

Republic of the Philippines  
**DEPARTMENT OF EDUCATION**  
Region I  
**SCHOOLS DIVISION OFFICE**  
DAGUPAN CITY




**DIVISION MEMORANDUM**

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**RELEASE**  
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BY: [Signature]  
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**To:** Assistant Schools Division Superintendent  
Chief Education Supervisors CID and SGOD  
Curriculum Implementation Division Personnel  
School Governance and Operations Division Personnel  
Public Elementary and Secondary School Heads  
Public Elementary and Secondary Master Teachers and Teachers  
All Others concerned

**From:**   
**DR. LORNA G. BUGAYONG, CESO VI**  
Schools Division Superintendent

**Date:** June 21, 2018

**Subject:** Enrolment to TEACHEXCELS and GURO21 of SEAMEO INNOTECH

Southeast Asian Ministers of Education Regional Center for Educational Innovation and technology is one of the long-standing partner of DepEd and it again opened its doors to instructional leaders and teachers who are interested in investing in their future by enrolling in continuing professional courses. It offers two flexible learning courses which are as follows:

- a. Teaching and Learning Excellence in School Leadership for Southeast Asia (TEACHEXCELS) is a course which aims to develop and enhance the competencies of Southeast Asian school heads in order to manage and support the teaching and learning process in their schools.
- b. Gearing Up Responsible and Outstanding Teachers in Southeast Asia for the 21<sup>st</sup> Century (GURO21) is a course that aims to address teacher's needs in relation to the technological advances and changing educational trends of the 21<sup>st</sup> century.

SEAMEO INNOTECH uses the Moodle-based Learning Management System (LMS). Synchronous and asynchronous sessions will be scheduled across the two-month duration which is proven effective in carving out and promoting reflective teaching practice among our learners. This will serve as an avenue for the school heads and teachers to share best practices and glean fresh insights from their respective work places.

All school heads are enjoined to enroll in the TEACHEXCELS course and teachers are highly encouraged to enroll in the GURO21 course.

The total investment for each two-week program is P7,000.00. Please see attached document as reference to the GURO21 course.

School heads are advised to submit their names along with the names of teachers who have confirmed their interest to enroll in the GURO21 course **on or before June 29, 2018** to the SGOD-HRDS for recording purposes and to be forwarded to the Office of the Schools Division Superintendent for approval and endorsement to SEAMEO INNOTECH.

Immediate dissemination of the contents of this Memorandum is desired.



## GURO21 COURSE 1 SEAMEO INNOTECH, Philippines

### RATIONALE/BACKGROUND

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, *Gearing Up Responsible and Outstanding Teachers in Southeast Asia for the 21st Century* or GURO21, is a menu of flexible learning courses that aim to address teachers' needs given 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 2010 Southeast Asian Region-validated Competency Framework for Southeast Asian Teachers of the 21st Century. Two competency areas from the 2010 Competency Framework were 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

These GURO21 Courses, despite being based on the 2010 Competency Framework, are still aligned with the newly-developed and recently-approved 2017 Regional Competency Framework for Southeast Asia Teachers. Specifically, these courses address the following General Competencies and Enabling Competencies

- 1.2 Understand education trends, policies, and curricula
  - o 1.2.1 Update myself on new educational trends
- 2.2 Use the most effective teaching and learning strategy
  - o 2.2.1 Select appropriate teaching and learning strategy
  - o 2.2.2 Design clear and effective lessons my students can understand
- 4.3 Master my teaching practice
  - o 4.3.2 Take responsibility in my own personal and professional growth

After the development of GURO21, Course 1 was pilot tested from April 19 to May 23, 2017, with 44 participants from six (6) SEAMEO Member Countries. Four participants were from Thailand and one of the four successfully completed the course.

In the Philippines, the pilot run of GURO21 was held in cooperation with Pangasinan State University (PSU) in Region 1 with 55 participants. Since the completion of the first batch of learners for the Philippines, close to 10,000 teachers in the Philippines and selected countries in Southeast Asia have already completed the course.

In late 2017, GURO21 Course 1 was awarded the UNESCO Wenhui Award for innovation in the Professional Development of Teachers. The award is in line with SDG 4-Education 2030 Agenda and UNESCO's vision of education to provide and enhance quality learning opportunities for all, particularly to the most disadvantaged, vulnerable, and marginalized by focusing on innovative professional development of teachers.

Given the success of the course in the Philippines, there is now a need for the other classroom teachers from SEAMEO member countries to benefit from the course. Thus, GURO21 Course 1 will now be offered to the classroom teachers of the Ministries of Education from the SEAMEO member countries. As an initial offering, the course will be offered as a scholarship to a maximum of 30 Thai classroom teachers.

The course is open to all classroom teachers, teacher educators, and tertiary instructors or professors from SEAMEO member countries, particularly from the Regional Offices of the Department of Education (DepEd) who possesses the following qualifications:

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

To qualify, the participants should be officially nominated by the concerned Superintendent or his/her designated representatives. The nomination or endorsement letter should include a certification that his/her qualifications were thoroughly reviewed and that they are qualified to participate in the course.

### III. LEARNING OUTCOMES

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

- Equip themselves with the knowledge, skills, attitudes, and values 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.

### IV. COURSE CONTENTS

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**  
The three lessons in this module will equip teachers with the necessary knowledge, skills, attitudes, and values required of a teacher in the 21st century.

**Lesson 1: "Learning to Know" as a 21st Century Teacher**

- Describes the critical attributes of education in the 21st century
- Discusses the new parameters for teaching and learning in the 21st century
- Explains the four pillars of learning as a framework for 21st century education
- Discusses the first pillar of learning, *Learning to Know*.
- Identifies the core themes, literacies, and competencies of the 21st century
- Explains issues pertaining to media and ICT literacy that affect teachers
- Assesses one's level of competency in integrating Information and Communication Technology (ICT) in the classroom

**Lesson 2: "Learning to Live Together" and "Learning to Do" as a 21st Century Teacher**

- Explains the pillar, *Learning to Live Together*, and how it relates to life and career skills in the 21st century
- Discusses 21st century life and career skills under the pillar, *Learning to Live Together*
- Assesses one's attributes as a teacher of peace in the 21st century
- Explains the pillar, *Learning to Do*, and how it relates to life and career skills in the 21st century
- Discusses 21st century life and career skills under the pillar, *Learning to Do*
- Assesses one's leadership attributes as a 21st century teacher

**Lesson 3: "Learning to Be" as a 21st Century Teacher**

- Explains the pillar, *Learning to Be*, as it relates to your daily life and life as a teacher of the 21st century
- Describes the competencies under the pillar, *Learning to Be*

1. Applies the competencies of *Learning to Be* pillar to your daily life and life as a 21<sup>st</sup> century teacher
2. **Module 1: Facilitating 21<sup>st</sup> Century Learning**

The following are the three lessons in this module:

**Lesson 1, *The 21st Century Teacher as Subject Matter Expert***, will enable the participants to assess their attitude towards the subject matter they teach. They will also be introduced to the domains and components of knowledge for teaching. Based on what they have learned, they will then develop a personal program for life-long learning and acquiring mastery of the subject matter.

**Lesson 2, *The 21st Century Teacher as a Facilitator of Learning***, describes the characteristics of facilitative teaching. It also examines the various strategies that cater to students' learning styles and elicit active learning. The participants will also learn how to integrate higher order thinking in their lessons, apply questioning and reacting skills in order to enhance the teaching-learning process in their classroom, and contextualize teaching to local situations.

**Lesson 3, *The 21st Century Teacher as a Classroom Manager***, discusses strategies that promote students' participation and collaboration in classroom activities. It also describes how the participants can apply communication skills relevant to their students' level. Using this acquired knowledge, they will create a classroom management plan to promote a conducive learning environment.

#### **METHODS TO BE USED**

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 GURO21 Course Learning Package.

#### **WHAT TO EXPECT FROM THE LEARNERS**

At the end of the GURO21 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.

### LEARNING ASSESSMENT

The Learners will be evaluated based on their participation in the synchronous and asynchronous discussion sessions and their submission of the following written requirements:

1. Module Assignments

For each module, learners will be required to submit an assignment

2. The End of Course Reflection Paper

At the end of the course, the Learners will be asked to prepare a reflection paper that highlights their learning needs, brief summary of main learning activities engaged in during the course and the description of major/significant learning insights (in terms of knowledge, skills, attitudes, values) that were gained from the course.

3. The Action Plan

The action plan is one of the last requirements of the course. It should integrate, synthesize and apply the core competencies that were discussed in the course.

Grading shall make use of letter grades with corresponding equivalent adjectival descriptions and the tutor's qualitative narrative or feedback, on whether an output is of high or low/poor quality.

| Letter Rating | Numerical Rating in FLEX | Equivalent |
|---------------|--------------------------|------------|
| A+            | 4                        | Excellent  |
| A             | 3.5                      | Very Good  |
| B+            | 3                        | Good       |
| B             | 2.5                      | Passed     |
| C             | 2                        | Deficient  |

The assignments, act on plan, reflection paper and the other course requirements are expected to help integrate competencies acquired. They also allow the assessment of higher order thinking skills and encourage application of knowledge to real life situations.

Below is the weight distribution for each requirement.

| Activity  | Weight |
|---|--------|
| Participation in online discussions either in Forum or Chat for the first module  | 15%    |
| Participation in online discussions either in Forum or Chat for the second module | 15%    |
| Module 1 Assignment   | 20%    |
| Module 2 Assignment   | 20%    |
| Portfolio Reflection Paper  | 10%    |
| Action Plan   | 20%    |

|       |      |
|-------|------|
| Total | 100% |
|-------|------|

Note that if the Learner missed two of the four chat sessions under Module 1 or 2, he/she will automatically get a "C" rating for that category and getting two "C" ratings from the major course requirements will result in an overall rating of "C".

**VIII. SCHEDULE**

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

| Time/<br>Schedule  | Week 1   | Week 2   | Week 3   | Week 4  |
|--|--|--|--|---|
| Chat Session<br>2:00-3:00PM or 5:00-6:00PM (on Fridays) or<br>11:00-12:00AM or 3:00-4:00PM (on Weekends) | <ul style="list-style-type: none"> <li>• Accomplishment of Pre-Test in Module 1 of Competency Assessment</li> <li>• Chat Session No. 1, Module 1</li> <li>• Read: Required Readings</li> </ul> | <ul style="list-style-type: none"> <li>• Chat Session No. 2, Lessons 1 &amp; 2, Module 1</li> <li>• Accomplishment of Post-Test in Module 1 of Competency Assessment</li> <li>• Read: Required Readings</li> </ul> | <ul style="list-style-type: none"> <li>• Accomplishment of Pre-Test in Module 2 of Competency Assessment</li> <li>• Chat Session No. 3, Lesson 3, Module 2</li> <li>• Submission of Module 2 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 My Competency Assessment</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>  | <ul style="list-style-type: none"> <li>• Submission of End-of-Course Reflection Paper and Action Plan</li> </ul>   | Course Revalida and Graduation Ceremonies  |   |

**IX. PROGRAM MONITORING AND EVALUATION**

The course will be evaluated based on the following methods:

1. *Online Course Evaluation*. Where the Learners will be required to accomplish the Post-Course Evaluation Questionnaire in the IFLEX. The results of the evaluation will thereafter be communicated to all the concerned; and
2. *Analysis of the Learners' End-of-Course Reflection Papers*
3. *Evaluation/Feedback-meeting with the TCT officials/staff*
4. *Qualitative face-to-face interviews with selected stakeholders*. At least a year after the end of the course, SEAMEO INNOTECH will arrange for an online interview or Focus Group Discussion (FGD) with the Learners and their stakeholders, e.g., Principals/school head, parents, students, etc.

**X. CERTIFICATE OF COMPLETION**

An International Certificate of Competence shall be issued if the Learner will receive a final rating of "A+" or "A" or "B+" or "B." This means that he/she have successfully met the standards of the course and have gained the expected competency outcomes. He/she will also receive a rating card indicating his/her overall performance rating for the course.

If he/she participated in the course activities but failed to meet the minimum standards he/she will be issued a Certificate of Attendance and a rating card.

### LEARNING MANAGEMENT TEAM

The SEAMEO INNOTECH Core Learning Management Team will be composed of the following:

| Name                       | Designation             |
|----------------------------|-------------------------|
| 1. Juan Robertino Macalide | Course/Project Manager  |
| 2. Jess De La Cruz         | Technical Support       |
| 3. Jessie Yarnson          | Technical Support Staff |
| 4. Jan Romar Opinion       | Technical Support Staff |

For any concerns, suggestions or feedback, the following are the contact details of the Learning Management Team:

Email: [coursemanage@seameo-innotech.org](mailto:coursemanage@seameo-innotech.org)  
Telephone: +632 9247681 to 84, 100, 182 or 150 or 188  
Telefax: +632 9269741

The course management team is available from Mondays to Fridays from 9:00am to 5pm.

### LEARNING ENVIRONMENT

Given that the course utilizes access to the internet, a stable internet connection (in school, at home, or at the nearest internet café) and electrical power will be needed. The learners of the course should ideally be capable of navigating their way through the World Wide Web.

The participants or Flexible Learners will be joining other teachers in a class of 10-15 learners and will meet online every week for the live, synchronous (or real-time) three-hour chat and asynchronous (or outside of real-time) discussion sessions using the IFLEX or the SEAMEO INNOTECH's Learning Management System (LMS). The LMS is best viewed using the free and open source web browser called "Mozilla Firefox" that has been developed to be operational in Windows, OSX, and Linux and in almost all android devices.

Another requirement is the presence of the online facilitators termed as Flexible Learning Tutors or FLT's. The FLT's will facilitate the synchronous and asynchronous discussion sessions per class. They are education reform experts from the Ministries of Education of SEAMEO member states and from the partner Higher Education or Teacher Education Institutions who are included in SEAMEO INNOTECH's pool of FLT-experts. To be included in the pool, the experts must meet the minimum qualifications as identified in the FLT Score Card and must have been previously invited as content expert or online facilitator or panel member for SEAMEO INNOTECH's online/flexible or blended learning courses.

The course will officially start with either a face-to-face or online orientation and will end with either a face-to-face or online revalidation/interview session before a panel of experts composed of the FLT's and officials from SEAMEO INNOTECH and DepEd Regional Office. During the course orientation or two weeks before the start of the synchronous discussion sessions, the Learning Package in an interactive CD/DVD format will be distributed to the Learners.

The Learning Package contains the copies of the: (a) Two course modules, (b) Required Readings, (c) Learners Guide, and (d) orientation videos.

## **OTHER SERVICES TO BE PROVIDED TO THE PARTICIPANTS**

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

1. **GURC21 Course 1 Learning Package.** Access to the Resource Kit containing the following (a) Two course modules, (b) Required Readings, (c) the Learners Guide and (d) short orientation video on accessing the FLEX. The Learning Package will be made available online and during the course orientation;
2. **International Certificate of Competence.** With an equivalent number of training hours of international professional development upon satisfactory completion of the course.
3. **SEAMEO INNOTECH Alumni Membership ID Card.** Benefits of the Alumni Membership ID Card include discounted overnight stay at the SEAMEO INNOTECH International House and free use of the SEAMEO INNOTECH Learning Resource Center;
4. **Perpetual Access to the SEAMEO INNOTECH Alumni Portal.** The portal is a space where the members of the Alumni can get most up-to-date news about education trends and developments and where they can interact with their fellow alumni and share expertise and stories with each other.
5. **Advanced Academic Credit** for receiving a Final rating between "A+" or "B" from the SEAMEO INNOTECH Higher or Teacher Education partners all over the Philippines, upon the Learner's enrollment.

## **PROGRAM FEE**

The total investment for this program is Php7,000 per learner.

The program fee includes a 32 percent discount to DepEd, as a long-standing institutional partner of SEAMEO INNOTECH.

This fee, however, excludes the travel and transportation costs of the participants to and from the training venue and other personal expenses that the individual participant may incur for the duration of the course.