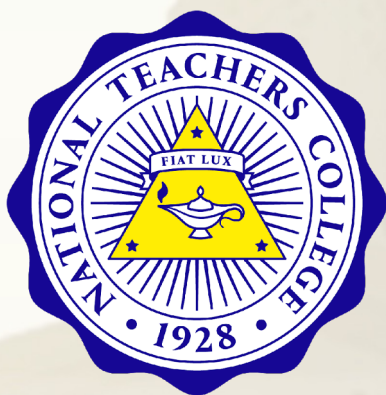




Lunduyan sa Kahusayan Training Programs for Teachers, Supervisors, and School Heads

NEAP LSP 2020-0015-1020

NEAP PD 2021-0065-0924

**Now, your training can earn
you graduate education units.
Para sa 'yo, Gurong Tanglaw.**



Your **Ambition** and **Passion**, Our **Mission**



Lunduyan sa Kahusayan Training Programs for Teachers, Supervisors, and School Heads

NEAP LSP 2020-0015-1020

NEAP PD 2021-0065-0924

Experience fun and frustration-free professional training with our team!



Seven PPST-aligned courses for teachers equivalent to 18 MAEd/EdD units



Four PPSS-aligned courses for supervisors equivalent to 12 MAEd/EdD units



Five PPSSH-aligned courses for school heads equivalent to 15 MAEd/EdD units



Three PPSS- and PPSSH-aligned coaching courses equivalent to 9 MAEd/EdD units

Graduate education credits are awarded upon enrollment to the appropriate degree program at NTC within a year after completion of the training program.

Your **Ambition** and **Passion**, Our **Mission**

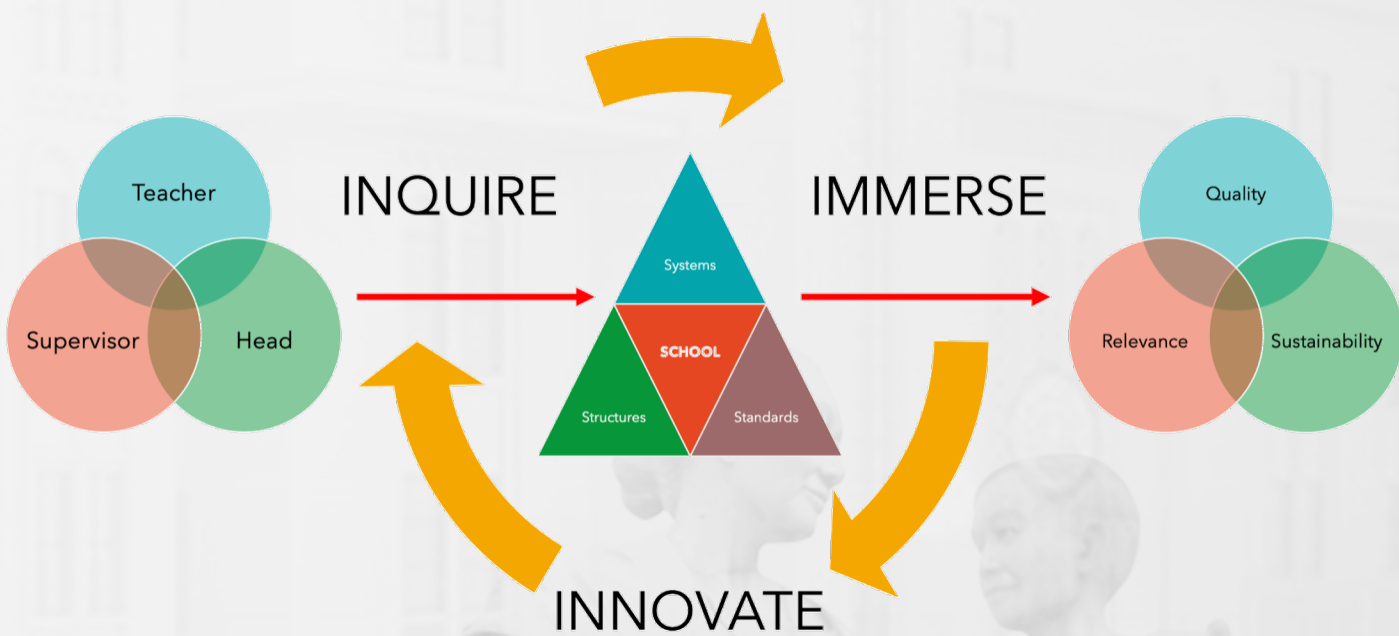


Lunduyan sa Kahusayan Training Programs for Teachers, Supervisors, and School Heads

NEAP LSP 2020-0015-1020

NEAP PD 2021-0065-0924

**Lunduyan is designed to heighten
your consciousness for professional
inquiry, scholarly immersion,
and educational innovation.**



Translated as “cradle, center,
or sanctuary”, Lunduyan places
at the center of an inclusive
creative process the philosophies,
problems, and projections
of education professionals.

Your **Ambition** and **Passion**, Our **Mission**



TRAINING PROGRAM FOR CLASSROOM TEACHERS

10 synchronous and 10 asynchronous hours in 5 days per course

Course 1, The HyFlex Teacher (PPST Domain 1, Strands 1, 4, and 5)

introduces hybrid flexible or HyFlex learning as the future of learning design and delivery. It will be anchored on the emerging 5G Learning Model for Filipinos – *ganda, galing, gahum, giliw, and gugma* where the glocalization of learning plays an important role.

Course 2, The HyFlex Learner (PPST Domain 2, Strands 2 - 5)

explores actual cases of sustained learner engagement in both structured and unstructured environments. Emphasis is given to three Ps - purpose, participation, and progression and how both learners and teachers can engage in negotiation of standards of behavior.

Course 3, The Inclusive Classroom (PPST Domain 3, Strands 1-5)

examines cases of inclusive classroom practices using the domains of the Filipino Whole Child Framework. Premised on the idea that diversity is an asset and not a liability, teachers will look at practices that promote the values of multicultural understanding.

Course 4, The 3R Curriculum (PPST Domain 4, Strands 1-5)

explores curriculum and planning from the perspective of the old 3Rs of reading, riting, and rithmetic to 3Rs of the DVUCAD (disruption, volatility, uncertainty, complexity, ambiguity, and diversity) world, which are reasoning, resilience, and responsibility.

Course 5, The 360° Feedback Ecosystem (PPST Domain 5, Strands 1-5)

investigates how policies, protocols, and practices that make various types and forms of feedback from learner-driven assessments can be maximized. It emphasizes that there must be at least four feedback agents towards meaningful learning - self, peer, teachers, and parents.

Course 6, The Teacher as Catalyst (PPST Domain 6, Strands 1-5)

outlines the community development role of teachers using the BEEPAS Model. Specific cases of engagement in community-building efforts shall be examined using the 5Ps protocol consisting of *pakikibagay, pakiki-ugnay pagtukoy, pagkilos, and pagpapatuloy*.

Course 7, The PERMA+ Teacher (PPST Domain 7, Strands 1-5)

assists teachers in finding ways to prioritize their wellness in order that they may guarantee the wellness of their learners more meaningfully. It will concentrate on the expanded theory of wellbeing called PERMA+ from the discipline of positive psychology.



TRAINING PROGRAM FOR SUPERVISORS

10 synchronous and 10 asynchronous hours in 5 days per course

Course 1, The Innovative Curriculum (PPSS Domain 1, Strand 2) explores principles of school-based knowledge and innovation management (SKIM) as supervisors carry out their roles as innovators. Patterns and models of innovation in curriculum implementation, learning resource development, and enhancement of learning outcomes assessment practices shall be explored.

Course 2, The Resilient School System (PPSS Domain 2, Strand 4) expands the repertoire of conceptual and procedural understandings of supervisors concerning a systems approach to education development. The usefulness of design thinking in transforming systems, policies, and programs within school environments shall be the principal focus of this project-oriented exploration.

Course 3, The Data-driven School (PPSS Domain 3, Strand 2) engages participants in understanding the essential tools and processes of data analytics to support instruction, ICT integration, quality assurance, and research. Ultimately, the appreciation of data-driven decision making as a crucial dimension of building communities of practice will be given attention through an analysis of cases of transformative schools.

Course 4, The Talent-oriented School (PPSS Domain 4, Strands 3 and 4) delves into the meaning of 'talent' within school systems, particularly with reference to supervising teacher development. Using selected talent management frameworks that have value to educational institutions, the course is expected to elevate supervisors' ultimate function as talent managers and developers.



TRAINING PROGRAM FOR SCHOOL HEADS

10 synchronous and 10 asynchronous hours in 5 days per course

Course 1, The School Leader as Visionary Strategist (PPSSH Domain 1, Strand 1) combines principles of visionary leadership, change management, and strategic management in examining the interconnectedness of various dimensions of school growth and change. Participants will focus on reframing strategic planning, policy formulation and implementation, and monitoring and evaluation as synergistic exercises to improve the lives of stakeholders, especially learners.

Course 2, The School Leader as Resource Manager (PPSSH Domain 2, Strands 1, 2, and 3) analyzes cases of school resource generation, optimization, and diversification that have yielded exemplary school-based management outcomes. Tools and processes that promote transparency, efficiency, and accountability in managing school resources shall be employed in specific school-based simulations both in periods of growth and disruption.

Course 3, The School Leader as Learning Expert (PPSSH Domain 3, Strands 1, 2, and 3) immerses participants in the process of creating and implementing learning and development (L&D) frameworks that account for the needs of their schools. Emphasis shall be given to the rise of L&D platforms that heighten a data-driven orientation towards curriculum and teaching standards, learner engagement, and overall performance of the school as a robust and dynamic learning organization.

Course 4, The School Leader as Servant Leader (PPSSH Domain 4, Strands 1-5) by establishing the unique features and purposes of coaching, training, and mentoring as they relate to the continuous personal and professional development of school community members. Central to the scrutiny of cases in the course is the combination of principles of collective responsibility, holocratic development, and servant leadership.

Course 5, The School Leader as Integration Catalyst (PPSSH Domain 5, Strands 1 and 2) problematizes how relationships can make or break the identity of the school as an organization. Frameworks and models of contemporary school leadership shall guide the exploration of selected issues concerning workplace diversity and inclusion and their influence on the quality of internal and external engagement of teachers and other school-based employees.



PROFESSIONAL COACHING PROGRAM FOR LEADERS

10 synchronous and 10 asynchronous hours in 5 days per course

Course 1, Coaching Basics (PPSSH Domain 4, Strand 2) explains what coaching is and what it is not. It introduces the coaching mindset and the coaching model that will be used in the program. It contains practical labs which are opportunities to practice the model.

Course 2, Coaching Conversations (PPSSH Domain 4, Strands 5 and 6) dives deep into using the GROW model in various conversation types. It explains subtle differences in coaching stars and strugglers and introduces formats that participants can use. The practical labs in this course allows for more focused observation and feedback.

Course 3, Coaching Culture (PPSSH Domain 4, Strand 5 and PPSS Domain 5, Strand 3) explores how participants can start building a coaching culture – from the environment to the activities to the coaching plans. It gives examples of how schools implement coaching and the real-life challenges they face. This course culminates with the participants experiencing coaching themselves.

Department of Education
National Educators Academy of the Philippines
Professional Development Division

PROGRAM PROPOSAL

Learning Service Provider	National Teachers College
Total Graduate School Credits	9 units, any MAEd specialization (except counseling and library science) or EdD track
Program Title	Special Course Package for Coaching
Program Description	This three-course package is designed to equip school heads and supervisors with competencies that lead towards the design and delivery of professional coaching experiences and programs. <u>Course 1, Coaching Basics</u> covers PPSSH Domain 4, Strand 2 and explains what coaching is and what it is not. It introduces the coaching mindset and the coaching model that will be used in the program. It contains practical labs which are opportunities to practice the model. <u>Course 2, Coaching Conversations</u>, covers PPSSH Domain 4, Strands 5 and 6 by diving deep into using the GROW model in various conversation types. It explains subtle differences in coaching stars and strugglers and introduces formats that participants can use. The practical labs in this course allows for more focused observation and feedback. <u>Course 3, Coaching Culture</u>, covers PPSSH Domain 4, Strand 5 and PPSS Domain 5, Strand 3 by exploring how participants can start building a coaching culture – from the environment to the activities to the coaching plans. It gives examples of how schools implement coaching and the real-life challenges they face. This course culminates with the participants experiencing coaching themselves.
Target Participants	This is a pre-existing package of courses for heterogeneous groups of school supervisors and school heads.
Mode of Delivery	Synchronous whole-class and asynchronous self-paced learning
Duration	10 synchronous hours, 10 asynchronous hours in a total of five days

Implementation Plan

Participants	Number of Participants	Course 1 Date	Course 2 Date	Course 3 Date
Region 1	100	Nov. 22-26, 2021	Nov. 29-Dec. 3, 2021	Dec. 6-10, 2021
Region 2	100	Nov. 22-26, 2021	Nov. 29-Dec. 3, 2021	Dec. 6-10, 2021
Region 3	100	Nov. 22-26, 2021	Nov. 29-Dec. 3, 2021	Dec. 6-10, 2021
Region 4a	100	Nov. 22-26, 2021	Nov. 29-Dec. 3, 2021	Dec. 6-10, 2021
Region 4b	100	Jan. 3-7, 2022	Jan. 10-14, 2022	Jan. 17-21, 2022
Region 5	100	Jan. 3-7, 2022	Jan. 10-14, 2022	Jan. 17-21, 2022
Region 6	100	Jan. 3-7, 2022	Jan. 10-14, 2022	Jan. 17-21, 2022
Region 7	100	Jan. 3-7, 2022	Jan. 10-14, 2022	Jan. 17-21, 2022
Region 8	100	Jan. 24-28, 2022	Jan. 31-Feb. 4, 2022	Feb. 14-18, 2022
Region 9	100	Jan. 24-28, 2022	Jan. 31-Feb. 4, 2022	Feb. 14-18, 2022
Region 10	100	Jan. 24-28, 2022	Jan. 31-Feb. 4, 2022	Feb. 14-18, 2022
Region 11	100	Jan. 24-28, 2022	Jan. 31-Feb. 4, 2022	Feb. 14-18, 2022
Region 12	100	Feb. 21-25, 2022	Feb. 28-Mar. 4, 2022	Mar. 7-11, 2022
Region 13	100	Feb. 21-25, 2022	Feb. 28-Mar. 4, 2022	Mar. 7-11, 2022
CAR	100	Feb. 21-25, 2022	Feb. 28-Mar. 4, 2022	Mar. 7-11, 2022
NCR	100	Feb. 21-25, 2022	Feb. 28-Mar. 4, 2022	Mar. 7-11, 2022
TOTAL	1,600	20 days	20 days	20 days

Department of Education
National Educators Academy of the Philippines
Professional Development Division

PROGRAM PROPOSAL

Learning Service Provider	National Teachers College
Total Graduate School Credits	15 units, any MAEd specialization (except counseling and library science) or EdD track
Program Title	Training Program for School Heads
Program Description	This five-course training program is designed to enhance the confidence and competence of school heads in responding to the demands of five educational leadership roles – visionary strategist, resource manager, learning expert, servant leader, and integration catalyst. <u>Course 1, The School Leader as Visionary Strategist</u>, underscores PPSSH Domain 1, Strand 1 by combining principles of visionary leadership, change management, and strategic management in examining the interconnectedness of various dimensions of school growth and change. Participants will focus on reframing strategic planning, policy formulation and implementation, and monitoring and evaluation as synergistic exercises to improve the lives of stakeholders, especially learners. <u>Course 2, The School Leader as Resource Manager</u>, emphasizes PPSSH Domain 2, Strands 1, 2, and 3 by analyzing cases of school resource generation, optimization, and diversification that have yielded exemplary school-based management outcomes. Tools and processes that promote transparency, efficiency, and accountability in managing school resources shall be employed in specific school-based simulations both in periods of growth and disruption. <u>Course 3, The School Leader as Learning Expert</u>, covers PPSSH Domain 3, Strands 1, 2, and 3 by immersing participants in the process of creating and implementing learning and development (L&D) frameworks that account for the needs of their schools. Emphasis shall be given to the rise of L&D platforms that heighten a data-driven orientation towards curriculum and teaching standards, learner engagement, and overall performance of the school as a robust and dynamic learning organization. <u>Course 4, The School Leader as Servant Leader</u>, focuses on PPSSH Domain 4, Strands 1-5 by establishing the unique features and purposes of coaching, training, and mentoring as they relate to the continuous personal and professional development of school community members. Central to the scrutiny of cases in the course is the combination of principles of collective responsibility, holocratic development, and servant leadership. <u>Course 5, The School Leader as Integration Catalyst</u>, addresses PPSSH Domain 5, Strands 1 and 2 through the problematization of how relationships can make or break the identity of the school as an organization. Frameworks and models of contemporary school leadership shall guide the exploration of selected issues concerning workplace diversity and inclusion and their influence on the quality of internal and external engagement of teachers and other school-based employees.

Target Participants	School Heads
Mode of Delivery	Synchronous whole-class and asynchronous self-paced learning
Duration	10 synchronous hours, 10 asynchronous hours in a total of five days per course

Implementation Plan

Participants	Number of Participants	Date
Region 1	200	Course 1: Nov. 22-26, 2021 Course 2: Nov. 29-Dec. 3, 2021 Course 3: Dec. 6-10, 2021 Course 4: Dec. 13-17, 2021 Course 5: Jan. 3-7, 2022
Region 2	200	
Region 3	200	
Region 4a	200	
Region 4b	200	
Region 5	200	
Region 6	200	
Region 7	200	Course 1: Jan. 10-14, 2022 Course 2: Jan. 17-21, 2022 Course 3: Jan. 24-28, 2022 Course 4: Jan. 31-Feb. 4, 2022 Course 5: Feb. 7-11, 2022
Region 8	200	
Region 9	200	
Region 10	200	
Region 11	200	
Region 12	200	
Region 13	200	
CAR	200	
NCR	200	
TOTAL	3,200	50 days

Department of Education
National Educators Academy of the Philippines
Professional Development Division

PROGRAM PROPOSAL

Learning Service Provider	National Teachers College
Total Graduate School Credits	12 units, any MAEd specialization (except counseling and library science) or EdD track
Program Title	Training Program for Supervisors
Program Description	This four-course training program for school supervisors is designed to sharpen their focus, agility, and innovativeness in the areas of curriculum and instruction, school systems and operations, data analytics, and talent management. <u>Course 1, The Innovative Curriculum</u>, is anchored upon PPSS Domain 1, Strand 2 and explores principles of school-based knowledge and innovation management (SKIM) as supervisors carry out their roles as innovators. Patterns and models of innovation in curriculum implementation, learning resource development, and enhancement of learning outcomes assessment practices shall be explored. <u>Course 2, The Resilient School System</u>, focuses on PPSS Domain 2, Strand 4 by expanding the repertoire of conceptual and procedural understandings of supervisors concerning a systems approach to education development. The usefulness of design thinking in transforming systems, policies, and programs within school environments shall be the principal focus of this project-oriented exploration. <u>Course 3, The Data-driven School</u>, is premised on PPSS Domain 3, Strand 2 and engages participants in understanding the essential tools and processes of data analytics to support instruction, ICT integration, quality assurance, and research. Ultimately, the appreciation of data-driven decision making as a crucial dimension of building communities of practice will be given attention through an analysis of cases of transformative schools. <u>Course 4, The Talent-oriented School</u>, explores PPSS Domain 4, Strands 3 and 4 and delves into the meaning of 'talent' within school systems, particularly with reference to supervising teacher development. Using selected talent management frameworks that have value to educational institutions, the course is expected to elevate supervisors' ultimate function as talent managers and developers.
Target Participants	School Supervisors
Mode of Delivery	Synchronous whole-class and asynchronous self-paced learning
Duration	10 synchronous hours, 10 asynchronous hours in a total of five days per course

Implementation Plan

Participants	Number of Participants	Date
Region 1	200	Course 1: Jan. 3-7, 2022 Course 2: Jan. 10-14, 2022 Course 3: Jan. 17-21, 2022 Course 4: Jan. 24-28, 2022
Region 2	200	
Region 3	200	
Region 4a	200	
Region 4b	200	
Region 5	200	
Region 6	200	
Region 7	200	Course 1: Jan. 31-Feb. 4, 2022 Course 2: Feb. 7-11, 2022 Course 3: Feb. 14-18, 2022 Course 4: Feb. 21-25, 2022
Region 8	200	
Region 9	200	
Region 10	200	
Region 11	200	
Region 12	200	
Region 13	200	
CAR	200	
NCR	200	
TOTAL	3,200	40 days

Department of Education
National Educators Academy of the Philippines
Professional Development Division

PROGRAM PROPOSAL

Learning Service Provider	National Teachers College
Total Graduate School Credits	18 units, any MAEd specialization (except counseling and library science) or EdD track
Program Title	Training Program for Teachers
Program Description	This seven-course program capacitates classroom teachers in the seven critical domains of the PPST but with emphasis on the needed competencies in transitioning to the “new normal”. <u>Course 1, The HyFlex Teacher (PPST Domain 1, Strands 1, 4, and 5)</u> introduces hybrid flexible or HyFlex learning as the future of learning design and delivery. It will be anchored on the emerging 5G Learning Model for Filipinos – <i>ganda, galing, gahum, giliw, and gugma</i> where the glocalization of learning plays an important role. <u>Course 2, The HyFlex Learner (PPST Domain 2, Strands 2 – 5)</u> explores actual cases of sustained learner engagement in both structured and unstructured environments. Emphasis is given to three Ps - purpose, participation, and progression and how both learners and teachers can engage in negotiation of standards of behavior. <u>Course 3, The Inclusive Classroom (PPST Domain 3, Strands 1-5)</u> examines cases of inclusive classroom practices using the domains of the Filipino Whole Child Framework. Premised on the idea that diversity is an asset and not a liability, teachers will look at practices that promote the values of multicultural understanding. <u>Course 4, The 3R Curriculum (PPST Domain 4, Strands 1-5)</u> explores curriculum and planning from the perspective of the old 3Rs of reading, riting, and rithmetic to 3Rs of the DVUCAD (disruption, volatility, uncertainty, complexity, ambiguity, and diversity) world, which are reasoning, resilience, and responsibility. <u>Course 5, The 360° Feedback Ecosystem (PPST Domain 5, Strands 1-5)</u> investigates how policies, protocols, and practices that make various types and forms of feedback from learner-driven assessments can be maximized. It emphasizes that there must be at least four feedback agents towards meaningful learning - self, peer, teachers, and parents. <u>Course 6, The Teacher as Catalyst (PPST Domain 6, Strands 1-5)</u> outlines the community development role of teachers using the BEEPAS Model. Specific cases of engagement in community-building efforts shall be examined using the 5Ps protocol consisting of <i>pakikibagay, pakiki-ugnay pagtukoy, pagkilos, and pagpapatuloy</i>. <u>Course 7, The PERMA+ Teacher (PPST Domain 7, Strands 1-5)</u> assists teachers in finding ways to prioritize their wellness in order that they may guarantee the wellness of their learners more meaningfully. It will concentrate on the expanded theory of wellbeing called PERMA+ from the discipline of positive psychology.

Target Participants	Classroom teachers
Mode of Delivery	Synchronous whole-class and asynchronous self-paced learning
Duration	10 synchronous hours, 10 asynchronous hours in a total of five days

Implementation Plan

Participants	Number of Participants	Date
Region 1	300	Course 1: Nov. 22-26, 2021 Course 2: Nov. 29-Dec. 3, 2021 Course 3: Dec. 6-10, 2021 Course 4: Dec. 13-17, 2021 Course 5: Jan. 3-7, 2022 Course 6: Jan. 10-14, 2022 Course 7: Jan. 24-28, 2022
Region 2	300	
Region 3	300	
Region 4a	300	
Region 4b	300	
Region 5	300	
Region 6	300	
Region 7	300	Course 1: Jan. 31-Feb. 4, 2022 Course 2: Feb. 7-11, 2022 Course 3: Feb. 14-18, 2022 Course 4: Feb. 21-25, 2022 Course 5: Feb. 28-Mar. 4, 2022 Course 6: March 7-11, 2022 Course 7: Mar. 14-18, 2022
Region 8	300	
Region 9	300	
Region 10	300	
Region 11	300	
Region 12	300	
Region 13	300	
CAR	300	
NCR	300	
TOTAL	4,800	70 days

Department of Education
National Educators Academy of the Philippines
Professional Development Division

PROGRAM PROPOSAL

Learning Service Provider	Southeast Asian Ministers of Education Organization Regional Center for Educational Innovation and Technology (SEAMEO INNOTECH)
Program Title	Becoming a Better Teacher Everyday
Program Description	Becoming a Better Teacher Everyday (BBTE) is a massive open online course designed to reach as many teachers in Southeast Asia. Currently hosted by KEEP Opend edX platform of the Chinese University of Hongkong, it is self-paced to provide a learning platform for teachers to work at their pace and time. In this course teachers journey with fellow teachers in Southeast Asia as they share and reflect on each others' teaching and learning practices and as they navigate the rapidly changing education context and the new normal with the Covid pandemic. At the end of the course, teachers are expected to develop their growth plan based on their own local context and specific needs. The following are the enabling competencies: 1. Reflect and express their deepest reasons why they became and continue to be a teacher; 2. Use SEA-TCF as a tool for their professional development; 3. Identify your strengths and areas for growth; and, 4. Prioritize action points (based on appropriate learning options) to strengthen competencies.
Target Participants	Beginning and Proficient Teachers
Mode of Delivery	Online
Duration	Five (5) Modules at Six (6) Hours per Module for Seven (7) Weeks

Implementation Plan

Participants	Number of Participants	Date
Region 1	1,000	February to March 2022
Region 2	1,000	February to March 2022
Region 3	1,000	February to March 2022
Region 4a	1,000	February to March 2022
Region 4b	1,000	February to March 2022
Region 5	1,000	February to March 2022
Region 6	1,000	February to March 2022
Region 7	1,000	February to March 2022
Region 8	1,000	February to March 2022
Region 9	1,000	February to March 2022
Region 10	1,000	February to March 2022
Region 11	1,000	February to March 2022
Region 12	1,000	February to March 2022
Region 13	1,000	February to March 2022
CAR	1,000	February to March 2022
NCR	1,000	February to March 2022
TOTAL	16,000	



BECOMING A BETTER TEACHER EVERYDAY (BBTE) *A SEAMEO INNOTECH MOOC for Teachers in the Southeast Asia*

FREQUENTLY ASKED QUESTIONS (FAQS)

What is the BBTE Course about?

Becoming a Better Teacher Everyday (BBTE) speaks for itself. A massive open online course for teachers in Southeast Asia, it is designed to help teachers become better in their teaching practice as they recognize their strengths and areas for growth to adapt in the fast changing education context, more especially in the new normal. BBTE is anchored on the Southeast Asian Teacher Competency Framework (SEA-TCF).

What are the learning objectives of the BBTE Course?

The course aims to guide learners in planning their continuing professional development based on the SEA-TCF. To do this, they will:

- reflect and express the deepest reason why they teach
- use the SEA-TCF as a tool for professional development in the changing education landscape
- identify their strengths and areas for growth
- develop their continuing professional development

These learning objectives are covered in 5 interrelated learning modules. These modules are a blend of interactive discussions, individual reflections, videos of other teachers' practices and stories, and self-assessment checklists.

What is a self-paced course?

BBTE is a self-paced online course. This means learners who login to the ongoing course can access and work on the learning materials at their own time and pace. There is a pre-set schedule for accessing the 5 modules of the course to better manage the flow of the course and to optimize the KEEP Open edX platform. BBTE provides a safe space for learners to interact with fellow learners and reflect on their experiences. For support, learners can access the BBTE Course Team and the KEEP Support Team for course-related concerns.

What is the SEA-TCF?

The SEA-TCF or Southeast Asian Teachers Competency Framework is a common reference for teacher development in the region. It covers 4 core competencies for successful teaching and learning practice: know and understand what to teach, help students learn, engage the community and become a better teacher everyday. The framework was developed in collaboration with the 11 Ministries of Education in Southeast Asia, the Teachers Council of Thailand, SEAMEO Secretariat and SEAMEO INNOTECH based on regionally appropriate and global best teaching and learning practices. The Council of Southeast Asian Ministers adopted the framework in 2018. In BBTE Course,

teachers will use the SEA-TCF as a development tool to guide their professional growth by adapting this to their local context and specific needs. **The SEA-TCF is a *complementary document and not a replacement of the existing country-based teacher standards*.**

Who is SEAMEO INNOTECH?

The Regional Center for Educational Innovation and Technology ([INNOTECH](#)), established in 1970 and based on Quezon City, Philippines, is one of the specialist centers of the Southeast Asian Ministers of Education Organization (SEAMEO). INNOTECH is dedicated to developing innovative and technology-based solutions to address education challenges of Southeast Asian countries. It aids in educational development through training and human resource development, research and evaluation, information and communications technology, and other special programs. For strengthening teaching practice and making teaching a profession of first choice, INNOTECH is spearheading the popularization of SEA-TCF through its capacity building program one of which is the BBTE Course. INNOTECH is a recognized Learning Service Provider of the National Educators Academy of the Philippines and BBTE is one of its accredited courses for teacher development.

A team from INNOTECH's Learning and Training Development Unit (LTDU) developed and manages the course. They were also part of the team who worked with the Ministry Officials, the Teachers Council of Thailand and SEAMEO Secretariat to develop the SEA-TCF. ([Brief Narrative of BBTE Team](#))

Dr. Sharon Chao, Manager, Learning Management Office

Edith Pimentel, Senior Specialist and Head, LTDU

Maria Ana Liza Serrana, Course Manager

Mylene Dones, Co-Course Manager

Michelle Sarabillo, Officer

Leonora Cabatian, Associate

The BBTE course features selected teachers and school leaders from Southeast Asia (click [List of Resource Persons](#))

When and where will the BBTE course take place? When will enrollment start?

BBTE Course will run from April 12 to May 30, 2021. It is hosted online at [KEEP Open edX](#), an open source e-learning platform offered under the KEEPCourse service. KEEP (Knowledge and Education Exchange Platform) is a collaborative project initiated by the Chinese University of Hong Kong, a top university in Hong Kong with strong research emphasis.

When will enrollment start?

Enrollment will start on April 8, 2021 and will continue until the available slots are filled up.

How much does it cost to join a course?

The course is offered for FREE. The only investment needed is time. Learners will need to commit their time to finish the activities in the course and interact with other learners.

Who can enroll?

The course is open to ALL teachers in Southeast Asia. This is especially useful for teachers in basic education. It is also applicable to student-teachers and teacher educators who are interested in self-driven professional development.

When will the BBTE learning materials be accessible?

To better manage the flow of the course and to optimize the KEEP Open edX platform, course materials will be released on a staggered basis. **Modules 1 to 3 will first be accessible to the learners on April 12, 2021 and Modules 4 to 5 on April 26, 2021 at 00:00 UTC (8:00 a.m. Brunei/Malaysia/Philippines/Singapore; 7:00 a.m. Cambodia/Lao DR/ Thailand/ Vietnam).** After the release and depending on their internet connection, learners can access these materials at their own time and pace. Estimated time needed to finish the modules range from 5 to 8 hours, and BBTE course will end on May 30, so they pace themselves accordingly.

What will I do when experiencing poor connection with the online learning platform?

In case there are many users (normally during daytime and after working hours), the platform may be slower than usual or you will constantly be disconnected. Try to access the BBTE learning materials at another time e.g. 2 a.m to 6 a.m. as these are off-rush hour periods.

Can a school head use the BBTE course as an activity for teacher development in the school?

Yes, school heads can encourage their teachers to enroll in the BBTE as a school-based activity for teacher development.

Who will issue the Certificate of Participation?

The certificate of participation will be issued by SEAMEO INNOTECH (equivalent to 40 training hours) upon completion of *all graded course requirements*. SEAMEO INNOTECH will email the e-Certificate to successful course completers 3 to 4 weeks after the end of the course.

How will the learner complete all course requirements?

Learners can earn the certificate once they achieve a percentage score of 70 or higher in the graded course activities. This score is based on the following: Assignments (40%); Quiz (20%); Project (40%). Rubrics will be provided to guide the self-assessment process. **Learners can monitor their progress based on an automated tracking system.**

Can a learner join a course that has already started?

Yes, a learner can join the course that has already started. But due to technical concerns enrollment slots are limited.

How much time will the learner need to complete the course?

Learners are encouraged to commit time to complete courses. Depending on connectivity and ease in navigating the online platform, learners need 5 to 8 hours per module. **Strong internet connection is needed to access the course materials.**

Will there be reruns of the course?

There will be reruns of the course and specific schedules will be announced accordingly. This is to encourage learners to come together for the interaction to happen.

Can a learner retake the course?

Yes. Learners can join another scheduled run of the course.

Can a learner work on the course at his own time?

Yes. An enrolled learner can work on the course activities at his own time and pace while the BBTE course is still running as scheduled. Once it closes, he can access the archived course but cannot earn a certificate. To do so, he needs to re-enroll in the new run.

I am a first-timer in online learning, how will I enroll in the course?

Learners need to sign up at <https://account.keep.edu.hk/account/signup> to create an account. It's important to use an *email* that is valid i.e., correct spelling and spaces, not full and can receive emails as KEEP automatically sends an activation link for the new account. Once the KEEP account is opened, they can self-enroll using this course URL: <https://course.keep.edu.hk/course/500032>.

How will I reenter the course?

After enrollment, learners can login in at <https://course.keep.edu.hk/course/500032> using the email address and password used for signing up. Use Chrome or Firefox browser updated to the latest version.. Some problems related with missing form fields, buttons that do not function, or other page display issues are due to browsers. Click [Guide to Navigating BBTE](#) for more details.

Who should learners contact for support?

Learners can contact the BBTE Course Team at betterteachers@seameo-innotech.org or leave a message on Facebook page <https://www.facebook.com/abetterteachereveryday> for **course related concerns**. They can contact KEEP support team at support@keep.edu.hk on technical concerns using the registered email in KEEP. Make sure to include the URL <https://course.keep.edu.hk/course/t500032> plus information on what needs to be resolved. .

What is BBTE Learning Circle (BBTE- LC)?

The BBTE Learning Circle is organized to provide online support for onboarding learners and continuing conversations even after the course. BBTE also has a closed group at Facebook <https://www.facebook.com/Becoming a Better Teacher Everyday>, organized as an online community of practice.

Department of Education
National Educators Academy of the Philippines
Professional Development Division

PROGRAM PROPOSAL

Learning Service Provider	Southeast Asian Ministers of Education Organization Regional Center for Educational Innovation and Technology (SEAMEO INNOTECH)
Program Title	Early Literacy Instruction for K-3 Teachers
Program Description	This course provides K-3 Teachers with quality and readily accessible capacity building opportunity to enhance their knowledge and skills to teach literacy – a skill that is critical for our students to have. UNESCO defines literacy as “the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts.” The course aims to help participants to become familiar with effective and practical strategies in teaching reading and writing, specifically to introduce teaching reading and writing in the early grades and to provide them with practical strategies to help their students become competent. Literacy is especially important in the new normal as our students find themselves reading and studying away from school. Literacy empowers our students to engage not just in school, but also in the bigger world around them. Teachers of literacy have the special responsibility of enabling young individuals to communicate, understand information, think critically, and participate in society. This course also aims to help teachers carry that responsibility – by equipping them with effective and practical strategies to develop competent young readers. Literacy is also important in the current knowledge economy which puts premium on the human intellectual capital. It is an essential competency that has to be learned by students. Overall, this course introduces foundations of literacy, introduction to read-alouds, questioning techniques for comprehension, using leveled reading, introduction to leveled reading, planning and conducting a lesson using read-aloud, guided reading with leveled readers, and planning and conducting a lesson using leveled readers.
Target Participants	K to 3 Teachers (Beginning)
Mode of Delivery	Online
Duration	Twelve (12) weeks of 3-4 Hours per Week

Implementation Plan

Participants	Number of Participants	Date
Region 1	1,000	February to March 2022
Region 2	1,000	February to March 2022
Region 3	1,000	February to March 2022
Region 4a	1,000	February to March 2022
Region 4b	1,000	February to March 2022
Region 5	1,000	February to March 2022
Region 6	1,000	February to March 2022
Region 7	1,000	February to March 2022
Region 8	1,000	February to March 2022
Region 9	1,000	February to March 2022
Region 10	1,000	February to March 2022
Region 11	1,000	February to March 2022
Region 12	1,000	February to March 2022
Region 13	1,000	February to March 2022
CAR	1,000	February to March 2022
NCR	1,000	February to March 2022
TOTAL	16,000	



INFORMATION NOTE
FREE ONLINE COURSE FOR DEPED
January 18 to April 17, 2021

SEAMEO INNOTECH will offer the Early Literacy Instruction for K-3 Teachers for Kindergarten to Grade 3 teachers of the Department of Education for Free:

Course Title	Description	Target Participants
Early Literacy Instruction for K-3 Teachers (a Massive Open Online Course)	The course aims to help you to become familiar with effective and practical strategies in teaching reading and writing. Specifically, • to introduce teaching reading and writing in the early grades; and • to provide you with practical strategies to help your students become competent readers and writers.	Beginning Teachers (Career Stage 1) who are handling Kindergarten to Grade 3 learners

The course (pilot) will start on January 18 and will end on April 17, 2021. To register, kindly access the link: <https://bit.ly/regEGRA>.

All the course materials are uploaded in the course platform termed as iFLEX (INNOTECH Flexible Learning Management System, specifically in <https://iflex2.innotech.org>). The iFLEX is a MOODLE-based software application used for the administration, tracking, reporting and delivery of SEAMEO INNOTECH's flexible learning courses.

For any concerns, you can refer to the [Frequently Asked Questions](#). Feel free as well to contact the Course Management Team:

- by email k3literacy@seameo-innotech.org
- Facebook Page: <https://www.facebook.com/Early-Literacy-Instruction-for-K-3-Teachers-103508024874475>



Frequently Asked Questions

Below are the responses to the Frequently Asked Questions (FAQ) regarding the course:

1. What is SEAMEO INNOTECH?

SEAMEO INNOTECH is principally dedicated to identifying common and unique education problems and needs of Southeast Asian countries and developing innovative and technology-based solutions to address these problems.

The Center aids in educational development within and outside the region through training and human resource development, research and evaluation, information and communications technology and other special programs addressing specific areas of concern in the Southeast Asian educational scenario. It is one of three SEAMEO (www.seameo.org) regional centers hosted by the Government of the Philippines.

2. What course is being offered for FREE?

Course Title	Description	Target Participants
Early Literacy Instruction for K-3 Teachers (a Massive Open Online Course)	The course aims to help you to become familiar with effective and practical strategies in teaching reading and writing. Specifically, • to introduce teaching reading and writing in the early grades; and • to provide you with practical strategies to help your students become competent readers and writers.	Beginning Teachers (Career Stage 1) who are handling Kindergarten to Grade 3 learners

3. When will the course be implemented?

This course is open to all beginning teachers of K-13. The course (pilot) will start on January 18 and will end on April 17, 2021.

4. How can I enroll?

To register, you need to access the link <https://bit.ly/EGRACOURSE> and accomplish the online registration form.

5. Where can I get the materials for the course?

All the course materials are uploaded in the course platform termed as iFLEX (INNOTECH Flexible Learning Management System or <https://iflex2.innotech.org>). The iFLEX is a MOODLE-based software application used for the administration, tracking, reporting and delivery of SEAMEO INNOTECH's flexible learning courses.

6. Who will be handling the class or act as course facilitator?

This course is presented in a Massive Open Online Course (MOOC) format. This means that the course is self-paced and the activities will be mostly asynchronous.

7. Am I qualified to enroll? Do I need to be nominated by my Supervisor?

The course is open to all teachers handling Kindergarten to Grade 3 learners.

You do not need to be nominated by your Supervisor, but you will need to inform him/her that you will be participating in a course offered for FREE by SEAMEO INNOTECH.

8. Is there a face-to-face orientation before the course begins?

There is no face-to-face orientation. You are expected to view the Orientation Powerpoint Presentation for your selected course (below) and How to Navigate the iFLEX on your own.

- <https://bit.ly/EGRACOURSE>
- [How to Navigate the iFLEX](#)

Once you are officially enrolled in the course, you expected to further read the contents of the “Learner’s Guide” that will help you in navigating through the course.

9. How do I know that I have successfully enrolled in the course?

You will receive an email and an SMS messages from the Program Manager and the assigned Technical Support staff, as applicable.

10. When should I log-in? Will the class be conducted daily?

Once confirmed as a participant, you will need to access the iFLEX once a week or at your own pace. The access to the class page will be available from January 18 to March 30, 2021 Your iFLEX access will be as follows:

- **USERNAME:** First letter of first name, middle initial and complete surname (E.g. If your name is Juan B. Cruz, your username will be jbcruz)
- **PASSWORD:** P@55w0rd (Default Password or for replacement as soon as you access the iFLEX. Note that 0 = zero)

Please refer to the indicative schedule below:

Week	Course Section (3-4 hours)	Activities
1	Foundations of Effective Literacy Instruction	• Self-Competency Assessment Checklist (PRE) Questionnaire • Week 1 Lesson: Foundation of Effective Literacy Instruction ○ Activity 1.1 ○ Activity 1.2
2	Introduction to ReadAlouds	• Week 2 Lesson: Introduction to Read-Alouds ○ Activity 2.1
3	Questioning Techniques for Comprehension	• Week 3 Lesson: Questioning Techniques for Comprehension ○ Activity 3.1
4	Planning and Conducting a Lesson Using Read Alouds	• Week 4 Lesson: Planning and Conducting a Lesson Using Read Alouds ○ Activity 4.1 ○ Activity 4.2
5	Introduction to Leveled Readers	• Week 5 Lesson: Introduction to Leveled Readers • Forum: Sharing of Classroom Experience in Conducting Read Aloud Lessons
6	Using Leveled Readers	• Week 6 Lesson: Using Leveled Readers ○ Activity 6.1
7	Guided Reading with Leveled Readers	• Week 7 Lesson: Guided Reading with Leveled Readers ○ Activity 7.1
8	Planning and Conducting a Lesson Using Leveled Readers	• Week 8 Lesson: Planning and Conducting a Lesson Using Leveled Readers ○ Activity 8.1 ○ Activity 8.2

9	Conclusion to Effective Literacy Instruction for K-3	• Week 9 Lesson: Conclusion to Effective Literacy Instruction for K-3 ○ Activity 9.1 ○ Activity 9.2 • Self-Competency Assessment (POST) Questionnaire
10	Submission of FINAL COURSE REQUIREMENT	
11	Review of the FINAL COURSE REQUIREMENT (Course Assessors)	
12	Release of names of QUALIFIED learners who will be eligible to receive a Certificate of Completion	

11. Are there any requirements for participating in the course?

Just like any other course, this requires your full commitment. You will need to manage your time.

This being an online course, you need to have basic computer literacy skills (includes but not limited to using Facebook, browsing the internet, using email, using MS Word, creating online accounts and the like).

12. Will I get a certificate after the course?

Not everyone who enrolls will get a certificate. Those who would like to get a certificate will need to complete/submit and pass the following course requirements:

- Accomplished Pre and Post Competency Checklist and End of Course Evaluation
- Participate in the Forum Discussions
- Submit the Final course requirements (Demo Teaching and Worksheet for Literacy)

The requirements will be reviewed and graded (Pass or Fail) by the Course Assessors (Experts on Literacy Instruction). Successful completers will receive an international Certificate of Completion from SEAMEO INNOTECH.

13. Other details:

For any concerns, please feel free to contact the Program Manager:

- By email k3literacy@seameo-innotech.org
- Facebook Page: <https://www.facebook.com/Early-Literacy-Instruction-for-K-3-Teachers-103508024874475>

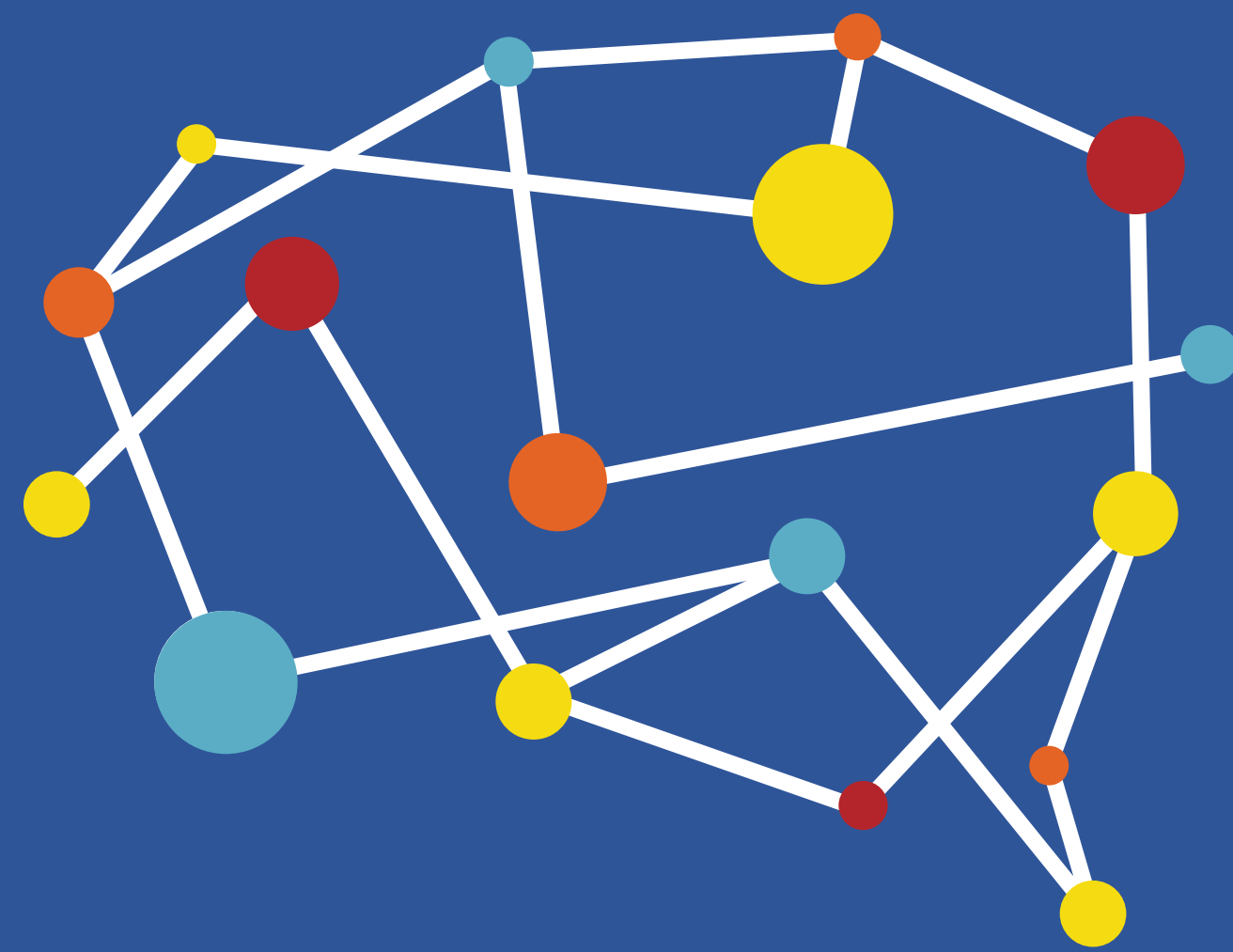
Department of Education
National Educators Academy of the Philippines
Professional Development Division

PROGRAM PROPOSAL

Learning Service Provider	Southeast Asian Ministers of Education Organization Regional Center for Educational Innovation and Technology (SEAMEO INNOTECH)
Program Title	Strategic Thinking and Innovation
Program Description	Essentials of Strategic Thinking and Innovation is the first of the three courses on Strategic Thinking and Innovation (STI). The course provides educators an overview of strategic thinking and innovation. It highlights the need for the competency, reframes the learner's understanding of its related concepts within the context of education, and brings the learner to reflect on the competencies of strategic thinking and innovation. Course completers will get an International Certificate of Competence and 15 CPD units. Topics: ▪ Introduction to strategic thinking and innovation based on the Competency Framework for Southeast Asian School Heads ▪ A look at the school heads' challenges in the changing educational landscape using the School Leader's Work Context ▪ Reframing of strategic thinking and innovation in terms of its concepts and competencies ▪ Case analysis of a school whose school head viewed the problems from a wider perspective and applied strategic thinking and innovation in addressing the problems ▪ A view on the long-term impact of a project/ program on stakeholders
Target Participants	School Heads
Mode of Delivery	Online (Asynchronous and Synchronous)
Duration	Eight (8) Weeks per Course

Implementation Plan

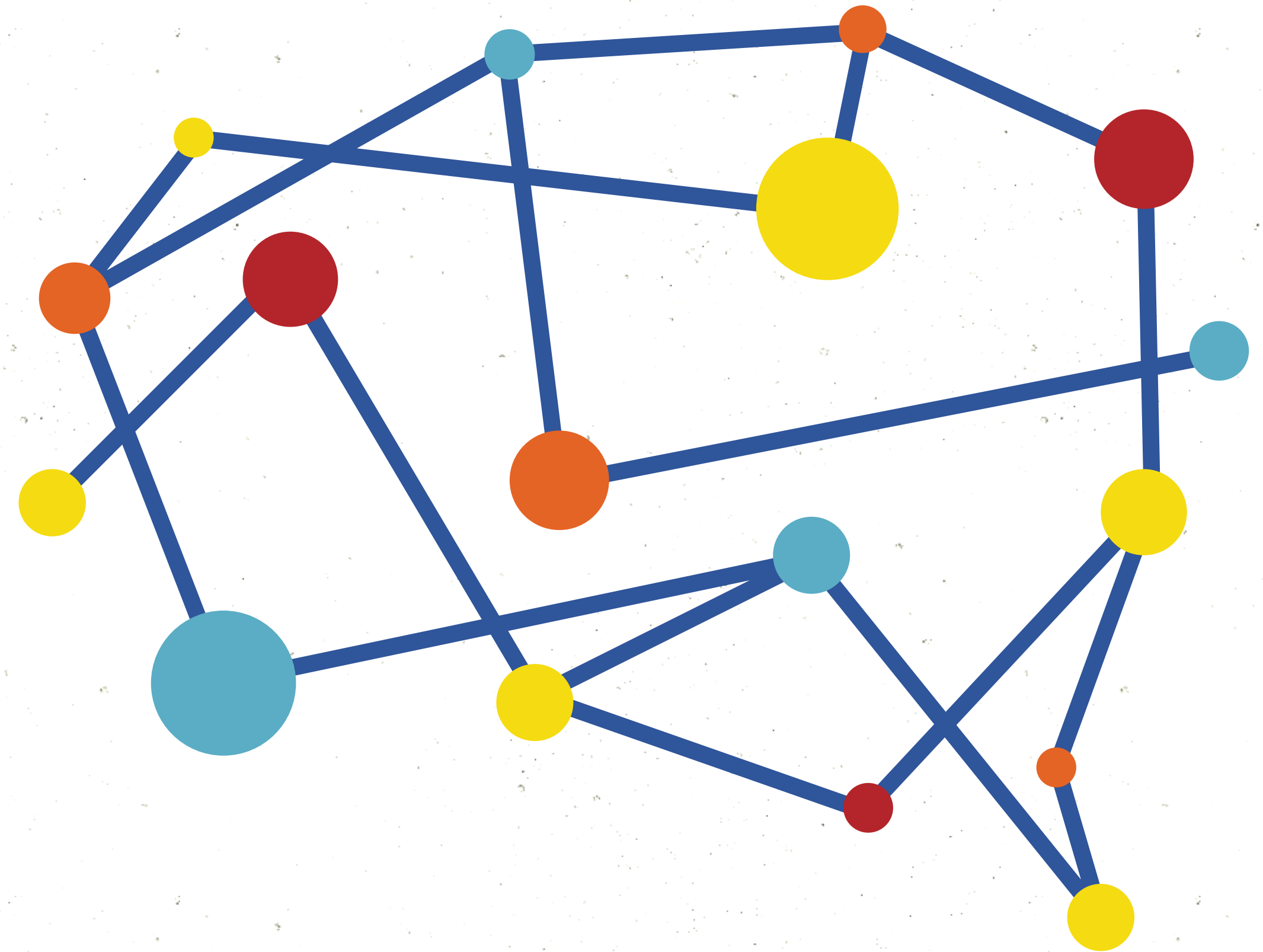
Participants	Number of Participants	Date
Region 1	300	February to September 2022
Region 2	300	February to September 2022
Region 3	300	February to September 2022
Region 4a	300	February to September 2022
Region 4b	300	February to September 2022
Region 5	300	February to September 2022
Region 6	300	February to September 2022
Region 7	300	February to September 2022
Region 8	300	February to September 2022
Region 9	300	February to September 2022
Region 10	300	February to September 2022
Region 11	300	February to September 2022
Region 12	300	February to September 2022
Region 13	300	February to September 2022
CAR	300	February to September 2022
NCR	300	February to September 2022
TOTAL		



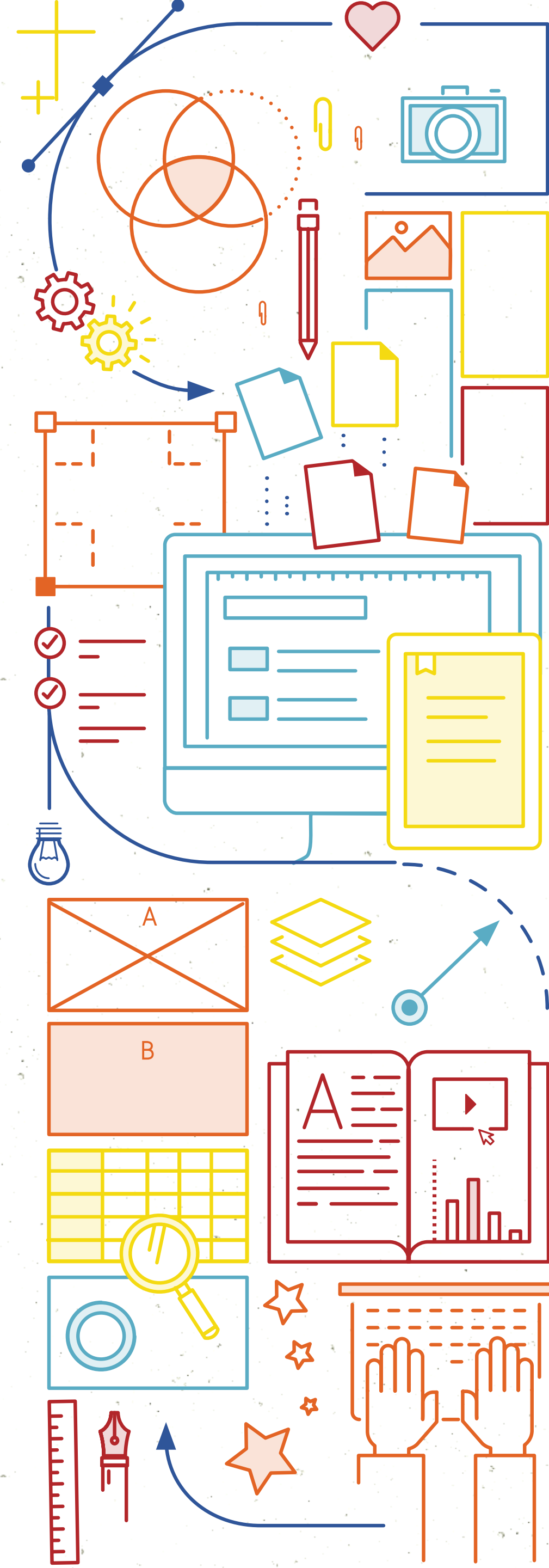
STRATEGIC THINKING AND INNOVATION for School Heads

About the logo

The logo is made up of nodes connected to form a brain and a speech bubble at the same time. These nodes represent the Southeast Asian school heads, while the brain and speech bubble symbolize their knowledge in leading their schools in the 21st century.



iFLEX is the home of
Strategic Thinking and
Innovation courses.



COURSES



COURSE 1:
Essentials of
Strategic Thinking
and Innovation

COURSE 2:
Charting an
Innovative School
Strategy

COURSE 3:
Leading and
Sustaining Change

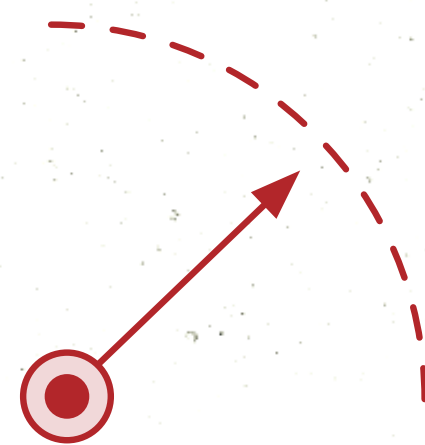
The course provides educators an overview of strategic thinking and innovation.

It highlights the need for the competency, reframes the learner's understanding of its related concepts within the context of education, and brings the learner to reflect on the competencies of strategic thinking and innovation.

COURSE 1:
Essentials of
Strategic Thinking
and Innovation

Objectives of Course 1

1



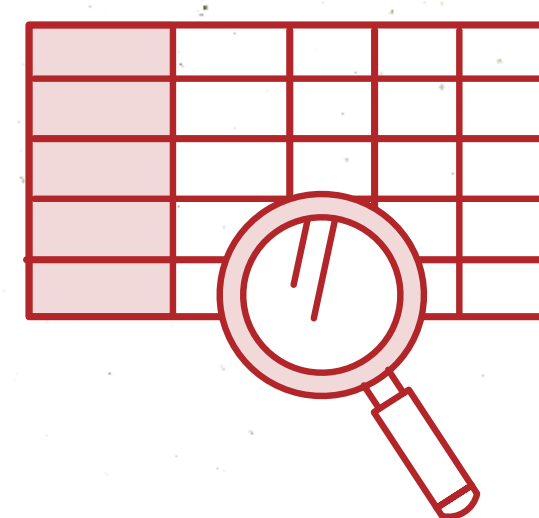
Assess the impact of local, national, and global challenges and trends in education, and their implications for the school

2



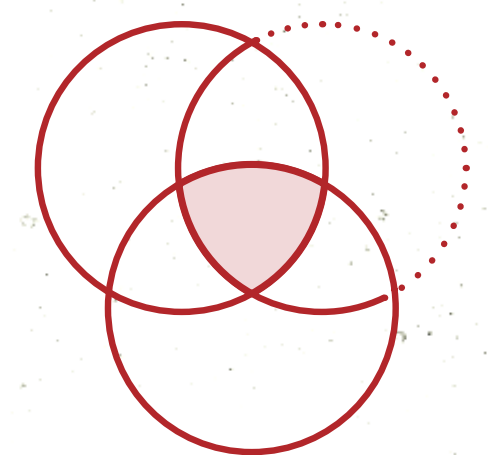
Define strategic thinking and innovation as it applies to school heads

3



Analyze how strategic thinking and innovation can be used effectively to address challenges of the school

4

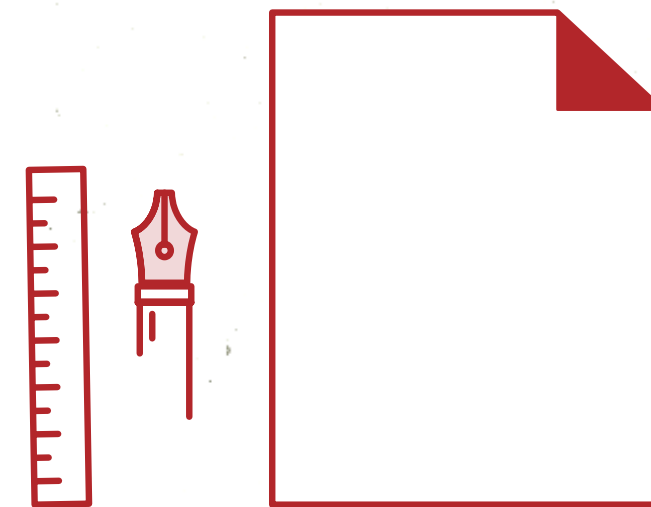


Evaluate the success of a program or project in terms of its outcomes shown by the lasting impact on stakeholders

What the learners will experience in Course 1...

Interactive learning

The resources make learners engaged with the contents, making them motivated and actively involved in their learning.

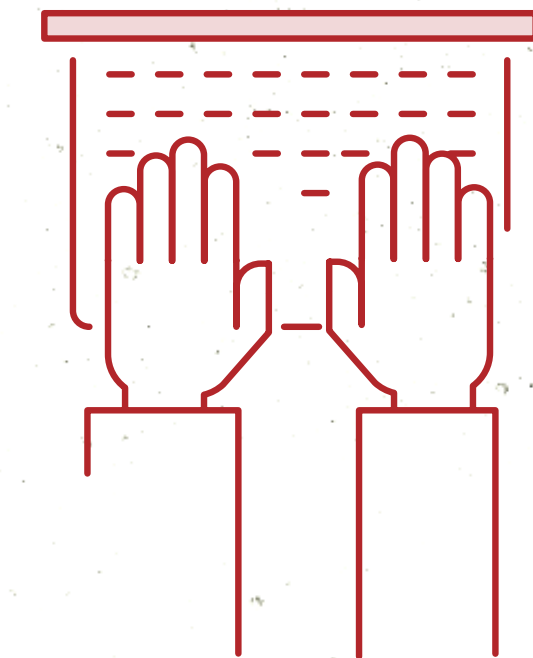


Reflective learning

Learners engage in self-reflection as they answer the questions in the instructional videos.

Peer collaboration using social media application

Learners share their thoughts and insights with their co-learners and collaborate in team output.



Personalized guidance of the tutor

The tutor gives individual feedback to outputs and facilitates class discussions in online chats.

Contents of Course 1

Introduction to strategic thinking and innovation based on the Competency Framework for Southeast Asian School Heads

Section 2: **The Changing External Environment**

Reframing of strategic thinking and innovation in terms of its concepts and competencies

Section 4: **The School Leader as Strategic Thinker and Innovator**

A view on the long-term impact of a project/program on stakeholders

Section 1: **The Competency Framework for Southeast Asian School Heads**

A look at the school heads' challenges in the changing educational landscape using the School Leader's Work Context

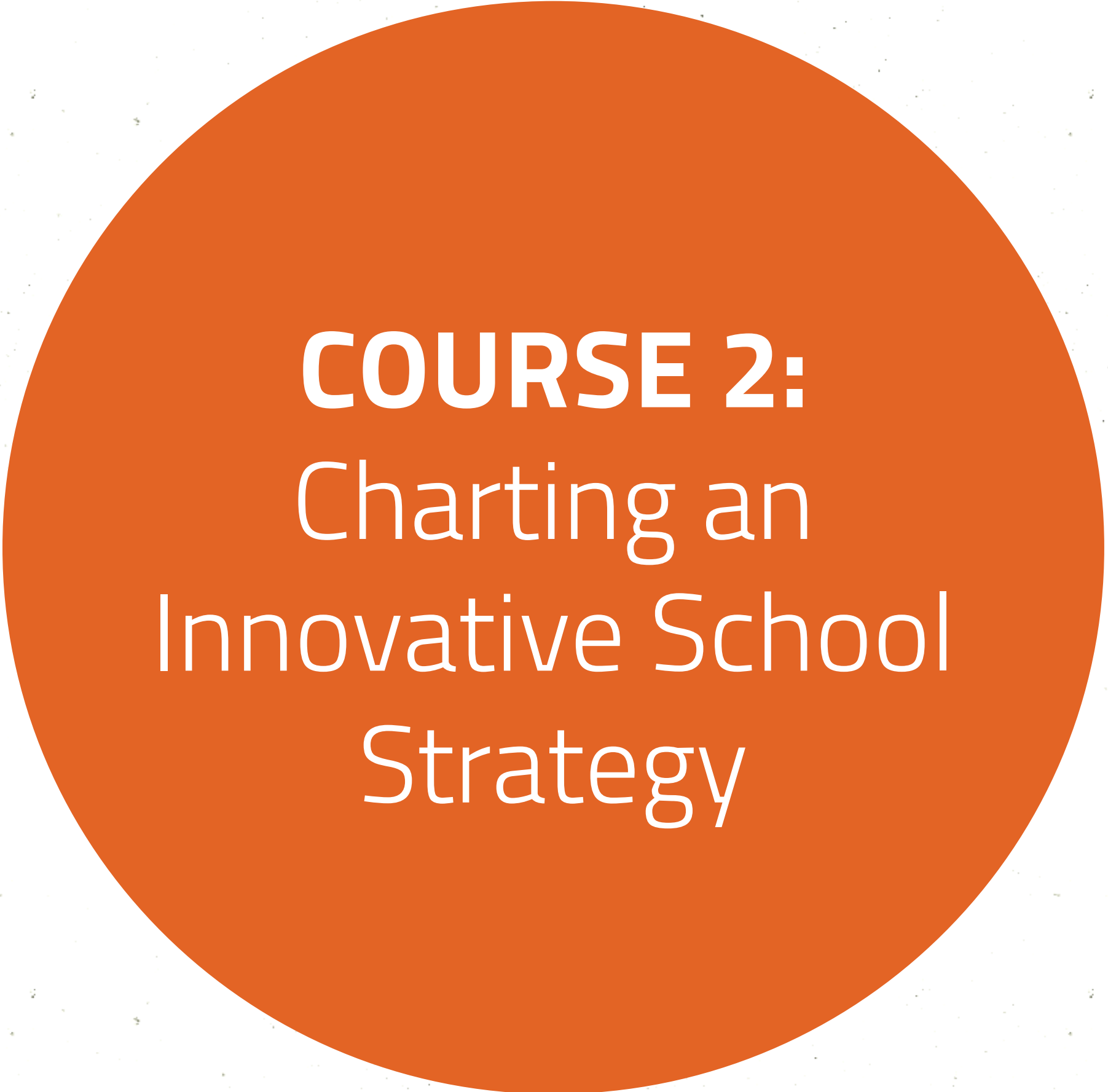
Section 3: **Understanding Strategic Thinking and Innovation**

Case analysis of a school whose school head viewed the problems from a wider perspective and applied strategic thinking and innovation in addressing the problems

Section 5: **Significance of Outcomes in a Project/Program**

The course equips school heads with the competencies, strategies, and tools needed to create a responsive and relevant school for students.

It guides school heads as they analyze their internal and external work contexts, design innovative solutions, and visualize clear outcomes.

A large orange circle graphic on the right side of the slide, containing the course title.

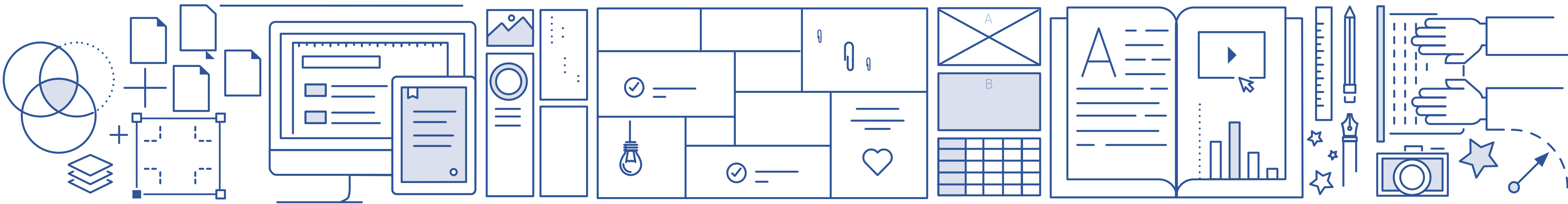
COURSE 2: Charting an Innovative School Strategy

It focuses on the person of the strategic and innovative school head.

This course dives deep into the competencies, qualities, behaviors, and attitudes that school heads must have to lead and sustain change.

COURSE 3:
Leading and
Sustaining Change

See you on the course!



www.seameo-innotech.org

ISO 9001 & 29990 CERTIFIED

Department of Education
National Educators Academy of the Philippines
Professional Development Division

PROGRAM PROPOSAL

Learning Service Provider	Southeast Asian Ministers of Education Organization Regional Center for Educational Innovation and Technology (SEAMEO INNOTECH)
Program Title	Teach On: Keeping the Passion Alive
Program Description	Teach On is a Massive Open Online Course (MOOC) aims to inspire rekindle and sustain teachers' passion for teaching. Throughout the course, the learners will draw from their own experiences and from experts and fellow passionate teachers featured in the course materials, to reflect on essential questions: 1. What is passion for teaching? 2. Why do we need to reflect on passion for teaching? 3. What does a passionate teacher look like? 4. How does passion affect the teaching practice? 5. What enables passion for teaching? 6. How can passion for teaching be nurtured or sustained?
Target Participants	Beginning and Proficient Teachers
Mode of Delivery	Online
Duration	Forty (40) training hours

Implementation Plan

Participants	Number of Participants	Date
Region 1	1,000	February to March 2022
Region 2	1,000	February to March 2022
Region 3	1,000	February to March 2022
Region 4a	1,000	February to March 2022
Region 4b	1,000	February to March 2022
Region 5	1,000	February to March 2022
Region 6	1,000	February to March 2022
Region 7	1,000	February to March 2022
Region 8	1,000	February to March 2022
Region 9	1,000	February to March 2022
Region 10	1,000	February to March 2022
Region 11	1,000	February to March 2022
Region 12	1,000	February to March 2022
Region 13	1,000	February to March 2022
CAR	1,000	February to March 2022
NCR	1,000	February to March 2022
TOTAL	16,000	



Your Frequently Asked Questions Answered

For TEACH ON 2021-1

We are very happy that teachers have taken interest in the course. Here are the answers to questions that we often receive.

1. What is SEAMEO INNOTECH?

SEAMEO INNOTECH (Southeast Asian Ministers of Education Organization, Regional Center for Educational Innovation and Technology) is an international organization that conducts research and training on educational solutions for educators in SEA. SEAMEO, the umbrella organization is an inter-governmental organization comprised of 11 member countries of SEA. SEAMEO was organized to foster collaboration in the areas of science, education and culture. SEAMEO INNOTECH has been delivering quality online education programs since 2006. Know more about SEAMEO INNOTECH at <http://www.seameo-innotech.org>

2. What is Coursebank?

Coursebank is the platform. It is the virtual venue of the course. There are other courses in the Coursebank platform implemented by OTHER organizations. SEAMEO INNOTECH is specifically implementing TEACH ON: Keeping the Passion Alive 2021-1 online course

3. What is a MOOC?

MOOC stands for Massive Open Online Course. MOOCs are online courses that can accommodate huge number of enrollments. It is considered a revolutionary approach in that it serves as a means to provide greater access to quality education and training.

4. What is the course title?

The official course title is TEACH ON: Keeping the Passion Alive 2021 – 1

5. When is the course implemented?

The course is open from April 19, 2021 to June 19, 2021. This means that you will have access to the course page and all of its contents within this period.

6. What is the course about?

The course is about passion for teaching. This course aims to inspire, rekindle and sustain teachers' passion for teaching?

7. What are the materials in the course?

All the course materials are uploaded in the course platform. It is comprised of a combination of videos, digital tools, readings and assessments.

8. Who is the teacher in the course?

This course gives you an opportunity to learn not just from one resource person. You will learn from many teachers and experts. There are 9 teachers featured in the course, many of them are Metrobank Outstanding Teacher awardees. There are also 4 faculty from Universities (University of the Philippines, Philippine Normal University and SAIDI School of Organizational Development) who provide insights on the topic.

9. Am I qualified to enroll? Do I need to be nominated by my superior?

The course is open to all teachers whether in the public or private sector, basic education or higher education. No nomination required.

10. Is there a face-to-face orientation before the course begins?

There is no face-to-face orientation. You need to follow the detailed guide on How to Enroll to get in the course. Once you are in the course, you will find the “Course Guide” as well as other guides that will help the learners navigate through the course.

11. How do I know that I have successfully enrolled in the course?

Make sure that you followed the step-by-step guide on how to enroll.

Log in using the email and password you used in creating an account.

12. When should we log in? Is the class everyday? What is the time of the class?

This course is self-paced and is online. There are no face-to-face sessions.

You have control over the time and manner by which they take on the course activities. The training hours is estimated at 40 training hours. You can go through the course contents **from April 19 to June 19, 2021**. So whether you only spend 2 hours a day or access the course every weekend or at night, it's ok. What is important is for you to go through all of the course activities. Please read the Course Guide found in the course for more detailed guidelines on specific schedule of activities.

13. Can I still enroll even if the course has started?

Yes, unless otherwise announced by INNOTECH in the Teach On: Keeping the Passion Alive Facebook page.

14. Is the course really free?

Yes it is absolutely free!

15. Are there any requirements for the course?

Just like any other course, this requires your full commitment. You will need to manage your time.

This being an online course, you need to have basic computer literacy skills (includes but not limited to using Facebook, browsing the internet, using email, using MS Word, creating online accounts and the like). You also need access to a laptop and a reliable internet connection (preferably 2mbps or higher). Note that while you may be able to access the course at a lower Internet speed, you may experience challenges. The course can also be accessed through a mobile phone or tablet (connected to the internet).

We understand that some may have challenges related to internet connectivity. This is part of the reason why we have made the course self-paced, so that you will have an opportunity to manage your time and availability of the required resources.

16. Will I get a certificate after the course?

Not everyone who enrolls will get a certificate. Those who would like to get a certificate will need to complete selected course activities/assessments. These assessments will be reviewed by our Pool of Assessors. Successful completers are qualified to get an international certificate of participation from SEAMEO INNOTECH. They will get an ecertificate.

The ecertificate will be emailed to the successful course completer. The ecertificate is only accessible thru the link provided in the email. The certificate will bear a unique QR code. When scanned, the QR code leads to a validation page at the INNOTECH website showing and confirming that the learner indeed completed the course.

You can print the ecertificate anytime you want.

17. Who are the members of the Pool of Assessors?

Our Pool of Assessors include distinguished faculty from the University of the Philippines - College of Education and the Philippine Normal University.

18. Will I get CPD credits?

Yes. SEAMEO INNOTECH is an accredited institution by PRC. Teach On: Keeping the Passion Alive is an accredited course with 15 CPD units.

The course accreditation code is PTR-2017-086-6051.

19. Is the course accredited by the National Educator's Academy (NEAP)

Yes. SEAMEO INNOTECH is an accredited learning service provider of NEAP. Teach On: Keeping the Passion Alive is an accredited course. The course accreditation number is PD-2020-0033-1211.

20. I already enrolled in the previous course, can I still enroll.

If you already received a certificate you can no longer enroll.

If you have not yet received a certificate, you can still enroll.

Other details:

For any concerns, please feel free to contact the TEACH ON Project Team through our Facebook Page:

<https://www.facebook.com/teachoninnotechmooc>

When asking for support, please provide the specifics (if possible, a screen shot as applicable). Please note that we may receive hundreds of messages and providing clear and complete information will allow us to better respond to learners.

We may also not be able to respond to queries individually. We post responses to common questions asked on our Facebook Page.

INNOTECH owns the copyright for the design and contents of the course.

Department of Education
National Educators Academy of the Philippines
Professional Development Division

PROGRAM PROPOSAL

Learning Service Provider	University of the Philippines, National Institute for Science and Mathematics Education Department (UP NISMED)
Program Title	GeoGebra Course 1: GeoGebra Basics
Program Description	This online course on GeoGebra Basics aims to equip in-service mathematics teachers with the skills on using GeoGebra tools and commands and in developing GeoGebra-based mathematical tasks. In this course, the teachers will learn how to use GeoGebra to draw, construct, and investigate properties of mathematical objects, examine the effects of parameters of functions on its graphs, and use the GeoGebra website to create dynamic worksheets. At the end of the course, the teachers should be able to design GeoGebra-based mathematical tasks. This course has four modules. In the first and second modules, the teachers will be familiarized with the basic tools and graphing functionalities of GeoGebra. In the third module, they will explore the capabilities of GeoGebra sliders. In the fourth module, they will create a dynamic worksheet composed of an applet and a set of guide questions and upload them on the GeoGebra website. The time allotted for each module is six hours of synchronous and asynchronous learning over a period of one week. The total time allotted to complete the course is 24 hours over a period of four weeks.
Target Participants	Grades 5 to 12 Mathematics Teachers
Mode of Delivery	Synchronous and Asynchronous
Duration	Four (4) weeks

No. of training hours: 24

Requirements for Target Participants:

- Grade 7-12 teachers teaching mathematics
- have a desktop/laptop with camera
- Have a stable internet connection
- Can attend all sessions

Implementation Plan

Participants	Number of Participants	Date
Batch 1	60	1Q of 2022
Batch 2	60	1Q of 2022
Batch 3	60	1Q of 2022
Batch 4	60	1Q of 2022
Batch 5	60	1Q of 2022
TOTAL	300	

Program Matrix

Week 1	Monday	Tuesday-Wednesday	Thursday	Friday
Activities	Synchronous (8:45-12:00) - Course Briefing - Introduction to the GeoGebra Interface Activity 1: Point, Line Segment, and Midpoint - Introduction to the GeoGebra.org website interface, uploading files	Asynchronous Activity 2: Distance, Angle, Slope - Practice Exercises 1 and 2 Activity 3: Circle, Intersect and Polygon - Practice Exercises 3	Synchronous (8:45-12:00) - Discussion of Activities 2 and 3 and Practice Exercises 1, 2, and 3 - Drag Test - Rubrics	Asynchronous QUIZ 1 Activity 4: Parallel and Perpendicular Lines - Practice Exercise 4

Week 2	Monday	Tuesday-Wednesday	Thursday	Friday
Activities	Synchronous (8:45-12:00) - Discussion of answers to QUIZ 1 - Discussion of Activity 4 and Practice Exercise 4	Asynchronous Activity 5: Number Sliders - Practice Exercises 5 Activity 6: Angle Slider - Practice Exercise 6	Synchronous (8:45-12:00) Discussion of Activity 5 and 6 and Practice Exercises 5 and 6.	Asynchronous QUIZ 2 Activity 7: Integer Slider - Practice Exercise 7

Week3	Monday	Tuesday-Wednesday	Thursday	Friday
Activities	Synchronous (8:45-12:00) • Discussion of answers to QUIZ 2 • Discussion of Activity 7 and Practice Exercise 7 • Enrichment: Animating Sliders	Asynchronous • Activity 8: Graphing Functions and Plotting Points • Practice Exercises 8 • Activity 9: Graphing Piecewise Functions • Practice Exercise 9 • Activity 10: Graphs and Sliders • Practice Exercise 10	Synchronous (8:45-12:00) • Discussion of Activity 8, 9, and 10 and Practice Exercises 8 and 9 • Enrichment: Latex in GeoGebra and Graphing Inequalities	Asynchronous Conceptualization of Final Project

Week4	Monday	Tuesday	Wednesday-Thursday	Friday
Activities	Synchronous (8:45-12:00) Open Consultation about the Final Project	Asynchronous Final Project	Synchronous (8:45-12:00) • Presentation of Final Projects • Course Evaluation	Asynchronous • Revision of Final Project