakal lang ta rice. Sa canteen ninyo, are there specific foods nga gina-offer ang school ninyo? Para macater lang kamo nga mga... Diba halal tawag na mga food?

10 - 285 Usually ginabakal ko fish fillet.

10 - 286 So, at least, hindi gid totally sa pork or bawal sa inyo like may mga options kamo. May mga options man pero hindi ko man siling nga di man ko kahambal nga mabakal gid ko. Kay gabalon gid ko permi. Pinakasafe nga way para maka adjust, right? Oo.

10 - 287 Given that you stayed for 10 years in an institution, do you think may mga improvements nga masuggest nimo to enhance cultural responsiveness in your institution? Siguro it's ang consideration lang gid sa different religious backgrounds.Amo lang gid na.

10 - 288 I'm going to take this from one of my inter-classmates. Kay speaking of kay ang religion, he is a Sikh. And Sikhs are known to have long hair. Nga ginatabun na nila. So, siguro ang gaano sa ila ang haircut policy. Mga 2x3 haircut. So,syempre kinanlan na nila ipacut kay for the Discipline Office. Pero I think, pero diba may haircut exception? I'm not sure if may ara diri.

10 - 289 Even that, it's required to follow that kind of rule? Even though you are multinational or half-Indian? In your part? As sa akon opinion… Are you wearing a what we call that one... Muslim ko ya wala ko sang amo na. Pero most of the Muslim people, like men, they're wearing such… Personally, even if... Personally, wala ko gawear. So, one of your classmates tried to cut his hair every time mag-inspection? I mean, pero required man kami tanan.

10 - 290 So, okay man lang sa iya . So, amo na nga part nga improved lang? Oo,dira lang guro. Within uniform guro.

10 - 291 Did you try to suggest that to the discipline officer? Or sa school mismo or sa Principal? I mean sa akon, personally, wala man ko gakaano. Sa classmate ko man okay man lang sa iya, so in the first place, okay man lang sa akon. Nag-agree to the terms and conditions before you entered the school, right? Personally, ang ina na nga policy wala nag-affect sa akon.

10 - 292 So, pero if I was given a choice, malong hair gid ko I'd have a long hair degree. I'd have hair like Bob Marley. But since I'm already in a Muslim school, I don't have a choice.

10 - 293 Okay. So, soon, you will become a leader, a future leader, or you are already a student leader. How can a future leader be better prepared to manage cultural diversity? Siguro it's just to keep everyone in mind. Kay damo man there are a lot of different backgrounds. So, you should know naman nga example be ang isa katawo hindi siya makakaon sang pork kay INC siya. You know, you should give consideration. Amo lang na. Amo lang gid na ginapamangkot ko permi. Consideration. Consideration.Consideration sa tanan nga bagay no? Like in terms of actions, consideration dyapon like policies?

10 - 294 So, you mean that the policies should be aligned with a culturally diverse nga background dapat?

10 - 295 Hindi man gid siling nga culturally diverse, pero I think the policies should be inclusive. Nga if there are times nga dapat amo ni ang matabo, there should be a part nga dapat open ang policies. Hindi siya open? Open siya, pero if in general nga policies, is if it's discriminative sa isa katawo, syempre ma turned off gid na sila. Ngaa gina amo ko ni nila. So if amo na then they should be times dapat i-open gid mismo.

10 - 296 So, it's more on being open-minded. Being open-minded and open to all, right? So, San Ag is doing that. Oo, daw gaamat-amat na liberal. Okay.

10 - 297 So, what advice, Dan, as a student leader, as a student, would you give to other leaders seeking to implement culturally responsive practices in an Agustinian context?May ma advice ka bala sa ila?

10 - 298 Siguro think about your members. If you think from your perspective only, dira siguro makabutang I am a fierce person. Damo-damo ko sang mahimo.

10 - 299 Pero if once you put yourself in the shoes sang imo nga ginapang ano ginapangneed mo , and you realize sometimes nga over na ko. I need to think about akon actions.

10 - 300 So, bali amo na isa ang ma advice mo? Kay from that perspective lang, damo-damo ka makuwa.

10 - 301 So, what specific suggestions, like programs, nga pwede mo ma suggest sa institution to cater those cultural diverse nga students? Do you have in mind the programs?

10 - 302 Siguro it’s like awareness programs. Pero ginhimo na man actually sang school, within the guidance nga sector. Bali wala nagkulang ang school? Daw wala man nagkulang.

10 - 303 I mean, understand, basic education pa lang kami. So, gabuild up pa lang kami sang amon nga personality, identity, and everything. Siguro dira lang guro ang guidance i-strengthened pa gid.

10 - 304 So, you mentioned you will transfer next school year, based on our interview earlier. What's the reason?

10 - 305 Kay actually, gusto ko new environment.

10 - 306 So, if you're going to transfer, so given that you experience a culturally responsive institution, are you also expecting that your next school institution will do the same on your part?

10 - 307 Honestly, daw gaduwa-duwa ko. Kind of pero I already made my choice. And seeing how LaSalle is a progressive school man, may pagkaliberal minded. Hoping lang nga amo na matabo. So, damo ka man hesitation before decide nga magtransfer?

10 - 308 Oo, pero isa pa gid sa ginaano ko, kay amo na 10 years na ko di, and since mag senior high, I will be around this area man gyapon. So, why not? At least if I transfer, maka feel ko nga bag-o naman ko nga students.

10 - 309 So, wala naga parts of your consideration, like you are a Muslim?

10 - 310 Wala. Wala sa nagpart sang imo decision? More of personal. And your parents approved that? So, what is your, takeaway sa San Ag? When you? Are you also graduate na diba? What's your takeaway or your learning in San Ag, in terms of cultural responsive institution?

10 - 311 Learning.Like, kumbaga makahambal ka nga nami ka experience diba, in terms of culturally responsive institution. Especially with my sa room ko pa lang, even your teachers, your classmates also. I think we are done already with the interview Dan, so thank you very much for your time, and for sharing your experiences with me today.

10 - 312 So, your insights then are incredibly valuable, and will contribute significantly to the research of Sir Gilbert. So, if you have any further questions, or thoughts arise later, please feel free to contact the researcher, and I will assure you that your responses are kept confidential, and used solely for this study. Thank you very much.

***I have reviewed the transcribe interview and confirm that it accurately reflects what I intended to convey, ensuring that all transcribe information is true and correct.***

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature over Printed Name Date**

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11- Mrs. Banaticla

11 - 001 So miss, good afternoon.

11 - 002 Good afternoon.

11 - 003 By the way, Miss, it's nice to take your time to speak with me today, ma'am.

11 - 004 And Miss, I am Sir Jardinico. I'm the classmate of Sir Gilbert, and I actually came from the public school. And today, I'm going to interview you about the study entitled Culturally Responsive Leadership: A Grounded Theory and Strategies for Managing Diversity in an Augustinian Educational Institution.

11 - 005 So before we start, Miss, I would like to highlight first what is the purpose of this study. So this study aims to describe your current school practices on culturally responsive leadership. And this study hopes to forward a theory that will explain your institution's culture in promoting inclusion, equity, and social justice.

11 - 006 And Miss, you have the right to be informed of consent, which you already signed earlier. I suppose that Sir Gilbert already gave you that piece of paper. Ensuring you to fully understand the study before agreeing to participate, Miss.

11 - 007 So Miss, your participation must be voluntary, with the freedom to withdraw at any time without consequences.

11 - 008 Okay.

11 - 009 So, wala kaman gin coerced miss no? Wala kaman ginpilit?

11 - 010 [Laugh]

11 - 011 Okay. By the way, Miss, what's your first name?

11 - 012 Donna.

11 - 013 Miss Donna.

11 - 014 Thank you, Miss Donna. Your privacy, Miss, and confidentiality are protected. And you are treated with respect and allowed to share experiences freely.

11 - 015 You can share everything you want to say regarding our topic. Feel free, Miss.

11 - 016 Okay.

11 - 017 You can maximize the time. The researcher, Miss, ensures no harm comes to you as a participant and provides support if needed. So after our interview, please tell me kung naga lain matyag mo about our sharing, pwedi kagid ma refer sa guidance counselor if needed.

11 - 018 Sure ah.

11 - 019 You also have the right, Miss, to review the data, ask questions, and seek clarification at any stage of the research. So after this interview, Miss, Sir Gilbert will going to transcribe our interview, and he will be the one to let you check the form, the transcribed paper, allowing you to review all the interviews if may madugang ka, or may e add ka nga mga, or may ma islan ka, or may ma buhin ka nga sentence based sa imo ya gusto.

11 - 020 Okay.

11 - 021 Miss, this interview will take about one hour and a half, if it's okay for you, Miss.

11 - 022 Okay, hopefully.

11 - 023 And you may answer in the language you are most comfortable using. You can speak in Ilonggo, Tagalog, English, pwedi miss. And there are no right or wrong answers, Miss.

11 - 024 Rest assured that your responses will be utilized only for the study and will be dealt with utmost confidentiality. Your name will not be reflected on the manuscript, Miss, for anonymity.

11 - 025 Okay.

11 - 026 So this will not, your name, your school name will not be reflected in the manuscript, or Sir Gilbert. Do you have any questions before we begin, Miss?

11 - 027 No further questions.

11 - 028 Okay, Miss.

11 - 029 Before, I mean, to start, Miss, I would like to ask your age, Miss, as of the moment.

11 - 030 I am 41 years old.

11 - 031 Oh, you look young.

11 - 032 And so far, Miss, what is your highest educational attainment?

11 - 033 I'm actually in my doctoral level also at Saint Paul University, Manila.

11 - 034 What is your major, Miss?

11 - 035 Curriculum and supervisory.

11 - 036 Can you share about those other areas? In what specific area are you going to focus on your study?

11 - 037 It's actually more on supervision, especially that I am in a position where I need to learn more about supervisory. And then, of course, curriculum, because we are at the basic education. And it's very important also that we are adept.

11 - 038 And we are also adept with the trends in education, which is why I took Curriculum and Supervisory.

11 - 039 Okay, Miss. So, you are studying at Saint Paul?

11 - 040 Yes.

11 - 041 So, medyo layo pagid ya, miss.

11 - 042 We're doing online adult education.

11 - 043 Okay. And so far, Miss, how many years have you been in this institution, the College of St. Augustine Bacolod?

11 - 044 I'm already on my 20th year.

11 - 045 Can you share your experience or your position so far, Miss, from those years of having or staying in this university or in this college?

11 - 046 I started back in 2005 as Filipino in Aral Pan teacher in grade School and Junior High. So, at the time, in the year 2007, if my memory serves me right. So, I started already serving the school in different capacity.

11 - 047 So, in 2007, 2008, I am the subject area coordinator in social studies. And so, the journey begins, of course, being given the different roles here in CSAP. And aside from that, I've also served as the student activities coordinator or the student government advisor in the year 2011.

11 - 048 And in 2013, I was out of the country for the Fulbright Teacher Exchange Program in America. So, when I came back, I was given another opportunity to serve in a different capacity. So, I served as the vice principal in the year 2013.

11 - 049 And later, it was named as K-10 coordinator. So, from 2017, the vice principal's office was renamed as K-10 coordinator. So, I served that 2013 to 2019 as the vice principal slash K-10 coordinator of the Villa San Agustin campus because we have two campuses.

11 - 050 And when we started the elementary already in Villa San Agustin in the year 2013. So, after 2019, I was transferred again here at the main campus serving the principal's office of the basic education.

11 - 051 So, if we try to estimate, how many years have you been a big principal?

11 - 052 Six years.

11 - 053 Oh, six years. Three years in the Extension School?

11 - 054 No, I stayed at the Villa San Agustin from 2013 to 2019.

11 - 055 So, I don't know, 14, 15, 16, 17, 18, 19. Six years at the Villa San Agustin.

11 - 056 And then another on this campus.

11 - 057 And I'm on my sixth year here at the principal's office.

11 - 058 How's the work of being a principal? Is it challenging?

11 - 059 Yes, of course. It's challenging and it's also fulfilling.

11 - 060 And there are a lot of challenges faced when you are at the principal's office because you're not only dealing with teachers, but you're also dealing with students and parents, your stakeholders, and of course, the administration. So, you need to do so many things and attend to different concerns, especially here in our dynamics. If you are the principal, you are also looking into the preschool, grade school, junior high school, senior high school. So, we have four. Four departments. Yeah, and we have two campuses to look into.

11 - 061 You are also looking into the Extension campus?

11 - 062 Yeah, the other campus. But we have a vice principal or the catered coordinator also in charge.

11 - 063 So, in totality, Miss, how many teachers are under your care so far?

11 - 064 At the basic education grade school to junior high, we have 50.

11 - 065 And for the senior high school, we have around 21 full-time and we have additional 20 part-time. So, roughly, more or less, I can say around 80.

11 - 066 So, do you have also your kids, right, Miss?

11 - 067 I have a child. I have a kid, only one.

11 - 068 So, how do you manage your time being the mother at the same time being the principal of these 80 teachers?

11 - 069 We have different people also helping out because it's not only the principals who are doing that. So, we have the catered and coordinators who help out in the academics. We have the student affairs for the students and other student activities. So, we have subject area coordinators to take care also and the student coordinators specifically on one subject or certain subjects so that you'll do only the supervisory of the different programs.

11 - 070 So, far Miss, how many numbers or the number of teachers who are new in your department, roughly, or estimate?

11 - 071 For this year, maybe we only have one new teacher, but other teachers, it's already on their second year. So, yeah, but are you referring to newly hired?

11 - 072 Newly hired, yeah.

11 - 073 I think we only have, like, we hired, we called them as substitute slash assistant teachers. We only hire assistant teachers because we already have our own teachers and I think there's only one who transferred to another school or migrated. That's why we don't have really that big number of hired teachers this school year or last school year, 2024-2025.

11 - 074 So, being the principal, Miss, in the hiring process, you also have the say or you have the right to accept for sinong pwede esulod sa inyo school?

11 - 075 Yes. We have a panel of interviewees. So, the HR is there, the principal is there, the quality assurance is there, the VPAA.

11 - 076 Are there any characteristics for the applicants that you are looking into, like the attitude or areas for you to look into?

11 - 077 When we hire?

11 - 078 Yeah, when you hire.

11 - 079 When you hire a teacher, usually the HR looks into the documents already and there are shortlisted people who will be included in the interview. So, right after the panel interview, we have a certain evaluation tool and whoever got the highest score, they will be subjected to psychological test.

11 - 080 So, before you are hired, you need to take the psychological test. So, even if your interview or even if your documents are really very good, but if you were not able to make it to the psychological test, the school will not really hire you.

11 - 081 Do you also consider hiring those coming from different cultural backgrounds?

11 - 082 Yes.

11 - 083 Like for example, Ma'am?

11 - 084 Cultural backgrounds, I think most of our teachers are coming only from this area. So, IP, I was not able to encounter yet any applicant coming from the IP community. When it comes to religion, we're very open on it.

11 - 085 So, we're not really focused on, preferably Catholic, but if there are applicants whose records are really very good and we can see ourselves also working with that person, psychologically, okay. We are not really very privy when it comes to religion.

11 - 086 So, how many teachers do you think, Ma'am, who are not actually Catholics?

11 - 087 One, two, three, four, five, six, I think six or seven. They're from different religions.

11 - 088 So, is it okay in the administration?

11 - 089 No problem at all. San Agustin is open to that.

11 - 090 Okay. How about those persons or applicants who are part of the LGBTQ community?

11 - 091 We have teachers who are part of the LGBTQ community and it's not an issue here in San Agustin.

11 - 092 Okay.

11 - 093 So, you are open?

11 - 094 Yeah.

11 - 095 With all facts?

11 - 096 They are respected here in our community.

11 - 097 Okay, it's good to know, Ma'am.

11 - 098 For 21 years, right? Twenty. Twenty. Twenty-one this year? Going to twenty-one.

11 - 099 What made you stay or what made you choose San Agustin?

11 - 100 I think San Agustin is one of the schools that we really love staying. We have a very family, life-oriented community and we treat each other as part of our family. So, which is why I stayed.

11 - 101 Our Augustinian friars are very accommodating and they're very supportive. And I see myself staying because of the family life that we have here. In different, siguro sa mga different phases of our lives, our community is always there.

11 - 102 Like if kasal mo, you can have Augustinian friars around. Bunyag kasal any birthday, we are celebrated in the community. There are several opportunities given by CSAB on my personal experience. Because, of course, when you're here and you'd like to pursue higher education or professional growth, the school is very supportive. We have a fund for professional development. Seminars, trainings, the school really allocates a budget for us.

11 - 103 And we have insurance and our children can benefit also. If we are staying here, our kids can go to school. We are assured of the education of our children.

11 - 104 We have discounts, 100% for our tuition. We only pay for the miscellaneous fees. And, of course, as a parent, you wanted to see your child also, di ba?

11 - 105 If you will put your child in another school, you will always be afraid or conscious of what's going on with your child. But if you're here, you can see your child every day. You can be with your child. Yeah.

11 - 106 That's one of the major reasons. And, of course, for me, it's more like a gratitude also. The CSAB community with the Augustinian friars.

11 - 107 You also graduated from this institution?

11 - 108 I graduated from LaSalle. [laugh]

11 - 109 After LaSalle, you transferred here.

11 - 110 Yeah.

11 - 111 What do you enjoy most working about this kind of educational setting, the Augustinian educational setting?

11 - 112 I can say that everybody is a member of the family. Even if you go to the guards, the guards know you. And if you go to the different sectors in different areas in our school, you're familiar with everybody already. Even in our life, oy asawa ya na si ano. Ay! Ano yana si ano. [laugh] Yong ano bala, you have a sense of connection with everybody.

11 - 113 And spiritually, we are also nurtured well here in San Agustin. We have recollections, we have retreats, we have spiritual encounters, we have masses. I think, that is something also common in other Catholic schools.

11 - 114 But I think what makes it so different is that our Augustinian friars are going down together with the community. Even if the school president can just sit down and talk with you and eat together with you. The VPAA can just go down and talk to you, discuss matters.

11 - 115 We have a sense of like, yeah, you are the leader, you are the boss. But it doesn't mean that you are on a pedestal because everybody can serve anyone. So I think the values of humility in our community is very, very evident.

11 - 116 So there's no room for us to be proud here in San Agustin because even our administrators are going down in our level.

11 - 117 So you mentioned earlier, Miss, that you already experienced or encountered a lot of culturally diverse people in your community, in your institution. So how has your personal background or experience shaped the way you view the cultural diversity in your institution?

11 - 118 I think I'm more of a, I consider myself as extrovert.[laugh] I love being with people and my major is social sciences. So which is why culture for me is very unique. And maybe I understand things in my own context, especially when you're studying about culture, traditions, practices.

11 - 119 So when I enter San Agustin, I feel like, oh, this is more of like a different and unique community. Like culturally different people coming in and we have different avenues also. Even if you're an employee, we have talent shows. We have the singing contest. We have drama. We have dancing, hip-hop, chair dance, everything.

11 - 120 So siguro my experience before, I'm a very active student back in college. I'm a student government leader also. So in this community, I feel like I am connected because I've experienced that and I want to do it more.

11 - 121 So, and yeah, so the administration sees to it that the employees are also growing.

11 - 122 Okay. Thank you, Miss.

11 - 123 Being a doctorate student, also, it could also apply to how you view this cultural background. Or are the learnings that you have learned in the graduate school really, I mean, help you on how you view this cultural background diversity?

11 - 124 Culturally, I think in our course, in the PhD, we don't really talk much of the culture and traditions because it's more on curriculum and etc. But of course, dealing with people means you're also dealing with different cultures and traditions and even practices back in their respective context.

11 - 125 Siguro, my takeaways coming from the grad school is that how to manage people well. Because even if you are culturally a different culture, a different background, it's up to the leader on how to supervise people. Whether we like it or not, leadership roles affect people on the, hindi naman sa ibaba, but it's more on the leader affecting the community of a certain group.

11 - 126 So it's always the face of the leader that's also manifested in the face of the people. So I think one big takeaway from the graduate school is that as a leader, you always need to look into different aspects of your people. Because how you manage them will greatly affect the entire process and the entire community.

11 - 127 Speaking about cultural diversity map miss, your students also are diverse?

11 - 128 Yes.

11 - 129 Can you share how diverse are they?

11 - 130 We have Muslim students, we have Hindu, we have different religious practices also.

11 - 131 And as I mentioned earlier, San Agustin is not very privy when it comes to religion. So which is why even if it's Iglesia, if it's Muslim, Hindu, ano mana nga religion, it's welcome in San Agustin. Only that, when we conduct interviews, we really emphasize that you are entering a Catholic institution.

11 - 132 And part of the process is also for you to respect also the religious practices of the people here in San Agustin. While we also respect the nature of your religion and the practices of your religion. You've seen earlier Daniel Mohammadi is our student since grade one. He is a Muslim. But he was able to embrace also the Catholic faith. So whenever we have this, like, okay, you cannot eat that because you're Muslim, you eat fish. There are options. And when we do prayer, so we understand that the children cannot do the sign of the cross because they are Muslims. So yeah.

11 - 133 So during activities related in Catholic, right, Ma'am?

11 - 134 They are invited.

11 - 135 They are invited, but they are not required to attend.

11 - 136 We invite them to attend for them also to learn how we do things as Catholics.

11 - 137 But of course, they can be there on the mass and just observe. Because it's also one way of letting them understand how we Catholics practice also our religious practice.

11 - 138 How about performance tasks, Ma'am, related in the Catholic activities?

11 - 139 ESP, especially ESP.

11 - 140 They perform.  
 11 - 141 Oh, they perform also?  
 11 - 142 Like if there are prayers, you pray according to how you pray in your religion. So no big deal.  
 11 - 143 There are even students with hijab. So it's okay. And the students will just, ay muslim na siya teacher. It's okay.

11 - 144 Are there any bullying cases regarding the differences in the classrooms?

11 - 145 I don't think there is. Daw wala man. [laugh]

11 - 146 Even for our Indian kids, they are, of course, Hindu believers. They're just eating vegetables or fish, but really animals or any like chicken or pork, they're prohibited to do that. And the classmates really ano man respect that.

11 - 147 I think I don't have any record of any bullying related to religious practices.

11 - 148 Okay. Aside from that, Ma'am, aside from the religious practices or religious background, how about in other areas, like PWDs or any?

11 - 149 We have PWDs here, but if it's a declared PWD, we have even a student with dwarfism.  
 Very, very small. I don't know if you've seen her. She's a vlogger, and she has around one million followers. Jasmine, Jasmine K. But, yeah, we even asked her, do you want a smaller chair? No, I'm comfortable with the regular chair. I don't need any. I don't need any treatment at all, special treatment.

11 - 150 So what specification or adaptation is done by the school in order for to cater this PWDs miss?

11 - 151 Last time, we have this student on a wheelchair in grade school, but it's muscular dystrophy. But the parents opted not to continue because it's already like severe muscular dystrophy. And the bodies are moving, so they opted to quit school.

11 - 152 But we also have the elevator, the other section, and the school provided a bridgeway so that if there are PWD students, we can just use the elevator and then transport them on the other side of the building.

11 - 153 Okay. You also have students belong to LGBTQ community right now.

11 - 154 Yes, of course.[laugh]

11 - 155 So how are you going to allow them to express their preference in your school?

11 - 156 When they enter St. Augustine, we have a handbook to tell them that you need to wear the school uniform because this is a Catholic school. No cross-dressing.

11 - 157 And that's part of the handbook. And if you agree to it, either you use your male or female uniform. And no cross-dressing. That's very clear in our student handbook. Well, LGBT kids, they're very good kids, man.

11 - 158 Only that also in school, the guidelines should be followed. No wearing of makeups. So when you talk like that, so you talk like that. Because you feel that you are a girl or you are a boy, we respect that. No ano man.

11 - 159 Okay. How about the teachers? Are you allowing them to wear any clothes that they are willing to wear?

11 - 160 No cross-dressing also for teachers. But we, of course, we know and they are proud, man.  
 It's no problem in St. Augustine.

11 - 161 Okay. How about the haircut?

11 - 162 Haircut, we just follow the right haircut. Wala lang, color or wala lang, very long. We have a number of LGBT here. And it's okay lang. And they make our activities happier and more exciting. Their presence really means so much in the community.

11 - 163 Can you share, Miss, since you already have so many experiences dealing with culturally diverse people, one experience or memorable experience you've had while working with them?

11 - 164 When it comes to religious practices, so I think sometimes when we ask them, can you go to school because it's your sponsored mass of your class? Can you join? They are joining the mass, actually.

11 - 165 But not taking the Body of Christ. But they are staying there. They just don't kneel. But it's okay because it's understandable.

11 - 166 So we have also students like in their ESP class, especially for grade school, some of the kids are confused of their religion because at home they don't do the sign of the cross. But when they're here in school, they do the sign of the cross.

11 - 167 So one time the parents shared that the child is Muslim, but when he came to the house, he started with a prayer in the sign of the cross. So the mom said, langga in school lang na but here at home, we don't do the sign of the cross.

11 - 168 So sometimes it's also confusing on the part of the child if their religion is different that they are here in a Catholic school. But at some point, it's also a realization. Ah, so the child is already, you know, imbibing how we do things, especially our religious practices. So far, I think no bigger issues when it comes to that because kids, I believe, are culturally sensitive also, and even the teachers.

11 - 169 So being a principal for about six years already miss, how would you describe your leadership or working style in three words?

11 - 170 [Laugh] Three words? I think the first one is challenging. It's challenging in the sense that you need to attend to different people, the teachers, the students, the parents, the stakeholders, and so many things, and even external people, of course. You deal with DepEd, you deal with partners, linkages, and other institutions.

11 - 171 So the next maybe it's only three words now, challenging. It's also, shall I say, exciting. Exciting in the sense that every year, though it's the same thing that you've been doing, but every year is also a different experience.

11 - 172 Like this school year, we will open by June. So we are shifting all of the activities already by June, and we are now planning for the different activities that will be employed next school year. So there are some programs that makes us excited as a department.

11 - 173 This year, we have plans to bring students in the international level already and provide them with opportunities going abroad for exchange programs. So that for me is something exciting and something to look forward.

11 - 174 And of course, you need to give yourself, I think the last word is time management.  
 It's very difficult to do so many things at the same time. Juggling your family life, your professional life, and your life as a parent. So, I think it is very difficult.

11 - 175 I am a person actually I don't want to bring work at home. If I can do it from 7.30 to 5.30, I'll do that but I don't want to bring anything at home because when I go home I am a mother and I am a wife so after school I will go to the market, I will buy, maluto pako na and then attend to my family and then at the end of by 9 p.m. I'm already very tired so I don't have any time to do any school related work not unless it's really very urgent that I will do that yeah.

11 - 176 And on Saturdays, you're a student so it's really very you know to do things and aside from school I have also external opportunities so yeah so I see to it that when I'm home Monday to Friday, Saturday and Sunday these are all family time.

11 - 177 It's good to know that you are balancing this kind of work. I hope so. Okay so since you're already done with I mean experience a lot of I mean in your institution being a culturally diverse environment. So how do you define culturally responsive leadership in the context of your institution?

11 - 178 That's a very difficult question. [Laugh]

11 - 179 Culturally responsive. I think culturally responsive leadership means you're able to understand people because sometimes if you're if it's only at the head level you think you view things on a different way but if you are on the level of understanding people, their context, their backgrounds perhaps you will understand people differently also like sometimes we're all we're all on this level but we are not on this level so people are affected by nature so when you do things if your strategy is more on the emotional level understanding people, I think this one will affect this one if people feel safe, if people feel that they are well loved, understood and supported they will do things well for you. If people are afraid and if people are feeling like they are scared to go to you, I think that's not a healthy workplace.

11 - 180 That's what I learned over time when people are inspired and when people feel that they are supported they will work well with or without you. Because there's an element of I will do this because I believe that the community is helping me much. We always tell this to our teachers here sir the principal's office is open for everyone it's not for the principal because that's why they can just freely go to the principal's office. They're not afraid to go there because we wanted that the principal's office is the office of everyone.

11 - 181 So if you feel that you have something to say you go to the principal's office and we don't want people to tag our office like a terror office because we wanted everybody to feel at home and safe in our office.

11 - 182 So in connection with your answer miss, what specific leadership strategies are you going to use or you are implementing to promote cultural inclusivity?

11 - 183 I think my leadership style. Yeah, I'm more of a I'm I'm more of a soft person so I think I cannot really describe that one but I believe that if people if your workers feel that they are, ano man? I cannot really put that into words.

11 - 184 I wanted a leadership that is open for everyone like I want to be culturally responsive of course yeah I'm more of an interpersonal leader. So I feel like everything siguro it goes with my personality and my background also like, sa mag ululutod ako ang… I feel like I am responsible for everybody like okay, amo ni dapat ha, dapat safe kadi , dapat you do well because we're doing this. Amo na ang type of leadership that I carried also when I when I do things like we do things because we need to contribute also to the community.

11 - 185 So yeah my interpersonal leadership skills were carried the way I do things. Although I know there are also downsides of it because sometimes people will also abuse you if you're too open.

11 - 186 So you're open regardless of having a different cultural background?

11 - 187 Yes.

11 - 188 That's why you practice cultural inclusivity in your leadership in this institution?

11 - 189 I think I think that's the right word. [Laugh]

11 - 190 Okay. So I believe every institution has its own core values.

11 - 191 Yeah.

11 - 192 Can you share with me miss, what are the core values of being an Agustinian institution?

11 - 193 The core values of San Agustin is unitas, caritas, veritas. Unitas, it's unity. So everybody we're part of the community we go together and united for San Agustin. So we really emphasize that one.

11 - 194 Unity and charity or caritas meaning love. In an Agustinian, nobody is a stranger. So this community is a community of love so that's why we want people coming to our community to feel that they are welcome. I hope that you feel welcome. [Laugh]

11 - 195 Yes. of course.

11 - 196 So that's charity and love in action. So we do different extension services, public schools, private schools. We give our best also to make the community feel that the Agustinian community is a community of love and friendship

11 - 197 And veritas is a seek of truth. So here it's virtus et scientia or virtue and science. So this, love and care should be coupled also with right knowledge. So which is why we really wanted to provide quality education for our students and for our employees also to prosper in their profession. So which is why the school does not only support the students but also the welfare of the teachers.

11 - 198 So speaking about these values miss, the unitas, the caritas, and the veritas. How do these values influence your approach in managing cultural diversity?

11 - 199 I think it's again going back to unitas. Everybody should be united regardless of religion. When we have activities that promotes the vision and the mission of the school, regardless of cultural background, we gather together.

11 - 200 Even Muslims and Hindu students, when we do have extension programs or outreach, they really participate well and they even donate more. [Laugh] So yeah and even our Hindu kids, mga India, they even send cans and boxes of goods for donation drive. That's unitas.

11 - 201 Caritas, it's love, compassion, charity. So we experience love in different ways. By simply celebrating birthdays with our employees and with our students, we feel loved and we feel important.

11 - 202 And whenever there are milestones in our family and with our employees, we celebrate it together. And we show love in different ways and means. Even before we start our school year, we have that family, bed family activity. We gather the family members. We go out and have the family day together with them on a beach or swimming or anything to celebrate also and to give thanks to our family members who's supporting our coding.

11 - 203 You know being a teacher, it's very difficult. Sometimes family members don't understand how we do things. Even our family time is being taken by the school. So once a year, we gather together as a family and appreciate also the family members for being so understanding on how we use the time of their family members. And yeah, that's charity.

11 - 204 And whenever there are troubles in the family, like may napatay, we really see to it that we share and we celebrate masses with them to be with the family. And yeah, we are each other's supporter.

11 - 205 Okay. And veritas, we see to it that we provide quality education by giving ourselves an avenue to be evaluated. Like we do that. We have the ISO. We have the past school and other external partners seeing and looking into the quality of education that we have here at CSAP. So it's our quest also and our promise to our stakeholders that once they put their children here in San Agustin, we give our best also.

11 - 206 So it's really easy being a principal, right, miss?

11 - 207 No, [laugh] Not easy.

11 - 208 It's not easy, right? Yeah. So it's not easy, right? Because do you encounter these challenges dealing with or addressing this cultural diversity in your institution?

11 - 209 Sometimes there are students who transferred here, like for example, the LGBT community, we have that one. Although it happened during the pandemic because we have an open admission to all students. And we don't really ask them to be in school uniform na complete because it's pandemic. However, when we resume in-person classes, because like I said, we can already open our school, we ask them to be in school uniform.

11 - 210 So the problem arises when the student will not wear a skirt. Because she's saying that he is already a trans man.

11 - 211 How do you respond to this?

11 - 212 So we asked the parent, you know, although it's your right that you want to express yourself in a certain area, but our policy, our handbook states that only it's either you use your male or your female uniform.

11 - 213 And if you want to claim that you are a boy and you want to be in a male uniform, your birth certificate should show that you are already assigned as a male and not a female. Only by then that we will allow you to wear the male uniform. And so the child did not continue by the second semester. Because she really refused to wear the school uniform. So the guidance office is already there to talk to that kid, the parents, because even the parents already said we cannot really do anything because she really would not like to wear the school uniform. But anyway, it's your choice.

11 - 214 Because once you enroll, it's also saying that you agree with the different rules and policies of the school. I think that's one of the encounter that it's really very challenging on our part, the guidance, the discipline office and the principal's office.

11 - 215 Okay miss. So, is your school or institution conducting training or programs to enhance your cultural competence among your staff and teachers?

11 - 216 I think the only seminar that we usually do every year is managing diverse classroom management.

11 - 217 Conducted by the guidance, miss?

11 - 218 It's actually through the office of the principal. And it's more of instruction related. Although the guidance office conducts also seminars and awareness for teachers to be responsible.

11 - 219 So I don't know if that will count. Especially, we call it the mental health. And it's more on parang ano siya, pag nagkasakit ka, may ano gani dayun? First aid, first aid, mental health first aid, something like that. If we encounter also students with different ano, situations. So I think that's it.

11 - 220 But culturally responsive, I think we are not yet on the point where we should conduct a seminar on culture based seminar or understanding students with different cultures and backgrounds.  
 Because we don't have any data yet to say that there's a need for us to do it. Kay ti, based on our experience, students are like understanding that the student is Hindu, that student is a Muslim. So, parang… wala pa po.

11 - 221 So it's more understanding within the community.

11 - 222 Yes. Within the community. But it's more like kasi in Araling Panlipunan, they are taught already, especially in the grade school. Bawat bata iba ang pamilyang kinabibilangan.

11 - 223 So which is why Araling Panlipunan in ESP, silang dalawa, they really partner in letting the child and the students understand the ways of different people and understanding people as well.

11 - 224 And of course, you have also programs or events in school that highlight cultural diversity.

11 - 225 United Nations, every October. So we have that one, understanding people from different backgrounds. But right now we are into GECED already. It's global education.

11 - 226 Global education. So we're starting this year the GECED program by UNESCO. So I think that will be part already of our INSET program to answer also to be globally responsive and culturally responsive also.

11 - 227 So earlier, Miss, you mentioned that you were a scholar of the Fulbright Picture Exchange. How is that experience knowing that you are dealing with a diverse background in your institution? Does it help?

11 - 228 Yes, very much. I'm living with a Muslim from Morocco and another one from India.

11 - 229 So actually, these two, I learned so much from them because friends from Africa, they are Muslims and there are different types of Muslims. There are really very, very... There are Muslims gali nga very strict and there are modern Muslims. So that's what I learned from my encounter with a Moroccan Muslim. My housemate is from Morocco and she's practicing Muslim faith, but she's not wearing any. She's modern. So I think that's a different kind of Muslim.

11 - 230 Well, I have another Muslim who's really using the hijab and then practicing really Muslims. And they're saying... Because she follows a different prophet, Donna, I follow the different prophet. That's what I understood with my daily encounter with them.

11 - 231 And my other housemate is a Hindu and every morning she practices her faith, looking into the mirror with the different gods and goddesses. And this Muslim is also practicing and praying and I'm at the center. So sometimes there will be conflict arising from these two and I am the mediator.

11 - 232 [Laugh]

11 - 233 Okay. So I said, okay, it's okay. Because sometimes they will argue who is Allah and the other one will argue about Vishnu and the other gods of the Hindu people.

11 - 234 And for the Africans, I think that really gave me another perspective. Because sometimes we are limited on what is on the books. But in an actual sense, these people practice their faith differently.

11 - 235 So I think it's time also for our kids to understand on that level that different people practice their faith differently. And even on how we eat Hindu people in my house. So in the other apartment, it's another Hindu with a different, strictly vegetarian. So you're not allowed to wear even their glasses and plates. They separate it because they're not allowed to eat anything with eggs or even with meat. So it's very different.

11 - 236 So that practice, because we are represented by different countries. So I feel like this is very beautiful. It's like United Nations and I miss Philippines. [Laugh]

11 - 237 How long did you stay in Missingdo?

11 - 238 Just a semester in the university.

11 - 239 And after that, you shared that experience to your staff or to your faculty?

11 - 240 Yes. Especially in my social studies class. So after that, we still have a lot of opportunities. And they even invite them for webinars and my kids will see them in Zoom. So they will say, that's your friend from Malaysia, that's your friend from Morocco, that's your friend from America. So the children will have a different perspective now, because it's already first-hand experience.

11 - 241 Miss, as of the moment, how do you ensure continuous learning and improvement regarding cultural responsiveness?

11 - 242 I think we've been conducting a lot of seminars and attending seminars also. Last time we went to Thailand for the GECED program, along with other delegates coming from different countries. And that's also one way to look into how they do instruction in their respective places.

11 - 243 So it's also like, okay, in the Philippines, we do this. So in Thailand, we do this. In Mongolia, we do this.

11 - 244 So, we also have participants from Vietnam. So, we get to see a bigger picture on how education transcends in different parts of the world. And we continuously do that.

11 - 245 I participated also in South Korean education. So I see to it that those learnings I got and the linkages I have, I also make it a point to deliver it to our students. And even for our teachers, I brought teachers abroad for exposures.

11 - 246 So does your school, Miss, do an exchange program for students like what other schools are doing?

11 - 247 We are doing it for this year. We already started with Hudson Colleges in America for our exchange program. And we will have our immersion program in Thailand and Malaysia this year. We're starting already.

11 - 248 So you're also doing benchmarking with other schools in other countries? Like for example, your staff, your faculties?

11 - 249 We will do that this year. So that's one of the programs that we will introduce also this year.

11 - 250 So how do you engage, Miss, your stakeholders like the parents and students in becoming a fostering or culturally responsive environment in this institution?

11 - 251 In this institution, we have the Parents Academy, actually. We have a school for parents. So we have different sessions given to the parents.

11 - 252 But I think this year, we will be introducing some programs for the parents. And I think in the different webinars, and even in the orientation, really see to it and make our parents understood that there are different types of students coming and different types of parents also coming to San Agustin. And in the orientation process, that's the general information.

11 - 253 So we make them aware of the different practices of San Agustin, from religious practices down to the student activities, and in what way the parents can support also.

11 - 254 You mentioned earlier also, Miss, that you are undergoing an outreach program for a specific community in Bacolod?

11 - 255 Yes, we have in Bacolod, we have the Apolinario Mabini Elementary School, ABES. In the Senior High School, we have it at EB Magalona. Yung daw island siya nga daw may bridge lang and then the kids of the Fisher folks.

11 - 256 Who are included in those, ano, the outreach program? Like students, teachers?

11 - 257 Students and parents. They are involved in the outreach program.

11 - 258 So how's their experience knowing that they are engaged in that kind of situation?

11 - 259 They actually like it. Like the Senior High School Parents Teachers Association, they even went there in EB Magalona and see the community, and even launched a donation drive for the parents to donate something for the community. And I think they will fund some project for the extension program for the grade school and junior high. So they have a separate PTA. So whenever we have extension activities, we bring them there for them to understand where nagakadto ang mga donation. For them to see ang mga inyong ginahatag nga mga milk, milo, and we share it with the community.

11 - 260 So see for yourself. And even some of the donations, we're giving it to the SEPO, our Institutional Community Outreach, because SEPO even goes to IP community and deliver it.

11 - 261 Okay, miss. So in this institution, in San Agustin, are there policies in place to support cultural diversity and inclusion?

11 - 262 Inclusivity, yes, because it's even dependent naman on inclusive education.

11 - 263 So I think, right now we have special provisions for students with special needs. So we have that in place, especially now we're in ISO. So we have also, part of the handbook says also respect of different religions, respect on the practice of the people, although San Agustin is a Catholic school.

11 - 264 So I think in our handbook and in different policies, there are already programs that will make us inclusive. And yeah, I think there will be some programs also to be introduced by San Agustin this school year.

11 - 265 So are those students or parents involved in the crafting of those policies?

11 - 266 In our handbook, Parent Teachers Association is included in the Student Affairs Organization.

11 - 267 When we review handbook, they are there to make comments, suggestions, and if there are changes. So they are well informed and they were well represented.

11 - 268 So aside from that, Miss, how do you align your institutional policies with being a culturally responsive leadership practices in this institution?

11 - 269 We have a strategic plan in our school. And part of the strategic plan is also the Agustinian Formation. And that's a very important part of the strategic plan because in the Agustinian Formation, we look into our stakeholders, the Agustinian Formation of the students, the Agustinian Formation of the parents, and the Agustinian Formation of the alumni and even our teachers. So from the Agustinian Formation, we have programs and activities.

11 - 270 From there, we can conduct seminars or trainings for the different stakeholders of our school. And I think being culturally responsive is also understanding each personnel with different cultural backgrounds. So the guidance office conducts seminars and trainings for the teachers, for the parents, and even for students.

11 - 271 We have a quarter seminars for our students. If there will be suggestions coming from the department that we want that one for our students to understand our students better. So the guidance office will create or will provide a seminar needed by the department.

11 - 272 So if there's a need for us to do that, and if there's enough data to support it, I believe our HRD will really do something if it's part of our strategic plan.

11 - 273 In the public school, they have this so-called GAD. They also have that in your school?

11 - 274 Gender and Development? Yeah. We support GAD and it's on another office.

11 - 275 It's in the office of the institutional DO. I think this year, we will be introducing programs. We are working out with the GAD and working also with the government. And of course, GAD will need also funding. But in our school, we don't have that funding yet. But I believe public schools, they should because they have a lot of funding in GAD. But in private schools, we don't have that.

11 - 276 But we have gender sensitivity seminars instituted by, organized by the HRD. So we even asked speakers from Manila to be here to be, for us to better understand gender sensitivity.

11 - 277 How about in speaking about culturally responsive leadership, do you also invite speakers from other schools, from other organizations?

11 - 278 Yes. We've invited people from LaSalle, people from other schools, even in Manila, we fly them to San Agustin for that. So that, kung iba kasi, iba yung pag deliver different and it's not from San Agustin. So it's fresh ideas, di ba?

11 - 279 So yeah, I think if there's a need in our community to conduct that for us to better understand our community, our school will really do that.

11 - 280 There is also miss, highlights cultural diverse facilities. We have also facilities that will cater this diverse students of yours?

11 - 281 We actually have the IP museum for culture and the arts. We have that the IP community. For our students, we use uniform textbooks for them.

11 - 282 But if there are other examples, the teacher can provide the instruction. So, I think the social studies is also preparing webinars for students to better understand culture, especially during October. We have the values formation talk, we have the value talks by the ESP area.

11 - 283 We have different counseling and even seminars conducted by the guidance office. So I think there are so many opportunities for learning sa amon mga students. And as I mentioned earlier, we have the GECED already.

11 - 284 So, I think that will be intensified by next school year as we are already starting the GECED program here. And we will be the first private school in Negros and in Bacolod City with GECED, a center for that gender development, gender globally, global citizenship education, I mean.

11 - 285 Are you also allowing your students or faculty to field trips to other places like exploring and allowing themselves or immersing themselves with the community?

11 - 286 Well, it depends if it's part of the curriculum map, if it's part of instruction. If it's not, we discourage it.

11 - 287 But museum trips, usually we do that for preschool, they do field trips. And we cannot simply put that as an activity if it's not within our curriculum. And of course, for safety reasons.

11 - 288 But of course, in your curriculum, you are intended to put that part, being culturally responsive. I think that is part of all of our vision, mission, understanding people.

11 - 289 In Aral-Pan, I think last year, they wanted to go out, but because of the lack of time, they were not able to do so. So we'll have the museum trip sana, and they'll go to Silay and other historical landmarks here in Bacolod.

11 - 290 So you have so much activities in your school dealing with being a culturally sensitive or being culturally responsive leaders, Diba miss?

11 - 291 And what do you think is the role of the institutional leadership in shaping the culture of inclusivity in your institution?

11 - 292 I think with our new president, he's more like, you know, very open. And he's shaking already to greater heights, especially with the different programs that the school will be introducing, especially this school year.

11 - 293 As I mentioned to you earlier, the leader will really do something and the leader will really inspire everyone. So we now are crafting the new strategic plan of the school to be culturally responsive.

11 - 294 I think that's part also of who we are as Agustinians, and that's part also of our value system here in San Agustin, to be understanding of people, which is why we have the Kina-admad Cultural Center for the Arts, we have the IP Museum, and in our curriculum map, we are directing also with the SDG, Sustainable Development Needs, and we are moving also in global citizenship education. And I think, looking into that, I think San Agustin is really culturally sensitive and answering the needs of our time as well, because we don't only cater to one single individual with this belief only, but different, and even the cultural background of our students and even our parents.

11 - 295 Do you also consider, miss, the Sustainable Development Goal of the UN?

11 - 296 Yes, we, yeah.

11 - 297 In terms of planning and crafting your curriculum?

11 - 298 Should be. Yes, which is why I mentioned to you we are on GECED, because GECED also is with UNESCO, so it's the Sustainable Development Goals will be used in the SDGs.

11 - 299 And you also mentioned earlier that your school is applying for ISO?

11 - 300 We are already ISO certified.

11 - 301 And part of that is being culturally responsive environment?

11 - 302 Yes.

11 - 303 That's why we have the new policy on special needs of students and PWDs, so we have a different policy on that crafted just this year to address also the different needs of our students.

11 - 304 Do you also doing mainstream in your classmates?

11 - 305 We have policy for them if they will be admitted in San Agustin.

11 - 306 But you are willing to accept them?

11 - 307 If the recommendation of the developmental team will give us the go signal that this child can be accommodated. It will all based on the requirements and the documents provided to us.

11 - 308 But if the requirements is really that learner is capable of doing or allowing himself or herself in a normal condition, are you willing to accept that?

11 - 309 We have students like that, but they have a certification and we will give it to the guidance office and the guidance office will tell us what are the different modifications in the classroom.

11 - 310 So, are your teachers also trained to handle this kind of situation, miss?

11 - 311 We give them opportunities for training. But of course, this is a regular school. Although we have SPED teachers in San Agustin, but that's not enough, which is why we only get the students that are manageable and can be accommodated in the regular classroom setup.

11 - 312 How about the deaf students, the blind students? Also, they are also welcome here in this institution?

11 - 313 We don't have any applicants that is a deaf. [Laugh] Not yet.

11 - 314 If ever, miss, are you willing to accept them?

11 - 315 I think that's very challenging because if you have a deaf in you, that's very difficult for them to listen. So I think we don't have the right skills and the right people to attend or else. Kalooy sang bata.

11 - 316 So, it depends.

11 - 317 Yeah. Not unless if we open SPED.

11 - 318 So in terms of being a cultural responsiveness initiative in your school, how do you assess its effectiveness? If you can rate it from 1 to 10, how effective your being a cultural responsiveness initiatives in your institution?

11 - 319 I think we need an evaluation tool on that just to say if we are really culturally responsive.

11 - 320 You have an evaluation?

11 - 321 We don't have an evaluation tool yet, but maybe it's based on experience. I think from the scale of 1 to 10, I will rate San Agustin a 7 because we don't have the evaluation tool to tell me that we are really culturally responsive. But given our different types of students here and the opportunities given to them, I must say that students and teachers are culturally responsive.

11 - 322 So, if ever there's no tool, miss, so what are your, as of the meantime, what are your indicators or parameters in order for you to measure success in promoting cultural inclusion?

11 - 323 Cultural inclusion, as I mentioned in the time, for teachers, regardless of religious background, we hire them. So when it comes to students, regardless of religion, as long as they are academically okay, we accept them. In terms of activities here in school, everybody is welcome.

11 - 324 So, I think there's no limit regardless of your religion. If you are here in San Agustin, the opportunities for students are all the same.

11 - 325 For our parents, they know very well that San Agustin is a Catholic school, but yet they chose to be here in San Agustin.

11 - 326 So I think that's also one of the indicators that we are really accepting people regardless of religion and other backgrounds. For, sana merong evaluation tool on how we are really, you know, culturally sensitive or adaptive, but it's more on experience only, but no tool yet.

11 - 327 But if given a chance, miss? Maybe we can conduct it to the community and our stakeholders should evaluate us, not us evaluating ourselves.

11 - 328 So I think the teacher, I think the parents and the students should evaluate us if we are culturally responsive or not.

11 - 329 Yeah, given that if ever you are really culturally responsive, it will attract more students in your enrollees in your school.

11 - 330 I think you should have us make a tool.

11 - 331 Okay. The last part, so what improvements would you like to suggest to enhance cultural responsiveness in this institution, miss? Given that you mentioned or you rate your school seven out of ten.

11 - 332 I think it's also great if the school can have this initiative to make a program solely for understanding people, understanding our community.

11 - 333 Are we culturally responsive? Are we really culturally sensitive? So I think that should be included also when we review our strategic plan and our activities in school to claim that we are culturally responsive. And I hope there will be external bodies also or external partners that can visit us and evaluate how we do things also in San Agustin. Well, I also would like our faculty and staff to go on more on trainings on that related to that, especially our Araling Panlipunan teachers, our ESP teachers, because these subjects are really very important in understanding people.

11 - 334 So I guess we should strengthen that area, our aral pan, and to equip our teachers more on how to handle people coming from different cultural backgrounds.

11 - 335 So how can future leaders be better prepared to manage cultural diversity, do you think?

11 - 336 I think one best strategy is to experience it first and to study more. Walang principal or school administrator that knows how to handle all things at once.

11 - 337 Experience is the best teacher gid. It's only when you experience that you get to think. Ay amo ni gali dapat ang gin ubra ko. Ay amo ni gali dapat ang strategy nga gin ubra ko. So I think very important if you expose yourself also to learn the craft, because it's easy to say, but it's very difficult to do it when you're already on that saturation. So, yeah, experience it first and then learn the craft.

11 - 338 Given the few months of experience, given also that you are one scholar, right miss? It's really an edge on your part?

11 - 339 Yes. It's also an edge because you're close-minded that these people are just like this, because you have limited information about them. But it's only when you are exposed to these people that you get to understand that it's not really what's on the book.

11 - 340 Like amo ni sila ang mga Hindu, amo gid ni sila. But no, they're really very beautiful, and it's when you experience it that you can really say something. Your first-hand experience.

11 - 341 Okay, so last nalang miss.

11 - 342 So, in an Agustinian context, being an Agustinian, of course, what advice would you give to other educational leaders seeking to implement culturally responsive practices?

11 - 343 It's for them to understand their people first. If you're a leader and you only know the person on this level only, without understanding why do people do things the way that they are doing this, ngaa, bakit? So if you're on this level, attempt to judge people right away. But if you're culturally responsive and you understand your people very well, then you'll understand that there are always reasons for something.

11 - 344 Like, nga, aga amo na siya mag-behave sa school? Probably the context at home is different. Maybe the background of your teacher is also very different. Maybe the orientation of that person is also very different.

11 - 345 Ngaa, why do we respect LGBT in our community, in our workplace? The leader should understand also how these people do things. So if you are only like, kay, amo gina dapat ang aton standard, amo gina dapat. But we don't go deeper and understand people deeper.

11 - 346 Then, you know, different man ang aton nga pag-strategy to approach the person. So if you are culturally, you know, responsive, so you get to know the background of your faculty, the family of the faculty, the religion of the faculty, and even the family dynamics. It's only then that you'll understand the person and work with the person solely.

11 - 347 And siguro, very important also, if you are the leader, you don't listen to gossips all the time. Because sometimes, gossips can also influence on how you view the person. It's very important.

11 - 348 You know the person professionally, you also know the person personally, but not being privy. But sometimes, you know, the teachers will come to you and share also what's happening in their family life. So sometimes you have a contribution also. Di ba?

11 - 349 So yeah, it's very difficult to be in the position, but yeah, like this. [Laugh]. In a position like this where I was interviewing.

11 - 350 Do you think it's an edge for you to be an Agustinian leader?

11 - 351 Yeah, of course.

11 - 352 I will not be in this position if I'm not only, you know, the teaching of St. Augustine. St. Augustine, ang iya daan nga quote is, wherever you are, dapat una is humility, humility, humility. If you wish to rise, you need to go down so that you'll understand people on the lower level because everything is just borrowed.

11 - 353 Nothing is permanent. So hambal ni St. Augustine, go out of yourself, explore, and look for your inner calling. Kay hambal gani ni St. Augustine, my heart is restless until it rests in you.

11 - 354 If you are very restless, meaning you're not able to find your meaning yet. But if you're at peace and you know what you are and who you are, then you'll find peace. Di ba? Pero indi paman ko guro may peace ah. [Laugh]

11 - 355 Anything more, miss?

11 - 356 I'd like to thank you for the opportunity of interviewing. I know that it's also taking so much of your time and you are helping your friend also. But hopefully, while you are interviewing me, I'm also thinking, are we also doing this?

11 - 357 There's also reflection on my end. If I'm already on my 20th year in St. Augustine, am I really an Augustinian? Am I really that culturally responsive? Although there are indicators that we are, but I think an evaluation tool is much better just to validate if we are really doing the things that, you know, the right things as a culturally responsive community.

11 - 358 You can propose that in your dissertation. [Laugh]

11 - 359 Mine will be different.

11 - 360 Thank you very much, miss,

11 - 361 Sige, thank you very much.

11 - 362 Thank you for your time and for sharing your experiences with me today.

11 - 363 So your insights are incredibly valuable and will contribute significantly to the research of Sir Gilbert. So if you have any further thoughts, miss, or questions, please feel free to contact Sir Gilbert.

11 - 364 Thank you so much.

11 - 365 Thank you very much. Okay, thank you

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***I have reviewed the transcribe interview and confirm that it accurately reflects what I intended to convey, ensuring that all transcribe information is true and correct.***

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