



DASIG

(**D**ata-driven **A**ssistance to **S**trengthen **I**nnovation towards **G**oal-realization)

A Coffee Table Book of DepEd CARAGA

2023





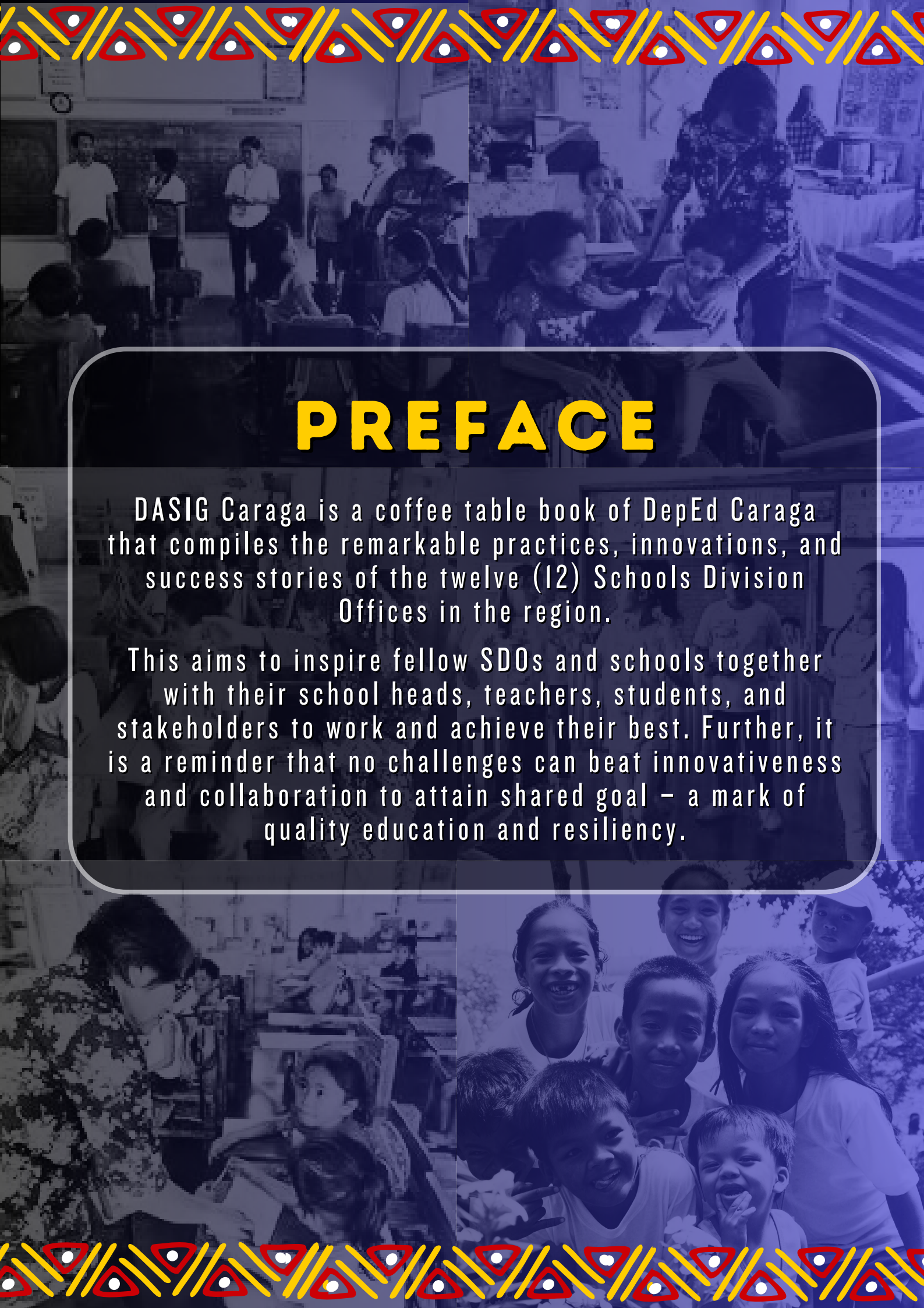
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PREFACE

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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ACKNOWLEDGEMENT

“Panagtambayayong 2022” highlights groundbreaking Basic Action Research Course at Bislig City Division

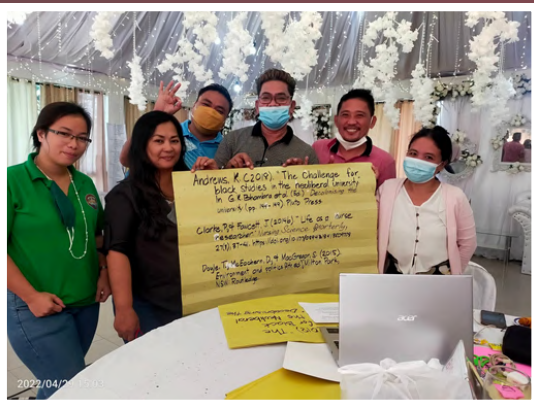
by: Angela C. Ayuste
Division of Bislig City



Photo opportunity with the distinguished researchers, guests, and speakers.

“Panagtambayayong 2022”, which was based from DM No. 112, s.2022, was launched as a division initiative to conduct Basic Action Research Course: From Proposal to Publication to give educators the knowledge, tools, and skills they need to perform valuable research in the context of their educational setting.

The program adopted an in-person approach, with sessions scheduled on Fridays and strict adherence to health protocols throughout. The program extended over an extensive duration of eighty-eight hours, spread across multiple sessions. The initiative garnered active involvement from a diverse group of thirty-three educators hailing from various districts within the Bislig City Division. Additionally, the Program Management Team, comprising twelve dedicated members, was under the capable leadership of ASDS Jasmin R. Lacuna, who also chairs the Schools Division Research Committee (SDRC), actively engaged in the initiative. Overseeing the entire event was SEPS Evelyn E. Almocera with DPO Teresa Mercedes M. Dela Rosa, who provided the driving force and conceptualization for its effective implementation.



Distinguished researchers from the Bislig City Division, namely MT II Mario C. Lozada, MT II Daisy Marie L. Ligutom, and MT I Teresa May Mundiz-Laquihon, emerged as instrumental figures in the triumphant execution of the Basic Research Course. Their extensive expertise and profound insights served as a guiding inspiration for participants, steering them through the intricate journey of crafting comprehensive research projects from inception to culmination. Furthermore, they undertook the pivotal roles of mentors, providing invaluable counsel and support to aspiring researchers. This meticulous provision not only underscored the program's commitment to fostering an environment conducive to impactful research but also amplified the overall effectiveness and influence of the initiative.

Worth noting, the financial allocation for this endeavor was sourced from the Special Education Funds (SEF) allocated by the Local Government Unit of Bislig City. This financial backing attested to the community's profound dedication to advancing educational research and promoting the holistic development of its educational landscape.



The key highlight of the program was the research culmination last December 10, 2022, held at the DPWH Conference Hall, where the researchers presented their terminal reports. Many renowned experts in the field of research in education in CARAGA Region, including the former ASDS Dr. Hector DN Macalalag, and Dr. Caroline L. Guerta the regional research focal attended and shared their insights, making the event a rich opportunity for collaboration and idea exchange.



The participants on making their presentations/reports after the sessions given.

The success of the “Panagtambayayong 2022” proved to be an invaluable learning opportunity for educators. It has provided a platform for teachers and administrators to come together, exchange ideas, and acquire new skills and techniques to craft their own action research. This will enable educators to make data-driven decisions and significantly improve the learning outcomes of the learners by bridging the gap between theory and practice. This shows the importance of continuous professional development for teachers, shared in a culture of research in the entire Bislig City Division. As more teachers adopt research-based practices in the classroom, the future of education appears more promising than ever.

"A Light on the Morrow"

by: Ella Mae Pasuhil-Betito
Division of Tandag City



A transformative phenomenon swept across the educational landscape during those two years of learning outside the classroom, reshaping the way students pursued their studies. The abrupt transition from traditional classroom learning to a new mode of education presented significant challenges and changes for both students and educators.

Remote learning became the norm, necessitating the development of gadgets and modules to facilitate this new educational experience. Students had to adjust to virtual classrooms, online assignments, and digital resources while dealing with technical issues and connectivity issues. It was an unprecedented period in which the familiar routine of physically attending school was disrupted and uncertain.

After two years of nightmare, limited face-to-face classes was finally available. The return of this modality elicited excitement and smiles from both learners and students. Several assessments were conducted to measure students learning on the two years of being away from school. The result of the assessment saddened the educators for it was revealed that there were learning gaps, particularly in mathematics.

In the results of the pretest conducted to determine the numeracy level of Grades 7 to 11, it was revealed that the majority of students were having a hard time dealing with basic fundamental operations in integers, decimals, fractions, and whole numbers. DepEd Tandag City's Project REPAIR in Basic Numeracy, which was implemented in 2019, was designed as a response. The project, dubbed Reteach for an Effective Performance Toward An Intended Results (REPAIR), aimed to improve the numeracy level and eventually the math proficiency levels in both elementary and secondary education.

Tandag National Science High School took proactive measures by adopting Project REPAIR to improve the numeracy level of its learners. To meet the students' needs, the school created intervention materials and implemented peer mentoring and tutorial programs. Pre-test results showed that 81.10% of the total population from Grades 7 to 11, comprising 524 students, were non-numerate and in need of interventions. After the conduct of interventions, through Project REPAIR, the number of students struggling with numeracy skills decreased to 54.97%, and it continuous to affect positively the performance of the learners.

The concerted efforts made by Tandag City Division and Tandag National Science High School demonstrate a commitment to addressing the learning gaps that emerged during the two-year period of limited face-to-face

communication. By implementing targeted interventions, providing supplemental materials, offering peer support, and intensified monitoring of the implementation of the intervention, the education sector in Tandag City aimed to enhance students' numeracy skills and overall academic achievement.

While the assessments initially revealed disappointing results, the ongoing efforts and interventions showcased a proactive approach to improving student outcomes. With continued dedication and support, it is likely that students will make progress and bridge the gaps in their mathematical abilities. The focus on assessment and intervention serves as a valuable tool to ensure that students receive the necessary support and resources to succeed in their academic pursuits.



Planning for Instructional Materials (IM's) Preparations



Tutorial, Peer tutoring, and group discussions



A Tale of TAs

by: Alma C. Ponio-Guire
Division of Surigao del Norte

While aboard on 'habal-habal', a local motorcycle taxi traversing the hinterlands of Malimono, my heart was beating so fast that it reminded me of the ancient drums of African natives while their witch doctor is performing a ceremonial dance before an unseen deity. It wasn't my first time to ride on this kind of vehicle, but the treacherous terrain is just a little bit brutal for my liking. Imagine a long and winding road with sharp jagged rocks on the sides plus a steep ascent that's not for the weak of heart. But once we arrived, everything changed when I saw them – the school heads, the teachers and especially, the learners whose genuine smiles and warm hospitality had me realize that it was all worth it. They knew I came to provide support and assistance to their current school set-up should they be necessary.

Given the distance, it would be safe to say that supervisors can't just visit them as often as they would want to. That is why it is important that for me as the supervisor on the field to take any chance I have and see things for myself. That way, everything is seen on the ground level just like the administrators and teachers and the applicable Technical Assistance provided immediately as opposed to remote provisions which I believe are prone to hits-or-misses. Knowing the problem firsthand at its very core is very important before finding the solutions.

Every school has unique challenges and objectives. Before offering technical support, it is crucial to understand each school's particular needs. It is very significant to have a comprehensive tool as a guide in gathering the data needed. Thorough needs analyses, discussions with teachers and administrators, and resource and infrastructure analyses are critical steps to properly tailor assistance to the needs of the school. This customized approach ensures that the technical help provided is in accordance with the schools' goals and vision.

Effective technical support requires solid relationships and the development of trust with school administrators and teachers. Initially, administrators and teachers in schools may be reluctant to adopt the suggestions and support you have extended due to the misplaced notion that their knowledge will be questioned.



Technical assistance providers can allay these worries and promote a cooperative and supportive environment by being open and honest with them, actively listening to their needs, and displaying their knowledge. By developing trust, they become cherished collaborators in the development of the school.

Technical support for schools must include efficient professional development and coaching initiatives. Teachers require assistance in gaining the abilities and information required to seamlessly incorporate varied strategies into their lesson plans that are appropriate to the learners.

One of the many distinguishing aspects of offering technical assistance to schools is recognizing and celebrating accomplishments. Recognizing and celebrating academic achievements is excellent since it will build morale and motivate schools to give their all to their work and take calculated risks because they know someone is rooting for them and feels that someone will assist them.

Technical support for schools is a collaborative and transformational process. Technical assistance providers can enable schools to perform their best work and provide enriched learning environments for the greater welfare of everyone by recognizing specific needs, fostering trust, providing professional development, and celebrating success. Every technical assistance session gives priceless lessons and insights that help grow and enhance educational processes over time. Schools can utilize students' full potential and equip them for success in the real world with continual commitment and assistance.

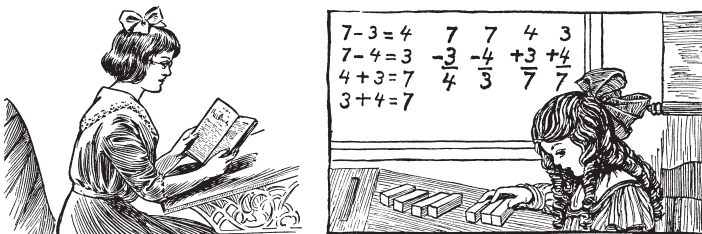
Beyond Par: School Heads in Remote Areas and their Role in Battling the Status Quo of Struggling Readers in Times of Pandemic

by: Wilfred D. Banluta
Division of Bayugan City



With the Philippines being an archipelago comprised of over 7,000 islands, it has certainly been a challenge for the Department of Education to uphold its quality policy to be able to provide accessible and quality education to all Filipino learners wherever they are. Looking at this situation, in a much closer light, it is definitely quiet undeniable that the status quo in schools situated in urban areas versus those in rural ones essentially varies. Though both may seem to face equally similar problems, the difference when it comes to addressing those, especially when resources enter the picture are significant.

According to literature, one major problem being faced by the Philippine's educational landscape at present are the struggling readers. This has been a problem made much prominent by the onslaught of the pandemic where in-person classes have been disrupted for a considerable amount of time. Focusing on schools situated in remote areas, describing the struggle that we went through as difficult is still an understatement.



As the backbone of our institution, school heads were tasked to oversee and keep the educational process continuous amidst the obstacles brought about by the pandemic, while at the same time trying to address the gaps in the educational process, such as the struggling readers as initially mentioned. There are numerous learners who are already on their last three years in elementary (grades 4, 5 and 6) who are experiencing problems with their reading and reading speed. It is either they hardly pronounce words especially if the words are new to them, read word-by-word in a very slow pace or interchange words while reading, indicating genuine difficulty in acquiring tantamount reading skills. A truly massive problem to be addressed. Given that schools in remote areas only have a very limited resources and above all, manpower only enough to keep the school's basic operations going. But as the old saying goes, "If there is a will, there is a way." So, as a main course of action, schools are tapping the community for help, particularly non-government organizations in sourcing materials like books, through book donation programs, as well as in sourcing volunteers who can extend a helping hand in possibly creating an engagement in the school where they teach learners facing difficulties in reading.

In the spirit of the Department of Education's life-long commitment to provide all learners with the right education with quality in all aspects, the program's main aim is to bring the hopes of a brighter future much nearer to each and every learner by addressing the problems they are experiencing now. Indeed, if one is fully committed to their profession, anything is possible. We have vowed to uphold the DepEd's Mission and Vision in everything that we do no matter what. No obstacle nor limitations could ever hinder that. Our learners deserve the best and it is our task to deliver that.



Bridging the Educational Divide: The Video Explainer Initiative in Surigao del Sur Division

by: Carlos Tian Chow C. Correos
Division of Surigao del Sur

The COVID-19 pandemic presented unprecedented challenges in education, leading schools to shift to remote learning. However, educators in remote areas faced obstacles due to limited technical assistance and in-person restrictions. To address this, the Surigao del Sur Division introduced the Video Explainer Initiative.

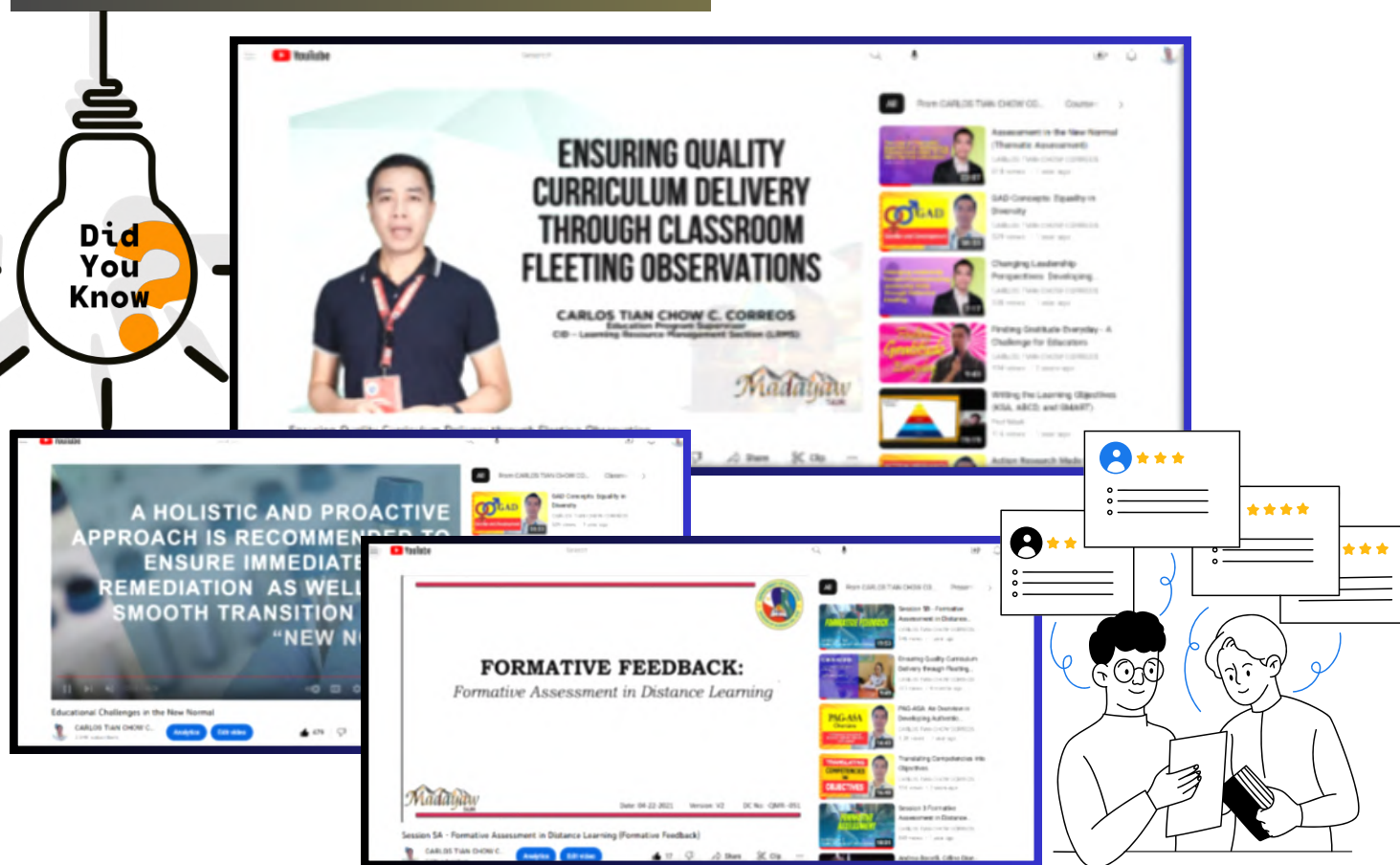
Prior to implementation, technical assistance was hindered by geographical distances and the large number of schools. To tackle this, critical topics were prioritized based on educator feedback, ensuring relevant content for teachers and school heads.

The division mobilized resources to equip supervisors with content development and video production skills, effectively addressing prevalent issues and offering technical assistance.

The Video Explainer Initiative's impact was significant, empowering educators in remote teaching. Sustainability was ensured through the establishment of production teams and collaboration with IT experts.

The initiative's success led to replication throughout the division and neighboring areas, benefiting school heads as well.

Overall, the Video Explainer Initiative is an innovative and effective solution bridging the educational divide during the pandemic. By addressing educator needs and optimizing resources, it has enhanced remote education quality. For successful implementation, other divisions may adapt the initiative to their contexts and foster collaboration. The Video Explainer Initiative showcases the power of creative solutions in building an inclusive educational landscape.



Mr. Carlos Tian Chow C. Correos's YouTube page where he share his knowledge/ideas on several topics.

Collaboration: An Elixir for Education

by: Ponciano G. Alngog
Division of Tandag City

In the pursuit of quality education, educational institutions and divisions are continually looking for new ways to improve teaching practices and student learning outcomes. The quarterly convergence of division and school subject area coordinators in all learning areas is one such initiative that has garnered significant impact in this side of the country, through Project ELEVATE [Engaging Educators to Leverage Expertise for Valuable Advancements in Teaching and Education].

The quarterly convergence emerged as a venue for educators to collaborate, share knowledge, and grow professionally. Tandag City Division identified the need for a holistic approach that would break down subject-area silos and promote interdisciplinary teaching and learning. Thus, the conduct of regular convergence was developed to allow this exchange of ideas and practices, as well as gather challenges, gaps, and concerns in order to provide suitable and relevant technical assistance.

Education Program Supervisors in all learning areas are entrusted with taking these gaps and teacher needs into account in the implementation of the K-to-12 Curriculum. Hence, in order to ensure its efficacy in the implementation, all supervisors must promote collaboration as a vital part of the educational landscape.

Collaboration among educators, parents, and communities is an elixir that fosters a rich and a dynamic learning environment. It promotes the exchange of knowledge, experiences, and resources, which leads to better educational outcomes and overall development. It also has an impact on individuals where profound effect on educational institutions and larger society are felt.

It is also worth noting that collaboration in education extends beyond classrooms and institutions. It entails a collaborative effort by educators to provide engaging and fruitful learning experiences. Teachers obtain varied perspectives and ideas through cooperating with one another, allowing them to refine their pedagogical practices. They can discuss best practices, new teaching approaches, and learn from each other's achievements and struggles. This collaboration fosters professional development and eventually benefits students by exposing them to a variety of teaching methodologies that cater to diverse learning types.

By bringing together teachers from various subject areas, Tandag City Division through the Curriculum Implementation Division encourages educators to explore connections between different disciplines and integrate them into their lesson plans. This approach enhances students' understanding of complex



concepts, fosters critical thinking skills, and promotes a holistic approach to education.

On the other hand, the convergence provides a valuable platform for professional growth, allowing teachers to broaden their knowledge and skills. Through engaging presentations, teachers gain insights into emerging trends in education, learn about new teaching methodologies, and acquire strategies to address the evolving needs of students. This continuous professional growth positively impacts the quality of education in Tandag City Division.

Overall, quarterly convergence of teachers across learning areas has emerged as an excellent practice in Tandag City Division, promoting collaboration, interdisciplinary teaching, and professional development. The convergence has dramatically improved education quality and student learning results by offering a platform for information exchange. As this technique evolves, it serves as an inspiration for other divisions and educational institutions to adopt similar approaches, establishing a culture of continual improvement and innovation in education.



Photo taken of one of the Project ELEVATE session



DepEd Tandag City Reigns Supreme with Stellar Financial Reports

by: Janice E. Gregorio
Division of Tandag City



Assistant Regional Director - Pedro T. Escobarte, Jr., Chief of Finance Division - Fe. Alegado, together with the Tandag City Division Finance Team

In the face of the unprecedented challenges brought forth by the COVID-19 pandemic, the Department of Education-Tandag City Division Finance Team has stood tall, earning well-deserved recognition and acclaim. During the CY 2022 Pre Year-End Conference, the team achieved a remarkable feat, securing the top spot as the number one ranked division for the submission of complete, accurate, reliable, and timely budget disbursement rate, as well as full downloading of MOOE [Maintenance and Other Operating Expenses].

Navigating the complexities of the pandemic, the Finance Team showcased exemplary commitment and dedication, going above and beyond to ensure that vital financial processes remained seamless and efficient. Despite the overwhelming consequences of the pandemic, this crisis also served as an extraordinary time for learning and growth. It prompted the team to quickly reimagine human connections and interactions to facilitate learning, while also navigating the rapidly evolving role of the Finance Team in the face of remote education.

In the pursuit of excellence, the Finance Team's unwavering dedication has not gone unnoticed. Their tireless efforts led to the outstanding recognition of being named the top SDO-Finance personnel at the Regional level for multiple quarters, with the team consistently surpassing expectations, even amidst the challenges posed by the epidemic crisis.



In times of crisis, the true essence of a team's strength shines through. The Department of Education-Tandag City Division Finance Team has exemplified remarkable resilience and commitment, ensuring that financial operations remained uninterrupted during these testing times.

The Finance Team's exceptional performance is a testament to their dedication and adaptability in ensuring the smooth flow of resources for the benefit of learners and educators alike. As the pandemic continues to present challenges, the Finance Team remains undeterred, continually working towards the betterment of education in Tandag City.

With each accomplishment, the Finance Team continues to inspire and motivate others in the field of education. Their unwavering commitment to their work and their passion for supporting learners and educators sets a commendable example for the entire community.



Doongan Integrated School at Its Best...

by: Maricel B. Agol
Division of Butuan City

“Unity is strength...when there is teamwork and collaboration, wonderful things can be achieved,” American poet Mattie Stepanek once said.

There is no such thing as a flawless squad. However, there is a formula for achievement that can be found in each and every school. It is not uncommon for people to have divergent opinions regarding the qualities or aspects that should be emphasized when describing successful educational institutions. According to the findings of research, principals have the most significant role to play in the process of finding solutions to problems that occur in schools. They are accountable for fostering the cohesiveness of the teaching staff. This is true in regard to the question of how they can motivate their subordinates. When the administration is effective, a sense of community is fostered inside the organization, recognizing its potentials, unique qualities and features that are possessed by each individual. These contribute to the overall success of the institution.

Doongan Integrated School is hardly an exception to the rule when it comes to schools that have experienced struggles especially during the pandemic. They were already in the midst of a global crisis in education because a large number of children were enrolled in the school but were failing to acquire the fundamental skills necessary for daily living. The effect of closed schools and children being stranded at home with limited or no access to educational opportunities has had a devastating effect on schools, students, and the parents of those students.



Estimates provided by professionals, students could stand to lose an entire academic years' worth of knowledge, which would result in an entire class falling permanently behind in their education. But through the leadership of the school principal, Mrs. Deborah C. Madamba, as well as the collective efforts of the teaching staff at the school, Team unity was established. They arrived at its current best practices as a result of the concerted efforts of a cohesive group/team who contributed a variety of skills and resources to the pursuit of a compelling common goal. Best practices like Project Hagilap, Project Kamustahan, Bayanihan Sa Pagpabasa Sa Kabataan Hong Doongan, Learning On Air, and Project DMORE have been bench marked and was used successfully as examples by various schools in the division. The fact that the current administration has been so successful in winning awards and making school improvements is yet another reason why DIS is performing so well. Also is the unflagging Support of the Barangay Council, led by Hon. Guilberto A. Enriquez, and the participation of other stakeholders is another factor that has contributed to the success of this school.

One more success indicator of Doongan Integrated School is maintaining the SBM (School Based Management) LEVEL 3 status. This means that the schools in question have been subjected to multiple validations as part of a microscopic assessment working their way up from the District Level to the Regional Level.

There is still a lot of things to do specially with the up-coming school year under the leadership of our new DepEd Secretary and if everyone pulls together and makes a greater effort to understand how the new normal in education works, DIS will be able to reach new heights.

Doongan Integrated School, standing strong in unity!



Brigada Eskwela and Brigada Pagpabasa Coordinators with their Stakeholders



DOONGAN IS - School Based Management (SBM) received its award for sustaining the Advanced Level of Practice in SBM during the Stakeholders Convocation.



Learning On Air aired at 88.1 Radyo Serbisyo and 88.7 Real Radio which was anchored by the Doongan IS Teachers.

EBCES: Rebuilding Adeptness Amidst Pandemic-19

by: Gerard M. Lopez
Division of Bayugan City

East Bayugan Central Elementary School teaching staff was not spared from COVID-19 has now motivation to have a big celebration.

When the world has shaken instantaneously by Corona virus in December 2019, every humankind felt the burden that has brought about by this pandemic. EBCES teaching staff, parents, learners, the school ground, classrooms and the faces of every individual has never been the same again. Millions of people, found their world upended. Lives and livelihood were thrown into disarray and education was unsympathetically smashed into dilemma.

“Some people did soul searching. When I was home from work, having coffee out in the garden contemplating” says Marlyn, who grew up on a countryside and an EBCES grade-IV teacher.

“I realized life will never be the same with this covid-19 pandemic and I must take this positively and accept the life’s challenges presented before me,” she added.

Yet, despite the bleak outlook, as the principal of EBCES with over 50 teachers and over 1800 learners I have witnessed stories of courage, hope, kindness and triumph towards one another: the spirit of Unity— Pagkahiusa, Hiusa—as it is commonly known in Visayas and Mindanao region was very observable. It all makes life more bearable despite pandemic.

“Bayanihan” or the spirit of volunteerism, innate in all of us, is what drives the selfless people who have during the COVID-19 pandemic, extended kindness to their neighbors, shopped for the senior citizens and other vulnerable people, among other acts of generosity. This resonates with a quote from former Bayugan City Mayor Bobong Asis, “Behind all these advancements lie many factors,” There are glows of progress and developments. During the pandemic, rates of depression and anxiety skyrocketed to almost half of all Filipino adults and children.

From this pandemic grew an unprecedented opportunity right to reinvent selves, relationships, work style and life itself from scratch. It’s time to allow the creative ideas to flow. Leadership during the times of Pandemic would mean building and sustaining trust in times of uncertainty.

Augmented reality using google meet, zoom among others are platforms that help everyone else combating during this universal phenomenon. Educational land map has changed. EBCES incorporate such new trend of platforms in conducting seminars to continue professional development of all employees. Microcosm meetings and trainings with subordinates were done thru google meet or zoom, even with the conduct of classes has modifies flexible learning options developed by the department and its partners, the former was popularly chosen over the latter.

With all these challenges and other concerns has stricken my leadership governing my teachers, learners among others. As we are all at the mercy of internet connectivity and all its peripherals. The printed materials to be used the limited physical movements allowable in some particular areas, the food supply and the livelihood are just a few to mention parameters of issues during pandemic. Building a resilient recovery and emerging as a strong leader from the wrath of COVID-19 pandemic was almost non-existence yet it all happened with the bayanihan among Bayuganons and the collaborative mentoring efforts from my supportive co-leaders, I did all with bravery and trust in me and them. I have realized that in order for me to be an effective leader to my subordinates, I must acknowledge vulnerability, practice communication, lead at a reachable pace and build accountability and trust.



(L-R: Meetings and Training on Localized Materials in EsP, Illustrators on Unang Ang-ang sa Pagbasa, Pandemic Time)

EMPOWERING SUCCESS: THE TRIUMPH OF NNVS NLC'S INAGUARAL YEAR

By: Jinky N. Oraiz
Division of Agusan del Norte



NNVS NLC Grade 7 and 8 Campers and Teachers pose with the Monitoring and Evaluation Team from DepEd Caraga Region and Agusan del Norte Division after enjoying their afternoon's integrative fun game.

In an unprecedented stride towards educational excellence, the first year of Nasipit National Vocational School's National Learning Camp (NLC) has brought about a transformational success story for both educators and learners. This pioneering endeavor has ushered in a wave of positive change, fostering academic growth, confidence, and innovation within the walls of our institution.

Amidst the difficulties in education, the NLC's first year shines as a hopeful achievement. A notable highlight has been the substantial progress made by learners, especially those in the intervention and consolidation camps within the 7th and 8th grade. Most of the students faced learning challenges, had trouble with speaking in class, and found complex questions tough. However, as the weeks have unfolded, a remarkable change took hold.

The initial hesitance and shyness that seemed to plagued learners during oral recitations and discussions have been replaced with newfound confidence. With time, these students have embraced active participation in games, activities, and oral presentations within the classrooms and during camp assembly or fun game events. By staying involved and benefiting from the supportive atmosphere created by NLC teachers, students have not only improved their ability to analyze things in English, Science and Math subjects, but they've also shown a strong determination to learn.

The journey has not been one-sided, as the dedication and commitment of the teachers have played a pivotal role in the program's success. The NLC has enriched the pedagogical skills of educators, particularly in English, Science, and Math.

The comprehensive training sessions, coupled with collaborative efforts among fellow NLC teachers, have kindled a renewed passion for teaching. This synergy has led to a remarkable enhancement of teaching methods, resulting in more engaging lessons that resonate with the diverse learning styles of students.

One hallmark of the NLC's impact on teachers has been their enhanced creativity in devising captivating games that seamlessly incorporate the camp's lessons. By turning learning into a joyful and interactive experience, educators have managed to bridge the gap between theoretical concepts and practical understanding. This creative approach has breathed new life into the classroom, igniting a spark of enthusiasm within both students and teachers.

As the NNVS' National Learning Camp's inaugural year gracefully concludes, its triumphant tale serves as a resounding testament to the collective strength of collaboration, impactful training, determination, and crucial material support from every involved party. This remarkable journey underscores the transformational capacity of education, wherein the right resources, methodologies, and shared enthusiasm can genuinely reshape lives, charting a course towards a brighter future. With the NNVS NLC setting an example, the educational landscape is poised for on-going advancements, nurturing generations of confident, empowered learners ready to embrace the challenges of tomorrow with open arms.

#saNNVSNLCbibomi!
#LearningTogether



Finding Ways: The CI Way of TA Provision

by: Jennifer R. Jovita
Division of Surigao City

In the dynamic landscape of education, continuous improvement (CI) is a cornerstone for enhancing the quality of education leading to better learning outcomes. The Schools Division of Surigao City has recognized the significance of school CI projects in achieving excellence in education. Since its Pilot Implementation in 2015, 25% or 22 out of the 87 schools in the Division crafted and implemented twenty-six (26) school CI projects dwelling on governance and quality, particularly on Reading.

Collaborative planning, capacity building, data-driven decision making, resource allocation and support from the top management are fundamental elements in the success of the CI implementation in the Division. Equally important to these is the regular conduct of mentoring and coaching sessions by the nine (9) Division Master Coaches and Trainers, assigned as mentors to the different school CI projects, to ensure that the CI projects are achieving what they have set for.

Provision of technical assistance through the conduct of mentoring and coaching sessions is indeed vital from the conceptualization of the project to implementation and up to counting milestones achieved. However, in most cases, the conduct of such important endeavor in project implementation is not easy as it may seem due to several factors – topping the list are the other official tasks of the coaches that they also need to attend to. Nonetheless, Surigao City Division CI Team employs certain mechanisms to address the needs of the school CI teams for technical assistance.

QUARTERLY KUMUSTAHAN:

These were done either face-to-face or virtually every end of the quarter. Facilitated by the core CI team members of the Division, each school CI team was required to give updates on their project implementation as to the accomplishments achieved in a given quarter. Issues and concerns of each team were also presented outlining the TA needs and priorities for the coaches to focused on.

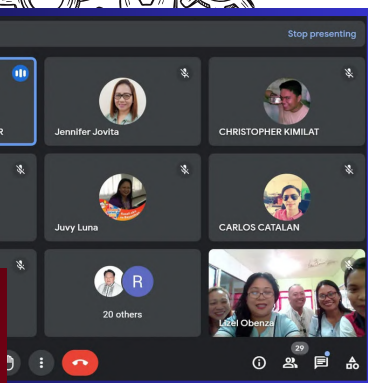
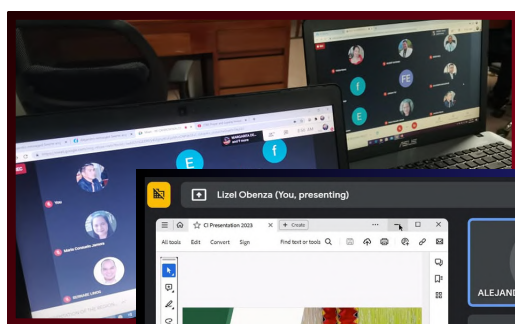


ALTERNATIVE ONLINE PLATFORMS:

Amidst the pandemic and the onslaught of Typhoon Odette, the implementation of the CI program in the Division persisted. Virtual platforms like Google Meet and Zoom were utilized in the provision of the much-needed assistance. Messenger Group Chats were created for the teams and the coaches to interact actively. Virtual meetings and mini-conferences were also conducted among the Division CI Master Coaches and Trainers, thus, planned activities were still carried out successfully resulting to a 100% accomplishment of targets of most of the activities.

CI CONVERGENCE:

On its third roll out, the Division deemed it necessary to showcase the outputs of all the School CI Teams. Improved and effective processes in reading interventions and schools governance were bench-marked by other schools and other teams. This also provides a venue for identifying areas of concerns for technical assistance as each team aims for sustainability and replicability of their respective CI projects.



*Indeed, all these noteworthy efforts paved the way for the Division to be recognized as the **Best Division CI Implementer** - Pilot Divisions Category in Caraga Region for three (3) consecutive years now.*

From Crisis to Continuity: The Resilient Journey of Project GRASP in Butuan City School of Arts and Trades

by: Roxan Ferrer Raden
Division of Butuan City

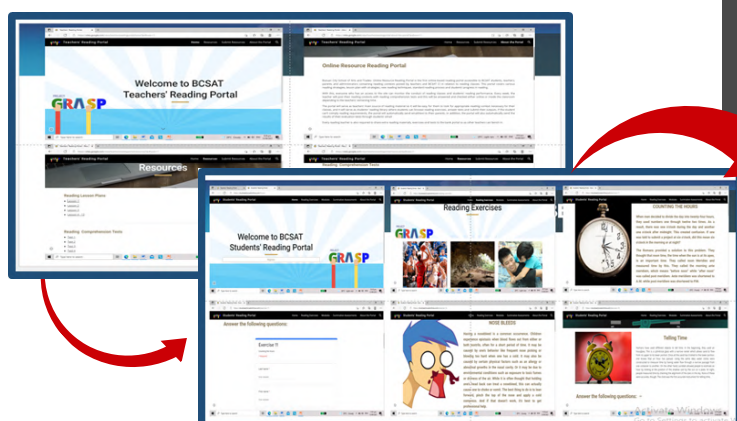
In the face of unprecedented challenges posed by the COVID-19 pandemic, the Continuous Improvement Team, Batch 3 of Butuan City School of Arts and Trades', crafted Project GRASP (Growing through Reading using Advanced Teaching Strategies to Improve Students' Academic Performance), and has proven its mettle. Originally designed to synergize face-to-face classes with the Learning Reading Resource Portal, the project faced a transformative shift during the School Year 2020-2021. While the pandemic compelled the portal to serve as a vital source of online learning for modular digital students, its impact extended far beyond crisis management. As the new normal emerged, Project GRASP evolved, embracing the Reading Resource Portal as an enduring tool to elevate academic performance and nurture a love for learning.

From its inception, Project GRASP was a visionary endeavor, fusing advanced teaching strategies with the expansive resources of the Learning Reading Resource Portal. Pre-pandemic, the project aimed to immerse students in a dynamic and interactive learning experience, instilling a passion for literature and critical thinking. The portal served as an enriching supplement to classroom activities, offering a diverse array of digital reading materials and interactive tools for reading activities. The onset of the COVID-19 pandemic tested the resilience of Project GRASP. With face-to-face classes on hold, the Reading Resource Portal transformed into a lifeline for modular digital students during the School Year 2020-2021. It became an essential source of modules and summative tests in Google Forms, ensuring that students could continue their education safely from their homes. The portal's adaptability and accessibility emerged as invaluable assets during times of uncertainty.

As the pandemic gradually subsided, the Reading Resource Portal's role in Project GRASP underwent a metamorphosis. Far from being a mere pandemic response, the portal proved its worth as an enduring asset in shaping a dynamic and comprehensive learning environment. Embracing the new normal, Project GRASP continued to harness the portal's vast resources for reading activities. The Reading Resource Portal emerged as a catalyst for academic growth and holistic development among students. Beyond the confines of physical classrooms, students were equipped with an abundance of interactive and engaging learning materials. Asynchronous learning empowered students to chart their learning journeys, take ownership of their progress, and hone self-directed learning skills. Project GRASP exemplified the evolution of education, where technology harmoniously blended with traditional teaching strategies to foster academic excellence.

The journey of Project GRASP in Butuan City School of Arts and Trades stands as a testament to resilience and adaptability. Through crisis and transformation, the project remained steadfast in its commitment to shaping future generations of confident, informed, and empathetic learners. The Reading Resource Portal became a symbol of hope, bridging the gap between educators and students and transcending the boundaries of time and distance.

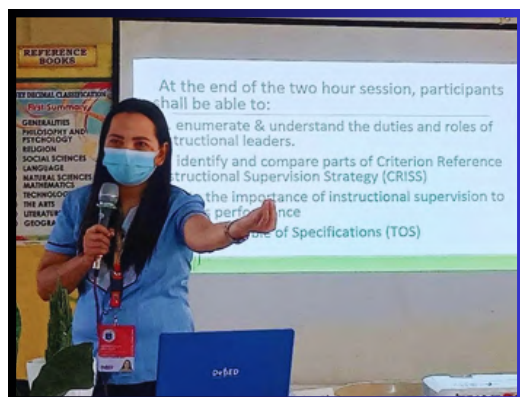
Project GRASP's transformative journey from crisis management to an enduring legacy at Butuan City School of Arts and Trades reflects the indomitable spirit of education. The portal's role as a catalyst for academic growth during the pandemic paved the way for its continued use in a post-pandemic world. Project GRASP proves that even in the face of adversity, innovation and perseverance can turn challenges into opportunities for progress. As students step into an uncertain future, the lessons learned from Project GRASP will serve as guiding lights, reminding them that the pursuit of knowledge and wisdom knows no bounds.



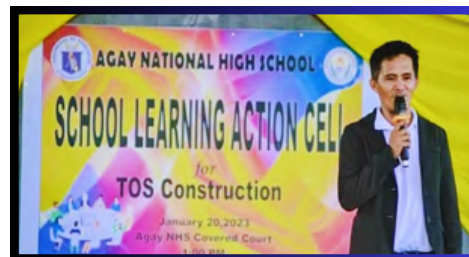
This serves as an e-library for teachers and students. Teachers are encouraged to share prepared reading materials such as reading exercises, reading comprehension tests, reading lesson plans, reading power points, reading audio-visual materials, and reading remediation in the teachers' portal so it will be readily available for all teachers to be used. Aside from the modules and WLAS, teachers can post reading assessments, assigned reading assessments, and reading remediation readily available in the students' portal, and this will be accessed and answered by the students online.

ILLUMINATING EXCELLENCE IN THE ERA OF COVID-19 AND BEYOND

by: Analou O. Hermocilla & Hannah Faith L. Facura
Division of Agusan del Norte



Sharing his expertise on crafting and validating learning assessments is Dr. Kean Hope.



Transmitting ICT skills and reskill Agay NHS teachers to unleash the power of adaptability is Mr. William A. Felesilda.

Working with a culture of excellence empowers everyone to maximize their full potential to address the call of time even in the midst of uncertainties and beyond.

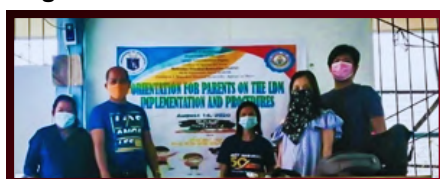
In the heart of Agay National High School (Agay NHS), a beacon of innovation and resilience has emerged amidst the storm of the COVID-19 pandemic. With unwavering determination, through the leadership of Dr. Analou O. Hermocilla, School Principal II of Agay NHS has diligently worked to empower the Agay NHS instructional leaders, teachers, and alike, ensuring their capability and competency development during the challenging times. Embracing retooling, upskilling, and reskilling teachers' skills, alongside the crafting and validation of learning assessments, retooling for a digital frontier, strengthening linkages for crossroad opportunities and partnerships, and participating in other comprehensive training programs, workshops, and webinars deftly honing their skills in virtual pedagogy, Agay NHS is rewriting the script of education continuity.

Hence, Agay NHS delves into how to assess learners reliably, it took the step of opening a portal on crafting and validating learning assessments with Dr. Kevin Hope Salva, Regional Science Supervisor. The teachers meaningfully learned that educators need to carefully consider the content they want to assess and design questions that effectively measure students' understanding. This process requires clarity in the wording of questions and the inclusion of suitable answer options to avoid ambiguity and ensure students' comprehension.

On the other hand, teachers embarked on an ambitious retooling journey, immersing themselves in a myriad of digital platforms and learning ecosystems that seamlessly complemented their traditional teaching approaches such as electronically generated grade sheets, school forms, report cards, admissions, item analysis, table of specifications, and more. Armed with newfound digital literacy, Agay NHS's teachers are now deftly creating captivating content, engaging students across virtual landscapes, and mastering effective assessment techniques.

Education must transcend the confines of brick and mortar for true universality. Agay NHS embraced this philosophy wholeheartedly, implementing an array of alternative delivery modes and crafted contextualized learning materials to ensure learning continuity for all. Mindful of the digital divide, the school forged partnerships with the Local Government Unit (LGU), barangay institutions, and other school-community stakeholders to fashion printed modules and learning packets.

Nevertheless, Agay NHS's journey in empowering educators and instructional leaders amidst the chaos and unprecedented challenges and milestones is nothing short of a masterpiece. Its unwavering commitment illuminates a path of innovation, adaptability, and inclusivity that will continue to inspire educational institutions worldwide.



Distributing ADM Learning materials and SOS! ALERT Learning materials for LSEs to Sumilihon, Butuan City are the Agay NHS teachers

INNOVATIONS IN ENHANCING LEARNER'S ACHIEVEMENT

by: Fe T. Maloloy-on
Division of Bayugan City

Agusan del Sur Pilot Laboratory School (ADSPILS) is known for being a model school in terms of the best practices in the improvement of the curriculum and instruction. There are activities which were stopped due to the pandemic, but the school has some innovative projects and activities appropriate to distance learning to continue achieve the school's vision and mission to provide quality education to all learners.

To manifests the remarkable performance of the school, ADSPILS continues its commitment to extend extra mile both in normal and new normal set up in improving learners' achievement through ESMART Juan (Excellence in Science, Mathematics, and Communication Arts and Social Sciences) Initiative to wit:

1. Project Crown: (New Normal)

- a reading enhancement activity where learners are provided with reading materials at home in soft copy or in print. Teachers help through Google meet/classroom or in any form of communication available.
- Under this project is the reading enhancement which provide reading centers (can be a teacher's shade) with reading materials. Recipients for this are the learners who are residents near to the reading center but follow health protocols.
- An avenue for the learners to be motivated to develop the habit of reading. Through FB Live, learners show their best output in reading a story.

2. Online Tutorial/Review

- this activity is facilitated by the ICT teachers' Team. They are in-charge of the schedule of the review, the grade level to review, and the teacher assigned to review the lessons. This is through virtual platform.

3. FB Live: ADSPILS Talk

- using the school FB page, the school invites resource speakers for certain topics, be it on wellness or in academics. This is in a form of information drive.

4. MASKS Strategy (Making Avenue in Social Media the "Kumustahan" and other Services

- this is an SPG-led activity keeping in touch with schoolmates through social media for self-care and wellness.

5. Project PTA-Shield (Secures health, intellect, emotions, of learners to deliver education amidst pandemic)

- This is a collaborative effort of the PTA to provide learners, parents, and stakeholders the necessary support and assistance to continue deliver best services for well-being and quality learning. This is a project which strengthens the partnership between stakeholders and the school.

6. Project Mag-upgrade sa Brigada Eskwela

- This is a continuous improvement project which improves the process in Brigada Eskwela and develops linkage and harmonious relationship between the school and the stakeholders.
- Through the regional surveillance award as sustained SBM level 3 of practice, our best practices are disclosed to other schools as they benchmarked our best performances.
- Likewise, our performances like ADSPILS Talk and Reading Activity were uploaded and shown to FB Page/FB live.

With the innovations being implemented, MPS is increased, sustained 0% Dropout Rate, 0% failure Rate, 0% Frustration Level, and 100% Promotion and Graduation Rate.



Int'l. Org backs SDO Butuan's school digitalization project

by: Marlou C. Tagarao
Division of Butuan City

In its aim to provide access to life and support the academic learning of the students, teachers and stakeholders using digital connectivity and knowledge sharing, ProScola Incorporated, a Switzerland-based international organization selected Ampayon Central Elementary School of the division of Butuan City as its recipient of their innovative education software and service worth 4.5 million.

ProScola International Co-founder Mr. Jason Thompson and ProScola International Coordinator Ms. Cecilia M. Estoque visited Ampayon CES last October 6, 2022 for the ProScola Swiss Education Application- A Step-based Approach to Digitization Training.

DepEd Caraga Regional Director Ma. Gemma M. Ledesma together with DepEd Butuan City's top officials led by Schools Division Superintendent Dr. Marilou B. Dedumo, Dinagat Islands Schools Division Superintendent Manuel O. Caberte and Butuan City Councilors Hon. Joseph Omar O. Andaya and Hon. Cherry Mae Busa have also graced the activity.

In the said event, ProScola presented their digitalized Learning Management Software (LMS) which was designed for teachers and students to support the administration, documentation, tracking, reporting, automation and delivery of educational courses, training and learning programs, and more.

Moreover, it also showed their 16-kilogram Safe School Box, which has been the first in the world that has all-in-one digital knowledge delivery and solar powered hardware for sustainability.

"It was my dream to give digital access to the different places of the world. My drive of passion was to make learning accessible and stress-free for the teachers," Mr. Thompson stated.

Truly a blessing

Meanwhile, RD Ledesma expressed her gratefulness to the ProScola team for choosing Caraga Region as the beneficiaries of the said innovation as a first-of-its-kind in the country.



The Ampayon Central Elementary School Teachers together with DepEd Caraga Regional Director Ma. Gemma M. Ledesma, the top officials of DepEd Butuan City led by Schools Division Superintendent Dr. Marilou B. Dedumo, Dinagat Islands Schools Division Superintendent Manuel O. Caberte and Butuan City Councilors Hon. Joseph Omar O. Andaya and Hon. Cherry Mae Busa.

"You are indeed a God's gift to the region. It would help and improve teachers' performance in providing quality education to our learners," the regional director emphasized.

Moreover, SDS Dedumo has also stated how ProScola was a big blessing for ACES. She further encouraged them to be of great help to the marginalized sectors of the society especially to the Indigenous People (IPs).

Additionally, the city government of Butuan led by City Mayor Ronnie Vicente Lagnada which was represented by city councilor Busa, who chairs the committee on Science and Technology has also showed their support for the said technology.

"This is a very wonderful opportunity for everyone. May the teachers utilize this technology for the betterment of the learners. May this innovation may also be presented to other schools and institutions in the city," Busa stressed.

The beginning

Ms. Estoque, a former English Teacher at Agusan National High School who won the 2006 Worldwide Innovative Teachers Top Prize emphasized the importance of innovation towards digital teaching. Thus, became the bridge of hope for the realization of this educational program.

In her discussion, she emphasized the importance of a digital platform in order to seamlessly create synergies of learners across the globe.

Furthermore, Ampayon CES led by the teachers of the Special Science Elementary School (SSES) began to utilize the said software last April-June 2022 through the utilization of their crafted lesson materials of their Project Based Learning.

The Memorandum of Agreement between the City Schools Division of Butuan City, which is under the Department of Education, and ProScola, Inc. was ceremonially signed last August 18.

Meanwhile, Liberty Elementary School of the Division of Dinagat Islands was also one of the two chosen schools to get the technology.

ProScola is an organization that create an impact on global education. It supports the DepEd's educational improvements by providing a revolutionary education delivery mechanism empowered through educational software. It continually aims to reduce work time, improve teacher collaboration, increase student focus and eliminate confusion.



Opening of Public/Private Schools for the Progressive Expansion of Limited Face-to-Face Classes: A Joint Effort to Overcome the Pandemic's Impact on Education

by: Ucille U. Galvez
Division of Surigao del Sur



In 2022, alarming reports from the World Bank, UNESCO, and UNICEF highlighted the potential lifelong earnings loss for students due to the COVID-19 pandemic-related school closures. A staggering \$17 trillion in present value, or approximately 14 percent of the current global GDP, was at risk. Moreover, the State of the Global Education Crisis report pointed out that the share of children living in Learning Poverty had already reached 53 percent before the pandemic, and it could escalate to 70 percent due to prolonged school closures and the limitations of remote learning in ensuring uninterrupted education.

Faced with these alarming statistics, the schools of Surigao del Sur division took decisive action to address the learning loss and safeguard the realization of the Department of Education's vision and mission. The division swiftly implemented the opening of limited face-to-face classes, recognizing the urgency of providing a conducive learning environment for students.

Following guidelines set by Regional Memorandum No. 149, dated March 4, 2022, the division office was entrusted with validating schools' readiness to apply for the progressive expansion of limited face-to-face classes. The schools that met the specified parameters in the memorandum were recommended to the Regional Office for approval.

To ensure the safety and preparedness of schools, DepEd Surigao del Sur Division mobilized the Division Field Technical Assistance Team (DFTAT), as per Division Memorandum No. 128, dated February 11, 2022. DFTAT conducted onsite validations in all schools within their respective districts, providing technical assistance in areas such as the School Safety Assessment Tool (SSAT) Indicators, which included Managing School Operations, Focusing on Teaching and Learning, Well-Being and Protection, and Home-School Coordination.

The dedication and efforts of the DepEd Surigao del Sur Division did not go unnoticed, as they were recognized as the first division to open 100% limited face-to-face classes. In addition to this honor, the division received the highest funding under Regional Memorandum No. 0232, dated March 23, 2022, amounting to 13 million pesos in additional Maintenance and Other Operating Expenses (MOOE). This funding was allocated to 274 schools participating in the progressive expansion of limited face-to-face classes.

The additional MOOE provided vital support for the schools' needs, including the production, reproduction, and distribution of alternative learning modules, development of home learning guides, procurement of personal protective equipment, production and distribution of Information, Education, and Communication (IEC) materials, maintenance of respiratory and hand hygiene (WASH) facilities, and minor classroom improvements for better ventilation.

The success of this initiative was a result of collaborative efforts between the division and various stakeholders. The Local Government Units (LGUs) and Barangay Local Government Units (BLGUs) played a crucial role in assisting schools by providing the necessary facilities and equipment as indicated in the SSAT. The Provincial Health Office (PHO) and Municipal Health Office (MHO) monitored the implementation of limited face-to-face classes, ensuring the safety and well-being of students and staff.

Indeed, this endeavor demonstrated that educating a child requires the collective efforts of a village. With the unwavering support of internal and external stakeholders, the schools of Surigao del Sur division successfully navigated the challenges brought about by the COVID-19 pandemic, allowing students to continue their educational journey and thrive despite a diversity.



Nurturing a Culture of Research: The Birth and Resilience of Project PRU and How a Schools Division Office Ushered in a New Era of Educational Excellence

by: Dr. Roxanne Mae Grefiel Daz
Division of Dinagat Islands

In the face of the pandemic's upheaval and destructive typhoon Odette that wreaked havoc under the realm of education, research serves as a guiding light, illuminating the path to informed decisions, innovative pedagogies, and continuous improvement as the educational landscape transformed at an unprecedented pace, challenging schools and educational institutions worldwide. Despite these adversities, the educators and researchers of Dinagat Islands remained undeterred. The Schools Division Office (SDO) emerged as a trailblazer, showcasing a remarkable journey of fostering a culture of research to enhance the capabilities of teachers and the competency development of school and instructional leaders. Through innovative practices and unwavering commitment, the SDO has weathered the storm and elevated education to new heights.

A Glimpse at the Numbers

Over a span of three years, spanning from 2019 to 2022, a total of 23 research studies flourished, standing as a testament to the unwavering dedication of educators to enrich their pedagogical methodologies. Among these endeavors, 18 took the form of action research projects, emblematic of a hands-on approach to surmounting challenges encountered in the classroom. Simultaneously, five studies were categorized as basic research, delving profoundly into the fundamental underpinnings of educational practices and the formulation of policies.

At present, within the confines of the current calendar year, 2023, a cumulative tally of 21 research studies has been initiated. Within this compilation, two projects are classified as basic research undertakings, while four projects embody action research studies that have garnered endorsement for financial support from the BERF. Furthermore, a collection of three basic research initiatives and twelve action research undertakings has garnered the green light for support from the Special Education Fund. Noteworthy in their diversity, these initiatives have been undertaken



both individually and collaboratively, showcasing the multifaceted and communal essence intrinsic to scholarly exploration.

Project PRU:

Fostering a Culture of Research

Recognizing this, the Schools Division Office (SDO) of Dinagat Islands through the Planning and Research Section conceptualized and launched a transformative initiative last calendar year, CY 2022, in the form of Project Promoting Research Utilization (Project PRU) as a testament to the SDO's dedication to research and its utilization. This project is also in response to the need for evidence-based educational practices, as this project was designed not merely as an endeavor but as a catalyst for a fundamental shift in academic mindsets. With a clear focus on promoting research utilization, Project PRU aimed to equip educators with the tools and support needed to engage in meaningful research endeavors.

Empowering Educators as Researchers and Leadership Fueled by Data.

One of the SDO's cornerstones was the empowerment of educators and instructional leaders as researchers. By offering tailored research training, workshops, and resources, the office enabled teachers and school heads to use evidence-based teaching and leadership practices. The School Governance Operations Division, through Human Resource Development, even supported enhanced leadership training programs with concepts on data analysis, research methodologies, and the utilization of research findings to drive strategic decision-making. In fact, on February 23–24, 2023, a Research Paper Review cum Development of Contextualized Policy on the Utilization of Research Results was held at Parkway Hotel, Surigao City, with the program owner, nonetheless, the Senior Education Program Specialist for Planning and Research, Emalyn E. Erno.



Technical Assistance Redefined

At the heart of the SDO's journey, along with Project PRU, was the provision of technical assistance geared toward research integration. The office offered mentorship, guidance, and resources to educators and leaders, nurturing a community of research enthusiasts. By tailoring services to individual needs and goals, the SDO ensured that the culture of research took root and flourished across diverse educational settings.

In the pursuit of research excellence

The Enhancement Training on Research Methodology, held on October 28-29, 2019, at the esteemed Parkway Hotel in Surigao City, emerged as a transformative event uniting instructional leaders and dedicated educators in their pursuit of research excellence.



the pursuit of knowledge and progress must never falter, even in the face of daunting obstacles.

A Look Back at the Orientation of Research Management and MOU Signing Event

On the horizon of educational innovation and collaborative endeavors, a significant event unfolded on August 23, 2019, at the Balanghais Hotel and Convention Center Corporation in Butuan City. This event marked the Orientation of Research Management and the formal Signing of a Memorandum of Understanding (MOU), bringing together a diverse array of teacher-researchers and school heads. Against the backdrop of education's evolving landscape, this event served as a beacon of unity, forging connections and emphasizing the crucial role of research in shaping the future of learning.

The Schools Division Office's remarkable practice and innovation in enhancing the capability of teachers and the competency development of the school and instructional leaders through technical assistance in developing a culture of research stand as a testament to the power of vision and dedication. By fostering research, the SDO has not only elevated educational practices but also paved the way for a brighter future where evidence-based decisions guide educational excellence. In a world that demands agility and innovation, the journey of the Schools Division Office of Dinagat Islands serves as an inspiration and a reminder that education, when fortified by research, becomes a force of positive change that knows no bounds.



Legacy beyond the Pandemic and Typhoon

While the impetus for change was the pandemic and typhoon, the culture of research cultivated by the SDO extends far beyond it. The practices and innovations that emerged during this period have laid the foundation for a more resilient, adaptable, and progressive education system. In this spirit of resilience and determination, Project PRU aspired to continue to thrive, demonstrating that



PAG-ASA: Innovating Education Assessment for SurSur Learners

by: Carlos Tian Chow C. Correos
Division of Surigao del Sur

The pandemic has posed challenges for assessing students' learning progress, with traditional approaches no longer feasible. To address this, DepEd Surigao del Sur introduced PAG-ASA (Performance Assessment Guide for Authentic Student's Achievement), a theme-based authentic performance and assessment system.

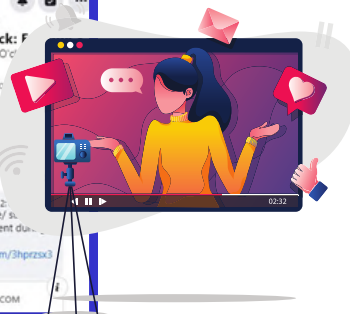
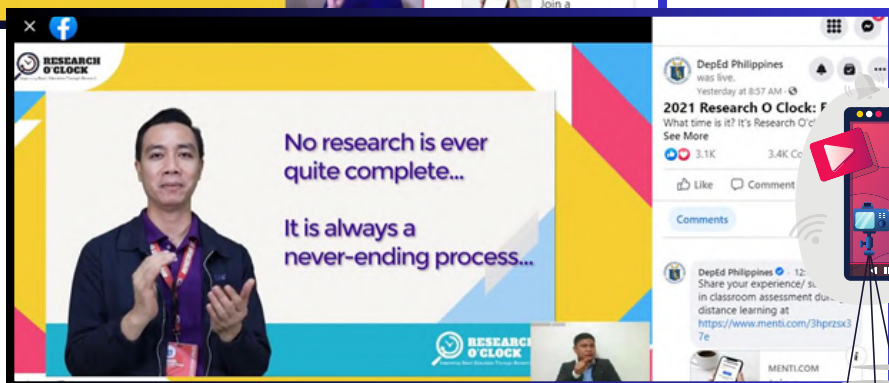
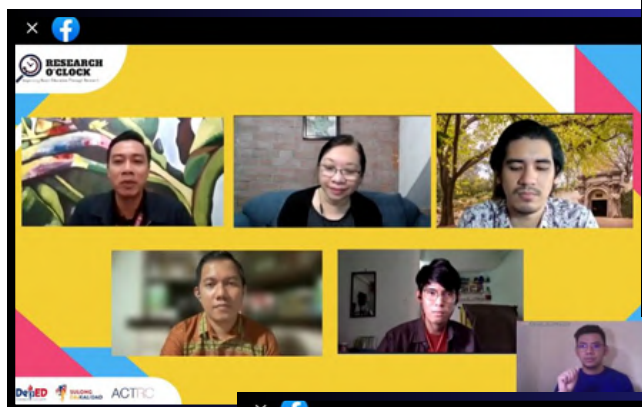
Considering connectivity issues, lack of support, and technical capabilities, DepEd aimed to mitigate learning gaps without compromising education quality. PAG-ASA offers a way forward by reducing tasks while maintaining learning goals.

DepEd Order No. 31, the interim guidelines on assessment emphasized integrative and collaborative assessment, encouraging teachers to design performance tasks that integrate multiple competencies and learning areas. Theme-based assessment allows for the natural flow of learning experiences and enables students to explore diverse learning paths.

The thematic assessment helps learners understand their strengths, fosters skill development, and facilitates self-expression. For teachers, it streamlines assessment by designing one major output for all tasks in a quarter.

As a form of summative assessment, theme-based authentic assessment evaluates both learning and understanding. It aligns with different cognitive process dimensions, fostering holistic learning and mastering competencies.

In those challenging times, embracing PAG-ASA offers hope to learners and strengthens the value of their education. It created innovative opportunities and support every child for the future of the nation.



Project INSPIRE: The Journey to a Road Less Traveled

by: Richard E. Davide
Division of Dinagat Islands



If it weren't for our collective aspiration for the learners, project INSPIRE wouldn't be made possible.

In the midst of a big shift to education due to CoViD-19 pandemic and a significant loss caused by Typhoon Odette, the Division of Dinagat Islands initiated a project that inspired stakeholders to collaborate with the Department of Education to promote an innovative reading extent.

In October 2021, project INSPIRE or Involving and Navigating the Stakeholders in promoting an Innovative reading Extent was launched to reinforce the Division in providing quality basic education to Dinagatnon learners amid pandemic. With Cagdianao District as pilot for implementation, teachers and school heads were given technical assistance for efficient implementation of the project. A few months later, the said project was able to establish 14 Barangay Learning Spaces (BLSs) managed by the barangay officials and more than 20 Home Learning Spaces (HLSs).

However, when Typhoon Odette levelled the Province of Dinagat Islands to the ground, the Division was again challenged with damaged educational facilities, learning materials, and equipment amounting to more than a billion pesos. Faced with major roadblocks and hurdles that posed a great challenge to both educators and students alike, the Division was never shaken, rather stimulated to strengthen its thrust to improve the proficiency of Dinagatnon learners and bring learning outcomes into new heights. Hence, weeks after the Brigada Eskwela Kick-off on August 2022, project INSPIRE was restored with the primary aim to address not only the learning losses and gaps due to pandemic, but also the unimaginable impact of typhoon Odette to the education system and the lives of every Dinagatnon learner and teacher.

As the prime mover of the project, SEPS Benilda E. Eder reiterated that in your pursuit to provide quality basic education to our learners, the Division has to move with the tides and brave the waves. "The world is changing quicker than ever before, and learning how to move with those challenges could make all the difference," she said.



After being challenged with inconceivable trials, the Division focused on a journey to INSPIRE stakeholders. In a span of one year, project INSPIRE has inspired and gained sustained support from the different stakeholders -- Provincial Local Government Unit, the seven (7) Municipal LGUs, National Line Agencies such as the Department of Social Welfare and Development (DSWD), and the Barangay Local Government Units (BLGUs). They all take part in inspiring others and in supporting the mission and vision of the Division of Dinagat Islands in rippling waves of opportunities possible and accessible to the Dinagatnon learners.

Nowadays, the Division was able to establish around twenty (20) Barangay Learning Spaces and forty (40) Home Learning Spaces across the province. These learning spaces are safe spaces for children to learn, play, and be themselves in their quest for learning in times of disaster and pandemic. In this way, they can continue to learn and realize that there's nothing the world can do to stop them from learning and aspiring new things.

The greener route may hold some flicker of possibility, enough to inspire modest desire. However, although all these experiences have challenged the Division as an agency, it is a path of great adventure that strengthened its will to build a community that is adaptive, resilient, and committed to make things possible for the learners.



PROPELLING TOWARD THE GREAT UNKNOWN

by: Vilma O. Juanite
Division of Surigao del Norte



Continuous Improvement. What is its essence if it ends at certain point? Well, that's just a thought. But sincerely, this hit me and led me to the realization that if we seek for better delivery of services, we must keep on improving by assessing, analyzing and acting on our work processes. This may sound too idealistic, but this is what everyone is called for, and somehow, since our Schools Division is a pioneer Division in the CI Program implementation, it has been steadfast in establishing the culture of continuous improvement. At first, the aim was simple. CI must be cascaded and established, but as years go by, the perspective shifted to a more meaningful and purposeful mindset, which is to use CI as tool of every teaching, teaching-related, and non-teaching personnel in refining their respective processes and work procedures for increased performance and improved client satisfaction.

To date, a total of 190 CI practitioners are incessantly implementing 30 CI projects resolving issues on learning delivery, governance and operations. To borrow the CI question, how did we do it Through the 7- year CI operationalization, the Division CI Team never lost sight of the significance of laying out, at the onset, an operational plan to guide the implementers on the targets to attain and activities to conduct. For each batch, an orientation was first conducted, followed by a rigorous but fun-filled seminar-workshop facilitated by CI master trainers highlighting the 10 CI steps: get organized, talk with customers, walk the process, identify priority improvement area, do root cause analysis, develop solution, finalize improvement plan, pilot solution, roll out solution, and check progress. Every step comes with an activity requiring analysis for better grasp of the process. All the steps were meant to guide the participants in responding to their own issues and concerns; hence, every team was required a CI Project proposal as final output.

With the proposals at hand, the teams with the guidance of the Division CI coaches and mentors went through each CI step for six months and more characterized by output presentation followed by critiquing, coaching and mentoring until the project is completed. However, during the pandemic, face to face engagement was not allowed; hence the team resorted to virtual coaching and mentoring to ensure project progression without knowing that the worst is yet to come. On December 17, 2021, Typhoon Odette relentlessly ceased the little connection the teams and the coaches/mentors had. Gladly 5 months after, power and internet got back enabling the teams with their mentors and coaches to meet back online, and for a little longer since then, physical meet-up was allowed leading to project completion. Consequently, the Division Office initiated the CI Symposium to give the teams venue to share their projects before the Management Committee where the best project, best presenter, and best display were recognized. The fliers containing the process of creating the projects made their way to the Schools Division Office CI Nook for display, access and replication.

Honing the skills and capabilities of others has never been easy. Often, issues on group dynamics, overlapping activities, individual differences challenge those involved, but if these are what it takes to see evidences of performance, progress and impact in the workplace, then the Schools Division is just at the right direction. As drivers of the program, the struggles made us understand the real meaning of patience, perseverance, and commitment. In fact, we have come to live by the faith that to attain quality delivery of work, we need to propel and guide others by filling them with the bits and pieces of CI methodology. Yes, the future is untold, but we know, these slow but sure steps shall lead us and advance us toward the boundless breadth of the great unknown.



Putting a Focus on Interests in School Heads' Capacity and Competency Development

by: Rex C. Apillanes
Division of Bislig City

In today's rapidly shifting edifying landscape, the role of school heads has evolved significantly from being mere administrative figures to visionary leaders. Now, they must lead their organizations with a creative mentality, adapt to new problems, and create significant change in the larger school community. In order to successfully manage these complex tasks, school leaders must acquire the appropriate capacity and competencies.

School administrators frequently participate in a variety of professional development courses as part of their quest of excellence, with a primary emphasis on standardized leadership techniques and strategic management. While these factors are unquestionably significant, emphasizing their own welfares and hungers can help people reach their full potential. When educators are given the freedom to pursue their passions, they become more enthusiastic, engaged, and proactive in their work, which promotes a feeling of fulfillment and purpose.

The individual interests and objectives of each school head must be taken into consideration when creating and implementing professional development programs. Educators may dig into topics that speak to them by providing a mix of generic leadership training and tailored learning experiences. These customized programs could include lessons on cutting-edge teaching techniques, volunteerism, or even subjects unrelated to education, like the arts, sports, or technology.

School administrators can explore novel ideas and innovative approaches within the context of education through passion projects. By assigning time and resources specifically for these efforts, administrators may encourage them and allow the participants to work on their ideas without interfering with other obligations. These activities motivated by passion are advantageous for the individual as well as the larger educational community.



Collaboration is the catalyst for growth and transformation in our endeavors. School Heads, Mrs. Araceli E. Caete and Mrs. Ailyn C. Saturinas, share their ideas in the making of the Project Initiative Plan for learners' literacy improvement.



Our school head's ability to bring out the best in everyone is extremely admirable and raises educational standards. During the Regional Training of Trainers Advancing Basic Education (ABC+), Mr. Romulo L. Cuerdo receives technical support from the supervisors, Mr. Roel M. Feliscuzo and Mr. Rey A. Kimilat, in developing the common vision.

Promoting a culture of continual improvement requires school leaders to adopt a growth mentality. It helps teachers build resilience and flexibility in the face of difficulties by encouraging them to leave their comfort zones and take calculated risks. Additionally, school administrators who have a growth mindset are more receptive to picking up new skills from others, working with colleagues, and seeking feedback to improve their leadership abilities. It is important to offer school leaders the freedom to use their own distinct approaches and ideas. Educational institutions may develop an environment that encourages creativity and innovation by taking their students' interests and areas of expertise into consideration when making decisions. Empowered school leaders are more inclined to assume responsibility for their positions, improving student results and fostering a healthy school ecology as a whole.

In the effort to build a better future for education, school leaders play an important role in determining the trajectory of their schools. Schools may equip their leaders to act as real change catalysts by recognizing their passions and interests as essential components of their professional growth. A learning environment that values variety, innovation, and ongoing improvement may be created by investing in individualized capacity and competence development. Create a system of education that is more creative and efficient for future generations by embracing and honoring the interests of school leaders.

Redefining Early Education thru Project VERB: Revolutionizing Language Proficiency in Schools Division of Dinagat Islands

by: Roxanne Mae Grefiel Daz
Division of Dinagat Islands



Empowering Educators: Profiling and Training Needs Assessment

To lay the foundation for effective language education, the division conducted a comprehensive Profiling and Training Needs Assessment of Language teachers. This process not only identified the strengths and areas for improvement for each educator but also paved the way for personalized professional development. By acknowledging the diverse needs of teachers, Project VERB ensured that the training programs were tailor-fit to enhance their pedagogical skills, subject expertise, and classroom management techniques.

Fostering Holistic Learning: Developing Contextualized Learning Materials

The division recognized that fostering language proficiency goes beyond conventional teaching methods. To bridge the gap in least learned competencies, Project VERB focused on the creation of localized and contextualized supplementary learning and reading materials. By weaving local culture, experiences, and relevance into these resources, educators were empowered to captivate students' interest while ensuring a deeper understanding of language concepts.

Nurturing Individual Growth: School-Based Remediation Activities

Understanding that each student has a unique learning curve, the Schools Division took a student-centric approach by conducting varied school-based remediation activities. By integrating research-based strategies, educators could address individual learning needs effectively. This approach allowed struggling learners to receive the attention they required while promoting a sense of achievement among those who excelled.



A Glimpse into the Future

Project VERB's impact has been palpable within the educational landscape. Language proficiency, often considered a formidable challenge, is now being tackled head-on with innovative methodologies and a dedicated team of educators.

Looking ahead, the initiative is set to expand its horizons. Leveraging the power of technology, Project VERB aims to integrate digital resources into the curriculum, making learning more interactive, engaging, and adaptable to the needs of the digital-native generation.

Furthermore, the division plans to establish partnerships with local communities, cultural experts, and linguists to enrich the Mother Tongue-Based Multilingual Education component of the initiative. By preserving cultural heritage through language education, Project VERB seeks to not only empower students academically but also foster a sense of identity and pride in their heritage.

In conclusion, the Schools Division's Project VERB aims to continue thriving, as it is not merely an educational initiative; it's a commitment to shaping future leaders who can effectively articulate their thoughts, ideas, and emotions. Through personalized teacher development, localized learning materials, and student-centered remediation, language proficiency is on the rise, opening doors to brighter academic and personal horizons. As this ambitious journey continues, the division stands firm in its resolve to enhance language and communication skills, one student at a time.

In an ever-evolving world where effective communication is paramount, the Schools Division has taken a decisive step towards improving language proficiency among students. Recognizing the pivotal role of language in shaping young minds, the division embarked on a groundbreaking initiative – Project VERB (Varied Enhancement and Remediation activities for Beginners) – in 2022, focusing on English, Filipino, and Mother Tongue-Based Multilingual Education (MTB-MLE) subjects.

Unlocking the World of Words: Empowering Educators to Foster Early Literacy

Surigao City, March 1-3, 2023 - In a transformative three-day event, educators, teachers, and district reading coordinators from across the division converged at E.Y. Suites Hotel on Borromeo St. to participate in an innovative workshop aimed at reshaping the landscape of beginning reading education. Titled "Retooling on Beginning Reading and Development of Supplementary Reading Materials for Grades 1-3 and ALS Teachers and District Reading Coordinators," the conference marked a significant stride towards enhancing the pedagogical approaches in early literacy education.

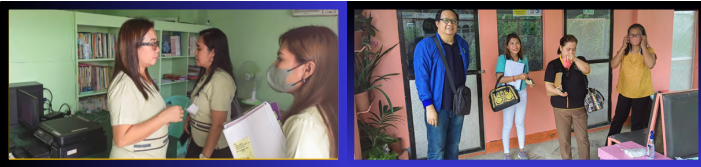
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SMME C.A.R.E.S.: Supporting Private Schools in Surigao City

by: Medeline L. Busio
Division of Surigao City



Amid the complex realm of private education, where knowledge meets bureaucracy, two documents reign supreme: the Government Permit to Operate (GPTO) and Government Recognition (GR). For DepEd private schools, these are not mere formalities; they are the lifeline, the key to survival.

The Office of School Management, Monitoring, and Evaluation plays a pivotal role in private schools by streamlining and enhancing efficiency to make the process smoother and more efficient through a thoughtful approach.

The SMME C.A.R.E.S.

Compliance.

Following strict adherence to document compliance is non-negotiable. All required paperwork is meticulously reviewed, and any deficiencies are addressed promptly by following the documentary requirement checklist. With a thorough examination, every document submitted is intricately reviewed. This level of diligence ensures that submissions are accurate and complete.

Assistance.

Every school's needs are unique, and to address each concern a one-on-one call was given to assist and guide them in completing any lacking documents. Not only personalized assistance but also offering 24-hour procedural aid among calls beyond office hours so that schools have access to support whenever they need it.

Reminder.

Monitoring progress is key to maintaining constant follow-up with schools, ensuring that no detail is overlooked. Respect for the timetable is also recognized guaranteeing that deadlines are met and progress stays on track.

Endorsement.

Delegating proper coordination is the first step in establishing open lines of communication. In order for protocols to be properly executed, feedback on gaps is religiously informed in the online group chat created. From there, efficient and quick dissemination of approved communication was easily fast-tracked.

Seamlessness.

Deepening the seamless operations in the School Management, Monitoring, and Evaluation (SMME) section the procedural processes are strictly being implemented to follow the needed requirements, and 100% of data should be valid and reliable.

Not just relying on papers, but verifying also for an ocular inspection to confirm the authenticity of the submitted documents as to the physical environment. This division has a Division Inspectorate Team (DIT) that looks into the physical aspects like the building infrastructure & facilities and the school safety of the learners; the Curriculum agenda that abides by the K to 12 Curriculum to MATATAG Curriculum, and lastly, the administrative aspects of reports on the financial transparency are properly accounted.

Through this dedicated approach, Surigao City DepEd private schools find the support and guidance they need to navigate the GPTO and GR compliance processes. This commitment to their success is a testament that this Division serves as a guardian of education in the city, striving to secure the future of this institution.

SMME C.A.R.E.S. resulted a twenty-one (21) Private Schools being recognized, four (4) renewed permits, and one (1) newly established school aiming for recognition this year.

One MATATAG! One Surigao!

TAKE a LEAP: Cabadbaran City Division's Premier Technical Assistance

by: Meconcepcion N. Lansang and Feldrid P. Suan
Division of Cabadbaran City

The Cabadbaran City Division has emerged as a visionary force in its decade-long collaboration with the Department of Education, playing a pivotal role in solidifying the department's vision and mission. In its relatively short existence, this organization has consistently demonstrated a commitment to excellence and innovation in providing high-quality, sustainable services. This dedication has propelled it to great heights over the years, earning it a well-deserved place of prominence. The Schools Division of Cabadbaran City has enjoyed remarkable achievement and growth, thanks to a decade of dedicated teamwork and collaboration among its personnel.

The success of Cabadbaran City Division's TAKE a LEAP, also known as Technical Assistance for Knowledge Enhancement to Learn, Engage, and Prosper (TAKE a LEAP), has been widely recognized since its inception in June 2018. This innovative program has continued to make a significant impact, empowering school heads and teachers as clients through a non-prescriptive and supportive approach. By fostering a culture of empowerment and promoting healthy collaboration, TAKE a LEAP has proven to be a remarkable achievement in the field of technical assistance.

TAKE a LEAP has an operating manual that encompasses the three main stages of the process: the TA Needs Assessment Stage, the Implementation Stage, and the Adjustment of Quarter Plans and Targets Stage. These stages play a crucial role in achieving successful outcomes and ensuring effective planning and execution.



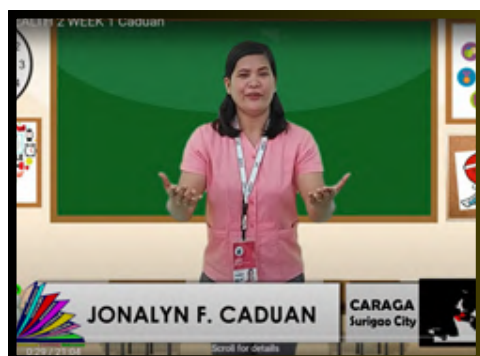
In fact, TAKE a LEAP has achieved notable milestones. These include consistently updating clients on their performance status and providing them with the necessary information to enhance their effectiveness. Additionally, it has offered motivation and encouragement to propel clients towards continuous improvement, utilized the gathered data to assist regional TA providers in policy formulation, guided clients in various aspects such as planning, strategizing, implementing plans, evaluating performance, and celebrating accomplishments, and lastly, it has played a crucial role in sharing information about available resources, both within and outside of the Department of Education (DepEd). In order to optimize the delivery of technical assistance, the division's TA providers have made ongoing efforts to enhance their competencies and skills. These efforts include improving their ability to identify and prioritize technical assistance needs, as well as facilitating, coaching, guiding, monitoring, and analyzing progress by taking part in various professional development activities.

Cabadbaran City Division's TAKE a LEAP (Technical Assistance for Knowledge Enhancement to Learn, Engage, and Prosper) program has indeed demonstrated remarkable achievements and growth over the past years. This initiative has been dedicated to advancing quality and equitable education, and it shows no signs of slowing down. With a focus on supporting teachers and school heads, TAKE a LEAP has become a beacon of innovation and progress in the field of technical assistance.



Teachers at the Heart of Learning Innovation

by: Lebbeus D. Abarca
Division of Surigao City



“SDO SC believes that teachers are the heart for making transformational learning happen in the lives of Surigaonon learners.”

Disruption to education systems during the COVID-19 pandemic and super typhoon devastation has disproportionately affected the most vulnerable learners, exacerbating pre-existing inequalities with potentially dramatic and long-lasting implications (Alboruto, et al., 2021). This requires action to address learning gaps and ensure smooth and continued educational pathways for learners. To effectively execute remedial measures, the Schools Division of Surigao City (SDO SC) designed and implemented resilient efforts addressing these issues.

A growing number of twenty-three (23) remarkable best practices were implemented by the SDO SC. These best practices focused on enhancing the capability of teachers and competency development of school leaders and instructional leaders. One (1) outstanding project proven effective amid the pandemic in capacitating teachers towards innovative and creative learning is the Project e-TUDLO. It stands for Electronic Tutorial to Upgrade Distance Learning Outcomes. This project focuses on addressing the needs of Key Stage 1 Learners who use Mother Tongue in the lesson delivery.

Together with the consequent initiatives, this project is a result of a research conducted on the learning resource challenges encountered during pandemic. Project e-TUDLO is actually integrated with Project SCORER (Surigao City Online Repository of Educational Resources), Project ViLA (Virtual Library Assistant), Development of Interactive e-Modules using Kotobee Software, and Curation of Learning Resources to Match with MELCs. Through these creative initiatives, teachers, school heads and Instructional Leaders were equipped with innovative solutions as they contribute in the delivery of basic education services. Teachers were first trained on the creation and quality assurance of learning resources (LRs) especially the Sinurigaonon video lessons.

Consequently, they were upskilled in the curation of learning resources to effectively match with the Most Essential Learning Competencies (MELCs). Using Kotobee software, teachers are now adept in using other forms of learning materials both in soft copies and hard copies conveniently accessible to all learners whether online or offline platforms. This availability of learning resources (LRs) across different online platforms, saving in usb, storage devices and cellular phones would maximize the learning potential of every Surigaonon learners.

As a matter of fact, during the 2021 Bulawanong Sulo Award, the DepEd SDO Surigao City's Learning Resource Management and Development Center (LRMDC) was awarded as the Most Functional Learning Resource Management and Development Center (LRMDC). Word of mouth even reached the Schools Division Office of Bayugan City which benchmarked the SDO SC Best Practice on the Curation of Learning Resources last June 11, 2021.

These innovative best practices not only strengthened the SDO SC teachers but was also shared throughout the teachers in Bayugan City. Moreover, teachers and learners can also communicate any concerns regarding the LRs through the Virtual Library Assistant where LRMDS Staff can answer their queries.

At the heart of these achievements is a recognized need for continuous improvement in teaching pedagogy and curriculum implementation that drives innovation and inspires change. SDO Surigao City will always be grateful for the support and encouragement it received. SDO SC believes that the teachers are the heart for making transformational learning happen in the lives of Surigaonon learners.



Teachers Journey During Pandemic

by: Elvie D. Curro
Division of Bislig City



However, the most challenging parts on the teachers are the crafting of quality learning resources for modular learning. Aside from the contextualized learning modules and activity sheets, the division also held its training on the crafting of division-wide performance task for learners. The collaborative efforts of the EPSs selecting the teachers from different learning areas came up with Project REAL (Realistic and Engaging Assessments for Life) is an integration of English, Math, Science and TLE. Moreover, SIPAG (Simplified Integrative Performance Assessment Guide) is the performance tasks for Filipino, Araling Panlipunan, ESP, MAPEH and EPP.

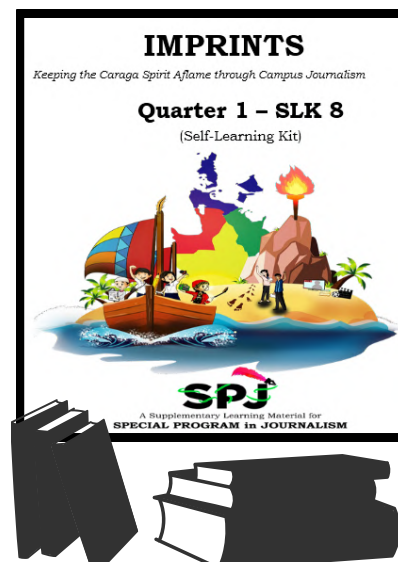
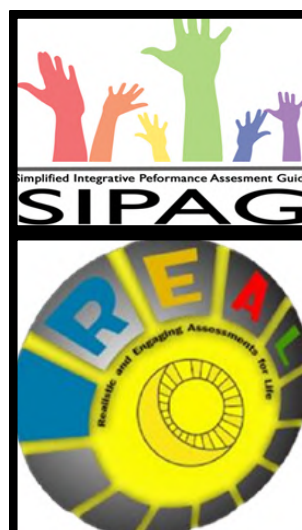
Bislig City Division is one of the 12 divisions in Caraga that made a remarkable contribution in providing quality basic education even during pandemic. The existence of CoVid-19 did not threaten the organization to continue its goal of educating the learners.

When the in-person classes was stopped middle of March 2020, the division curriculum leaders worked collaboratively in order to create digital platforms for teachers' training on the crafting of contextualized modules and Learning Activity Sheets (LAS). Lughason V.2.0 was also launched during this time in order to cater all the quality assured outputs of the teachers. The LR team and the CID worked together as to how the contextualized modules and LAS be crafted for easy implementation in modular distance learning since not all learners has gadgets at home.

The different learning areas created core groups to address the learning resources needed in the opening of classes by September. The English group was able to come up with the contextualized modules Golden Harvest while Mathematics has its Sipnayan; Science group aside in the division preparation of learning activity sheets it also contributed in the Grade 8 regional crafting of modules; Araling Panlipunan group produced LAS- Alab ng Puso and the rest of the learning areas also made the weekly learning activity sheets. Even the journalism world was keep alive through the region-led SLK (Self-Learning Kit) for the special program in Journalism where our selected secondary teachers produced IMPRINTS for learners.

In addition, BCD did not stop its desire in retooling, upskilling and reskilling the teachers by enhancing their capability. Research then was still on fire for teachers' training even if the division has the BERF recipients still it continue developed budding researchers through the Panagtambayayong 2022 version 3.0 Conduct of Action Research Basic Course: From Proposal to Publication cum Conduct of Educators Congress where the participants are from the ten districts with the ALS and produced 11 collaborative successful action researches that addressed the learning problems and issues due to pandemic. It is funded by the SEF and managed by the SGOD Planning and Research section.

Teachers' skills and ability were honed in the digital platform in order to achieve the goal Para sa Bata, Para sa Bayan.



Towards Effective Technical Assistance

by: Jonivil L. Vidal
Division of Cabadbaran City

Issues, Concerns, Problems, Challenges.

These are the common terms that come across the life of an instructional leader. Or it may be urgent questions that need immediate responses like “Can you help me?”, “What should I Do?”, “How should I resolve this matter?”, “Is this enough?”.

As they say, the essential role of the Education Program Supervisors as instructional leaders is the supervisory responsibility through effective provision of technical assistance to all school clients. The delivery of services considers the quality of the inputs and expected outputs as they collaboratively work together with the school leaders and teachers. Priority areas are determined to strategically create solutions to many educational crises in the school community and among stakeholders. This is a fascinating journey that instructional leaders play in these challenging times.

Several Programs, Activities, and Projects (PAPs) of Cabadbaran City Division are successfully implemented despite the holocaust in the educational system brought by pandemic. From National Learning Camp to Brigada Eskwela are just some of the significant national calls of the Department of Education. Different initiatives are conducted by the Education Program Supervisors, school heads, and teachers to sustain the best practices of the schools and division. Learning Recovery Program of the department builds a silver lining that radiates hopes to many children who are in learning difficulties and academic crisis.

The growing DepEd Cabadbaran City Division needs vibrant hearts and critical minds to enrich the potentials of the people and the organization. The step-by-step planning in the provision of technical assistance is very crucial to answer the people’s changing needs, promote their performances, and elevate organizational accomplishments of its vision, mission, and goals. Such professional help and guidance from the instructional leaders eventually contribute greater impact to the school heads, teachers, and learners. Moreover, consultations and negotiations are also important technical approaches to achieve the targets.

To effectively provide technical assistance to the school community, competence in management, leadership, pedagogy, analysis, and evaluation should be possessed by an Education Program Supervisor. In managerial skill, the quality time and use of various approaches in handling diverse learners are considered. Prioritization highly motivates the school heads and teachers to well-organize all programs of activities and practice effective class management regardless of their different cultures and races. The leadership skill is also a strong foundation in influencing the people around the organization to highly perform towards a culture of excellence. And also, curriculum is successfully implemented by checking ones’ expertise and share best teaching methodologies to enhance teaching competence. Assessment analysis is very valuable in improving academic performance among learners through relevant designed learning interventions. All of these elements increase readiness of the Education Program Supervisors to functionally work as stewards to all school communities.



Cabadbaran City Division is blessed with dynamic school leaders, hardworking teachers, and promising learners. Educational leaders collaboratively perform to satisfy the learning needs of the learners and build a strong partnership with the community. Education Program Supervisors are always functionally rendering and expanding their duties and responsibilities from schools at the heart of the city to the last mile schools where they applied technical assistance anchored in coaching, guiding and empowering individuals and the organization as a whole.

As one of the performing divisions in Caraga Region, there are several notable achievements attained by the organization such as the development of contextualized learning resources, engagement in educational and science researches, increase of approved newly opened Junior High Schools/Integrated Schools, and Senior High Schools, sustained School-Based Management, participation to national and international competitions, and conduct of NEAP recognized and CPD accredited capacity building among school heads and teachers. These made possible through strengthening the provision of technical assistance as the division is supported by the Field Technical Assistance Division (FTAD) of DepEd Caraga Region.

As the monitoring and evaluation of the PAPs is intensified, one should not forget how technical assistance plays as a very significant key in continually improving the momentum of the success of the schools and division.

Let us walk with resilience and nurture every education leader in making a difference through providing a productive technical assistance.

Whirrs... Splash...Project TOKLAS (Titsers Oplan Kuha-hatud Learning Activity Sheets)

by: Sherjune C. Cañete
Division of Agusan del Norte

Project TOKLAS is an innovation under Marcos Calo National High School Faculty Association. The key purpose of this project is to determine the problems encountered during and after the distribution of modules, and later on, give light to that dilemma. Also, it is another venue for having a home visitation to all students in the said school.

Amidst the pandemic, it is important that teaching and learning continue. The Marcos Calo NHS is committed to ensuring that inclusive education will not be compromised and helping everyone to have positive learning experiences in these extraordinary times.

This Project TOKLAS was initiated and answer to the problem encountered during the pandemic where quality education must continue no matter what. This was shaped based on the concept of the home visit initiative by our teachers. Primarily, this Project TOKLAS aims to monitor the distribution and retrieval of WLASSs (Weekly Learning Activity Sheets) and to visit the students at their homes to offer assistance regarding WLASSs and to meet the parents of the students.

The target of this project is the whole student population of the school. When a pandemic strikes our agency initiates a proactive yet concise plan to mitigate and continue the quality education for our youth. In response, MCNHS created and sustained a project that addresses these scenarios.

The WLASS distribution and retrieval before employing this project are pitiable. Some students were not willing enough to finish his/her WLASS and some parents cannot monitor their children regarding answering the WLASSs because they were busy on their farms to survive.

To facilitate the best quality education, the school needs to continue providing learning opportunities to students without requiring them to come to school. Project TOKLAS introduces a system where the attendance of students in the distribution and retrieval of WLASSs can be monitored easily by visiting the home of every student. Teachers were assigned to respective barangays, they bring the WLASSs to the door of every home student and check initially the student's performance by constantly and efficiently monitoring its progress.

The proponent of Project TOKLAS which is Mr. Cañete under the MCNHS Faculty Association proposed this innovation to the SGC (School Governing Council) and the school head. In the proposal, project contacts and budgetary requirements are carefully squared. Also, the action plan was included in the submission.

Moreover, this project was enumerated in the SIP (school improvement plan) so that this become legal in terms of requesting support from the school and external stakeholders.

The proposal for this project was approved by the school head. There were a series of meetings among the teachers, student representatives, parents' representatives, and SGC.

The assigned teachers to a respective barangay will communicate with the BLGU, and ask for assistance concerning their safety when they roam and visit every home of the students who live in the barangay. After the distribution and retrieval of WLASSs, the teachers now will bring those answered WLASSs or answer sheets to the school for sorting, checking, and recording. There will be a monthly meeting regarding the student's progress, monitoring, and how that project can be a help.

This project made a remarkable change in the attendance and progress of the students. When the teachers pledged to go house-to-house and bring the WLASS to the doorstep of the student's homes, their performance and engagement tallied high progress. It seems that students and parents were able to commit a hundred percent of their dedication to answering their WLASSs and monitoring their children respectively.



All students of MCNHS received loot bags of WLASSs, these loot bags are donated by one of many sponsors/ stakeholders of the school. In the frame are the students and parents who grip loot bags of WLASSs, this is during the orientation of Project TOKLAS.



Stakeholders whether internal or external had to share their accountability in the realization of this project. The Municipality of Las Nieves donated hundreds of loot or eco bags and the respective BLGU where the students leave similarly took a part in the success of this project. BLGU provides safety for the teachers who had participated the Project TOKLAS and likewise do the home visit, and other SK (Sanguniang Kabataan) Officials offered a back-and-forth ride of the *habal-habal* motor thus the transfer from one barangay to another made possible.

This project was presented already to the pool of school heads of Las Nieves District I this was adopted by the district level. In addition, this was also presented by Mr. Sherjune Cañete at the 2022 science congress at the division level.

As Thomas H. Davenport said and I quote *"Successful knowledge transfer involves neither computers nor documents but rather interactions between people"*. Remember these two points, first, be vigilant to the needs of society before initiating a project, and second, always remember this line *"There is no revolution in change"*.

Truly, Project TOKLAS is for the students and is owned by the students.



ACKNOWLEDGEMENTS

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