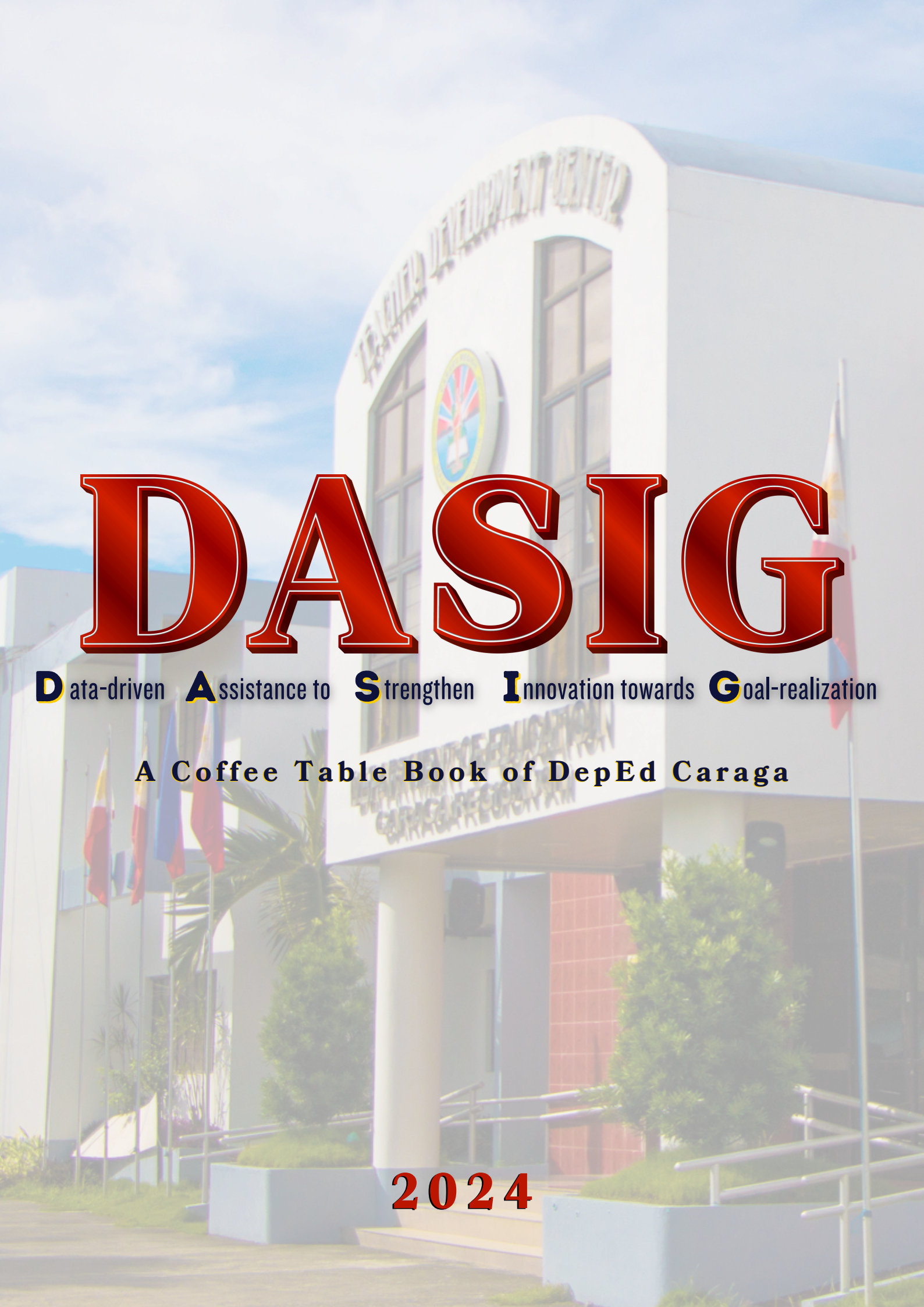


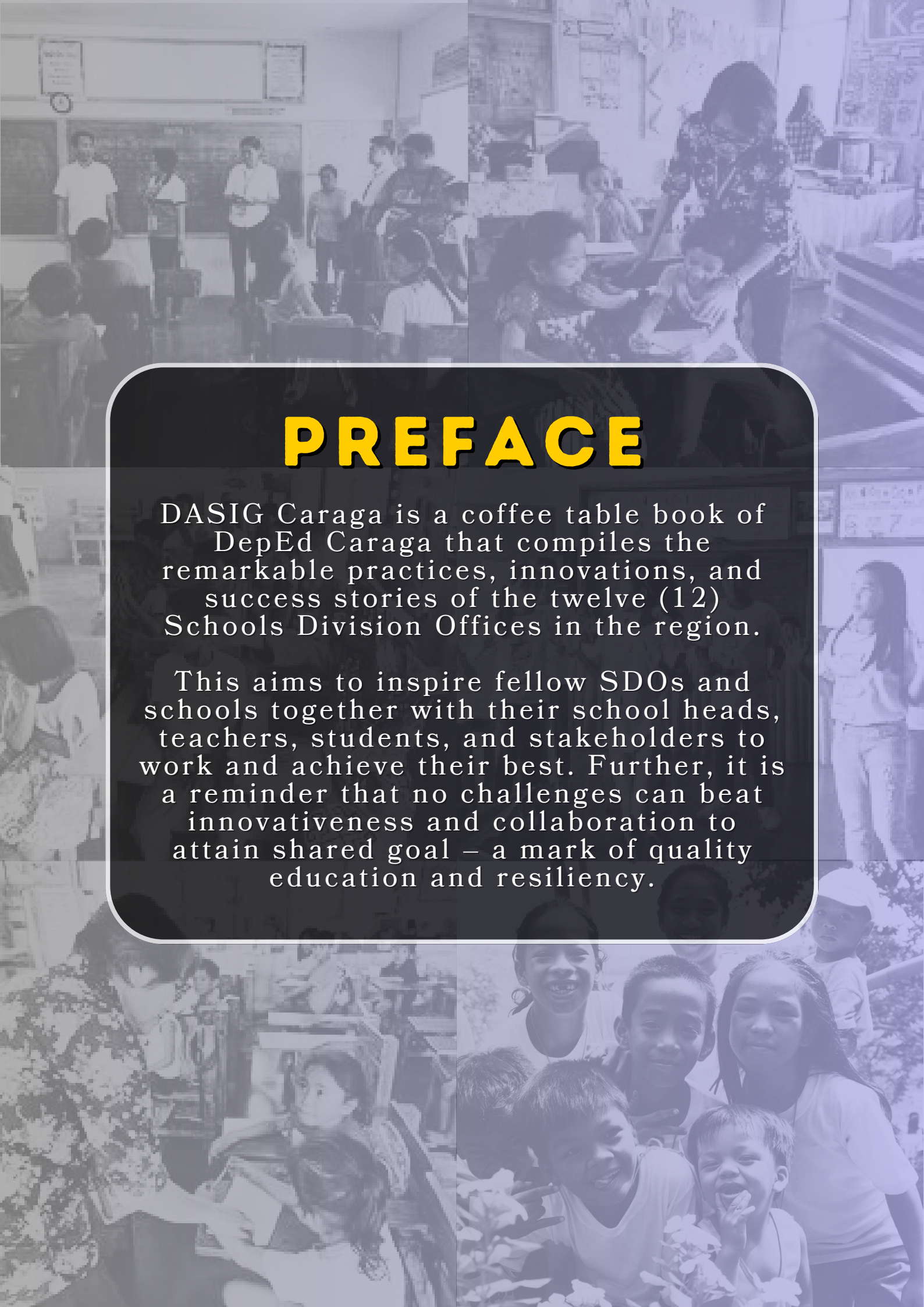


DASIG

Data-driven **A**ssistance to **S**trengthen **I**nnovation towards **G**oal-realization

A Coffee Table Book of DepEd Caraga

2024



PREFACE

DASIG Caraga is a coffee table book of DepEd Caraga that compiles the remarkable practices, innovations, and success stories of the twelve (12) Schools Division Offices in the region.

This aims to inspire fellow SDOs and schools together with their school heads, teachers, students, and stakeholders to work and achieve their best. Further, it is a reminder that no challenges can beat innovativeness and collaboration to attain shared goal – a mark of quality education and resiliency.

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A Beacon of Educational Excellence at San Agustin Elementary School, Tandag City

by: Nilda A. Mendiola
Division of Tandag City



In the vibrant city of Tandag, Surigao del Sur, one teacher is making a profound difference in the lives of his students. Mr. Roger L. Luza, a dedicated Grade 2 teacher at San Agustin Elementary School, has been recognized for his innovative and creative approaches to education, particularly in improving the numeracy and literacy skills of young learners. His passion and commitment to excellence have not only transformed his classroom but also set a shining example for educators across the nation.

At the core of Mr. Luza's teaching strategy is his innovative use of manipulative materials—hands-on tools designed to help students engage with difficult concepts in both mathematics and reading. Understanding that traditional methods often leave gaps in comprehension, Mr. Luza developed these materials to make learning interactive and enjoyable for all his students. By turning abstract ideas into something tangible, he has revolutionized how his young learners grasp complex topics, turning passive learning into active exploration.

His custom-made Mathematics Manipulative and Reading Manipulative materials are designed with the needs of his students in mind. These tools allow children to physically interact with numbers, shapes, and words, helping them better understand the lessons. Aligned with the curriculum, these materials are adaptable to various learning styles, making them a powerful resource for every student in his care.

What sets Mr. Luza apart is not just his teaching methods but also his resourcefulness. In a school with limited funding, he has creatively sought out partnerships with local organizations and donors, allowing him to continuously develop and expand his collection of manipulative tools. His initiative even led to the acquisition of a smart television, providing a multimedia element that further enhances the classroom experience.

The results of Mr. Luza's innovative approach are remarkable. His students have shown significant improvements in their numeracy and literacy levels. More than just learning, they are thriving—they comprehend, apply, and most importantly, enjoy the learning process. By nurturing a love for education, Mr. Luza has created an environment where every child can unlock their potential.

Beyond his own classroom, Mr. Luza is committed to sharing his knowledge with others. Inspired by the success of his methods, he has extended a helping hand to fellow educators, offering to share his materials and strategies with other schools. He believes in the power of collaboration, knowing that collective efforts can elevate education throughout the community.

Mr. Luza's work exemplifies the profound impact one teacher can have. His dedication to his students and his willingness to innovate, even in the face of challenges, make him a beacon of educational excellence. In a world where quality education is essential to shaping the future, educators like Mr. Luza remind us that great teaching goes beyond the textbook—it is about inspiring change, fostering curiosity, and empowering the next generation.

As we celebrate the achievements of educators like Mr. Roger L. Luza, we recognize that the journey of learning is not just for students but also for teachers, schools, and communities. Together, through innovation and collaboration, we can shape a brighter future for all.



Celebrating Success: The Journey to a Healthy Learning Institution

by: Frances Penny F. Cutao
Division of Cabadbaran City

NORCACES has once again proven its excellence by winning the Regional Outstanding Healthy Learning Institution or the Healthy Pilipinas Awards for Basic Education Institutions 2024 during the awarding ceremony last September 16, 2024 at Grand Palace Hotel, Butuan City. The school garnered a Very Satisfactory rating on the standards of the Oplan Kalusugan sa DepEd- Healthy Learning Institutions program.

The school competed in two distinct categories, Healthy School and Last Mile School, against 14 other contingents from 5 other school divisions. NORCACES, the lone entry from Cabadbaran City, has showcased exceptionally well under the Healthy Schools Category and will be one of the representatives from Caraga Region to compete nationally in November 2024.

However, the journey towards this achievement has never been easy. The team behind this accomplishment invested hours of hard work, devotion, and determination to get this recognition. Rigorous technical assistance provided by the different focal persons from the Cabadbaran City Division Office's Health and Nutrition Unit, DRR, and Child Protection Policy under the Schools Governance and Operations Division was a critical part in the school's success. This support included expert consultations, provision of resources on health and nutrition, and strategies for risk reduction, all of which were vital in fostering a well-rounded approach to preparation. Their expertise and guidance ensured that NORCACES is equipped with a health-promoting environment that supports the overall well-being of learners.

Furthermore, the focal persons' collaboration between the school's teaching and non-teaching staff provided a strong framework for them to achieve their objectives, highlighting the value of teamwork in a variety of educational contexts.



Being the first school in Cabadbaran City to win this distinction, NORCACES has established a standard for others to follow and will motivate other schools aiming to achieve greatness in their wellness and health programs. In addition to celebrating their accomplishments, this distinction highlights how crucial it is for schools to place a high priority on the welfare of their students. Being a trailblazer, NORCACES shows that a holistic strategy can produce incredible outcomes, inspiring others to pursue the same. Their success story will likely motivate schools to apply for next year's Healthy Pilipinas Awards for Basic Education Institutions.



Bridging Communities: The Panagtambayong Initiative for Administrative Officers (AO) II

by: Dandy V. Anino
Division of Agusan del Sur

In an effort to enhance administrative practices across various municipalities, the Office of Administrative & General Services launched the Panagtambayong initiative. This innovative program is designed as a municipal-hopping initiative, allowing Administrative Officers (AO) V to visit and learn from one another, rather than convening in a single location. By facilitating this exchange, the initiative aims to inspire innovation, strengthen community bonds, and provide a reorientation of duties and responsibilities.

As the sun rose on the event day, excitement filled the air as AO IIs arrived from various municipalities. The day commenced with a warm welcome from PSDS & School Head, who highlighted the importance of collaboration and community support. “We are here not just to learn from one another, but to build a support network,” creating an encouraging atmosphere that set the tone for the day’s activities.

The first session of the initiative highlighted successful practices from various municipalities, providing participants an opportunity to explore effective strategies while focusing on the reorientation of their Key Result Areas (KRAs). Attendees listened intently, taking notes and asking insightful questions, eager to implement similar innovations in their own offices. This exchange of successful practices was the ultimate goal of the initiative: to empower each AO II to enhance their administrative capabilities.

In the afternoon, the participants engaged in interactive workshops, breaking into small groups to tackle specific challenges they face in their roles. These sessions, led by AO V, encouraged open dialogue and idea-sharing. Participants exchanged personal stories and practical solutions, creating a friendly and supportive environment. The collaborative spirit fostered during these discussions highlighted the potential for growth through shared experiences and collective problem-solving.

A crucial component of the Panagtambayong initiative was the technical assistance provided by AO V. This support proved invaluable, as AO V offered expert guidance on best practices and implementation strategies. By sharing their knowledge, AO V empowered the AO IIs to approach their administrative challenges with confidence and competence. The combination of peer learning and technical support created a comprehensive framework for improvement, ensuring that each municipality could benefit from the expertise of others.



Throughout the day, the true value of the Panagtambayong initiative became increasingly evident. It was not solely about sharing knowledge; it was also about building relationships and fostering a sense of community among administrative officers. During a casual lunch break, attendees took the opportunity to connect further, discussing their experiences and aspirations in a relaxed setting. “It’s inspiring to see how we can learn from each other,” reflected one AO II, capturing the essence of their shared journey toward improvement.

The Panagtambayong initiative not only highlighted effective practices among AO IIs but also reinforced the ultimate importance of collaboration and community in enhancing administrative services. As municipalities continue to learn from one another, the future looks bright, built on a foundation of shared knowledge, technical support, and strengthened relationships. This initiative marks a significant step toward improved administrative efficiency and a more cohesive community of public service professionals.

Bridging Learning Gaps: Developing PISA-Like Assessments for Educators in Surigao del Sur

by: Jonathan L. Ambel
Division of Surigao del Sur



The Schools Division of Surigao del Sur is actively working to strengthen the skills of teachers and school leaders. This effort aligns with the Department of Education's (DepEd) MATATAG Agenda, which aims to improve education quality in the Philippines by providing solid support to educators. This support helps teachers deliver effective lessons that meet both local and global standards.

Recent results from the Program for International Student Assessment (PISA) show that the Philippine education system needs improvement, especially in Reading, Mathematics, and Science. In 2022, the Philippines ranked 77th out of 81 countries. The Caraga Region faced even tougher challenges, ranking 13th in Mathematics, 12th in Science, and second to last in Reading among 17 regions. These results highlight the urgent need for targeted actions to address students' under performance.

The Schools Division of Surigao del Sur understands that several factors contribute to these challenges. These include limited access to quality learning materials, insufficient teacher training, and ongoing learning loss from the pandemic. To tackle these issues, the division is focusing on improving students' critical thinking, literacy, and numeracy skills.

In response to these challenges, the Schools Division has launched a program aimed at developing PISA-like assessment tools. The Writeshop on the Development and Quality Assurance of Digitized PISA-like Assessment Tools and Materials is a five-day training designed to equip educators with the skills needed to create assessments that meet international standards.

This Writeshop supports DepEd's MATATAG Agenda by ensuring teachers receive continuous support in their roles. By creating digitized assessment materials that reflect global benchmarks, educators will be better prepared to evaluate student learning effectively. This initiative also aims to lighten teachers' workloads while providing high-quality assessments that fit easily into classroom instruction.

Collaboration among DepEd's Content and Language Editors and Assessment teams ensures these materials undergo thorough quality checks. This commitment shows the division's dedication to providing accurate and effective assessment tools that guide teaching and improve strategies.

The Schools Division is taking proactive steps to address educational challenges highlighted by PISA results. By enhancing teacher skills and developing innovative assessment practices, the division aims not only to improve student outcomes but also to align its educational standards with global expectations.

Through initiatives like the Writeshop on PISA-like assessments, educators can help students develop critical thinking and problem-solving skills—key abilities for success in today's world. As these efforts progress, Surigao del Sur is set to make significant improvements in educational quality across its schools.

In summary, the Schools Division of Surigao del Sur is committed to empowering educators through innovative practices that bridge learning gaps. By focusing on teacher development and effective assessment tools, they are paving the way for a brighter future for students in the region.

Building Bridges in Education: My Journey as Trento's Public Schools District Supervisor

by: Philip F. Trillana
Division of Agusan del Sur

Taking on the role of Public Schools District Supervisor in Trento has been an exhilarating journey, filled with opportunities to connect with the vibrant community of educators and students. With 30 elementary schools and 10 high schools under my purview, I was eager to immerse myself in the unique culture and needs of each institution. Understanding the intricacies of our schools and the people who make them thrive became my mission. I firmly believe that no one should be left behind, and my role allows me to ensure that every school receives the support it needs to flourish.

To bridge the gaps among our schools, I initiated the A-School Head-A-Day (ASHAD) Project. Armed with my trusty motorcycle, I embarked on a journey to visit even the most remote schools in our district. Each visit offered a chance to engage directly with school leaders, listen to their challenges, and celebrate their successes. It was truly a privilege to be welcomed into their spaces, where I could not only offer technical assistance on various issues—from legal matters to the teaching-learning process—but also foster a sense of camaraderie. These conversations have deepened my understanding of the collective aspirations and concerns that shape our educational landscape.

The ASHAD Project has also introduced me to extraordinary teachers who inspire me daily. Even in brief encounters, their passion for education and dedication to their students resonate deeply. I've been struck by their gratitude for the support I can provide, which further fuels my commitment to making meaningful connections. Each interaction reinforces my belief that we are all part of a larger community, striving toward the same goal: the success of our students. Witnessing their resilience has ignited a fire within me to continue building bridges, ensuring that the distance between our schools doesn't hinder our collaborative efforts.

Reflecting on this journey, I am filled with gratitude for the experiences that have shaped me both personally and professionally. The ASHAD Project has not only allowed me to extend help to both new and seasoned school leaders but has also facilitated my growth. I am learning from each visit, adapting my approach based on the unique needs of our schools, and cultivating relationships that matter. I am more committed than ever to empowering our schools and nurturing the bright futures of every teacher and student in the Trento district. These moments of connection and support are what I live for.



- Visiting various schools within my jurisdiction in Trento district to serve technical assistance and conducting my A-School Head-A-Day project, including those in remote areas.
- During the ASHAD Project visits, I engaged directly with school leaders, listening to their challenges and celebrating their successes, fostering a collaborative environment for growth and development.
- A brief encounter with extraordinary teachers through the ASHAD Project has shown me their unwavering passion for education and commitment to their students, leaving a lasting impression and inspiring me daily.



Building Grassroots Connection: Empowering Teachers and Administrators through a *Kulukabildo*

by: Richard E. Davide
Division of Dinagat Islands

In its continuous pursuit of providing quality education, the Schools Division of Dinagat Islands has always prioritized fostering professional growth among its teachers and school leaders. A significant step toward this goal is the continuous provision of technical assistance through the implementation of *Kulukabildo*, a dynamic approach to engaging, mentoring, and supporting teachers and school administrators.

Derived from the local term for "dialogue" or "consultation," *Kulukabildo* reflects the culture of collaboration and open communication in the Schools Division of Dinagat Islands. It serves as a platform where the Division Office engages in meaningful conversations with school personnel, addressing their needs and concerns while sharing expertise to uplift the quality of education across the division.

• A Collaborative Approach to Professional Growth

One of the key aspects of *Kulukabildo* is its flexibility and responsiveness to the unique challenges faced by schools. The Division Office, led by Schools Division Superintendent Florence E. Almaden, CESO VI, recognizes that no two schools are the same, and therefore, technical assistance must be tailored to the specific needs of each institution. Whether it involves curriculum development, instructional supervision, or administrative concerns, the Division Office is steadfast in its commitment to providing timely, relevant, and effective guidance.

"Through Kulukabildo, we aim to ensure that our teachers and school heads feel supported in their roles. By listening to their needs and offering targeted interventions, we bridge gaps in knowledge and skills while promoting a culture of continuous improvement," SDS Almaden shared during one of the consultations.

• Addressing Gaps through Technical Expertise

The *Kulukabildo* sessions go beyond mere consultation. They are action-oriented engagements where Division personnel provide hands-on guidance and capacity-building initiatives. Specialists from various functional areas, including Curriculum Implementation, School Governance, and Human Resource Development, collaborate to ensure that the needs of the field are met holistically.

One of the most notable areas where *Kulukabildo* has made a significant impact is in instructional supervision. By providing direct assistance to school heads on how to improve classroom observations and instructional leadership, teachers are better guided in delivering effective learning experiences for students. This, in turn, enhances overall student performance and school outcomes.

• Fostering Leadership and Innovation

For school administrators, *Kulukabildo* has been instrumental in fostering leadership and innovation. Through technical guidance, school leaders are empowered to take ownership of their schools' success, identifying areas for improvement and implementing strategic initiatives. The Division Office ensures that school heads receive mentoring and training that enable them to effectively manage their schools, create conducive learning environments, and nurture the professional development of their teachers.

Dr. Bryan L. Arreo, Assistant Schools Division Superintendent, one of the prime movers of *Kulukabildo*, emphasized the value of this initiative: "The beauty of *Kulukabildo* lies in its ability to nurture leadership from within. We believe in empowering our school administrators to be the change-makers in their schools, and through technical assistance, we help them realize their potential."

• Strengthening the Community of Educators

Kulukabildo also strengthens the sense of community among educators. It creates a space where teachers and administrators can share best practices, collaborate on solving common challenges, and build professional networks. By promoting a collaborative approach to education, the initiative fosters a culture of trust and teamwork, where everyone works together for the common goal of student success.

• A Path Forward for Dinagat Islands Division

As the Schools Division of Dinagat Islands continues to implement *Kulukabildo*, the positive outcomes of these technical assistance sessions are already being felt in the field. Schools are becoming more confident in their ability to address educational challenges, and teachers are becoming more competent and inspired in their teaching practices. Moreover, school leaders are demonstrating stronger management and leadership skills, driving their schools toward greater success.

The power of *Kulukabildo* lies not just in the transfer of knowledge and skills, but in the relationships built between the Division Office and the schools it serves. Through open dialogue and collaboration, the Schools Division of Dinagat Islands is setting a strong foundation for sustainable professional development and a brighter future for learners.

Kulukabildo continues to be a testament to the Division's commitment to quality education, bridging gaps, and promoting continuous growth for all education stakeholders in Dinagat Islands.

Carmen Integrated School Revolutionizes "Catch-Up Fridays"

by: Ponciano G. Alngog
Division of Tandag City



In response to the educational gaps exacerbated by the COVID-19 pandemic, Carmen Integrated School introduced an innovative program revolutionizing Catch-Up Fridays. Led by its School Head Freddie Q. Maglasang and Master Teacher Angelita Azarcon, the initiative combines feeding and reading interventions to improve student learning and attendance.

The initiative aligns with DepEd's National Reading Program (NRP), designed to address the growing literacy gap among Filipino children. Data indicates that 90% of Filipino ten-year-olds struggle with reading simple texts, a sharp increase from 70% before the pandemic. This "learning poverty" crisis jeopardizes both individual development and national progress.

Carmen Integrated School dedicates Fridays to reading interventions in the morning and values education, health, and homeroom guidance sessions in the afternoon. Recognizing that physical well-being impacts academic performance, school leaders enhanced the reading program by incorporating a feeding initiative. "A well-fed student is a more focused learner," Ms. Azarcon noted. Each Friday, students are provided with meals before engaging in reading activities.

The success of Catch-Up Fridays hinges on strong community support. Parents, barangay leaders, PTA members, and local organizations collaborate to prepare meals for the students, emphasizing the idea that education is a shared responsibility. The school's slogan, "Ang batang may laman ang t'yan ay puno ng kaalaman" (A child with a full stomach is full of knowledge), captures this sentiment.

The PTA is tasked with preparing food on a rotating schedule, while SK officials serve the meals. Volunteers manage the cleanup, and donors are assigned specific Fridays to contribute in-kind. This collective effort has transformed Fridays into a day students eagerly anticipate. "We've seen a remarkable change," Mr. Maglasang shared. "Students are more excited to attend and are more focused during reading sessions after being fed."

Catch-Up Fridays is aimed at addressing the country's literacy crisis. Since reading serves as the foundation for learning, students who lag in reading risk falling behind in other subjects. The program includes phonics instruction, guided reading, and vocabulary-building activities. Teachers, under the leadership of Ms. Azarcon, offer individualized support to students with reading comprehension difficulties, with smaller class sizes on Fridays allowing for more focused attention.

Phil-IRI data from Carmen Integrated School showed that, prior to the program, 27% of learners were at the frustration level, 48% at the instructional level, and 25% at the independent level. Following the implementation of the feeding-reading initiative, frustration levels dropped to 20%, while instructional and independent levels rose to 52% and 28%, respectively.

Despite its success, challenges remain. The school struggles with a shortage of reading materials, often relying on donations and photocopies. Additionally, teachers need further training to effectively diagnose and address reading difficulties.

Carmen Integrated School's Catch-Up Fridays has the potential to serve as a model for other schools facing similar challenges. By integrating reading interventions with a feeding program, the school has improved attendance, engagement, and literacy skills. "Our program shows that with proper coordination and a commitment to student well-being, we can make a real difference," Ms. Azarcon emphasized.

As the school continues to refine its approach, the community remains hopeful that learning gaps will be closed, ensuring every student the opportunity to succeed.

Beyond Victory: How Tandag City Division Shapes Champions

by: Ponciano G. Alngog, EdD
Division of Tandag City

Tandag City Division has long been recognized for its dedication to developing the athletic potential of its students. Through consistent training, exposure to competitions, and strong local government support, athletes in Sepak Takraw, volleyball, and Arnis have brought pride and recognition not only to their schools but also to the region and beyond. These sports have seen Tandag athletes reach impressive heights, gaining both regional and national acclaim.

One of the standout sports in Tandag City Division is Sepak Takraw for both boys and girls. The city's commitment to year-round training ensures that athletes are always in top form and prepared for any competition. This continuous effort has led to a solid reputation for the city's Sepak Takraw teams, which consistently perform well in local and national tournaments. Exposure to various competitions, whether local or national, has also been key to their success. The sustained effort over the years has paid off, with Tandag City's Sepak Takraw teams becoming synonymous with excellence, earning recognition across the region.

Another sport where Tandag City Division excels is volleyball particularly for boys. The volleyball team has played a pivotal role in bringing honor to the division, becoming a consistent winner in regional competitions. Through rigorous training, excellent coaching, and a strong focus on teamwork, the volleyball boys have continually climbed the ranks, even making their mark in the prestigious Palarong Pambansa. In fact, two of the athletes are now scholars at National University and Far Eastern University. Their consistent performance highlights the city's dedication to nurturing young talent and promoting sports as a pathway to success.

Arnis, the Philippines' national martial art, has also been a strong suit for Tandag City Division. Athletes in this discipline have consistently secured gold, silver, and bronze medals in both the Palarong Pambansa and regional sports events. The success in Arnis showcases the depth of Tandag City Division's sports program and its ability to excel in traditional Filipino sports, fostering national pride while developing discipline and competitive spirit among students.

A major factor contributing to the success of Tandag City Division's sports programs is the strong support from the city government. This backing ensures that athletes have the necessary resources, from training facilities to funding for competitions.

In addition, the Tournament Manager assigned to oversee the activities remains actively engaged with the teams, even when competitions are not taking place. This hands-on approach ensures that training remains consistent and that athletes are always prepared, reinforcing the division's commitment to excellence.

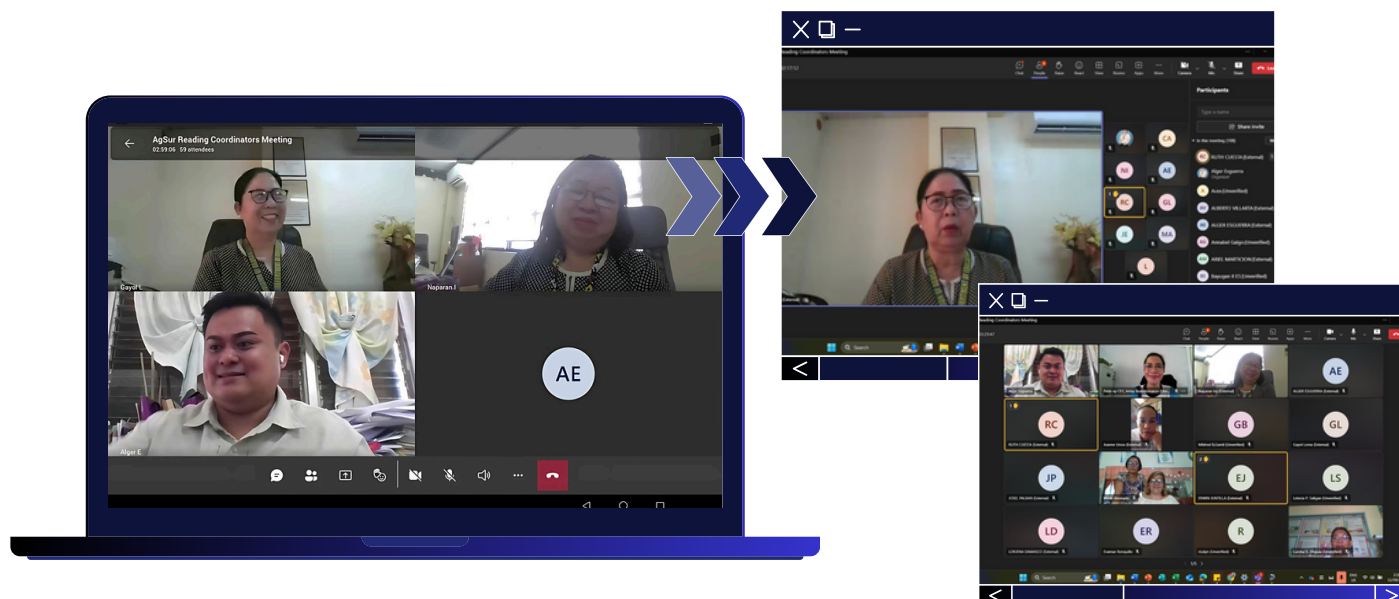
Tandag City Division refuses to rest on its laurels and is actively expanding its sports program by introducing more events that replicate the successful practices of Sepak Takraw, volleyball, and Arnis. Recognizing the potential in other athletic disciplines, the division is continuously exploring new opportunities to nurture talent and further elevate its status in the competitive sports arena.

Through unwavering dedication, thoughtful planning, and the strength of community collaboration, the division consistently cultivates athletes who not only elevate their schools but also bring honor and recognition to their city and the entire region.



CID chief, EPS provide TA on Reading and Teaching Concerns

by: Alger M. Esguerra
Division of Agusan del Sur



Lorna P. Gayol, Chief of the Curriculum Implementation Division (CID) alongside the EPS in English Ivy I. Naparan led the provision of crucial technical assistance to the reading coordinators and master teachers in the Division of Agusan del Sur through a virtual meeting on August 13, 2024. The collaboration aimed to respond to the prevailing issues related to reading and teaching issues and equip the instructional supervisors with improved strategies for instructional support to fellow teachers.

The technical assistance centered on three key areas: (1) issues on learners' reading skills, (2) formulating research-based solutions to classroom-based problems, and (3) appropriate strategies in supporting teachers with their instructional efforts.

Gayol and Naparan emphasized the formulation of effective reading interventions that would cater to the needs of struggling learners. Recognizing that reading is a major factor in learning, the assistance highlighted the use of differentiated methods that would allow teachers to tailor programs and projects suited to learners' needs.

In addition, teachers were encouraged to pursue resolving issues and challenges within their classroom and the broader school context through research. This step was deemed important to develop solutions that are data-driven which will not only improve learners' competence but as well as teachers' professional growth.

The assistance also highlighted the enhancement of instructional supervisors' capabilities in providing instructional support to fellow teachers. Gayol and Naparan emphasized the need for varied approaches to mentoring and coaching teachers. Through this, teachers will build a culture of continuous improvement in teaching and responding to literacy issues.

The efforts made by the supervisors underscore the division's commitment to empowering teachers and equipping them with relevant tools and skills to meet the global standards in education.

Baul ng Kasaysayan: Designing SIM Utilizing Indigenous Epic Stories

by: Angeline Joy S. Berou (SST-I, Puting Bato National High School)
Division of Cabadbaran City

One of the stories that captured me when I was young was the story of Pandora's box. Pandora, the first mortal woman in Greek Mythology, was tricked to open the box gifted to her by Zeus himself. Today's Pandora's box is referred to what contains great and unexpected troubles.

While the Pandora's box contains misfortunes, Manobo's cultural box contains stories that are equal to those of the Greeks. While curiosity is the common ground for opening these boxes, what is in store for the latter is a story not of misfortune but a story of triumph, resilience, and courage.

Crafting the indigenized Baul ng Kasaysayan SIM was a deeply personal and transformative journey, driven by my passion and commitment to honoring the rich cultural heritage of indigenous community in Puting Bato, Cabadbaran City.

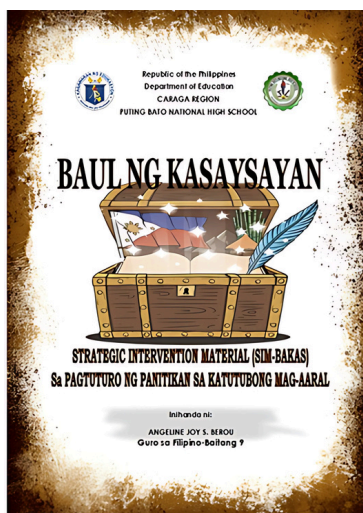
The effort I have exerted in this endeavor was far from easy—it involved countless hours of research, collaboration with the indigenous community, and immersing myself in the history and traditions and epic stories of native communities. The goal was clear: to create a learning tool that would not only educate but also resonate with the hearts of indigenous students.

This SIM is an indigenized Strategic Intervention Material thoughtfully crafted to enhance the teaching of literature to indigenous students. Designed as a culturally responsive educational tool, it weaves together indigenous narratives, traditional values, and historical accounts to create an engaging and meaningful learning experience.

Presented as printed materials, the SIM serves as a treasure chest filled with vibrant stories from the rich culture of Manobo and Mamanwa tribes, focusing on the heroic deeds of the Bagani—the tribe's epic heroes. Connecting students with their heritage fosters critical thinking, comprehension skills, and a profound appreciation of literature. Moreover, this SIM reflects the lives and culture of Indigenous learners, making education more inclusive and reflective of their identities.

As I went through the process of crafting it, I realized that for us to go deeper into contextualizing the lesson, immersion to the community is very important because I can grasp the importance of these stories to the lives of the Indigenous community.

The journey taught me that this is not just an educational resource—it is a bridge between the past and present, a vessel of cultural pride, and a testament to the enduring spirit of our indigenous peoples.



BAUL NG KASAYSAYAN. The SIM underwent several quality assurance processes and is now on its way to be utilized.

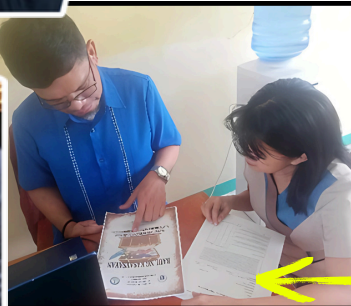


IMMERSION. The community is the heart of contextualization. The researcher conducted several interviews to key people whose indigenous knowledge is acknowledged by the community.



The Process. Designing the SIM after immersion with the community and the leaders of indigenous people.

QA. Master Teachers Glennis T. Aspe and Roy Piloton quality assures the SIM Baul ng Kasaysayan.



Division Field Technical Assistance Team Drives Excellence: Comprehensive Monitoring Ensures Effective School Programs for Quality Education

by: Rex C. Apillanes
Division of Bislig City



EMPOWERING EXCELLENCE: Mrs. Adelfa C. Dua, Senior Education Program Specialist, guides the school head of San Isidro ES in mastering the art of effective documentation for impactful school programs. Together, they are paving the way for transparency and accountability in education.

The Division Field Technical Assistance Team (DFTAT) has proactively ensured the successful implementation of school programs through thorough monitoring to provide high-quality education for all students. DFTAT, tasked with supervising several school-level projects, is essential in resolving issues, improving program performance, and guaranteeing that educational institutions fulfill their commitment to provide high-quality instruction.

A Holistic Approach to Monitoring

Whole-person assessment is the cornerstone of DFTAT's monitoring methodology. To evaluate the full school ecology, including curriculum delivery, student welfare, teacher development, and infrastructure, one must look beyond standard classroom instruction. The team assures that programs are carried out in compliance with the goals and regulations of the Department of Education (DepEd) by closely collaborating with teachers and school administrators.

A member with DFTAT said, "Monitoring is not just about identifying issues." "To achieve their goals, it is important to identify areas for improvement and collaborate closely with schools."

Evidence-Based Evaluation for Impact

The evidence-based evaluation approach used by DFTAT is fundamental to its work. The team collects quantitative and qualitative data from schools to evaluate the success of ongoing initiatives. The team gets a firsthand look at program execution and school circumstances through regular field visits.

Addressing Disparities and Building Capacity

A primary concern brought to light by DFTAT's monitoring efforts is the discrepancy in resources between urban and rural schools. Inadequate facilities and limited access to educational resources impede the ability of numerous rural schools to execute their initiatives to the fullest. To bring these issues to DepEd's attention and collaborate with other relevant parties to close these gaps, DFTAT has been necessary.

The group also prioritizes enhancing educators' capacity. Teachers and school administrators are given the tools needed to execute programs successfully and sustainably by DFTAT, which offers training and professional development opportunities.

Paving the Way for Quality Education

Close monitoring and technical assistance by the Division Field Technical Assistance Team will create the pathway of progressive and effective programs inside the school in support of academic excellence. Through the removal of obstacles, encouragement of accountability, and sustained progress, DFTAT will make sure every learner, in any circumstance, enjoys quality education.



ON A MISSION FOR EXCELLENCE. Mrs. Adelfa C. Dua, Senior Education Program Specialist, is hard at work conducting a thorough monitoring and evaluation of school Programs, Activities, and Projects (PAPs) at a secondary school in Bislig City. Her commitment ensures that every learner receives the quality education they deserve.

Embracing Change: Supporting Our Teachers with the MATATAG Curriculum

by: Michel C. Callao
Division of Agusan del Sur

As we embark on a new school year, the excitement and anticipation at San Isidro National High School (SINHS) are palpable. This year, our Grade 7 learners will experience the MATATAG Curriculum firsthand, and it is my responsibility, as school head, to ensure our teachers are fully prepared for this significant transition. Understanding the challenges that come with implementing a new curriculum, I have initiated the A-Teacher-A-Day (ATAD) visitation program. This initiative is designed to provide the technical assistance our educators need to thrive in this new landscape.

On the opening day of classes, I began the ATAD program by visiting classrooms to observe our teachers in action. Each visit allows me to engage directly with our educators, offering constructive feedback tailored to their unique teaching styles. My primary focus is on those teaching Grade 7, as they will be at the forefront of implementing the MATATAG Curriculum. By meticulously checking their preparedness, I can help them identify their strengths and highlight areas for improvement. This engagement is not just a formal assessment; it is a collaborative effort to empower our teachers to achieve their teaching goals and enhance their effectiveness in the classroom.

The importance of these visitations extends beyond mere observation. They serve as a vital source of technical assistance that helps our educators gain confidence in their teaching methods. I believe that personalized feedback fosters a culture of growth, encouraging teachers to experiment with new strategies and techniques. By investing time in these interactions, I aim to create an environment where our teachers feel supported and valued, knowing that they have the resources to succeed.

- Visiting a classroom as part of the A-Teacher-A-Day (ATAD) program, offering hands-on support and guidance to help educators excel in the evolving teaching environment.
- Hosting regular faculty gatherings to foster collaboration and share valuable teaching experiences and strategies.
- Encouraging knowledge-sharing among faculty through structured sessions designed to support professional growth and collaboration.

In addition to the ATAD visits, I have also established regular collaborative expertise sessions for our faculty. These gatherings allow teachers to share their thoughts, experiences, and best practices in a supportive setting. During these sessions, everyone is encouraged to open up about their challenges and triumphs, creating a strong sense of community. This collaborative spirit is essential as it empowers our educators to lean on one another for support and ideas, fostering a culture of continuous improvement.

As we move forward with the MATATAG Curriculum, I am confident that the combination of personalized technical assistance and collaborative engagement will help our teachers excel in their roles. The dedication I see in our educators reassures me that we are well-equipped to navigate this new educational landscape. Together, we are committed to providing our students with the highest quality of education, ensuring they are not only prepared for academic success but also for the challenges of the future. With the right support and a shared vision, I believe we can make this school year truly transformative for everyone at SINHS.



MATATAG in Hats

by: Sherjune C. Cañete
Division of Agusan del Norte

The Department of Education (DepEd) in the Philippines recently launched the MATATAG Agenda, a new strategy to improve the quality of basic education. This initiative is accompanied by the National Learning Recovery Program (NLRP) under DepEd Order (DO) No. 013, s. 2023), which includes the introduction of the MATATAG Curriculum. By using Edward de Bono's Six Thinking Hats technique, we can explore the MATATAG Curriculum from multiple perspectives, helping to understand better its impact on education and how it can shape the future.

White Hat: What facts about the MATATAG Curriculum do we know?

The MATATAG Curriculum is a key feature of the broader MATATAG Agenda, designed to improve the foundational aspects of learning in the Philippines. It aims to streamline learning by reducing cognitive overload for students through a decongested curriculum, focusing primarily on foundational skills such as literacy and numeracy. Additionally, the curriculum emphasizes 21st-century skills, Values Education, and Peace Education, aiming to be on par with international standards. DepEd has reduced the number of learning areas to concentrate on crucial subjects while making the curriculum more feasible and aligned with students' real-world needs. These initiatives are intended to address both immediate and long-term educational challenges post-pandemic.

Yellow Hat: Why should we be optimistic?

There are multiple reasons for optimism about the MATATAG Curriculum. Its decongested structure reduces the strain on students and teachers, offering better learning outcomes by focusing on essential skills and core subjects. The curriculum also aligns with international standards, helping the Philippines compete globally. The increased emphasis on Values Education and Peace Education could foster a more inclusive and harmonious society, preparing students to be skilled professionals and responsible citizens. Moreover, a focus on foundational skills early on lays a strong educational base, which can increase long-term employability and adaptability to evolving job markets.

Red Hat: What are your gut reactions?

Upon hearing about the MATATAG Curriculum, the initial emotional response might combine hope and cautious excitement. The idea of a decongested curriculum feels like a relief for students who have struggled with information overload. At the same time, the focus on essential skills sparks optimism about long-term educational benefits. However, there is also a concern about how well the transition to this new curriculum will be managed and whether the existing educational system is ready for such a significant overhaul. It is natural to wonder whether teachers, key players in this shift, will receive the support and training needed to implement these changes effectively.

Green Hat: How can we create opportunities?

The MATATAG Curriculum presents numerous opportunities for innovation and creativity in the classroom. With fewer subjects to teach, educators can dedicate more time to experiential learning, project-based activities, and personalized instruction. The emphasis on 21st-century skills encourages teachers to incorporate digital literacy, critical thinking, and collaborative learning techniques, aligning education with modern workplace demands. Additionally, there are opportunities for community engagement—local stakeholders, including parents and community leaders, can be more involved in supporting Peace and Values Education initiatives. Schools could also develop partnerships with businesses or NGOs to enhance educational resources further and align curricula with industry needs.



Black Hat: What risks should we keep in mind?

While the MATATAG Curriculum offers a fresh start, there are risks. Resistance to change among educators or schools is a potential barrier, especially in more rural areas where resources and training may be limited. The reduced focus on other learning areas might inadvertently lead to gaps in students' broader knowledge, making it essential to ensure that foundational skills are addressed at the expense of a well-rounded education. Furthermore, the transition phase could disrupt learning if schools and teachers are unprepared. Implementation challenges, such as insufficient training or learning materials, could hinder the curriculum's effectiveness and delay its intended benefits.

Blue Hat: What systems or processes will be needed?

Several systems and processes must be established to make the MATATAG Curriculum a success. First, a comprehensive teacher training program should familiarize educators with the new curriculum and teaching methodologies. This must include technical skills and strategies for localizing the curriculum to meet the specific needs of diverse learners. A monitoring and evaluation framework is necessary to track the progress of schools and students, identifying areas where adjustments might be needed. Additionally, schools should have adequate support systems, such as access to digital learning tools and well-equipped classrooms, to facilitate the teaching of 21st-century skills. Finally, fostering strong partnerships with communities, local governments, and businesses will provide additional resources and real-world relevance to the curriculum.

Applying the Six Thinking Hats framework to the MATATAG Curriculum gives us a multifaceted understanding of its potential. This new direction in education promises to make learning more focused, relevant, and aligned with the needs of the modern world. While challenges remain, careful planning and community involvement can help create a more effective and inclusive educational system for the next generation of Filipino learners.



Being the first school in Cabadbaran City to win this distinction, NORCACES has established a standard for others to follow and will motivate other schools aiming to achieve greatness in their wellness and health programs. In addition to celebrating their accomplishments, this distinction highlights how crucial it is for schools to place a high priority on the welfare of their students. Being a trailblazer, NORCACES shows that a holistic strategy can produce incredible outcomes, inspiring others to pursue the same. Their success story will likely motivate schools to apply for next year's Healthy Pilipinas Awards for Basic Education Institutions.



NAVIGATING THE COMPLEX TIDES OF YOUTH DEVELOPMENT THROUGH LAYAG PROGRAM

by: Richard E. Davide
Division of Dinagat Islands

The Youth Formation (now transitioning to Learner Formation) comes with unique challenges in the Division of Dinagat Islands. Aside from it was not widely recognized for its potential contributions to the agency's broader goals, others were not fully aware of the unit's initiatives, presenting both a learning opportunity and a chance to raise awareness.

The Division Youth Formators saw this as a chance to redefine the role. Under the LAYAG Program or Leading Advancement for Youth Advocacies and Growth, they were able to navigate the complex tides of youth development and showed that the program could be an equally vital force, capable of inspiring meaningful opportunities for the youth. This initiative seeks to provide robust technical assistance to teacher-advisers, ensuring they are equipped with the tools and skills necessary to mentor young learners effectively. As an island division characterized by geographical isolation and diverse learner needs, Dinagat Islands requires innovative programs like LAYAG that adapt to unique challenges and turn them into opportunities for learner empowerment.

The LAYAG Program's importance lies in its strategic focus on supporting teacher-advisers who play a key role in guiding learners beyond the academic sphere. These educators take on additional responsibilities, overseeing organizations like the Supreme Learner Government (SLG), Barkada Kontra Droga (BKD), and Youth for Environment in Schools Organization (YES-O). Their role is crucial in shaping holistic development among students, fostering not just academic success but also civic consciousness, environmental stewardship, and leadership skills.

However, these dedicated teachers often face challenges, ranging from limited training opportunities to a lack of practical resources. Recognizing these barriers, the LAYAG Program steps in to fill the gap. The program offers structured technical assistance that helps teacher-advisers better understand their roles and execute their duties more effectively, enabling them to foster the growth of their students with greater confidence.

The heart of the LAYAG Program is its technical assistance, which comes in various forms: workshops, consultations, coaching sessions, and peer learning opportunities. By conducting tailored capacity-building activities, the Learner Formation Unit ensures that teacher-advisers are not only trained in essential aspects of youth leadership but are also kept up-to-date with current practices, trends, and strategies in youth development. This ongoing support makes it possible for teacher-advisers to adapt to evolving educational landscapes and shifting learner needs.

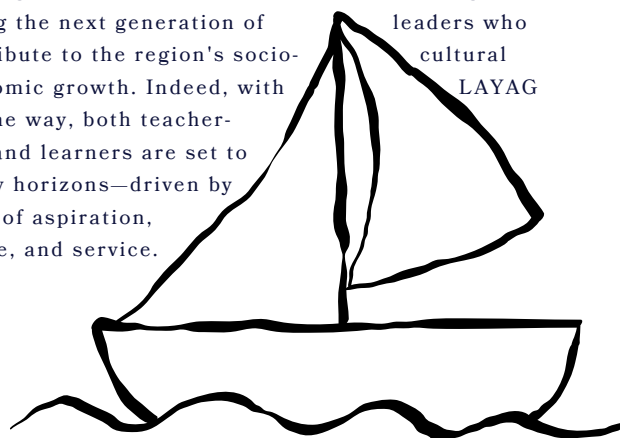
The LAYAG Program further creates a support network for teacher-advisers, giving them opportunities to collaborate, share experiences, and learn from one another. This collaborative environment fosters a culture of mutual learning and continuous improvement, contributing to the overall quality of youth leadership programs implemented in schools across the division.

At its core, the LAYAG Program is anchored on a simple yet powerful belief: empowered educators lead to empowered learners. By enhancing the capacity of teacher-advisers, the program indirectly uplifts learners, creating an environment where young people are encouraged to dream, excel, and serve their communities. With better-trained teacher-advisers at the helm, school-based youth organizations are able to deliver meaningful programs that address both the needs and aspirations of learners.

Teacher-advisers who receive quality technical assistance are also more capable of encouraging students to take on leadership roles, participate in community-building activities, and engage with real-world issues. In a locality like Dinagat Islands, where many challenges stem from social and economic factors, such efforts are instrumental in helping students rise above limitations and become resilient, community-oriented individuals.

The LAYAG Program is aptly named after the Filipino word for "sail", symbolizing the journey of education and growth. It recognizes that teacher-advisers are the captains who guide learners through the sometimes-turbulent waters of youth, and it aims to provide these educators with a well-crafted sail—a support system that empowers them to navigate with skill and purpose.

As the Learner Formation Unit continues to implement the LAYAG Program, its impact becomes evident in the increasingly dynamic and effective youth programs across Dinagat Islands. The initiative's commitment to empowering teacher-advisers translates to real progress in shaping the next generation of leaders who can contribute to the region's socio-economic and cultural growth. Indeed, with LAYAG guiding the way, both teacher-advisers and learners are set to reach new horizons—driven by the spirit of aspiration, excellence, and service.



Of Becoming Responsible Stewards

by: Ardelyn L. Glodobe
Division of Agusan del Sur

Ensuring academic success and holistic development among learners entails the advancement of the quality of education that learners receive in school. This primary goal of molding the learners' potential requires a dedicated academic community whose competence, skills, knowledge, attitudes, and values, are beyond reproach. How else can this be achieved but through a teacher that serves as a catalyst in bringing the vision and mission of the Department of Education (DepEd) to reality.

But a teacher can only be as inspired as the school leaders and instructional supervisors who play a pivotal role in uplifting the morale of teachers and unleashing the power within them. Like a full-grown tree that blossoms and bears fruits, its abundance is highly interconnected with how its roots are nurtured. On the same manner, a teacher who is given the necessary instructional supervision and technical assistance can effectively shape a child in all facets, who, in turn can help convey significant contributions to nation-building. With the converged efforts of the Supervisors and Schools Heads also known as instructional leaders, upgrading the quality of education resonated in Prosperidad District I as it empowers school leaders, creates supportive school atmosphere for teachers, and practices a culture of nurturing environment for learners.

Empowering school leaders is braced by Republic Act 10533 or the implementation of the K to 12 Basic Education Program, strengthened by DepEd Order No. 42, s. 2017, DepEd Order No. 24, s. 2020, known as, The Philippine Professional Standards for School Heads (PPSSH), and DepEd Order No. 25, s. 2020, or The Philippine Professional Standards for Supervisors (PPSS). The PPSSH and PPSS delineate a developmental continuum of professional practice that assists school leaders and supervisors in fulfilling their responsibilities, offering explicit guidance for career advancement while underscoring the significance of school leaders in instructional supervision and the provision of technical assistance.

As far as instructional supervision is concerned, the Public School District Supervisor and District-In-Charge ensure that mechanisms, processes, and expectations are well laden to School Heads to achieve harmonious steps in reaching the organization's goals.

Apart from emphasizing the role of school leaders also comes meeting their individual needs for leadership upskilling and understanding the challenges and risks they face in performing their obligations in their various school contexts. In fact, with topmost priority of improving their performance in instructional supervision, School Heads were sent for a training conducted by the Schools Division Office of Agusan del Sur titled Tapping the TAPS (TA Providers): Reskilling School Leaders in Giving Technical Assistance on Instructional Supervision. The purpose of this learning and development activity is to further the discourse on specific domains, strands, and indicators in the Philippine Professional Standards for School Heads (PPSSH).

Prosperidad District I further enhances educational quality by molding responsible stewards and best versions of instructional leaders in school. Constant provision of feedback and mentoring are done to ascertain how highly proficient teachers provide instructional supervision and technical assistance to proficient and beginning teachers.

To achieve this goal, Master Teachers who served as alter egos of the School Heads were sent out to be trained on their crucial roles in providing technical assistance. Technical assistance refers to any kind of expert advice, support, or help that makes a task more efficiently completed. It is a step-by-step, interactive process that employs tools, process consultancy, specialized skills, and a goal-oriented approach.

The Division-led training titled Reshaping the MOLD: Master Teachers Out to Lead and Develop has been a relevant tool in order for highly proficient teachers understand the role of the Philippine Professional Standards for Teachers (PPST) Results-Based Performance Management System in improving teacher performance and outcomes and determining the need for improvement in particular indicators.

Furthermore, as the Department of Education (DepEd) pilot tested the implementation of MATATAG agenda, G which stands for Giving support to teachers to teach better is an impeccable move to uplift quality teaching given that teachers are the frontliners in the educational battlefield. It is therefore imperative to provide supportive school atmosphere for teachers.

Creating this climate where respect, care, and concern for the welfare of teachers are evident while having a balance of the competence, knowledge, skills, attitudes, and values required of them produces sound results. Hence, School Heads and Master Teachers that serve as instructional supervisors must employ various approaches and support intervention strategies as they give coaching and feedback of performance.

The birth of flash visits in the classrooms in all schools of the Division of Agusan del Sur is an indisputable course of action that instructional supervisors and school leaders should religiously implement and teachers must adhere to. The brainchild of the Schools Division Superintendent, Ma'am Josita B. Carmen, the conduct of flash visit observations serves as a gauge for the instructional supervisors to determine the teacher's areas of weaknesses or need for technical assistance. Indicators such as content, strategies and approaches, classroom management, and assessment, are observed. Its wisdom lies on its definitive objective to focus on one theme or indicator; thus, providing a realistic and attainable approach in evaluating teacher performance. As the flash visit observation tool suggests, this is a fleeting visit in context that allows for a more practical and authentic observation of the teacher's raw and actual pedagogical processes in the classroom from which the school head, head teachers, master teachers or technical assistance providers (TAPs) will base the professional help. In all these processes, a sound and holistic approach in supporting teachers must be sustained.

Instructional supervisory and technical assistance are all tools to achieve its ultimate goal, that is, providing avenues where learners grow and develop and receive the best quality of education in a nurturing environment; consequently, unleashing their maximum potential to help contribute in building the nation. Who else could fulfill such noble responsibilities but the teachers the Master Maker has designed so that all humanity would get to enjoy the privilege of wisdom, understanding, enlightenment, and competence. In its perfect time, the Master Designer Himself would commend us His stewards who have been entrusted to bring His vineyard into perfect blossom.

Of Grit and the MATATAG Curriculum

by: Teresa May A. Mundiz-Laquilhon
Division of Bislig City



Amy has just turned five, her nanay enrolls her in the Kindergarten. She is now part of the first phased implementation of the MATATAG Curriculum.

It is the new school year. When it has officially opened on the 29th of July, it has also ushered in new energy especially among learners who are likely more excited about their notebooks, bags, shoes, uniform, or their peers whom they have not seen because of the summer vacation. As for the teachers who have also just come from their uninterrupted 30-day break, the opening of classes could be Pandora taking out Hope outside the box. Surely, there is so much to expect and look forward in the SY 2024-2025—so much between the good, the bad, and the uncertain.

But these would all be drowned in the narratives of everyday classroom struggle, though I prefer calling it as grit growth, especially in this new MATATAG Curriculum. As someone who used to be a senior high school teacher, everyday would require grit to get through the walls of my learners. There were times when yesterday's discussion had to be done all over again to connect to the writing output planned for the day. I was a Research teacher. But I digress.

The new school year has the first phase of the implementation of the MATATAG curriculum for Kindergarten, Grades 1, 4 and 7. Amy is one of the first group of learners who will receive instruction in this revised curriculum. As Kindergarten is said to be "vital to the development of the Filipino child for it is the period when the young mind's absorptive capacity for learning is at its sharpest (MATATAG Curriculum: Kindergarten)", Kindergarten teachers are also expected to deliver what the curriculum sets "in the formation and preparation of every young learner as a citizen of the country and the world." The MATATAG curriculum focuses on strengthening foundational literacy and numeracy skills while promoting relevant learning experiences for Filipino students. This also signifies that with it comes the apprehension of truly being able to translate the curriculum in the various competencies fitting for a kindergarten. With this, series of training of trainers and school leaders have been conducted and attended by the Bisligan school leaders and trainers to introduce, and equip the MATATAG Curriculum to the Bisligan teachers from the region, to the division, to the school-based training of teachers.

In this series of trainings, I was already months out of the classroom, and has been the division planning officer. The classroom in this new curriculum is expectedly restless and agitated, after all, anything unfamiliar is unwelcome. The moment before the dust settles is the most volatile. But this moment is where grit is most needed. The Schools Governance Operations Division (SGOD) has been facilitative during the conduct of the series of trainings through the assistance it has provided from documentation

As SY 2024-2025 is in its ten weeks, Amy's teachers would have had a lot of anecdotes to share. To ensure the effective implementation, the Planning and Research Office gives a strong support system by conducting thorough research and gathering data that identify the gaps in teaching practices, student's school performance, and classroom resources. In fact, for this calendar year, 23 action and basic research have been submitted, and which are currently conducted to look into the teaching and learning themes, and governance topics in the context of the new curriculum.

By conducting and evaluating thorough in-depth research and gaps, the MATATAG curriculum leads to evidence-based recommendations that will help shape professional development programs especially designed to teachers. Whether through dynamic workshops, engaging in different collaborative expertise sessions, or may it be a one-on-one coaching, the resulting analysis and recommendations aim to refine the framework of the MATATAG curriculum's vision.

As for the teachers in this current context, they remain at the forefront in the implementation of this curriculum. They stand at the front-line of curriculum delivery engaging in dynamic workshops and different pedagogical strategies. These would not be possible just with curriculum mapping, but in ensuring that teaching materials align seamlessly with the competencies outlined in the MATATAG Curriculum. By coordinating with the Planning and Research Office, the MATATAG curriculum guarantees that teachers will have all of the resources they need for effective education services, complementing the curriculum. There is also the regular monitoring and feedback systems in place, fostering continuous improvements that empower teachers in adapting to educational demands.

All in all, the Planning and Research Office plays a vital role in the success of DepEd MATATAG Curriculum. Through their goal-driven recommendations, strategic planning, the Schools Division Office of Bislig City enhances the professional capabilities of teachers and fosters leadership competencies of different school administrators. The synergy between research, planning and educational revolution ensures that the curriculum's goals are realized, and that the Filipino students can benefit.

To all the Amy's enrolled in this school year, the MATATAG curriculum is the best in this time of curriculum revision. For my daughter who is also named Amy, she will have enrolled when all dust has settled, and the implementation of the MATATAG curriculum is in its full implementation.

Until then, I will write of stories of grit and passion in this MATATAG classroom.



Because it takes a village to raise a child: Teachers, Trainers, and M&E Focal all come together for the school-based training of teachers of the MATATAG Curriculum implementation on SY 2024-2025.

SBTT for MATATAG Curriculum Implementation

by: Hamili Campos- De Castro
Division of Bislig City

The Schools Division Office (SDO) of Bislig City is spearheading the successful implementation of the MATATAG Curriculum through its School-Based Training of Teachers (SBTT). Held from July 9-13, 2024, at Andres Soriano Colleges of Bislig, the training aimed to prepare 487 teachers from both public and private schools for the first phase of the curriculum rollout, which includes Kindergarten, Grades 1, 4, and 7 for the School Year 2024-2025.

Launched in August 2023, the MATATAG Curriculum focuses on streamlining learning competencies to make them age-appropriate, while also strengthening foundational skills in literacy, numeracy, and values education. In close coordination with school heads, SDO Bislig City organized the SBTT to equip educators with the necessary tools to effectively implement these reforms.

SDO Bislig City's Leadership

Though school-based, the SBTT was led by SDO Bislig City, ensuring strict adherence to Department of Education (DepEd) guidelines. The training followed the earlier Division Training of School Trainers on the MATATAG Curriculum, which took place earlier from April 26-30, 2024, at the Balanghai Hotel and Convention Center in Butuan City. This prior training equipped school trainers who facilitated the SBTT, ensuring the curriculum's consistent and effective implementation adhering to the guidelines set by DepEd Central Office.

A total of 117 personnel, including resource speakers, education program supervisors, school heads, and technical staff, were involved in managing the SBTT. Their collective efforts ensured the smooth execution of the training, with SDO Bislig City playing a pivotal role in maximizing learning outcomes.



Teacher Support and CPD Accreditation

Public school teachers benefited from free training, with expenses for food, supplies, and materials covered by the Human Resource Development (HRD) Fund. Private school teachers participated in the training sessions at no cost but were required to register for their personal expenses. The training was accredited by the Professional Regulation Commission (PRC), allowing participants to earn Continuing Professional Development (CPD) units, which are mandatory requirements in the renewal of their Professional Identification Card (PIC).

A Collaborative Effort for Quality Education

Through the SBTT, teachers received comprehensive training based on a DepEd Central Office resource package. Sessions covered essential aspects of the MATATAG Curriculum, including strategies to strengthen foundational skills in literacy and numeracy, proper sequencing of competencies, and the promotion of values formation among students.

The leadership of SDO Bislig City, in collaboration with school heads and educators, has laid a strong foundation for the successful implementation of the MATATAG Curriculum. As the first phase rolls out, the combined efforts of the schools division office, school heads, and teachers will ensure that learners receive a quality education tailored to their developmental needs. By empowering teachers with the skills and knowledge they need, SDO Bislig City continues to pave the way for educational excellence under the MATATAG Curriculum.

Together, we are MATATAG!

SDN adheres the Implementation of NATIONAL LEARNING CAMP 2024

by: Ana Rampnalyn T. Galanida
Division of Surigao del Norte

In response to the Deped Memorandum No.261 S.2023, “the Conduct of National Learning Camp”, Surigao del Norte Division, particularly Gigaquit District gave the 100% support in the implementation of NLC.

Teachers play a vital role in curriculum development as they bring their expertise, experience and knowledge of their learners to shape the curriculum. They provide salient input in identifying learning objectives, selecting content and designing appropriate instructional strategies for their learners.

With this, teachers and administrators from different schools underwent trainings conducted by the SDO-SDN to address the pupils’ needs especially in reading and numeracy.

Teachers’ training is very necessary to equip them with techniques and modern pedagogy strategies that help them to better connect with, manage and teach to their learners in a manner which ensures that all learners are learning and benefitting.

But what is the utmost goal of the learning camp?

It is to address the learning gaps and losses brought about by the pandemic. Activities for intervention, enrichment, and remediation will be offered. Learners who have fallen behind with their peers will have the chance to learn more and catch -up with the aid of remediation. This also create a camp – like atmosphere by integrating fun and engaging activities to foster learners’ interests, socio- emotional skills, personal growth and character development. This is also valuable opportunity for the learners to improve their academic skills.



For the Elementary Grade level, schools may conduct other End of School Year (EOSY) break activities such as Reading Programs for Grades 1 to 3 and enrichment activities in other grade level to support learning recovery across grade level.

The implementation of NLC is a strategic initiative supporting the National Learning Program and is complimented by programs in our division to improve the skills in reading, math and technology and to sustain recovery.

Here in our school, the San Isidro Elementary School, we organized a program to collaborate with parents in order to ask assistance in their children’s reading ability to improve, the so called “Ginikanan Mo, Partner Ko” and project “Strengthening Parents-Teachers Partnership”. This aim to lessen the percentage of frustration level in reading comprehension. We put up reading center surrounded with contextualized reading and ICT materials to make the teaching-learning process more effective.

In National Reading Camp, pupils are categorized in three camps: Enhancement, Consolidation and Intervention Camp. Mostly in elementary grade, learners are enrolled in Enhancement and Intervention Camp for them to catch – up on their learning especially in reading for grades 1 to 3 and academic skills for grades 4 to 6.

Since the NLC entails the services of the teachers beyond regular school days, they shall be provided service credits and other incentives subject to the availability of funds and guidelines set. Our gratefulness is beyond measure to our SDO-SDN for providing all the teachers’ needs in the implementation of NLC. This is also an opportunity for teachers to collaborate with their colleagues and share best practices.



Driving Excellence in Schools: SGOD's Comprehensive Support for School Leadership and Programs in Cabadbaran City

by: Monette Eustella M. Sa
Division of Cabadbaram City

The Schools Governance and Operations Division (SGOD) of DepEd Cabadbaran City led by the SGOD Chief Dr. Ruby C. Limen, plays an important role in advancing education by providing continuous technical assistance (TA) for school heads and teachers. By proactively identifying gaps and addressing them, SGOD drives improvements in school operations and educational outcomes. Schools submit their TA needs and priorities on a quarterly basis, which SGOD consolidates and acts upon, ensuring timely and relevant support.

One notable initiative is the Youth Formation Program, led by Ma. Mitchie T. Malazarte, PDO 1. She provided essential guidance to the Supreme Elementary Learner Government (SELG) and Supreme Secondary Learner Government (SSLG), helping them craft their General Plan of Action (GPOA). This led to 100% compliance across schools, many of which have already implemented the planned activities, demonstrating the program's success.

In Human Resource Development (HRD), Mr. Hector Pasion, EPS II-HRD, has been instrumental in assisting 33 newly-hired teachers in completing IPBT Coursebook 1 and passing the Exit Examination. His guidance ensured that all teachers submitted their outputs on time. As the Division Research Coordinator, Mr. Pasion also provided TA to researchers in survey distribution and retrieval, supporting ongoing research within the Schools Division Office (SDO).

The Division Planning Officer, Christopher A. Ortillano, has been active in ensuring effective school planning and monitoring. He guided school heads and unit heads in preparing the Office Performance Commitment and Review Form (OPCRF) and in monitoring School Improvement Plans (SIP). His support helped schools meet deliverables, including completing School Form 7 (SF 7), which tracks teacher data.

On the health front, the Medical Team, led by Dr. Frances Penny F. Cutao and guided by SGOD Chief Dr. Ruby C. Limen, assisted in preparing documents for the Search for Healthy Learning Institutions. NORCACES won at the regional level and advanced to the national competition. The team also addressed gaps in the School-Based Feeding Program (SBFP), ensuring proper food storage and compliance with health standards.

The WASH in Schools (WinS) Program also saw success. The program's focal person, Nurse Jessie F. Achivida, along with School Heads and WinS Focal Persons, conducted facility assessments and helped schools register their compliance in the Enhanced Online Monitoring System (EOMS). This led to high compliance rates, with many schools achieving their sanitation and hygiene targets.

In Social Mobilization and Networking (SMN), SEPS Monette Eustella M. Sa and EPS II Chris P. Rasonable provided support to schools in using the DepEd Partnerships Database System (DPDS). After Brigada Eskwela, they assisted in uploading and registering donations, ensuring transparency and accountability.

Moreover, the Division DRRM Focal Japheth K. Salar extended technical assistance to 36 schools in implementing earthquake and fire drills as part of the innovation "ABTIK" (Angayan Buhaton Ta Inig Abot sa Kalamidad). His efforts ensured that 100% of schools conducted the required drills. Due to his commitment to ensuring the safety of learners and teachers, he has consistently been awarded the Provincial Gawad Kalasag Award by Agusan del Norte Province.

Through these initiatives, the Schools Governance and Operations Division (SGOD) of DepEd Cabadbaran City, under the leadership of Schools Division Superintendent Dr. Imelda N. Sabornido and Assistant Schools Division Superintendent Love Emma B. Sudario, CESO VI, continues to spearhead improvements and innovations in education. By delivering tailored technical assistance, SGOD empowers school leaders and teachers with the essential tools, guidance, and knowledge needed to cultivate effective learning environments and sustain educational progress.



Nurturing Excellence: How EPS Technical Assistance Elevates Teaching and Learning

by: **Dores P. Claro**
Division of Cabadbaran City

In the evolving landscape of education, the pursuit of excellence remains a guiding principle for schools and educators alike. At the heart of this journey are the Education Program Supervisors (EPSs) of Cabadbaran City, whose dedicated technical assistance plays a necessary role in shaping the future of teaching and learning. Through their expertise and hands-on support, EPSs have become active in elevating instructional practices and ensuring the successful implementation of the MATATAG Curriculum.

The Role of EPS: Bridging Policy and Practice

Education Program Supervisors serve as a bridge between DepEd's educational policies and the realities of classroom teaching. Tasked with monitoring and evaluating the effectiveness of instructional methods, they provide continuous support to teachers and school heads. Their work is more than mere supervision—it's a partnership grounded in professional growth and collaborative problem-solving.

EPS engages in regular classroom observations that are designed to be both evaluative and developmental. These observations allow supervisors to identify strengths and areas for improvement, offering a constructive and personalized approach to each teacher. The goal is to nurture a culture of continuous improvement, where feedback is seen as a catalyst for innovation and growth in the classroom.

Customized Technical Assistance: Meeting Diverse Needs

One of the hallmarks of EPS technical assistance is its fitted approach. Recognizing that no two classrooms are alike, EPS offers solutions to the School Heads or Master Teachers that are responsive to the specific needs of individual teachers and students. For instance, during a recent observation of a Grade 4 Filipino class, an EPS noted a need for more engaging and interactive learning activities. The recommendation to incorporate hands-on or interactive materials and group work was swiftly implemented, resulting in increased student participation and enthusiasm.

By addressing these unique classroom challenges, EPS ensures that teachers are equipped to deliver lessons that resonate with learners, fostering a more dynamic and engaging learning environment.

Professional Development: Empowering Teachers with New Skills

Another essential aspect of EPS support is the professional development they facilitate for teachers. Through workshops, training sessions, and mentoring, EPS empower educators with the latest pedagogical strategies, assessment methods, and technological tools that align with the MATATAG Curriculum. These professional development initiatives not only build teacher capacity but also inspire confidence and creativity in the classroom.

For instance, recent workshops focused on integrating technology in lesson plans have enabled teachers to enhance their instructional delivery, making learning more interactive and accessible. Such initiatives reflect the EPS's commitment to helping school heads and teachers stay ahead of the curve in an ever-changing educational landscape.

Cultivating Collaboration: A Collective Approach to Excellence

EPS also plays a key role in fostering collaboration among educators. By promoting Professional Collaborative Expertise (PCE) within schools, EPS encourages the school heads to lead teachers in sharing best practices, resources, and experiences. This collective approach to problem-solving not only enhances professional development but also strengthens the bonds between educators, creating a sense of shared purpose.

A recent PCE initiative, for example, centered around literacy teaching strategies across different learning areas. Teachers from various grade levels came together to exchange lesson plans and ideas, leading to the development of cross-disciplinary activities that enriched student learning. EPS assists these discussions, highlighting the power of collaboration in driving educational excellence.

Positive Impact: Elevating Teaching and Learning

The impact of EPS technical assistance is clearly visible in schools across Cabadbaran City. Teachers are more confident in implementing the MATATAG Curriculum, and student engagement has noticeably increased. As instructional practices evolve and adapt to the diverse needs of learners, academic performance has shown marked improvement.

This dynamic shift in teaching and learning is a testament to the tireless work of EPS, whose guidance and support have helped shape a brighter future for both educators and students.

A Pathway to Continuous Improvement

Ultimately, the technical assistance provided by **Education Program Supervisors is more than just support—it is a driving force behind the ongoing evolution of education in Cabadbaran City.** By nurturing excellence in teaching and learning, EPSs are helping schools stay on a path of continuous improvement, where the pursuit of innovation and quality never ceases.

As these efforts continue, the future of education in Cabadbaran City is set to thrive, ensuring that every student receives the quality education they deserve, and every teacher is empowered to reach their fullest potential.

Strengthening Instructional Supervision: Technical Assistance for the MATATAG Curriculum

by: **Dores P. Claro**
Division of Cabadbaran City



In the pursuit of educational excellence, the Department of Education (DepEd) Cabadbaran City has embarked on a significant initiative to provide robust technical assistance to teachers and school heads during the implementation of the MATATAG Curriculum. This effort is spearheaded by the Education Program Supervisors (EPS) across various learning areas, who play a fundamental role in guiding educators through instructional supervision. Their strategic interventions not only enhance teaching practices but also ensure that the curriculum is effectively realized in classrooms.

Education Program Supervisors serve as essential links between the DepEd's policies and the actual implementation of the curriculum in schools. Their primary responsibility is to monitor and evaluate teaching practices while providing the necessary technical support to teachers and school heads. This dual role enables them to address challenges faced in the classroom and recommend positive actions for improvement.

During instructional supervision, EPS conduct classroom observations that allow them to assess the effectiveness of teaching methods and the overall learning environment. These observations are not merely evaluative; they are designed to be constructive, focusing on identifying strengths and areas for development. Following these observations, EPS engages in collaborative discussions with teachers, offering personalized feedback and suggestions for enhancing instructional strategies.

Recognizing that each classroom is unique, the EPS provides fitted technical assistance that meets the specific needs of teachers. For instance, in a recent supervisory visit to a Grade 4 Filipino class, an EPS identified a need for more interactive learning activities. In response, they recommended incorporating hands-on or interactive materials and collaborative group work to foster student engagement. The teacher implemented these strategies, leading to increased participation and enthusiasm among students.

Moreover, EPS facilitates professional development workshops and training sessions to equip teachers with effective pedagogical approaches aligned with the MATATAG Curriculum. These sessions often focus on innovative teaching methodologies, assessment strategies, and the integration of technology in education. By empowering teachers with new skills and knowledge, the EPS help create a more dynamic and responsive learning environment.

In addition to supporting individual teachers, the EPS fosters a culture of collaboration among educators. They encourage the formation of Professional Collaborative Expertise where teachers can share insights, resources, and best practices lead by the school head. This collaborative approach not only enhances professional growth but also creates a sense of cooperation among educators.

For instance, a recent PCE initiative focused on sharing strategies for teaching literacy skills across different learning areas. Teachers exchanged lesson plans, resources, and experiences, leading to the development of integrated activities that benefitted students in multiple subjects. The EPS facilitated these discussions, reinforcing the idea that collective effort leads to improved student outcomes.

The technical assistance provided by the Education Program Supervisors (EPS) has led to significant positive outcomes across schools in Cabadbaran City. Teachers have expressed increased confidence in implementing the MATATAG Curriculum, while student engagement has markedly improved. As instructional practices continue to evolve to address the diverse needs of learners, schools are also experiencing noticeable improvements in academic performance. This support has fostered a more dynamic and effective learning environment, benefiting both educators and students alike.

Thus, the dedication of Education Program Supervisors in providing technical assistance during instructional supervision is helpful in the successful implementation of the MATATAG Curriculum. Through personalized support, professional development, and the promotion of collaboration, they are not only enhancing the capabilities of teachers and school heads but also fostering a culture of continuous improvement in education. As these efforts continue, the future of learning in Cabadbaran City is set on a path of excellence and innovation.



Property and Supply Management: A Journey of Support, Growth, and Innovation

by: Maureen Aristan
Division of Surigao City

The journey of property and supply management at the Department of Education Schools Division Office of Surigao City has been challenging yet rewarding. It is marked by resilience, continuous learning, and an unwavering commitment to delivering quality services. Through each hurdle, technical assistance has been at the heart of our efforts, helping school heads, school property custodians, and office personnel navigate the complexities of asset management.

Starting in the wake of Super Typhoon Odette in 2021, the SDO faced overwhelming destruction. Despite this setback, the Property and Supply Team played a crucial role in restoring not only the physical assets but also the processes essential for their management. Assistance was provided in the form of hands-on guidance to school heads and custodians, helping them manage damaged properties, reconcile discrepancies in inventory, and follow procedures to comply with Commission on Audit (COA) regulations.

As we moved forward, the focus shifted to strengthening the skills of our team and improving processes. In 2023, the team's technical assistance efforts expanded to include training programs for newly hired administrative officers designated as school property custodians, ensuring they understood the nuances of managing assets effectively. This year was about building capabilities, improving asset tracking, and resolving discrepancies in records, while keeping communication open to encourage teamwork and efficiency.

By 2024, innovation became central to our approach with the introduction of **Project AIMS: Asset Inventory Management System**. This automated system streamlined the management of inventory, improved reporting accuracy, and eased the workload on custodians. The team first provided extensive technical support to the office staff, helping them utilize the new system effectively. This support ensured that the office could operate the system efficiently before it was rolled out to schools.

Following the successful implementation of the system at the SDO level, support was extended to schools to help property custodians transition smoothly, ensuring they could fully utilize the system's capabilities. Our commitment to technical assistance continues with a focus on reorienting and providing training workshop for both new and existing property custodians on updated processes and practices. This workshop empowers custodians by equipping them with the tools and knowledge needed to manage assets efficiently, maintain accurate records, and contribute to the transparency and accountability of the SDO's operations.

Throughout this journey, the success has been driven by the support provided by the Property and Supply Team through seminars, training sessions, and office visits, ensuring continuous assistance. From overcoming challenges to adopting new systems, this guidance has enabled property custodians to manage assets efficiently and with confidence.

The team's commitment to continuous learning, transparency, and innovation has made a real, positive difference in the management of resources, ultimately supporting the delivery of quality education in Surigao City.



TAKE A LEAP: Cabadbaran City Division's Platform for Improvement

by: Edwin G. Capon
Division of Cabadbaran City

Learning outcome is heavily influenced by the teaching and learning process the students have undertaken and the way the teachers facilitated the process. In the Programme for International Student Assessment (PISA), results have shown that the Filipino learners have underperformed compared to the other students from 80 countries who participated in the 2022 assessment.

In recent studies, a teacher's competence in pedagogy is one of the variables that contribute to the academic performance of the learners, thus provision of technical assistance is essential. As they say, the quality of teachers equates to the quality of learners.

To ensure the pedagogical competence of teachers, the Schools Division Office of Cabadbaran City through its project TAKE a LEAP (Technical Assistance for Knowledge Enhancement to Learn, Engage, and Prosper) was crafted.

The project gears toward supporting and guiding in identifying problems and finding the right solutions for a more effective organization. Further, it has three modes of technical assistance: development of standards and indicators of progress, impacts, and process; supervision by monitoring and evaluation of standards in learning outcomes; and technical assistance through training and performance evaluation by the division.

One of the projects under TAKE a LEAP is HELP – IS otherwise known as Honing Educators to Leverage the process of Instructional Supervision, CI Project of the SDO, resulted in the crafting of the contextualized classroom observation tool parallel to that of the RPMS PPST tool.

As a school head, this tool has given me an easier understanding and quantification of the dynamics of the teaching and learning process especially in the Matatag curriculum wherein contextualization is implicitly integrated.



Pedagogical Engagement.

Analie B. Sagapi, English Teacher, implemented the result of the professional collaboration during the pre-conference. Contextualization of the concept being taught materialized through experiential examples as observed by the learners in the community where the school is situated.



Professional Collaboration.

Master Teacher – I, Glennis T. Aspe mentors Analie B. Sagapi, English Teacher, during pre-conference prior to the scheduled classroom observation. The contextualized classroom observation tool designed by the CI team of SDO Cabadbaran City is utilized in this engagement.

Using this tool during the process of classroom observation creates a rapport that allows professional collaboration to be fostered. It helps transcend the professional and personal relationships built on the common ground of an improved learning outcome.

This tool also allows us to navigate contextualization, given that the majority of our learners have, in one or another, a connection to the indigenous way of the Manobos. As one of the indicators embedded in this tool, the teachers consider the possibility of indigenizing the lessons. In fact, one of the teachers has developed a strategic intervention material in Filipino exploring the epic stories in the rich history of the Manobo. This is one of the many outcomes as I utilize the tool developed by the Continuous Improvement Team led by Dr. Joel Pelenio

With this, the curriculum is made relevant to the learner's life is explored and experienced in a way that the learners are reminded of the rich history of the Indigenous people inhabiting the community where the school is situated as emphasized in the acronym MATATAG.

Taking a leap is embracing the challenges posed by the ever-changing dynamic of a globalized society in the landscape of education. The PISA result is a reminder that there is so much to be done however it must begin with the most important element of the teaching and learning process – the teachers. In Cabadbaran City division HELP-IS is one of the many ways by which professional development is fostered.

Professional Development.

The school head and the Master Teacher exchanged ideas that will be used for the gathering of observation relative to the pedagogy as observed during the classroom observation. The contextualized tool is one of the bases for the points being discussed.



The Joy of Technical Assistance Provision to School Heads: An Education Program Supervisor's Perspective

by: Carlos C. Catalan Jr.
Division of Butuan City

As an Education Program Supervisor (EPS) with 25 years of experience as a teacher, school head, and supervisor, one of the most rewarding aspects of my work is offering technical assistance to school heads. Over the years, I have seen how personalized support can transform schools by empowering leaders to make informed, strategic decisions. This journey is not just about resolving issues but also about helping school heads unlock their potential as instructional leaders, administrators, and agents of change.

Technical assistance involves guiding school heads in addressing their specific needs, whether in curriculum implementation, improving student performance, or enhancing school management. In my experience, each school head requires a tailored approach, as their challenges and contexts vary. I vividly recall one instance where a rural school was grappling with high dropout rates. After a thorough needs assessment and close collaboration with the school head, we developed interventions that significantly improved student retention and engagement within a year. This underscores the critical role that technical assistance plays. As Leithwood et al. (2004) state, "School leadership is second only to classroom teaching in influencing student learning outcomes."

Recognizing that every school operates in a unique environment is essential when providing technical assistance. While some schools may face challenges related to integrating technology, others may be dealing with issues such as teacher performance or resource limitations. Tailoring support to these specific circumstances ensures the assistance is meaningful and effective. As Darling-Hammond (2015) notes, "Effective professional development must be responsive to the local conditions and needs of the schools."

One of the greatest joys in providing technical assistance is the collaborative relationship that develops with school heads. Rather than imposing solutions, we work together to identify the most effective strategies. In my experience, this shared approach fosters trust and creates lasting, meaningful change. The school head I worked with on reducing dropout rates didn't just follow my suggestions; she actively contributed ideas and took ownership of the solutions. This sense of ownership led to even greater success.



The ultimate goal of technical assistance is not to offer temporary fixes but to build the capacity of school heads to lead effectively on their own. My focus is on empowering them to address future challenges independently, ensuring long-term improvement for their schools. As Spillane (2006) points out, "Leadership development should prioritize capacity building so that school leaders become self-reliant and resilient over time."

Finally, technical assistance is not a one-off event. Ongoing support and follow-up are crucial to ensure that changes are sustained and that school heads continue to develop their leadership skills. One of the most gratifying aspects of this work is seeing how a school improves over time, with consistent guidance and reflection.

As an EPS, the true joy of providing technical assistance lies in witnessing the growth of school heads. This work goes beyond administrative improvements—it strengthens instructional leadership, fosters collaboration, and elevates the entire school community. When school heads feel supported and empowered, it is reflected in the success of their students and teachers. That is the ultimate reward.

SDO Siargao Institutionalized Digitized Phil. Early Childhood Development Checklist

by: Luz Sandra R. Fernandez
Division of Siargao Islands

In the conduct of Phil. ECD, SDO Siargao kindergarten teachers often face overwhelming workloads and more paper works, driven not only by their core responsibility of administering the Phil. ECD, preparing activity sheets, making instructional materials and delivering lessons but also by some ancillary tasks. From rating individual activities to maintaining kindergarten learners' records and managing paper works, these teaching duties consume valuable time and energy. The sheer volume of manual input and paperwork detract teachers' ability to focus on their primary role which is educating and engaging with kindergarten learners. Moreover, their submission of district consolidated report is not automatic because they must do it manually. To address this challenge, SDO Siargao ventures the adoption of efficient tools and strategies that would streamline automatic recording and online and offline presentation of summarized data per domain and the identification of the most and least-learned skills based on Phil. ECD result, hence the development of the digitized Phil. ECD Checklist and automatic printing of individual Phil. ECD result. By easing this workload through technology, automation, and improved resource management, teachers can reclaim their time, reduce burnout, and enhance the overall quality of kindergarten education. Empowering kindergarten teachers with efficient systems not only benefit them but also create a more focused, dynamic learning environment for kindergarten learners and for easy reporting to the parents during parent conferences.

In a significant move towards enhancing the quality of early childhood education, the Schools Division Office (SDO) of Siargao has officially launched the institutionalization of digitized Philippine Early Childhood Development (ECD) Checklist last August 31, 2024 at the Division Training Center, Dapa, Surigao del Norte. The digitized Phil. ECD- tool is vital in assessing and tracking the developmental milestones of all kindergarten learners.



The orientation on the utilization of the digitized Phil. ECD was done to 24 District Coordinators who served as the pool of trainers for their cascading in the different districts. The technology was also hand down to all the kindergarten teachers in each of the districts during the full orientation and implementation last September 6, 2024. The initiative is part of the technical assistance provided to kindergarten teachers, aimed at modernizing classroom practices and improving educational outcomes for young learners in the island division.

The digitized Phil. ECD is developed by Mr. Prisco C. Dulpina, Head Teacher II of Tigasao ES with the proper guidance of Mrs. Luz Sandra R. Fernandez, EPS-Kinder and at the same time the consultant of this division innovation.

"It is not easy to develop a digitized Phil. ECD especially that it also links the corresponding interpretation of scaled scores per learner in the different domains but all the efforts paid-off upon seeing the happy faces of all kindergarten teachers of SDO Siargao," said Mr. Dulpina.

The digitization project seeks to streamline the traditional paper-based ECD checklist, allowing teachers to efficiently monitor the developmental progress of their students in areas such as cognitive, social, emotional, physical, and language development. With the new digital system, the checklist can be accessed and updated through mobile devices or computers, saving time and improving the accuracy of assessments.

Siargao, known for its picturesque landscapes and growing tourist industry, faces challenges in educational infrastructure, particularly in more remote areas. The move to digitize essential teaching tools like the ECD Checklist is seen as a crucial step in bridging the gap between traditional teaching methods and the technological advancements needed to keep pace with the demands of modern education.





"We are excited to introduce the digitized Early Childhood Development Checklist to our kindergarten teachers. This will not only make the assessment process more efficient but also ensure that we have a reliable, centralized system to track our learners' development," said Dr. Karen L. Galanida, CESO V, Superintendent of SDO Siargao.

According to Dr. Roel T. Diamante, Assistant Schools Division Superintendent, "the digitization also responds to the Department of Education's (DepEd) broader push towards integrating technology into public schools, aligning with national goals to improve access to quality education for Filipino children, especially those in underserved areas like our division."

As part of the technical assistance provided to teachers, a series of training workshops through District LAC sessions were conducted, equipping kindergarten educators with the knowledge and skills needed to navigate the new digital system. Kindergarten teachers were trained on how to input data, generate reports, and interpret the results in a way that can inform individualized learning interventions.

"The digitized system is user-friendly and designed with teachers in mind. Our goal is to make the transition as seamless as possible, providing full support as they integrate this tool into their daily routines," shared Mrs. Luz Sandra R. Fernandez, the Division Kindergarten Coordinator.

With the growing complexity of teaching in today's environment, the digital platform also offers an opportunity for teachers to collaborate more efficiently, sharing data and insights with fellow educators, parents, and administrators.

Kindergarten teachers in Siargao have expressed optimism about the new system, noting that it allows for more detailed and organized data on each child's progress. The digital checklist also reduces the administrative burden, freeing up more time for teachers to focus on instruction and interactive learning activities.

"This is a great help to us, especially in tracking the individual progress of children. It will make our reporting easier, and we can quickly identify areas where intervention is needed," said Mrs. Miraflor P.

Bocota, a kindergarten teacher from Pilar Central Elementary School, Pilar District and the Kindergarten Teacher President.

The long-term impact of this project is expected to be substantial. The data gathered through the digitized checklist can be used to inform policies at the school and division level, helping educators make data-driven decisions that can shape the future of early childhood education in Siargao.

As the pilot implementation of the digitized ECD Checklist rolls out in Siargao, there are plans to expand the project across other divisions in the region, particularly in areas with similar challenges in accessing educational resources.

"This digitized Phil. ECD will now be utilized by all Kindergarten teachers of SDO Siargao" said Dr. Gemna G. Pobe, CID Chief.

This initiative highlights SDO Siargao's commitment to continuous innovation in education, ensuring that even in geographically isolated and disadvantaged areas, Filipino children have the tools and support they need for holistic development.

The digitization of the Early Childhood Development Checklist is a testament to the growing role of technology in enhancing educational practices in the Philippines, and a promising step towards the future of early childhood education in the region and in the division of Siargao.



Bridging Learning Gaps: How Dep ED Surigao City LRMDs Transforms Education Through Innovation LRMDs SURIGAO CITY'S BEST PRACTICES

by: Venus M. Alboruto
Division of Surigao City



The Learning Resource Management and Development System (LRMDS) of the Department of Education (DepEd) Surigao City Division has continually strived to improve the quality of education by ensuring that teachers and students have access to relevant and contextualized learning resources. Through innovative approaches, particularly the use of online platforms and research-driven initiatives, the LRMDs has significantly enhanced the way learning materials are developed, distributed, and utilized across schools in the division.

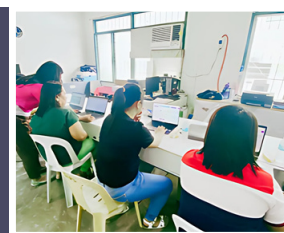
One of the most remarkable best practices of DepEd Surigao City LRMDs is the strategic use of online platforms to provide wider access to learning materials. Recognizing the challenges posed by geographical constraints and limited physical resources, the division has leveraged digital solutions to ensure that teachers and students can obtain high-quality learning resources anytime and anywhere. The development of the Surigao City Online Repository of Educational Resources (SCORER PLUS) has played a crucial role in this effort, offering a centralized digital repository where educators can access localized and contextualized learning materials tailored to their specific needs. To maintain the quality of these materials, the division conducts regular updates and validation processes to ensure alignment with curriculum standards and responsiveness to students' learning needs.



Beyond providing access to resources, the Surigao City LRMDs has adopted a research-based approach in its efforts to enhance learning materials and technical assistance. One of its notable innovations, the Strategic Intervention Material in Teaching with Augmented Reality (SIMATAR), has gained recognition beyond the division. This material has been benchmarked by DepEd Division of Lanao del Norte, underscoring its effectiveness in enhancing teaching methodologies and student engagement. By conducting systematic research and data analysis, the division ensures that interventions are based on actual challenges and needs identified in schools. Needs assessment studies are regularly undertaken to determine gaps in learning resources, while action research projects evaluate the effectiveness of contextualized materials in improving student outcomes.

To support the effective utilization of these resources, DepEd Surigao City LRMDs has institutionalized a strong technical assistance mechanism. Teachers and school leaders are equipped with the necessary skills and knowledge to develop, adapt, and maximize learning materials through various capacity-building programs. Regular training workshops and seminars provide educators with insights into effective resource development, while coaching and mentoring sessions offer personalized guidance.

With these best practices in place, DepEd Surigao City LRMDs has set a benchmark in learning resource development and management. By maximizing online platforms and implementing research-driven strategies, the division has expanded access to contextualized educational materials and ensured that interventions are informed by empirical evidence. Moving forward, continuous innovation, collaboration, and commitment to excellence will be essential in sustaining these efforts and further improving the quality of education in Surigao City.





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