



Department of Education  
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January 15, 2016

## DIVISION ADVISORY

To : **Public Schools District Supervisors**  
**School Heads**  
This Division

From : **CHERRY MAE L. LIMBACO, Ph.D., CESO V**  
Schools Division Superintendent *Cherry Mae L. Limbaco*

Re : **SEAMEO INNOTECH's TEACHeXCELS (Teaching and Learning Excellence in School Leadership for Southeast Asia) for School Heads and GURO21 Course 1 for Teachers**

1. This Office invites and encourages the School Heads and Teachers to join **SEAMEO INNOTECH'S TEACHeXCELS and GURO21 COURSE 1**, respectively.
2. Enclosed is the overview, objectives and schedules of the said program.
3. Interested applicants to this program may contact Ms. Marife D. Balaba, SEPS HRD at 09352500087 or 09501844142.
4. For your information and guidance.

CLL/ikm



## **TEACHeXCELS (*Teaching and Learning Excellence in School Leadership for Southeast Asia*) for the School Heads of DepED Regions**

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### **OVERVIEW**

With the objective of operationalizing the Philippine Education For All (EFA) 2015 plan, the Department of Education (DepED) implemented in 2006 a variety of school-based reforms. These were done in cooperation with the local government units, civil society organizations and other stakeholder groups and associations. The package of policy reforms was termed as Basic Education Sector Reform Agenda (BESRA).

BESRA is an integrated reform framework articulated by the Department of Education (DepED) that provides a coherent conceptual and policy structure for the various reforms needed in the Philippine education system. It seeks to improve basic education outcomes and aims to systematically improve the regulatory, institutional, structural, financial, cultural, physical and informational conditions affecting basic education provision, access and delivery on the ground. These reforms covered, among others, School-Based Management (SBM), improvement of teaching quality, curriculum, and pedagogy in the key learning areas.

The BESRA Progress Report as of June 2010 revealed that, *“A major accomplishment in BESRA implementation has been the formulation, issuance and adoption of key policies needed to put in place a transformed basic education system.”* However, as mentioned by UP Sociology Professor Dr. Cynthia Bautista, *“transforming DepED from a coping and reform-resistant institution into a dynamic and reformist agency is a major challenge...”*

Consequently, programs and projects under BESRA were aligned with the ten-point education agenda of the President of the Philippines. Education Secretary Br. Armin Luistro, was quoted, *“President Benigno Aquino III puts education as the top priority in the next six years.”* Thus DepEd scaled up basic education performance to ensure that all school-aged children are in school by 2015. DepED also took the initiative of enhancing the basic education curriculum and the education cycle by introducing the K-12 Basic Education Program. The K-12 Program aims to enable every graduate to be compliant with international standards such as the Washington and Bologna Accords.

Before the end of 2011, DepED Central Office also submitted the revised version of the DepED Rationalization Plan/Program to the Department of Budget and Management (DBM). Two of the most significant goals of the Rationalization Plan are: a) A leaner central office focused on agenda-setting, policy-making, research, standards formulation and overall leadership; and b) A re-engineered regional office

set up to provide field leadership in the enforcement of standards. Corollary to this, the regional office will be a technical support service hub for divisions. The rationalization program is intended primarily to improve efficiency and effectiveness in the government operations with the use of existing resources by rechanneling said resources to priority areas of concern.

Given these developments, the DepED Regional Offices will need to revisit their programs/projects, processes and organizational structures. Specifically, they need to be ready to deal with managing transitions that require both a sound strategy and people with the knowledge and skills.

Thus, there is a need to equip the school heads of the DepED Regions with the competencies that will enable them to lead the teachers towards teaching and learning excellence.

### **LEARNING OUTCOMES**

At the end of the month-long course, the selected school heads of DepED Regions are expected to be equipped with the competencies that will enable them to lead their school towards teaching and learning excellence.

### **CONTENT AREAS**

#### **Module 6**

##### *Facilitate the Teaching and Learning Process*

This module will provide the school heads with the necessary competencies for facilitating the teaching-learning process and how they can effectively share these with the teachers they lead. They are expected to develop skills that, when transferred to their teachers, will help them deliver instruction more effectively.

#### **Module 8**

##### *Manage the Integration of Multiple Intelligences and Higher Order Thinking Skills*

At the end of this module, the school heads are expected to have acquired knowledge in Higher Order Thinking Skills (HOTS) and Multiple Intelligences (MI) in the context of improving instruction. After completing this module, the School Heads will be empowered to help their teachers integrate HOTS and MI principles in their teaching activities through innovative classroom activities.

### **LEARNING METHODOLOGIES**

The course will be delivered online. The Learners will need, approximately, a total of 54 training hours in order to complete the course. The main source of the materials will be the learning modules that were designed to be interactive and self-

instructional. It incorporates the Four A's (i.e. Activity, Analysis, Abstraction and Application) of the adult learning process.

Prior to studying the modules, the Learners will be required to complete a diagnostic self-assessment (self-rating competency checklist) to determine his/her pre-course competency level on the topics to be covered. The information will be used as a benchmark for monitoring progress throughout the course and serve as a guide in prioritizing individual learning needs.

After completing each module, he/she will complete a self-rating competency checklist. By comparing the pre- and post-module ratings, he/she will determine how much the principal shall have learned. The self-instructional modules are designed to allow the learner to monitor his/her own progress. This is done through built-in questions, immediate feedback on performance, pre- and post-tests, application-based practical assignments, summaries, and self-checklists.

In order to fully understand how his/her performance will be assessed, a Rating Rubric Guide and Criteria has been included in the TEACHeXCELS Learning Package.

**SCHEDULE OF ACTIVITIES**

Time/Schedule	Week 1	Week 2	Week 3	Week 4
Chat Session 9am-12nn or 2:00-5:00pm	<ul style="list-style-type: none"> <li>Accomplishment of Pre-Test in Module 6 of My Competency Assessment</li> <li>Chat Session No. 1, Lesson 1, Module 6</li> <li>Read: Required Readings</li> </ul>	<ul style="list-style-type: none"> <li>Chat Session No. 2, Lesson 2 &amp; 3, Module 6</li> <li>Accomplishment of Post-Test in Module 6 of My Competency Assessment</li> <li>Read: Required Readings</li> </ul>	<ul style="list-style-type: none"> <li>Accomplishment of Pre-Test in Module 8 of My Competency Assessment</li> <li>Chat Session No. 3, Lesson 1, Module 8</li> <li>Submission of Module 6 Assignment</li> </ul>	<ul style="list-style-type: none"> <li>Chat Session No. 4, Lessons 2 &amp; 3, Module 8</li> <li>Read: Required Readings</li> <li>Accomplishment of Post-Test in Module 6 of My Competency Assessment</li> </ul>
	Total Hours - 8	Total Hours - 8	Total Hours - 10	Total Hours - 8
	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7 or Week 8</b>	
<ul style="list-style-type: none"> <li>Submission of Module 8 Assignment</li> </ul>	Submission of <ul style="list-style-type: none"> <li>End-of-Course Reflection Paper and</li> <li>Action Plan</li> </ul>	Course Revalida and Graduation Ceremonies		
Total Hours - 10	Total Hours - 8			

**EXPECTED OUTPUTS**

At the end of the TEACHeXCELS Course, the Learner would have successfully completed the following:

1. A minimum of 30 entries per week as contribution in the four-week synchronous discussion sessions;
2. At least one response for each posting of the FLT in the discussion forum or in the four-week asynchronous sessions;
3. Submission of the following course requirements
  - Two module assignments (i.e. Improving the Teaching-Learning Process and Ideas on How to Integrate HOTS and MI in teaching);
  - Course Reflection Paper
  - End of Course Action Plan
4. Accomplished the online “End-of-Course Evaluation”; and
5. Passed the face-to-face Revalida-Interview before a panel of experts.

**PROGRAM COSTS**

The total investment for this program amounts to the following:

<b>TEACHeXCELS for School Heads of DepED Regional Offices</b>	
<i><b>PhP10,000.00</b> per participant for a total of 100 participants</i>	PhP 1,000,000.00
<b>TOTAL</b>	<b>PhP 1,000,000.00</b>
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The program fee includes a 20 percent discount to DepED Regional Offices as a long-standing institutional partner of SEAMEO INNOTECH.

This fee, however, excludes the meals/snacks to be served during the face-to-face portions of the course, travel and transportation costs of the participants to and from the training venue and other personal expenses that the individual participant may incur in the duration of the program.

*This proposal has been prepared by SEAMEO INNOTECH and is valid up to January 31, 2016*  
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**GURO21 COURSE 1 FOR DEPED REGIONAL OFFICES**  
SEAMEO INNOTECH, Philippines

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Given its mandate of developing, incubating and transferring e-Solutions to the partner Ministries of Education in SEAMEO member countries, SEAMEO INNOTECH (SI) developed the first flexible learning course for school teachers in Southeast Asia. The course known as *GURO21* or *Gearing Up Responsible and Outstanding Teachers in Southeast Asia for the 21st Century* has been offered to the selected Divisions or Regional Offices of the Department of Education (DepED) after its very successful pilot run on June 2012.

*GURO21* is a menu of flexible learning courses that aim to address the teachers' needs in relation to the technological advances and changing educational trends of the 21st century. *GURO21* is also expected to enhance the teachers' knowledge, skills, attitudes, and values on teaching and learning in the new century.

Similar to the development of the eXCELS courses for Principals, *GURO21* courses were developed based on the Southeast Asian Region-validated Competency Framework for Southeast Asian Teachers of the 21st Century. The Competency Framework covers eleven (11) general competency areas and sixty-four enabling or sub-competencies. When ranked in terms of (a) importance, (b) frequency of performance and (c) degree of training needed in the identified knowledge, skills, values and attitudes.

The two highly ranked competency areas - (1) Facilitating the Development of Learners' Life and Career Skills, and (2) Facilitating Learning - were thereafter developed into the following flexible learning courses:

- Course 1 entitled "*Facilitating the Development of 21st Century Skills for Southeast Asian Teachers,*" and
- Course 2 is entitled "*Developing Higher Order Thinking Skills*" or HOTS.

Course 1 was pilot-tested from April 17 – June 1, 2012 with 21 participants from six (6) SEAMEO-member countries. On the other hand, the first batch in the Philippines was held in cooperation with Pangasinan State University (PSU) in Region I with 85 participants.

At the end of the course, the participants are expected to:

- Equip themselves with the knowledge, skills, attitudes, and values (KSAVs) required of 21st century teachers that they can pass on to their students to help them face the challenges of 21<sup>st</sup> century; and
- Develop and enhance their facilitating skills to effectively play their role as teachers in the 21<sup>st</sup> century.

The course is open to all basic education teachers, teacher educators, and tertiary instructors or professors from SEAMEO member countries, particularly from the Philippines' DepED Regional Offices who possesses the following qualifications:

- Preferably, under 50 years of age;
- Computer literate and have easy access to internet connection (required to enable participation in the online course);
- Able to understand, speak, and write in the English language; and

- Able and willing to utilize course lessons, and share them, with other teachers and their school heads.
- Minimum of 3 years in the service

The course has two self-learning modules, which are outlined below, together with their corresponding module objectives:

1. Module 1: Equipping Teachers with Knowledge and Skills, Attitudes and Values for the 21<sup>st</sup> Century; and
2. Module 2: Facilitating 21<sup>st</sup> Century Learning

The course will be online. Approximately, the Learners will need a total of 54 training hours in order to complete the course.

At the end of the GURO21 Course 1, the Learner would have successfully completed the following:

1. A minimum of 30 entries per week as contribution in the four-week synchronous discussion sessions;
2. At least one response for each posting of the FLT in the discussion forum or in the four-week asynchronous sessions;
3. Submit of the following course requirements
  - Two module assignments (i.e. Personal Lifelong Learning Plan and Professional Development Plan);
  - Course Reflection Paper
  - End of Course Action Plan
4. Accomplish the online “End-of-Course Evaluation”; and
5. Pass the face-to-face or online Revalida-Interview before a panel of experts.

The learners will be studying the modules, participate in the synchronous and asynchronous discussions, and submit the course requirements following the prescribed schedule:

Time/ Schedule	Week 1	Week 2	Week 3	Week 4
Chat Session 2:00-5:00PM or 5:00-8:00PM (on Fridays) or 8:00- 11:00AM or 1:00- 4:00PM (on Weekends)	<ul style="list-style-type: none"> <li>• Accomplishment of Pre-Test in Module 1 of <i>My Competency Assessment</i></li> <li>• Chat Session No. 1, Lesson 1, Module 1</li> <li>• Read: Required Readings</li> </ul>	<ul style="list-style-type: none"> <li>• Chat Session No. 2, Lessons 2 &amp; 3, Module 1</li> <li>• Accomplishment of Post-Test in Module 1 of <i>My Competency Assessment</i></li> <li>• Read: Required Readings</li> </ul>	<ul style="list-style-type: none"> <li>• Accomplishment of Pre-Test in Module 2 of <i>My Competency Assessment</i></li> <li>• Chat Session No. 3, Lesson 1, Module 2</li> <li>• Submission of Module 1 Assignment</li> </ul>	<ul style="list-style-type: none"> <li>• Chat Session No. 4, Lessons 2 &amp; 3, Module 2</li> <li>• Read: Required Readings</li> <li>• Accomplishment of Post-Test in Module 2 of <i>My Competency Assessment</i></li> </ul>
	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7 or 8</b>	
	<ul style="list-style-type: none"> <li>• Submission of Module 2 Assignment</li> </ul>	Submission of <ul style="list-style-type: none"> <li>• End-of-Course Reflection Paper and Action Plan</li> </ul>	Course Revalida and Graduation Ceremonies	

The following appropriate arrangements will be made available for the Learners during the conduct of the course:

1. GURO21 Learning Package;
2. Batch/Class Directory;
3. International Certificate of Competence;
4. SEAMEO INNOTECH Alumni Membership ID Card;
5. Perpetual Access to the SEAMEO INNOTECH Alumni Portal; and
6. Advanced Academic Credit from the SEAMEO INNOTECH Higher or Teacher Education partners all over the Philippines, upon the Learner's enrollment.

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The total cost of this program amounts to the following:

**GURO21 Course 1 at Php6,000.00**  
per participant

For a total of 100 participants

**Php 600,000.00**

The program fee is given at **65% discount** (from the original program fee of Php20,000.00) given to Basic Education Teachers in recognition of their contributions to the Philippine Government's Education for All (EFA) Goals and for DepED's long-standing institutional partnership with SEAMEO INNOTECH.

This fee, however, **excludes** the meals/snacks to be served during the face-to-face portions of the course, travel and transportation costs of the participants to and from the training venue and other personal expenses that the individual participant may incur in the duration of the program.

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