



Department of Education
Region X
DIVISION OF MISAMIS ORIENTAL
Cagayan de Oro City
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Division Advisory No. 14, s. 2015
January 15, 2015

This advisory is issued for the information of the concerned
DepEd Misamis Oriental officials, personnel/staff

LEADING AND MANAGING K TO 12 SCHOOLS FOR SCHOOL LEADERS OF
MISAMIS ORIENTAL

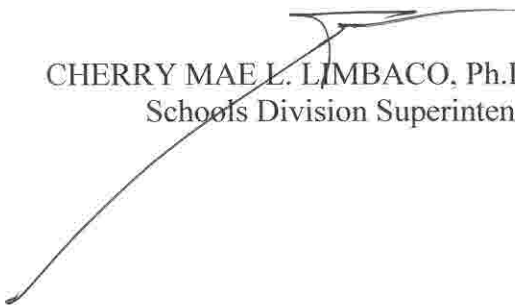
Attached is a communication from SEAMEO INNOTECH regarding the conduct of
the program on Leading and Managing K to 12 Schools for DepEd, Misamis Oriental.

Each participant is charged Php 6,000.00 registration fee to cover the cost of the
program. This amount is **exclusive** of transportation, meals and accommodation, participants,
kit, program materials and supplies, on-site transportation of SEAMEO INNOTECH TEAM.

Schedule of the training and the venue will be announced later.

Interested participants shall write a letter of intent addressed to the Schools Division
Superintendent, attention Erlinda G. Dael, EPS 1, on or before January 21, 2015.

For information and guidance.


CHERRY MAE L. LIMBACO, Ph.D., CESO V
Schools Division Superintendent

FROM : SEAMED INNOTECH (CERIO/RSLD)

FAX NO. : +632 9261554

14 Jan. 2015 02:41PM P1



SEAMED
INNOTECH

SOUTHEAST ASIAN MINISTERS OF EDUCATION ORGANIZATION
REGIONAL CENTER FOR EDUCATIONAL INNOVATION AND TECHNOLOGY

Southeast Asia's
Preferred Education
Solutions Provider

13 January 2015

DR. CHERRY MAE L. LIMBACO
Schools Division Superintendent
DepEd Division of Misamis Oriental
Cagayan de Oro City

Dear Superintendent Limbaco:

We are pleased to submit for your review our proposal for the conduct of the learning program on **Leading and Managing K to 12 Schools for School Leaders of Misamis Oriental**. This is a customized program which we also conducted for the Divisions of Isabela and Quirino and is aimed at strengthening the roles and competencies of the school heads in implementing the K to 12 program. As we have done in the previous runs, the program design and delivery shall take into account the specific requirements of your Division, and the unique context of the schools in Misamis Oriental.

We hope you will find the proposal in order together with the proposed budget.

Thank you and best regards.

Very truly yours,


SHARON BERLIN CHAO
Manager
Learning Management Office

REQUEST FOR PROPOSAL

1. Project Data

| | |
|---|---|
| Project Title | LEADING AND MANAGING K TO 12 SCHOOLS FOR SCHOOL LEADERS OF MISAMIS ORIENTAL |
| Partner Agency/ Service Provider | Southeast Asian Ministers of Education Organization Regional Center for Educational Innovation and Technology (SEAMEO INNOTECH) |

2. Project Purpose/ Description/ Objectives

To avail of SEAMEO INNOTECH's customized program on Leading and Managing K to 12 Schools for 50 selected school heads of elementary and secondary schools of the DepEd Division of Misamis Oriental

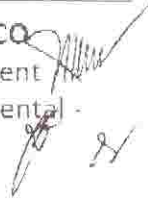
The program aims to strengthen the roles and competencies of the school heads in implementing the K to 12 program. The program design and delivery shall take into account the specific requirements of the Division, and the unique context of the schools in Misamis Oriental.

3. Description of the Required Services/ Consultancy (i.e. live-in with accommodation or live-out, number of participants, budget, timeline, target participants, etc.)

| | Target Date | Target No. of Participants |
|--|--|--|
| Leading and Managing K to 12 Schools for School Leaders of Misamis Oriental | | |
| Phone-in interview/ consultation and e-mail exchanges on Learning Needs Assessment | One month before program run | SDS Cherry Mae Limbaco and selected School Heads |
| 5-day Face-to-Face Session | February 2015 or as agreed between the two parties | 50 School Head-participants |
| Follow through activity | About a month after program run | 50 School Head-participants |

4. Request for additional information can be sent directly by email/ fax to my office with contact number (08822) 724-615; (088) 856-4524; (088) 856-4454

DR. CHERRY MAE L. LIMBACO
 Schools Division Superintendent
 DepEd Division of Misamis Oriental





LEADING AND MANAGING K TO 12 SCHOOLS
for the School Leaders of Misamis Oriental



LEADING AND MANAGING K TO 12 SCHOOLS

DepEd Division of Misamis Oriental

Program Overview

The K to 12 basic education program is a comprehensive education reform package. While the reform is focused on improving the curriculum, it has significant implications on the various elements of the education system, processes, structure, relationships and competencies of people. As Secretary Br. Armin A. Luistro emphasized, "the K to 12 initiative is an opportunity for the Department of Education to rally behind one far-reaching program that would give every student a chance to receive quality education based on an enhanced curriculum which is internationally recognized."

As in most of the education programs being introduced by either central, region or division offices, it is the School Principal/Head who would be most affected by the reforms. The School Heads are expected to be made accountable for producing the 21st century Filipino learners. Such high expectations need to be matched with sufficient support initiatives to enable the School Heads to deliver the promises of K to 12. As such, capacity building program for school leaders must necessarily take place as they assume the leadership and management of K to 12 schools.

With the K to 12 program, how does one lead and manage schools differently and be effective at it? A common response is to offer easy solutions by just following the competency requirements of a successful school head. Others will say, there is now a need to focus more on improving instruction, while still some would say that it is still business as usual. Different school outcomes coupled with high expectations from people would naturally require a more strategic and well-thought out leadership response. The kind of leadership and management practices that school heads need in leading a K to 12 school would be based on their deep understanding of the current and emerging education realities and context not just within the school, but in the entire municipality, province, country and the ASEAN community. The K to 12 school leader must increasingly see the interconnectedness of these changing realities and context as he sets with his team the strategic priorities and focus of the school.

Leading and managing a K to 12 school requires leadership that go far beyond improving the test scores. While there is already the prescribed K to 12 curriculum, the school head must know how to lead in enriching the curriculum together with the teachers, think about the appropriate pedagogy that will promote active inquiry-oriented learning to hasten the development of creativity, problem-solving and critical thinking among the students. The focus of K to 12 is to produce Filipino graduates who are holistically-developed imbued with 21st century skills, and prepared for higher education, middle-level skills development, employment

and entrepreneurship.¹ The pressure to improve instruction is even greater. The school leader cannot singlehandedly assume all these, it is important that he/she is able to actively engage the community which can sustainably support learning in the broader context of the school-community.

In the middle of all these reforms and leadership competency requirements are school leaders who are being called on to develop greater consciousness of their inner selves to achieve personal effectiveness. Otto Scharmer (2007) said, "Successful leadership depends on the quality of attention and intention that the leader brings to any situation." The K to 12 school leaders would be required to have a good self-knowledge and be more reflective about their practice that will enable them to facilitate sustained learning and change.

Given all these, SEAMEO INNOTECH offers this program package for the school leaders in partnership with the DepED Division of Misamis Oriental.

Objectives

By the end of the program, the school heads will be able to prepare a school action plan outlining the key steps in leading and managing a K to 12 school.

Specifically, during the program, the school heads would be able to:

- explain the rationale and salient features of K to 12 program and its impact on the strategic directions of their school
- identify the changing leadership roles of school heads to be able to respond to demands of the K to 12 program
- propose key potential changes/ or reforms in the overall strategic directions of their school given K to 12 program
- demonstrate enhanced collaborative instructional coaching skills on curricular enrichment and learner assessment needed to develop the competencies of K to 12 learners;
- analyze the school-community stakeholders as inputs in the development of K to 12 stakeholder engagement plan to support the K to 12 program

¹ K to 12 Toolkit, SEAMEO INNOTECH

Program Content and Structure

The program involves a 5-day on-site program that would enable the school heads to have a shared and deeper understanding of the challenges and opportunities in the 21st century, the development imperatives of their Region/Province, the K to 12 program as well as the school context. Taking off from this perspective, the school heads would be able to recognize the opportunities and challenges using an appreciative lens, learn from each other as they uncover the best of each other, enhance their competencies that would prepare them to lead and manage their schools in a different way under a K to 12 environment. This phase will require School Heads to think deeply of the strategic directions of the schools that they would need to focus on; and later, create key action steps on how to achieve them.

In order to achieve the objectives of this program, there are three interrelated modules complementing and reinforcing each other to facilitate the build-up of competencies of the school heads; namely:

- Module 1- The School Leadership Context
- Module 2 - The K to 12 School Leadership Practices
- Module 3 - The K to 12 School Leaders

Module 1 –The School Leadership Context

The realities of the 21st century require a different kind of Filipino graduate. The emerging development scenarios in and outside of the Philippines, and the promise of the ASEAN Community by 2015, offer wider market for the Filipinos' capacities and talents. However, the competency requirements of the future workforce and professionals are highly specialized and should be based on the agreed regional competency and qualification standards. This is the broader context which schools must currently operate.

In the country, the strategic directions stipulated in the Philippine Development Plan as well as the Regional/Provincial Development Plans are key in setting the priorities of the schools. These plans incorporate and approximate the complex, challenging and dynamic environment which necessitate the implementation of the K to 12 program nationwide.

The interplay of all these developments presents the leadership context for the school heads expected to manage and lead K to 12 schools. These will have great impact with the way the school, its relationship, structure and systems are/will be organized and operationalized. This explains the rationale of the K to 12 program, which shall serve as take off point in discussing its objectives, salient features, implementation phase and specific requirements for the schools.

Overall, Module 1 will provide the school heads the opportunity to have a broader understanding of all the changing education realities to help them set and refine strategic priorities of the school. At the same time, Module 1 will also afford the school heads the realization of their changing roles brought about by all the development changes and shifts in the school environment, particularly on the K to 12 program.

Module 2 – The K to 12 School Leadership Practices

The K to 12 as a curriculum reform program focuses on the role of the school heads as instructional leaders and coaches. These reforms challenge the 'old' ways of doing instructional supervision and hence would require school heads to be more open and competent in leading instructional enhancements, use of student-centered pedagogies and learner assessment which is focused on achieving the learning outcomes. The thrust of all these changes is to develop the desired competencies among the Filipino learners.

Module 2 focuses on the set of competencies relating to: 1) collaborative instructional coaching; 2) K to 12 curriculum enhancement and contextualization; 3) learner assessment; 4) building school-community partnerships and resource mobilization and management.

These will enable the school heads to develop a culture of collaborative learning and reflective action among all teachers. School-based instructional dialogue among teachers is an important support program that would ensure continuous learning as well as professional development among them. Specific strategies on contextualizing the K to 12 curriculum will be strengthened among the school heads so they can effectively guide the teachers using Misamis Oriental's context.

Assessment of learning under the K to 12 program gives more emphasis on the formative or developmental purpose of quality assuring student learning. School heads must be adept on standards-based assessment and rating system now being used in support of the implementation of K to 12 program. This also includes designing prototype formative and summative assessment tools to measure progress of individual students in achieving the desired learning outcomes.

This Module is not just focused on improving instruction but will also permeate through the improvement of the school culture of learning as it reaches out to the larger community and partners. The collaboration of teachers, students and school heads inside the school will be a reflection of the kind of partnership that will be built with community partners who have a great stake in education. Specific competencies on leading instructional and curricular enhancement, engaging the school community, resource mobilization and encouraging school-community action research for continuous learning and growth will be the subject of Module 2.

Module 3 – The K to 12 School Leader

All these strategic and operational shifts in the school environment require strategic and transformational school leaders to lead and manage these changes. It begins with a deep understanding of the education context and its significant impact on how best to position the school and develop the desired competencies among its learners. The K to 12 school leaders are being called upon to contextualize reform at the school level.

Module 3 will provide the school heads the opportunity to re-examine one self, re-live their leadership journeys, take stock of their leadership capital, assess their own areas for development and identify key action steps to make them better prepared to lead their schools.

Program Methodology

This program recognizes that the school leaders bring with them a great deal of background experience and prior learning that serve as important resources in the overall learning process. As a general learning methodology, structured learning experiences (SLEs), simulation exercises and other inductive processes will be utilized to evoke learning and deepen insights in a more focused and engaging learning atmosphere. The school heads will be provided with opportunity to reflect on their own experience and learn meaningful lessons from them.

At the end of each day, the school heads will be given a chance to “decompress” to allow them to articulate and claim a “valuable learning of the day” for them. This process will help them in developing the action needs required of them on a daily basis.

The program in itself will simulate the kind of learning process and environment needed to take place as the School Heads relate with their peers, colleagues, partners, teachers and students. This shared experience among the School Heads will strongly bind them together serving as their important support system in the process of leading and managing their respective schools.

Expected Outputs

The major output from each participant is a *Concrete Action Plan* which outlines the following areas:

- School's strategic focus and priorities under a K to 12 Environment
- Teacher Development
- K to 12 Curriculum Contextualization
- Development of Learning Assessment Tools
- Partnership Building and Development

The participants will also be required to submit individual and/or group outputs based on the module/session objectives. These will be fully explained to the participants on the first day of the program.

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Assessment for Learning

The learning of the participants in the program shall be measured and assessed based on the following:

- On Day 1, a pre-competency assessment will be administered to the participants to determine their current level of competency along the areas to be covered by the program. The same instrument will be administered before the end of the program to assess the improvements of the participants on the different competency areas.
- To determine their level of understanding about the K to 12 program, a simple paper and pencil quiz will be administered at the end of Module 1.
- For Module 2, the participants will be grouped by municipality and each group will be required to contextualize and/or enrich a K to 12 lesson plan and at the same time prepare assessment tool. These are group outputs which will be assessed based on the prepared rubric.
- The preparation of the school action plan shall start on Day 1 and shall build on this plan based on the daily inputs and learning. On the last day, the participants are expected to submit an action plan guided by a rubric which will be shared with them early on.

Participants

This program is designed for fifty (50) school heads of elementary and secondary schools from the DepEd Division of Misamis Oriental.

The Program Management Team

The program management team responsible in managing the day-to-day learning sessions shall be composed of the Specialists and Staff from SEAMEO INNOTECH's Learning and Training Development Unit, with administrative support from the Division Office.

The team shall work closely with Schools Division Superintendent, Dr. Cherry Mae L. Limbaco as the main sponsor of this program. Issues and concerns which might affect the smooth implementation of the program will be immediately reported to Dr. Limbaco for her appropriate action. Dr. Limbaco will also assign a core team of Education Supervisors who will be part of the training management team and will eventually be tasked to train the remaining school heads of the province.

The participants shall also serve as partners in running the program through the host teams which shall be organized on Day 1. The host team assigned for each day shall have the following responsibilities:

- Generate from their co-participants a summary of the previous day's significant learning and insights and share these in the class in the form of a recap
- Provide feedback to the program management team about issues and concerns they would like to raise and be attended to within the duration of the program
- Assist the facilitators in distributing handouts and other materials and other tasks, as needed
- Ensure the presence of all the participants before the start of the session
- Provide daily energizers, when needed

*This proposal has been prepared by SEAMEO INNOTECH and is valid up to 13 April 2015.
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Leading and Managing K to 12 School

| Day/Time | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|----------------|--|--|---|---|---|
| | Program Overview | | | | |
| 8:30-12:00 | Module 1: The School Leadership Context The Regional/Provincial/Municipal Development Plan | Module 2: The School Leadership Practices K to 12 Curriculum Enhancement and Contextualization | Learning Assessment | Building School Community Partnerships | Refining and Consolidating the School Action Plan |
| 12:00-1:30 | | LUNCH | BREAK | | |
| 1:30-7:30 | The K to 12 Program (incl. Senior High School Program) My School Community Education Environment | | Collaborative Instructional Coaching | Module 3: The K-12 School Leader | Program Closure |
| Outputs | Craft School's Strategic Focus and Priorities under a K to 12 Environment | Design School-wide Instructional Coaching Strategies | Continuation: Design School-wide Instructional Coaching Strategies | Design Stakeholder Engagement Plan | Consolidated School Action Plan |
| | Integrating Key Action Steps | | | | |

Program Costs

The DepEd Division of Misamis Oriental will cover the cost of the program amounting to **Three Hundred Thousand Philippine Pesos (P300,000)** or equivalent to Php 6,000.00 for each participant. This amount is however, exclusive of the following:

- transportation costs of the participants to and from the training venue
- meals and accommodation of the group
- participants' kits
- program materials and supplies
- on-site transportation of SEAMEO INNOTECH Team

Support Services to the Participants

Appropriate arrangements will be made available for the participants during training sessions at a venue to be selected by the Division Office. The following support services are made available to the participants for the duration of the program.

- *Certificate of Completion.* All participants who satisfactorily completed the requirements of this program shall receive an International Training Certificate of Completion equivalent to 64 training hours based on the duration of the program.
- *Privilege as SEAMEO INNOTECH Alumni.* As SEAMEO INNOTECH alumni, they will be entitled to the free use of the SEAMEO INNOTECH Learning Resource Center and ten per cent (10%) discount on room accommodation at the SEAMEO INNOTECH International House.

The overall design and management of this program shall be in accordance with the Center policies regarding gender sensitivity, ethnic and religious diversity, sexual harassment and respect for human rights.

Prepared by:

Reviewed and Approved by:

Reviewed and Approved by:


Editha L. Pimentel
Senior Specialist
Learning and Training
Development Unit
Date: 14 Jan 2015


Dr. Sharon Berlih-Chao
Manager
Learning Management Office

Dr. Cherry Mae L. Limbaco
Schools Division Superintendent
DepEd Division of Misamis Oriental

Date: 14 Jan 2015

Date: