



Republic of the Philippines  
**Department of Education**  
REGION VII – CENTRAL VISAYAS  
SCHOOLS DIVISION OF NEGROS ORIENTAL

**Office of the Schools Division  
Superintendent**

DIVISION MEMORANDUM

No. **977**, s. 2021

**CALL FOR REGISTRATION OF PARTICIPANTS TO THE NATIONAL EDUCATORS  
ACADEMY OF THE PHILIPPINES-PROFESSIONAL DEVELOPMENT PROGRAMS (NEAP-  
PDP)**

To: Assistant Schools Division Superintendents  
Chief, CID and SGOD  
Education Program Supervisors  
Public Schools District Supervisors  
Elementary and Secondary School Heads  
All Others Concerned

1. Attached is Regional Memorandum No. 1084, s. 2021 informing the field on the "Call for Registration of Participants to the National Educators Academy of the Philippines-Professional Development Programs (NEAP-PDP) and courses" Furthermore, the focal person shall encode the names to the google sheet through the link: <https://tinyurl.com/RegistrationNEAPPDP>, contents of which are self-explanatory for the information and guidance of all concerned.
2. For more details, refer to the attached enclosures.
3. Widest dissemination of this Memorandum is desired.

**SENEN PRISCILLO P. PAULIN, CESO V**  
Schools Division Superintendent  
Office of the Schools Division Superintendent

SPP/JMA-MKP-NLR/SGOD/RBP/dpa  
November 29, 2021

29 NOV 2021



Address: Kagawasan Avenue, Capitol Area, Daro, Dumaguete City  
Telephone Nos.: (035)225-2838 / 225-2376 / 422-7644  
Email Address: negros.oriental@deped.gov.ph



Republic of the Philippines  
**Department of Education**  
REGION VII - CENTRAL VISAYAS

Office of the Regional Director

NOV 23 2021

REGIONAL MEMORANDUM

No. **1084**, s. 2021

**CALL FOR REGISTRATION OF PARTICIPANTS TO THE NATIONAL EDUCATORS  
ACADEMY OF THE PHILIPPINES - PROFESSIONAL DEVELOPMENT  
PROGRAMS (NEAP - PDP)**

To: Schools Division Superintendents (SDSs)  
All Others Concerned

1. The Department of Education - Regional Office VII, through the Human Resource Development Division (HRDD), disseminates the Call for Registration of Participants to the National Educators Academy of the Philippines - Professional Development Programs (NEAP - PDP) and Courses.
2. The Schools Division's focal person shall submit the names of teachers and school leaders to be indorsed by this Office to NEAP - CO using the enclosed templates. Furthermore, the focal persons shall encode the names to the google sheet through the link: <https://tinyurl.com/RegistrationNEAPPDP>.
3. For details, attached is the Communication.
4. For reference, enclosed are the following:
  - a. Enclosure 1 - *Brochure*
  - b. Enclosure 2 - *No. of slots*
  - c. Enclosure 3 - *Letter of Intent*
  - d. Enclosure 4 - *List of Participants*
5. For queries, you may reach us through (032) 414-2374 and look for Mr. Misael G. Borgonia, Chief, HRDD.
6. For the information and compliance of all concerned.

**SALUSTIANO T. JIMENEZ, JR., Ed. D., CESO V**  
Director IV

STJ/CAE/HRDD/MGB/HDLs



Address: Doña M. Gaisano St., Sudlon, Lahug, Cebu City  
Telephone Nos.: (032) 231-1433; (032) 414-7399  
Email Address: region7@deped.gov.ph



Republic of the Philippines  
Department of Education  
NATIONAL EDUCATORS ACADEMY OF THE PHILIPPINES

MEMORANDUM

For : NEAP-R Focal Persons  
Thru : Regional Directors  
From : JOH [REDACTED] S. SIENA  
Director IV  
Date : 19 November 2021  
Subject : *Call for Registration of Participants to the NEAP-PDP*

1. Consistent with the commitment of the Department of Education (DepEd) to ensure the teachers' upskilling and reskilling, the National Educators Academy of the Philippines (NEAP) supports their participation in NEAP-Recognized Professional Development Programs and Courses (NEAP-PDP) that are responsive to their needs and aligned to their career progression.
2. To this end, their participation to NEAP-PDPs shall once again be sponsored by NEAP through the granting of subsidy to teachers and school leaders.
3. For FY 2021, a second batch of the NEAP-PDP shall be implemented. The following programs and courses are available for the participation of public school teachers and school leaders:
  - a. National Teachers College
    - i. Training Program for Teachers (PD-2021-0065-0924)
    - ii. Training Program for School Heads (PD-2021-0065-0924)
    - iii. Training Program for Supervisors (PD-2021-0065-0924)
    - iv. Special Course Package for Coaching (PD-2021-0065-0924)
  - b. SEAMEO INNOTECH
    - i. Becoming a Better Teacher Everyday (PD-2020-0032-1211)
    - ii. Teach On: Keeping the Passion Alive (PD-2020-0033-1211)
    - iii. Early Literacy Instruction for K-3 Teachers (PD-2021-0013-0312)
    - iv. Strategic Thinking and Innovation (STI) (PD-2021-0032-0727)
  - c. UP NISMED
    - i. GeoGebra Course (PD-2021-0052-0901)



4. Details of the programs are enclosed (Enclosure 1). The number of slots allocated for each Schools Division Office is likewise enclosed (Enclosure 2).

5. **Registration to NEAP-PDP Batch 2**

- a. To participate in the programs, interested public school teachers and school leaders are expected to signify their intent to enroll in their chosen course by submitting a Letter of Intent to their respective Schools Division Offices (Enclosure 3).
- b. DepEd Schools Division Offices are then expected to prepare the list of applicants for each course (Enclosure 4) and endorse the same to their respective Regional Offices.
- c. DepEd Regional Offices, on the other hand, are enjoined to submit the final list of participants to the National Educators Academy of the Philippines - Professional Development Division (NEAP-PDD) by accomplishing the Google Sheet under the **"For Encoding" Folder** which may be accessed by following the link: <https://tinyurl.com/NEAP-PDP-Batch2>.
- d. The names of the participants to the NEAP-PDP Batch 2 courses are expected to be completed on or before **29 November 2021**. Late submissions shall not be entertained.
- e. DepEd Regional Offices are also enjoined to submit a signed transmittal of the submitted names of participants (Enclosure 5).
- f. Editable electronic copies of enclosures may be accessed via <https://tinyurl.com/NEAP-PDP-Templates>.

6. **Validation of Participants to NEAP-PDP Batch 1**

- a. DepEd Regional Offices are likewise requested to validate the names of the participants to the NEAP-PDP Batch 1 programs (SEAMEO INNOTECH and SEAIETI) by completing the Google Sheet under the **"For Validation" Folder** which may be accessed through the same link provided above.
  - b. The names of participants previously submitted to NEAP Central Office have been encoded / uploaded in the Google Sheet.
  - c. DepEd Regional Offices may opt to **RETAIN** the name/s of the participant, or they may opt to **REPLACE** the name/s with a new participant.
  - d. DepEd Regions who submitted their list of participants in hard copy and/or through Google Sheets are directed to encode the list of their in the Google Sheets provided.
7. Unfilled / vacant slots on the day of the stated deadline, whether in NEAP-PDP Batch 1 or Batch 2, shall be deemed **WAIVED** and shall be distributed to the other regions.

8. Requests for withdrawal or transfer of course shall not be entertained. Names submitted to NEAP Central Office are deemed final.
9. In summary, the required submissions are the following:

Concerned Office / Person	Submission / Task	Submit To	Deadline
Public School Teacher and School Leader	1. Select which program / course to participate in	-	-
	2. Submit letter of intent to SDO	Schools Division Office	Before 29 November 2021 or as may be declared by the SDO concerned
Schools Division Office	1. Consolidated submitted letters of intent	-	-
	2. Prepare a list of applicants for each course	-	-
	3. Conduct selection process, if needed	-	-
	4. Submit list of participants to RO	Regional Office	Before 29 November 2021 or as may be declared by the RO concerned
Regional Office	NEAP-PDP Batch 1		
	1. Check the list of participants for Batch 1	-	-
	2. Validate the list	-	-
	3. Amend / approve the list	-	-
	4. Complete the details of each participant in the Google Sheet	NEAP Central Office	On or before 29 November 2021
	NEAP-PDP Batch 2		
	1. Evaluate and approve the list of applicants for each course	-	-
	2. Conduct selection process, if needed	-	-
3. Encode the names of the participants to the Google Sheet	NEAP Central Office	On or before 29 November 2021	

10. For more information, please contact the **Program Delivery and Implementation Unit, Professional Development Division, National Educators Academy of the Philippines, Department of Education** at DepEd Central Office, Room M-213-A, Second Floor, Mabini Building, DepEd Complex, Meralco Avenue, Pasig City or through email at [pdd.pdi@deped.gov.ph](mailto:pdd.pdi@deped.gov.ph).
11. For immediate and strict compliance.

**Number of Slots per Schools Division**

<b>Service Provider</b>	<b>Title of the Program/Course</b>	<b>Schools Division</b>	<b>Number of Slots</b>
SEAMEO INNOTECH	Becoming a Better Teacher Everyday	Bais, Bayawan, Bogo, Carcar, Cebu City, Danao, Dumaguete, Guihulngan, Lapulapu, Mandaue, City of Naga, Siquijor, Tagbilaran, Talisay, Tanjay, and Toledo	50
		Bohol and Negros Oriental	60
		Cebu Province	80
		<b>TOTAL</b>	<b>1000</b>
SEAMEO INNOTECH	Teach On: Keeping the Passion Alive	Bais, Bayawan, Bogo, Carcar, Cebu City, Danao, Dumaguete, Guihulngan, Lapulapu, Mandaue, City of Naga, Siquijor, Tagbilaran, Talisay, Tanjay, and Toledo	50
		Bohol and Negros Oriental	60
		Cebu Province	80
		<b>TOTAL</b>	<b>1000</b>
SEAMEO INNOTECH	Early Literacy Instruction for K-3 Teachers	Bais, Bayawan, Bogo, Carcar, Cebu City, Danao, Dumaguete, Guihulngan, Lapulapu, Mandaue, City of Naga, Siquijor, Tagbilaran, Talisay, Tanjay, and Toledo	50
		Bohol and Negros Oriental	60
		Cebu Province	80
		<b>TOTAL</b>	<b>1000</b>
SEAMEO INNOTECH	Strategic Thinking and Innovation	Bais, Bayawan, Bogo, Carcar, Cebu City, Danao, Dumaguete, Guihulngan, Lapulapu, Mandaue, City of Naga, Negros Oriental, Siquijor, Tagbilaran, Talisay, Tanjay, and Toledo	15
		Bohol	20
		Cebu Province	25
		<b>TOTAL</b>	<b>300</b>
UP NISMED	GeoGebra Course 1: GeoGebra Basics	Bais, Bayawan, Bogo, Carcar, Danao, Dumaguete, Guihulngan, Lapulapu, Mandaue, City of Naga,	1

**Number of Slots per Schools Division**

		Siquijor, Tagbilaran, Talisay, Tanjay, and Toledo	
		Cebu City and Negros Oriental	2
		Bohol	4
		Cebu Province	5
		<b>TOTAL</b>	<b>28</b>
National Teachers College	Training Program for Teachers	Bais, Bayawan, Bogo, Carcar, Cebu City, Danao, Dumaguete, Guihulngan, Lapulapu, Mandaue, City of Naga, Negros Oriental, Siquijor, Tagbilaran, Talisay, Tanjay, and Toledo	15
		Bohol	20
		Cebu Province	25
		<b>TOTAL</b>	<b>300</b>
National Teachers College	Training Program for School Heads	Bais, Bayawan, Bogo, Carcar, Cebu City, Danao, Dumaguete, Guihulngan, Lapulapu, Mandaue, City of Naga, Negros Oriental, Siquijor, Tagbilaran, Talisay, Tanjay, and Toledo	10
		Bohol and Cebu Province	15
		<b>TOTAL</b>	<b>200</b>
National Teachers College	Training Program for School Heads	Bais, Bayawan, Bogo, Carcar, Cebu City, Danao, Dumaguete, Guihulngan, Lapulapu, Mandaue, City of Naga, Negros Oriental, Siquijor, Tagbilaran, Talisay, Tanjay, and Toledo	10
		Bohol and Cebu Province	15
		<b>TOTAL</b>	<b>200</b>
National Teachers College	Training Program for Supervisors	Bais, Bayawan, Bogo, Carcar, Cebu City, Danao, Dumaguete, Guihulngan, Lapulapu, Mandaue, City of Naga, Negros Oriental, Siquijor, Tagbilaran, Talisay, Tanjay, and Toledo	10
		Bohol and Cebu Province	15

**Number of Slots per Schools Division**

		<b>TOTAL</b>	<b>200</b>
National Teachers College	Special Course Package for Coaching	Bais, Bayawan, Bogo, Carcar, Cebu City, Danao, Dumaguete, Guihulngan, Lapulapu, Mandaue, City of Naga, Negros Oriental, Siquijor, Tagbilaran, Talisay, Tanjay, and Toledo	5
		Bohol	7
		Cebu Province	8
		<b>TOTAL</b>	<b>100</b>





Republic of the Philippines

## Department of Education

### LIST OF RECOGNIZED PROFESSIONAL DEVELOPMENT PROGRAMS AND COURSES

Name of Provider	Title of Program / Course and Recognition Number	Description of the Program / Course	Dates and Duration of the Course	Number of Available Slots	Classification
SEAMEO INNOTECH	Becoming a Better Teacher Everyday (PD-2020-0032-1211)	Becoming a Better Teacher Everyday (BBTE) is a massive open online course designed to reach as many teachers in Southeast Asia. Currently hosted by KEEP Open edX platform of the Chinese University of Hongkong, it is self-paced to provide a learning platform for teachers to work at their pace and time. In this course teachers journey with fellow teachers in Southeast Asia as they share and reflect on each others' teaching and learning practices and as they navigate the rapidly changing education context and the new normal with the Covid pandemic.	Five (5) Modules at Six (6) Hours per Module for Seven (7) Weeks	1,000 per Region	Free
SEAMEO INNOTECH	Teach On: Keeping the Passion Alive (PD-2020-0033-1211)	Teach On is a Massive Open Online Course (MOOC) aims to inspire rekindle and sustain teachers' passion for teaching. Throughout the course, the learners will draw from their own experiences and from experts and fellow passionate teachers featured in the course materials, to reflect on essential questions: <ol style="list-style-type: none"> <li>1. What is passion for teaching?</li> <li>2. Why do we need to reflect on passion for teaching?</li> <li>3. What does a passionate teacher look like?</li> <li>4. How does passion affect the teaching practice?</li> <li>5. What enables passion for teaching?</li> <li>6. How can passion for teaching be nurtured or sustained?</li> </ol>	Forty (40) training hours	1,000 per Region	Free
SEAMEO INNOTECH	Early Literacy Instruction for K-3 Teachers (PD-2021-0013-0312)	This course provides K-3 Teachers with quality and readily accessible capacity building opportunity to enhance their knowledge and skills to teach literacy – a skill that is critical for our students to have. UNESCO defines literacy as “the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts.”  The course aims to help participants to become familiar with effective and practical strategies in teaching reading and writing, specifically to introduce teaching reading and writing in the early grades and to provide them with practical strategies to help their students become competent.	Twelve (12) weeks of 3- to Hours per Week	1,000 per Region	Free



Republic of the Philippines  
**Department of Education**

SEAMEO INNOTECH	Strategic Thinking and Innovation (STI) (PD-2021- 0013-0312)	<p>Essentials of Strategic Thinking and Innovation is the first of the three courses on Strategic Thinking and Innovation (STI). The course provides educators an overview of strategic thinking and innovation. It highlights the need for the competency, reframes the learner's understanding of its related concepts within the context of education, and brings the learner to reflect on the competencies of strategic thinking and innovation. Course completers will get an International Certificate of Competence and 15 CPD units.</p> <p>It has three (3) courses:</p> <ol style="list-style-type: none"> <li>1. Essentials of Strategic Thinking and Innovation</li> <li>2. Charting an Innovative School Strategy</li> <li>3. Leading and Sustaining Change</li> </ol>	Eight (8) Weeks per Course	300 per Region	Free
UP NISMED	GeoGebra Course 1: GeoGebra Basics (PD-2021-0052- 0901)	<p>This online course on GeoGebra Basics aims to equip in-service mathematics teachers with the skills on using GeoGebra tools and commands and in developing GeoGebra-based mathematical tasks.</p> <p>In this course, the teachers will learn how to use GeoGebra to draw, construct, and investigate properties of mathematical objects, examine the effects of parameters of functions on its graphs, and use the GeoGebra website to create dynamic worksheets.</p>	Four (4) Weeks	<p>Regions 3, 4a, 6, 7, and NCR: 28 Participants</p> <p>Regions 1, 5, 8, 10, and 13: 20 Participants</p> <p>Regions 2, 4b, 9, 11, 12, and CAR: 10 Participants</p>	Free
National Teachers College	Training Program for Teachers	<p>This seven-course program capacitates classroom teachers in the seven critical domains of the PST but with emphasis on the needed competencies in transitioning to the "new normal".</p> <ol style="list-style-type: none"> <li>1. Course 1: The HyFlex Teacher</li> <li>2. Course 2: The HyFlex Learner</li> <li>3. Course 3: The Inclusive Classroom</li> <li>4. Course 4: The 3R Curriculum</li> <li>5. Course 5: The 360° Feedback Ecosystem</li> <li>6. Course 6: The Teacher as Catalyst</li> <li>7. Course 7: The PERMA+ Teacher</li> </ol>	Five (5) Days per Course	300 per Region	Free



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National Teachers College	Training Program for School Heads	This five-course training program is designed to enhance the confidence and competence of school heads in responding to the demands of five educational leadership roles - visionary strategist, resource manager, learning expert, servant leader, and integration catalyst. <ol style="list-style-type: none"> <li>Course 1: The School Leader as Visionary Strategist</li> <li>Course 2: The School Leader as Resource Manager</li> <li>Course 3: The School Leader as Learning Expert</li> <li>Course 4: The School Leader as Servant Leader</li> <li>Course 5: The School Leader as Integration Catalyst</li> </ol>	Five (5) Days per Course	200 per Region	Free
	Training Course for Supervisors	This four-course training program for school supervisors is designed to sharpen their focus, agility, and innovativeness in the areas of curriculum and instruction, school systems and operations, data analytics, and talent management. <ol style="list-style-type: none"> <li>Course 1: The Innovative Curriculum</li> <li>Course 2: The Resilient School System</li> <li>Course 3: The Data-Driven School</li> <li>Course 4: The Talent-Oriented School</li> </ol>	Five (5) Days per Course	200 per Region	Free
	Special Course Package for Coaching	This three-course package is designed to equip school heads and supervisors with competencies that lead towards the design and delivery of professional coaching experiences and programs. <ol style="list-style-type: none"> <li>Course 1: Coaching Basics</li> <li>Course 2: Coaching Conversations</li> <li>Course 3: Coaching Culture</li> </ol>	Five (5) Days per Course	100 per Region	Free

**TOTAL 129,917**

11 November 2021

<Name of Schools Division Superintendent>  
Schools Division Superintendent  
DepEd SDO of \_\_\_\_\_  
<Address Line 1>  
<Address Line 2>

NEAP-RECOGNIZED PROFESSIONAL DEVELOPMENT PROGRAMS AND COURSES  
LETTER OF INTENT

Superintendent <Name>:

Greetings!

This is \_\_\_\_\_ (NAME), \_\_\_\_\_ (DEPED EMAIL ADDRESS),  
\_\_\_\_\_ (POSITION), in \_\_\_\_\_ (NAME OF SCHOOL).

I am writing to you to signify my intent to register for the \_\_\_\_\_ (PROGRAM OR  
COURSE TITLE AND RECOGNITION NUMBER) offered by \_\_\_\_\_ (NAME  
OF SERVICE PROVIDER) under the NEAP-Recognized Professional Development Programs and Courses.

If accepted, please be rest assured that I intend to:

- Maintain the academic standards and other course requirements set under the program
- Fulfill the required service obligation required under Sections 17 and 19 Rule VIII of the Omnibus Rules Implementing Book V of Executive Order No. 292
- Submit and implement my Re-Entry Action Plan
- Sign the NEAP-Recognized Professional Development Program Contract
- Refund in full to the Department of Education such sums of money as may have been defrayed by the Philippine government for expenses incidental for having attended the program or course, for failure to comply with any of the foregoing conditions through my fault or willful neglect, resignation from the service, transfer to other agencies, voluntary retirement or other causes within my control

Thank you.

Regards,

<Name of Teacher or School Leader>  
<Position>  
<School>





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

NEAP LSP 2020-0015-1020    NEAP PD 2021-0065-0924

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



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



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

NEAP LSP 2020-0015-1020

NEAP PD 2021-0065-0924

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



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



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



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



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

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

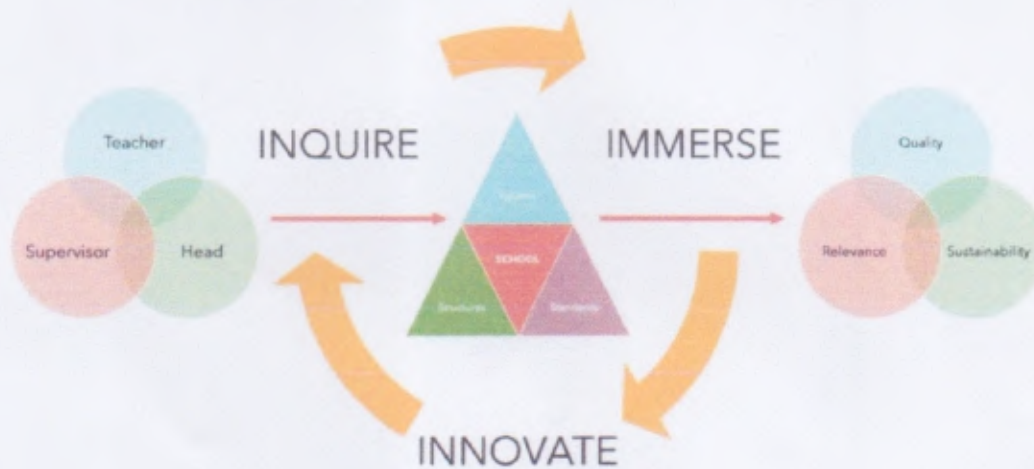
Your **Ambition** and **Passion**, Our **Mission**



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

NEAP LSP 2020-0015-1020    NEAP PD 2021-0065-0924

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



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

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





## TRAINING PROGRAM FOR CLASSROOM TEACHERS

10 synchronous and 10 asynchronous hours in 5 days per course

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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## TRAINING PROGRAM FOR SUPERVISORS

10 synchronous and 10 asynchronous hours in 5 days per course

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

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

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

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

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## TRAINING PROGRAM FOR SCHOOL HEADS

*10 synchronous and 10 asynchronous hours in 5 days per course*

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

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

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

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

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

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## PROFESSIONAL COACHING PROGRAM FOR LEADERS

10 synchronous and 10 asynchronous hours in 5 days per course

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

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

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

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

**PROGRAM PROPOSAL**

<b>Learning Service Provider</b>	Southeast Asian Ministers of Education Organization Regional Center for Educational Innovation and Technology (SEAMEO INNOTECH)
<b>Program Title</b>	Strategic Thinking and Innovation
<b>Program Description</b>	<p>Essentials of Strategic Thinking and Innovation is the first of the three courses on Strategic Thinking and Innovation (STI). The course provides educators an overview of strategic thinking and innovation. It highlights the need for the competency, reframes the learner's understanding of its related concepts within the context of education, and brings the learner to reflect on the competencies of strategic thinking and innovation. Course completers will get an International Certificate of Competence and 15 CPD units.</p> <p>Topics:</p> <ul style="list-style-type: none"> <li>▪ Introduction to strategic thinking and innovation based on the Competency Framework for Southeast Asian School Heads</li> <li>▪ A look at the school heads' challenges in the changing educational landscape using the School Leader's Work Context</li> <li>▪ Reframing of strategic thinking and innovation in terms of its concepts and competencies</li> <li>▪ Case analysis of a school whose school head viewed the problems from a wider perspective and applied strategic thinking and innovation in addressing the problems</li> <li>▪ A view on the long-term impact of a project/ program on stakeholders</li> </ul>
<b>Target Participants</b>	School Heads
<b>Mode of Delivery</b>	Online (Asynchronous and Synchronous)
<b>Duration</b>	Eight (8) Weeks per Course

Implementation Plan

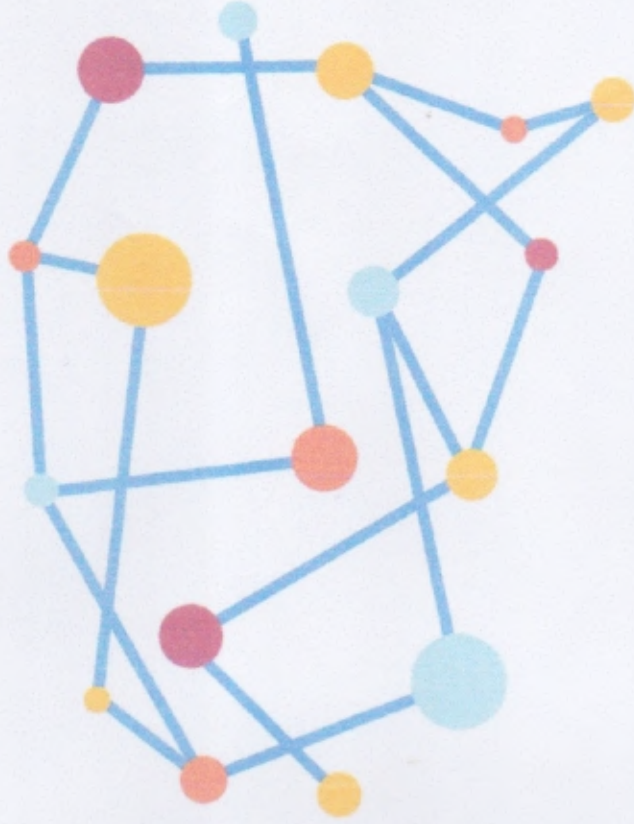
Participants	Number of Participants	Date
Region 1	300	February to September 2022
Region 2	300	February to September 2022
Region 3	300	February to September 2022
Region 4a	300	February to September 2022
Region 4b	300	February to September 2022
Region 5	300	February to September 2022
Region 6	300	February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



STRATEGIC THINKING  
AND INNOVATION  
for School Heads

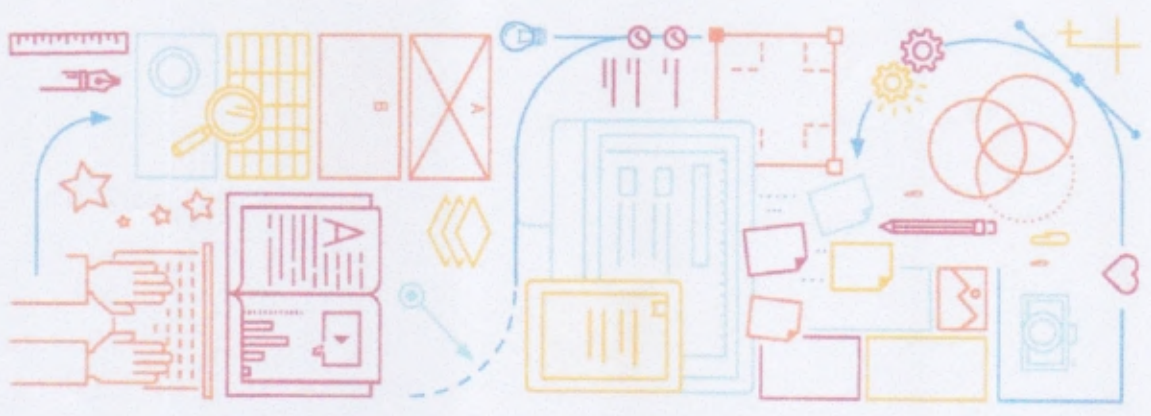
## About the logo

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





**IFLEX** is the home of  
Strategic Thinking and  
Innovation courses.



# COURSES




**COURSE 1:**  
Essentials of  
Strategic Thinking  
and Innovation

**COURSE 2:**  
Charting an  
Innovative School  
Strategy

**COURSE 3:**  
Leading and  
Sustaining Change

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

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



**COURSE 1:**  
Essentials of  
Strategic Thinking  
and Innovation

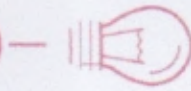
# Objectives of Course 1

1



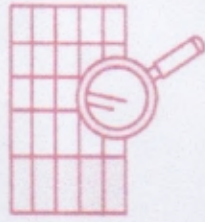
Assess the impact of local, national, and global challenges and trends in education, and their implications for the school

2



Define strategic thinking and innovation as it applies to school heads

3



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

4

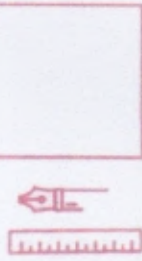


Evaluate the success of a program or project in terms of its outcomes shown by the lasting impact on stakeholders

# What the learners will experience in Course 1...

## Interactive learning

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

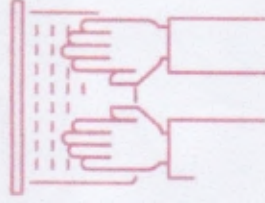
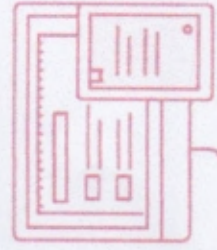


## Reflective learning

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

## Peer collaboration using social media application

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



## Personalized guidance of the tutor

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

# Contents of Course 1

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

## Section 2: The Changing External Environment

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

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

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

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

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


## Section 3: Understanding Strategic Thinking and Innovation

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

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

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


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



## **COURSE 2:** Charting an Innovative School Strategy

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

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



**COURSE 3:**  
Leading and  
Sustaining Change







## Your Frequently Asked Questions Answered

For TEACH ON 2021-1

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

### 1. What is SEAMEO INNOTECH?

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

### 2. What is Coursebank?

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

### 3. What is a MOOC?

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

### 4. What is the course title?

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

### 5. When is the course implemented?

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

### 6. What is the course about?

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

**7. What are the materials in the course?**

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

**8. Who is the teacher in the course?**

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

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

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

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

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

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

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

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

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

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

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

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

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

**14. Is the course really free?**

Yes it is absolutely free!

**15. Are there any requirements for the course?**

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

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

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

**16. Will I get a certificate after the course?**

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

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

You can print the ecertificate anytime you want.

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

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

**18. Will I get CPD credits?**

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

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

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

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

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

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

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

**Other details:**

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

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

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

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

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

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

**PROGRAM PROPOSAL**

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

No. of training hours: 24

Requirements for Target Participants:

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

Implementation Plan

Participants	Number of Participants	Date
Batch 1	60	1Q of 2022
Batch 2	60	1Q of 2022
Batch 3	60	1Q of 2022
Batch 4	60	1Q of 2022
Batch 5	60	1Q of 2022
<b>TOTAL</b>	300	

Program Matrix

Week 1	Monday	Tuesday-Wednesday	Thursday	Friday
Activities	<p><b>Synchronous (8:45-12:00)</b></p> <ul style="list-style-type: none"> <li>• Course Briefing</li> <li>• Introduction to the GeoGebra Interface</li> <li>• <b>Activity 1:</b> Point, Line Segment, and Midpoint</li> <li>• Introduction to the GeoGebra.org website interface, uploading files</li> </ul>	<p><b>Asynchronous</b></p> <ul style="list-style-type: none"> <li>• <b>Activity 2:</b> Distance, Angle, Slope</li> <li>• Practice Exercises 1 and 2</li> <li>• <b>Activity 3:</b> Circle, Intersect and Polygon</li> <li>• Practice Exercises 3</li> </ul>	<p><b>Synchronous (8:45-12:00)</b></p> <ul style="list-style-type: none"> <li>• Discussion of Activities 2 and 3 and Practice Exercises 1, 2, and 3</li> <li>• Drag Test</li> <li>• Rubrics</li> </ul>	<p><b>Asynchronous</b></p> <ul style="list-style-type: none"> <li>• <b>QUIZ 1</b></li> <li>• <b>Activity 4:</b> Parallel and Perpendicular Lines</li> <li>• Practice Exercise 4</li> </ul>

Week 2	Monday	Tuesday-Wednesday	Thursday	Friday
Activities	<p><b>Synchronous (8:45-12:00)</b></p> <ul style="list-style-type: none"> <li>• Discussion of answers to QUIZ 1</li> <li>• Discussion of Activity 4 and Practice Exercise 4</li> </ul>	<p><b>Asynchronous</b></p> <ul style="list-style-type: none"> <li>• <b>Activity 5:</b> Number Sliders</li> <li>• Practice Exercises 5</li> <li>• <b>Activity 6:</b> Angle Slider</li> <li>• Practice Exercise 6</li> </ul>	<p><b>Synchronous (8:45-12:00)</b></p> <ul style="list-style-type: none"> <li>• Discussion of Activity 5 and 6 and Practice Exercises 5 and 6.</li> </ul>	<p><b>Asynchronous</b></p> <ul style="list-style-type: none"> <li>• <b>QUIZ 2</b></li> <li>• <b>Activity 7:</b> Integer Slider</li> <li>• Practice Exercise 7</li> </ul>



Week3	Monday	Tuesday-Wednesday	Thursday	Friday
Activities	<p><b>Synchronous (8:45-12:00)</b></p> <ul style="list-style-type: none"> <li>• Discussion of answers to QUIZ 2</li> <li>• Discussion of Activity 7 and Practice Exercise 7</li> <li>• <b>Enrichment:</b> Animating Sliders</li> </ul>	<p><b>Asynchronous</b></p> <ul style="list-style-type: none"> <li>• <b>Activity 8:</b> Graphing Functions and Plotting Points</li> <li>• Practice Exercises 8</li> <li>• <b>Activity 9:</b> Graphing Piecewise Functions</li> <li>• Practice Exercise 9</li> <li>• <b>Activity 10:</b> Graphs and Sliders</li> <li>• Practice Exercise 10</li> </ul>	<p><b>Synchronous (8:45-12:00)</b></p> <ul style="list-style-type: none"> <li>• Discussion of Activity 8, 9, and 10 and Practice Exercises 8 and 9</li> <li>• <b>Enrichment:</b> Latex in GeoGebra and Graphing Inequalities</li> </ul>	<p><b>Asynchronous</b></p> <p>Conceptualization of Final Project</p>

Week4	Monday	Tuesday	Wednesday-Thursday	Friday
Activities	<p><b>Synchronous (8:45-12:00)</b></p> <p>Open Consultation about the Final Project</p>	<p><b>Asynchronous</b></p> <p>Final Project</p>	<p><b>Synchronous (8:45-12:00)</b></p> <ul style="list-style-type: none"> <li>• Presentation of Final Projects</li> <li>• Course Evaluation</li> </ul>	<p><b>Asynchronous</b></p> <ul style="list-style-type: none"> <li>• Revision of Final Project</li> </ul>

11 November 2021

JOHN ARNOLD S. SIENA  
Director IV  
National Educators Academy of the Philippines  
2<sup>nd</sup> Floor, Mabini Building  
DepEd Complex, Meralco Avenue  
Pasig City

Dear Director Siena:

Greetings!

This is to confirm the enrolment of public school teachers and school leaders from DepEd Region \_\_\_ to the following NEAP-Recognized Professional Development Program:

Program / Course Title	Total Number of Participants

For queries and other concerns, please do not hesitate to contact <name of focal person and contact details>.

Thank you.

Regards,

<Name of Regional Director>  
<DepEd Region \_\_\_>

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

**PROGRAM PROPOSAL**

<b>Learning Service Provider</b>	Southeast Asian Ministers of Education Organization Regional Center for Educational Innovation and Technology (SEAMEO INNOTECH)
<b>Program Title</b>	Teach On: Keeping the Passion Alive
<b>Program Description</b>	Teach On is a Massive Open Online Course (MOOC) aims to inspire rekindle and sustain teachers' passion for teaching. Throughout the course, the learners will draw from their own experiences and from experts and fellow passionate teachers featured in the course materials, to reflect on essential questions: <ol style="list-style-type: none"> <li>1. What is passion for teaching?</li> <li>2. Why do we need to reflect on passion for teaching?</li> <li>3. What does a passionate teacher look like?</li> <li>4. How does passion affect the teaching practice?</li> <li>5. What enables passion for teaching?</li> <li>6. How can passion for teaching be nurtured or sustained?</li> </ol>
<b>Target Participants</b>	Beginning and Proficient Teachers
<b>Mode of Delivery</b>	Online
<b>Duration</b>	Forty (40) training hours

**Implementation Plan**

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