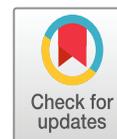**GUINNESS** PRESS

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Development Of An Augustinian Recollect Whole Learner Framework As A School Transformation Model

Sr. Rhena Sherra H. Caranzo, A.R.
[1]PhD in Education major in School Transformation St. Paul University - Manila

Abstract

This study explores the integration of the Filipino Whole Learner into the Augustinian Recollect learner attributes to develop a School Transformation Model for Augustinian Recollect schools in the Philippines, utilizing the pedagogy of St. Augustine and the axiomatic theory fusion as theoretical frameworks. Using a mixed-methods approach that includes both Focused Group Discussions with administrators, teachers, and students and a survey of 300 students, the study found that the Filipino Whole Learner can be successfully integrated into the Augustinian Recollect learner attributes, which emphasizes a values-oriented approach to education. Proper implementation is necessary to ensure that the programs align with the intended practices of the attributes, as defined by the Augustinian Recollect education system. The study suggests that the Augustinian Recollect Whole Learner framework can serve as a school transformation model for other Filipino schools. The framework prioritizes a holistic approach to education and the development of interiority, innovation, inclusion, instruction, and involvement in learners. By utilizing the axiomatic theory fusion as a method for merging different knowledge and entities, the Filipino Whole Learner practices and implementation can be seamlessly integrated into the existing system. Overall, this study provides valuable insights into developing a learner-centered approach to education in the context of Philippine schools facing constant challenges and changes, using the pedagogy of St. Augustine and axiomatic theory fusion as a strong theoretical foundation that takes into account the unique needs and characteristics of Filipino learners.

Keywords: School Transformation Model, Augustinian Recollect Whole Learner, St. Paul's University-Manila, Exploratory Sequential Method, Manila, Philippines

Introduction

School transformation represents a dynamic process encompassing the evolution of educational systems, the recalibration of student services, the redefinition of learning paradigms, and the reshaping of educators' roles. Embedded within this transformative journey is an ongoing commitment to quality improvement, essential for schools to adapt to emerging trends while preserving their unique culture and identity. Central to the heart of school transformation is the learner, a fundamental belief that has the potential to catalyze administrators, teachers, staff, and the entire school community toward enhancing programs and executions with the learner placed squarely at the center. Introducing changes in school systems, however, comes with both concerns and aspirations. Notably, the introduction of the K-12 program in the Philippines by the Department of Education has been a significant development. Aligned with the Philippine Qualifications Framework (PQF) and the Asian Qualifications Reference Framework (AQRF), this program adopts an outcomes-based approach to prepare learners for future employ-

Sr. Rhena Sherra H. Caranzo, A.R
PhD in Education major in School Transformation St. Paul University - Manila
srsherraar@gmail.com, srsherraar@csr-scc.edu.ph

ment, impacting higher education through the introduction of the new General Education Curriculum (GEC) by the Commission on Higher Education (CHED). Since its inception in 2019, the GEC has facilitated the seamless transition of K-12 education to the tertiary level by integrating Senior High School subjects (Pawilen & Manuel, 2018).

The implementation of the K-12 system in the Philippines is intricately connected to the Whole Child Approach (WCA) (Pawilen & Manuel, 2018), prompting the need to contextualize it within the Filipino setting. This contextualization has given rise to the sixth facet, "values-oriented," leading to the conceptualization of the Filipino Whole Learner (FWL), with facets encompassing health, safety, engagement, support, challenge, and values orientation.

Within the educational landscape of the Philippines, the Augustinian Recollect Educational Apostolate (AREA) stands as a key player. With a vision for AR schools to become life-giving and innovative educational ministries dedicated to transforming a community of learners into Christ-centered Augustinian Recollect stewards, AREA has embraced the K-12 program across all its owned and managed schools and implemented the GEC for tertiary-level institutions. Moreover, AREA actively advocates for the FWL approach, aligning with its framework in the pursuit of school transformation.

The courage exhibited by AR schools in implementing K-12 necessitates the identification of graduate attributes grounded in school culture and identity. These attributes, namely "Christ-centered," "Creative Steward of God's Creation," "Life-giving Communicator of Truth and Love," "Persistent Seeker of Truth," "Transformative Servant Leader," and "Creator of Communion" (Palma et al., 2019), serve as defining characteristics that distinguish AR students. They reflect the high-level attributes students should acquire and continue developing, setting them apart in the educational landscape.

Simultaneously, the participation of AR schools in implementing the FWL framework has paved the way for innovative works, such as Lumactao's (2019) curriculum and instruction articulation model based on the WCA of the Association for

Supervision and Curriculum Development (ASCD) and Tinga's (2021) strategic guide for home-school collaboration framed through the lens of the FWL.

In the pursuit of school transformation, schools cannot remain static. They must bravely navigate the constant changes in the educational landscape, exemplified by the adoption of the FWL. However, a critical question arises: can the implementation of previous studies concerning the FWL framework within the Philippine Whole School Continuum or the Bawat Paaralan Edukampyon (BPE) continuum substantially fortify and transform the culture and identity of AR education while preserving its distinctive attributes?

This context propels the researcher to delve into the manifestations of the AR learners' attributes and the reflections of the FWL, aiming to seamlessly integrate the FWL into the AR attributes. The ultimate goal is to contribute significantly to the development of the AR whole learner, forging a path towards a transformed educational landscape that embraces change while steadfastly upholding the rich culture and identity inherent in Augustinian Recollect education.

Framework of the Study
This study is anchored on exploring the manifestations of the AR learner's attributes and the FWL reflections as a basis for developing an Augustinian Recollect (AR) whole learner framework as a school transformation model using the theory of the pedagogy of Saint Augustine and Axiomatic Theory Fusion in Pedagogy. The Pedagogy of St. Augustine emphasizes the importance of the whole person, including the physical, emotional, intellectual, and spiritual aspects. It serves as the theoretical framework for the study, providing a strong foundation for a holistic approach to education that considers the unique needs and characteristics of Filipino learners. The framework emphasizes the role of education in shaping learners who are reflective, self-aware, critical thinkers, and active agents in society. The Axiomatic Theory Fusion serves as the conceptual framework for the study, providing a method for merging entities in pedagogy. The framework emphasizes the need for coherence and consistency in pedagogical practices. In the context of

this study, it provides a method for integrating the Filipino Whole Learner into the Augustinian Recollect learner attributes seamlessly and consistently, ensuring proper implementation in accordance with the practices of the attributes as intended by the Augustinian Recollect education system.

Methodology

This study utilized a mixed-method exploratory research design. The exploratory design allowed for an in-depth exploration of the manifestations of the Augustinian Recollect (AR) learner's attributes and the Filipino Whole Learner (FWL) reflections as a basis for developing an AR Whole Learner Framework as a school transformation model using the theory of the pedagogy of Saint Augustine and Axiomatic Theory Fusion in Pedagogy.

Data collection methods included Focused Group Discussions (FGDs) and surveys. The FGDs were conducted with students, teachers, and school administrators from AR schools in the Philippines to explore their perceptions and experiences of the AR learner's attributes and the FWL reflections. The surveys were distributed to a larger sample of students, teachers, and school administrators to obtain a broader perspective on the topic.

Data analysis involved both qualitative and quantitative methods. The qualitative data from the FGDs were transcribed, coded, and analyzed using thematic analysis to identify key themes and patterns in the data. The quantitative data from the surveys were analyzed using descriptive statistics to provide a summary of the participant's responses.

The results of the study were used to develop an AR Whole Learner Framework that integrates the FWL reflections into the AR learner's attributes. The framework serves as a school transformation model that emphasizes a values-oriented approach to education, taking into account the unique needs and characteristics of AR Filipino learners.

Overall, this mixed-method exploratory design provided valuable insights into the development of a learner-centered approach to education in the context of AR schools in the Philippines.

Results and Discussions:

Attribute	Open-Coded FGD Data	Description
Christ-centered	1. Teachers' love for God and the Church as an inspiration in teaching 2. Emphasizing prayer and reflection as part of the curriculum 3. Incorporating values formation in lessons and activities 4. Encouraging students to live out Christian values in their daily lives 5. Providing opportunities for spiritual growth and service to the community	Emphasizes the importance of putting Christ at the center of education and formation, leading to a deepening of faith and spirituality
	1. Awareness of environmental issues and concerns 2. Incorporating lessons on environmental	Encourages responsible use and care for the environment and its resources, in line with the Catholic Church's social

Table 1
Manifestations of the AR Learner's attributes in the current learning practices based on the FGD

Table 1 Continue...

Creative Steward of God's Creation	preservation and conservation 3. Encouraging students to participate in eco-friendly activities 4. Providing opportunities for students to engage in environmental projects and initiatives 5. Instilling a sense of responsibility in taking care of the environment	teachings
Life-giving Communicator of Truth and Love	1. Developing communication skills through activities such as public speaking, debates, and essay writing 2. Emphasizing the importance of honesty, integrity, and compassion in communication 3. Encouraging students to express their thoughts and opinions in a respectful and constructive manner 4. Fostering a culture of inclusivity and diversity in communication 5. Instilling a sense of social responsibility in using communication for the common good	Develops effective communication skills rooted in honesty, integrity, and compassion, leading to positive and meaningful relationships
Persistent Seeker of Truth	1. Encouraging critical thinking and analysis in lessons and activities 2. Providing opportunities for research and exploration of different perspectives 3. Fostering a culture of curiosity and open-mindedness 4. Instilling a sense of intellectual humility in recognizing that knowledge is continuously evolving	Cultivates a spirit of curiosity and critical inquiry, leading to a pursuit of knowledge and understanding in various fields of study

Table 1 Continue...

	5. Emphasizing the importance of lifelong learning	
Transformative Servant Leader	1. Providing opportunities for leadership development and training 2. Encouraging students to lead by example and serve others 3. Emphasizing the importance of empathy and compassion in leadership 4. Instilling a sense of social responsibility in leadership 5. Fostering a culture of collaboration and teamwork	Develops a leadership style that prioritizes serving others, fostering personal and societal transformation, in the spirit of St. Augustine
Creator of Communion	1. Fostering a sense of community and belongingness among students 2. Emphasizing the importance of relationships and human connection 3. Providing opportunities for students to engage in community-building activities and initiatives 4. Instilling a sense of social responsibility in building and sustaining positive relationships 5. Encouraging students to celebrate diversity and foster inclusivity in the community	Emphasizes the value of building and nurturing relationships within and beyond the school community, promoting unity and harmony

The manifestations of the AR learner's attributes in the current learning practices

The findings from the open-coded focus group discussion data in Table 1 provide valuable insights into the attributes that are prioritized in the AR schools, particularly in terms of the formation of students. The six attributes identified in the data include being Christ-centered, a creative steward of God's creation, a life-giving communicator of truth and love, a persistent seeker of truth, a transformative servant leader, and a creator of communion. Christ-centeredness is a fundamental attribute of Catholic schools, and it refers to the school's commitment to the teachings of Christ and the Church. This includes a focus on prayer and re-

flection as part of the curriculum, as well as encouraging students to live out Christian values in their daily lives. A study by Papanikolaou and Almog (2021) found that faith-based education, like that provided by Catholic schools, has a positive effect on the moral development of students. The attribute of being a creative steward of God's creation involves a commitment to environmental preservation and conservation, which is in line with the Catholic Church's social teachings. Catholic schools play an important role in promoting environmental stewardship among students. A study by Yaden and Luloff (2019) found that

faith-based education can help foster a sense of environmental responsibility among students. The life-giving communicator of truth and love attribute involves developing communication skills that are rooted in honesty, integrity, and compassion. This is essential in fostering positive and meaningful relationships among students and in promoting inclusivity and diversity in communication. A study by Cardoso et al. (2019) found that communication skills are essential in developing leadership skills, which is consistent with the transformative servant-leader attribute. Being a persistent seeker of truth involves en-

Filipino Whole Learner Facets	Open-Coded FGD Data	Description
Healthy	Physical health, emotional well-being, hygiene practices	Participants discussed the importance of physical health, emotional well-being, and hygiene practices in relation to a healthy whole learner.
Safe	Safety and security in school and community	Participants discussed the importance of feeling safe and secure both in school and their community to promote a safe whole learner.
Engaged	Participation in co-curricular and extra-curricular activities, motivation to learn	Participants discussed the importance of participating in co-curricular and extra-curricular activities, as well as being motivated to learn, to promote an engaged whole learner.
Supported	Social support, positive relationships, access to resources	Participants discussed the importance of social support, positive relationships, and access to resources to promote a supported whole learner.
Challenged	Opportunities for growth and development, exposure to new experiences	Participants discussed the importance of opportunities for growth and development, as well as exposure to new experiences, to promote a challenged whole learner.
Values-Oriented	Character development, ethics and morality, respect for diversity, practices of values education in all the facets	Participants discussed the importance of character development, ethics and morality, practices of these in all aspects of the attribute and respect for diversity to promote a values-oriented whole learner.

Table 2
Reflection of the Filipino Whole Learner in the Current Learning Practices

couraging critical thinking, analysis, and a spirit of curiosity and open-mindedness among students. This is important in promoting lifelong learning and intellectual humility, which recognizes that knowledge is continuously evolving. A study by Tidball et al. (2020) found that faith-based education can help cultivate critical thinking skills among students.

The transformative servant leader attribute involves providing opportunities for leadership development and training and emphasizing empathy and compassion in leadership. This leadership style prioritizes serving others and fostering personal and societal transformation, which is in line with the teachings of St. Augustine. A study by Barnard and Lan (2020) found that faith-based education can foster a sense of social responsibility among students and encourage them to serve others.

Finally, the attribute of being a creator of communion emphasizes the value of building and nurturing relationships within and beyond the school community, promoting unity and harmony. This is important in fostering a sense of belongingness among students and in celebrating diversity and inclusivity in the community. A study by Thévenon and Marchal (2018) found that Catholic schools play an important role in promoting social cohesion and a sense of community among students.

The findings from the open-coded FGD data suggest that there are six important facets of the Filipino Whole Learner: Healthy, Safe, Engaged, Supported, Challenged, and Values-Oriented.

Regarding the facet of Healthy, participants emphasized the importance of physical health, emotional well-being, and hygiene practices. Physical activity was discussed as a way to promote physical health (Peralta, 2021), while emotional well-being was identified as a key factor in academic success (Escurra et al., 2020). Additionally, hygiene practices such as handwashing and wearing masks were emphasized as important during the COVID-19 pandemic (Lazatin et al., 2021).

The facet of Safe was also discussed, with participants highlighting the importance of feeling safe and secure both in school and in the community.

Studies have found that school safety and positive school climate are associated with better academic outcomes and mental health among students (Thapa et al., 2020; Clayton et al., 2021).

The Engaged facet was identified as important, with participants emphasizing the benefits of participating in co-curricular and extra-curricular activities and being motivated to learn. Research has shown that co-curricular and extra-curricular activities can enhance academic achievement, as well as social and emotional development (Mahmood et al., 2022).

The Supported facet was also discussed, with participants highlighting the importance of social support, positive relationships, and access to resources. Studies have found that social support and positive relationships can buffer the negative effects of stress and promote resilience (Windle et al., 2021), while access to resources such as technology and books can enhance academic achievement (Murray et al., 2020).

The facet of challenge was identified as important, with participants emphasizing the importance of opportunities for growth and development, as well as exposure to new experiences. Research has shown that challenging academic work and exposure to new experiences can promote cognitive development and critical thinking skills (Weinberg et al., 2021).

Finally, participants discussed the importance of the Values-Oriented facet, which includes character development, ethics and morality, and respect for diversity, and the practice of these values in all aspects of the attribute.

Values education has been found to promote prosocial behavior, civic engagement, and academic achievement (Mason & Singh, 2020).

Overall, the findings from this open-coded FGD data suggest that the six facets of the Filipino Whole Learner are interrelated and important for promoting holistic development among students. Based on the mean scores, it can be seen that

FWL Facets	Open-Coded FGD Data	ARLA	Definition	How FWL Strengthens ARLA	How ARLA Strengthens FWL
Healthy	Physical health, emotional well-being, hygiene practices	Christ-centered	A Christ-centered person is grounded in faith and seeks to live out the values of the Gospel in their daily life.	The FWL's emphasis on emotional well-being and hygiene practices can help reinforce the importance of self-care and self-awareness as part of a Christ-centered life.	A Christ-centered perspective can provide a sense of purpose and meaning to the pursuit of physical health and emotional well-being.
Safe	Safety and security in school and community	Creative Steward of God's Creation	A Creative Steward of God's Creation acknowledges their responsibility to care for the earth and its resources, using them wisely and justly for the benefit of all.	Creating a safe and secure environment is an important aspect of stewardship, and the FWL's emphasis on safety can reinforce this value.	A Creative Steward of God's Creation is mindful of the impact of their actions on others and seeks to promote a safe and secure environment for all.
Engaged	Participation in co-curricular and extra-curricular	Life-giving Communicator of Truth and	A Life-giving Communicator of Truth and Love is able to express themselves clearly	Engaging in co-curricular and extra-curricular activities can provide opportunities to	Being a Life-giving Communicator of Truth and Love requires a willingness to engage

Table 3.
Integration of the FWL facet and the Augustinian Recollect Learner Attributes

Table 3 Continue...

	activities, motivation to learn	Love	and effectively in a way that is respectful, honest, and	develop communication skills and build relationships, which are	with others and a desire to learn from different
			compassionate.	important aspects of being a Life-giving Communicator of Truth and Love.	perspectives, both of which are fostered through participation in co-curricular and extra-curricular activities.
Supported	Social support, positive relationships, access to resources	Persistent Seeker of Truth	A Persistent Seeker of Truth is curious, open-minded, and committed to pursuing knowledge and understanding.	Access to resources and positive relationships can provide the support and encouragement needed to continue seeking truth and expanding one's knowledge.	Being a Persistent Seeker of Truth requires a sense of curiosity and a desire to learn, which are qualities that can be fostered through positive relationships and access to resources.
Challenged	Opportunities for growth and development, exposure	Transformative Servant Leader	A Transformative Servant Leader is committed to using their gifts and talents to	Exposure to new experiences and opportunities for growth can help develop the skills and	Being a Transformative Servant Leader requires a willingness to take on new challenges and a commitment to personal

Table 3 Continue...

	exposure to new experiences	Leader	talents to serve others and effect positive change in the world.	and qualities needed to be an effective servant leader.	personal growth, which can be fostered through exposure to new experiences and opportuni
					ties for development
Values-Oriented	Character development, ethics and morality, respect for diversity, practices of values education in all the facets	Creator of Communion	A Creator of Communion is able to build and maintain positive relationships with others, fostering a sense of community and belonging.	The FWL's emphasis on character development, ethics and morality, and respect for diversity can help reinforce the importance of building positive relationships and valuing others.	Being a Creator of Communion requires a willingness to build positive relationships with others and a commitment

The findings from the integration of the FWL facets and ARLA in Table 3 suggest that the two frameworks can complement each other in the development of holistic learners. The FWL facets provide a foundation for the development of values and attitudes that are necessary for learners to thrive in different areas of their lives. On the other hand, the ARLA provides a set of attributes that learners can aspire to develop as they pursue their goals and aspirations. The integration of the Healthy facet and the Christ-centered attribute highlights the importance of taking care of one's physical and emo

tional well-being as part of a Christ-centered life. The FWL's emphasis on emotional well-being and hygiene practices can help reinforce the importance of self-care and self-awareness as part of a Christ-centered life. In turn, a Christ-centered perspective can provide a sense of purpose and meaning to the pursuit of physical health and emotional well-being. The Safe facet and the Creative Steward of God's Creation attribute highlight the importance of stewardship and responsibility in creating a safe and secure environment for all. A Creative Steward of God's Creation is mindful of

the impact of their actions on others and seeks to promote a safe and secure environment for all. The FWL's emphasis on safety can reinforce this value and encourage learners to be responsible and mindful of their impact on others. The Engaged facet and the Life-giving Communicator of Truth and Love attribute emphasize the importance of effective communication skills and building relationships with others.

Engaging in co-curricular and extra-curricular activities can provide opportunities to develop communication skills and build relationships, which are important aspects of being a Life-giving Communicator of Truth and Love. Being a Life-giving Communicator of Truth and Love requires a willingness to engage with others and a desire to learn from different perspectives, both of which are fostered through participation in co-curricular and extra-curricular activities.

The Supported facet and the Persistent Seeker of Truth attribute highlight the importance of access to resources and positive relationships in pursuing knowledge and understanding. Being a Persistent Seeker of Truth requires a sense of curiosity and a desire to learn, which are qualities that can be fostered through positive relationships and access to resources. The FWL's emphasis on social support, positive relationships, and access to resources can provide the support and encouragement needed to continue seeking truth and expanding one's knowledge.

The Challenged facet and the Transformative Servant Leader attribute highlight the importance of taking on new challenges and committing to personal growth in order to serve others and effect positive change in the world. Exposure to new experiences and opportunities for growth can help develop the skills and qualities needed to be an effective servant leader. Being a Transformative Servant Leader requires a willingness to take on new challenges and a commitment to personal growth, which can be fostered through exposure to new experiences and opportunities for development. The Values-Oriented facet and the Creator of Communion attribute emphasize the impor

tance of building positive relationships with others and valuing diversity as part of building a sense of community and belonging. The FWL's emphasis on character development, ethics and morality, and respect for diversity can help reinforce the importance of building positive relationships and valuing others. Being a Creator of Communion requires a willingness to build positive relationships with others and a commitment to values education in all the facets.

Overall, the integration of the FWL facets and ARLA provides a framework for developing holistic learners who are grounded in values, committed to personal growth and development, and dedicated to serving others. By fostering a sense of community and belonging, learners are better equipped to navigate the challenges of life and effect positive change in their communities.

It can be noted that values education is a crucial component of both frameworks as it emphasizes the development of positive values, attitudes, and behaviors that are necessary for personal growth and societal well-being. Values education can be integrated into ARLA by emphasizing the importance of values such as integrity, compassion, empathy, and respect for others in the development of Christ-centered, Creative Steward of God's Creation, Life-giving Communicator of Truth and Love, Persistent Seeker of Truth, Transformative Servant Leader, and Creator of Communion attributes. In this way, values education can help strengthen the development of ARLA attributes by providing a foundation of positive values and ethical principles that guide individuals in their personal and professional lives.

Similarly, values education can be integrated into the FWL facets by emphasizing the importance of values such as responsibility, honesty, fairness, and respect for diversity in the development of healthy, safe, engaged, supported, challenged, and values-oriented facets. By promoting values education in all the facets of the FWL, individuals are encouraged to develop a holistic understanding of values and their importance in personal growth, relationships, and societal well-being.

ARLA	FWL Facets	Administrators	Teachers
Christ-centered	Healthy	3.97	3.96
Creative Steward of God's Creation	Safe	3.91	3.87
Life-giving Communicator of Truth and Love	Engaged	4.02	3.95
Persistent Seeker of Truth	Supported	3.98	3.93
Transformative Servant Leader	Challenged	3.91	3.87
Creator of Communion	Values-oriented	3.97	3.91

Table 4
Extent of the Facets of the FWL Reflected in the AR Learner's Christ-Centered Attribute

Based on the mean scores, it can be seen that both administrators and teachers scored high in the FWL facets of engaged, supported, and values-oriented. This indicates that they are committed to providing an environment that fosters student engagement, support, and a values-oriented culture. Additionally, both administrators and teachers scored high in the ARLA facet of Christ-centered, which reflects their commitment to integrating faith into their daily work. However, it is important to note that administrators scored higher than teachers in the FWL facet of challenged. This may indicate that administrators are more focused on pushing students to reach their full potential and providing academic and personal growth opportunities. On the other hand, teachers may need to be more intentional in providing challenging experiences for their students. These findings are consistent with previous research that emphasizes the importance of a positive school climate and culture in student success (Cohen, McCabe, Michelli, & Pickeral, 2009; Cohen & Geier, 2010). Furthermore, research has shown that incorporating faith into education can have positive effects on student outcomes (Hartwig & Luchner, 2021). The high scores in the FWL and ARLA facets for both administrators and teachers suggest a commitment to creating a positive and faith-based learning environment for students. However, administrators may need to work with teachers to provide more challenging experiences for students. The study found that the AR learner's attributes were reflected in the current learning practices, but some areas needed improvement, such as academic integrity and innovation programs. The Filipino Whole Learner (FWL) facets were also integrated into the AR learner's attributes, and the AR Whole Learner Framework was proposed as a School Transformation Model.

The proposed AR school transformation model

The proposed school transformation model integrating a contextualized Augustinian Recollect whole learner framework was conceptualized and formulated in response to the findings of the study. This model is necessary since it provides possible actions and interventions that have to be implemented to address the needs of the AR schools mirrored by the results of the recently concluded investigation. Specifically, this school transformation model integrating a contextualized Augustinian Recollect Whole Learner Framework is a concrete response to the gaps between the practices of the AR schools as laid in the documents pertaining to the attributes of the AR learner and the standard of excellence in school practices laid out in the FWL facets.

The proposed school transformation model integrating a contextualized AR Whole Learner Framework in Figure 1 includes five facilitating factors for school transformation that can be applied to the study, namely: Interiority, Innovation, Instruction, Inclusion, and Involvement.

Figure 1
Proposed School Transformation Model Integrating a Contextualized Augustinian Recollect Whole Learner Framework

These factors facilitate the fusion of the customized FWL facets into the AR learner's attributes that are presented in five spokes to represent constant action towards school transformation. In the outer rim of the circle are the customized facets of the FWL: healthy, safe, engaged, supported, and challenged. The values-oriented is nearer to the AR attributes separated from the other facets, signifying that this is an integrating and an essential facet. These facets embolden the AR attributes. The inner rim contains the AR learner's attributes: Christ-centered, creator of communion, creative steward of creation, life-giving communicator of truth and love, persistent seeker of truth, and transformative servant leader. The core is the red heart where the learner meets the creator, making them AR Whole Learners. The flaming red heart is the human heart that symbolizes a person's love for God and neighbor. This is the Augustinian heart. The book represents the scriptures as the conversion of St. Augustine was inspired by the scriptures, particularly Ro

mans 13:13. Noticeably, the book resembles the foot because it is a walking Word. This means that the Word has to be put into action. The heart is pierced by an arrow which represents the spirit of God piercing one's heart with a call to continued growth in faith, hope, and love. This is the basis of restlessness, so typical of St. Augustine, which led him to seek God in all things and above all things. The AR Whole Learner's heart has the presence of the two stars signifying the Talangpaz sisters who are models for AR learners to live out the virtues. The monochromatic color blue theme is the color of the Blessed Virgin Mary, who helps in facilitating all the endeavors that allow the learners to meet Christ and make the AR learners whole.

Recommendations
In order to enhance the educational experience within Augustinian Recollect (AR) schools, several key recommendations have been identified.

First and foremost, it is recommended that the

AR Whole Learner Framework be implemented as a comprehensive School Transformation Model across all AR schools. This framework serves as a guiding principle to promote holistic development and academic excellence among students.

Secondly, the establishment of an Academic and Charism Team (ACT) is advised, with the specific goal of enhancing the Learning Standards of the Augustinian Recollect (LSAR) and ensuring their effective implementation throughout the educational system. Thirdly, there is a need to intensify various Christocentric activities within the school environment, as well as in the wider community and parishes. This can be achieved by fostering a synodal culture through synodal dialogue, which encourages active participation and engagement with Christian values and teachings. Additionally, it is recommended that the Laudatu si´-Recoletas committee activities be expanded to include the implementation of the Laudatu-Si seven-year journey program for schools. This program aims to promote environmental awareness and sustainability among students and instill a sense of stewardship towards the planet. Moreover, the establishment of clear innovation programs, intelligent learning environments, and robust academic and research initiatives is essential to encourage creativity, critical thinking, and continuous improvement within AR schools. Furthermore, the study conducted by Maquiling (2022) on the Operational Vitality of the Stewardship of Selected Augustinian Recollect Schools in the Philippines:Basis for a Revenue Mix Model should be utilized to augment partnership programs for scholarship funds, thus ensuring that financial barriers do not hinder students' access to quality education. Finally, it is imperative to conduct a follow-up study to evaluate the implementation and impact of the AR Whole Learner Framework as a school transformation model, providing valuable insights for future improvements and modifications. By implementing these recommendations, AR schools can create an enriching educational environment that nurtures the intellectual, spiritual, and personal growth of their students.

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