



Republic of the Philippines
Department of Education
REGION XI
SCHOOLS DIVISION OF DAVAO DEL NORTE

Office of the Schools Division Superintendent

DIVISION MEMORANDUM

CID - 2025 - 0411

To: Dr. Janette G. Veloso, CESO VI, Assistant Schools Division Superintendent
Dr. Eduard C. Amoguis, Chief, Curriculum Implementation Division
Dr. Ernie L. Caas, Public Schools District Supervisor – BE Dujali District
All Elementary and Secondary School Heads of Braulio E. Dujali District
All Others Concerned

Subject: **EQUIP, IMPROVE: A TRAINING WORKSHOP ON ENHANCING TEACHING PEDAGOGY FOR ELEMENTARY AND SECONDARY SCHOOL TEACHERS OF BRAULIO E. DUJALI DISTRICT**

Date: April 2, 2025

1. In line with the Department's commitment to upgrade the quality and competence of teaching personnel congruent with professional standards, this Office announces the conduct of Equip, Improve: A Training Workshop on Enhancing Teaching Pedagogy for Elementary and Secondary School Teachers of Braulio E. Dujali District – a training recognized by the National Educators Academy of the Philippines (NEAP) with 10 CPD units scheduled on April 3-4, 2025 at Molave Hotel, Tagum City.
2. Attached is the enclosure that contains the list of participants and the training matrix.
3. In adherence to No Disruption of Classes Policy per DO No. 9, s. 2005 titled Instituting Measures to Increase Engaged Time-on-Task and Ensuring Compliance Therewith, it is advised that school heads ensure that classes of teachers involved in this activity will not be left unattended by adopting a blended learning modality to ensure uninterrupted continuity of learning.
4. Travel expenses of the participants relative to their attendance to this activity shall be chargeable against School MOOE or any other local funds subject to the usual accounting and auditing rules and regulations.
5. Everyone is highly encouraged to continually support and recognize the value of equality and diversity of all personnel while complying with the directives set forth by this Office.
6. Immediate dissemination of this Memorandum to all concerned is desired.

REYNALDO B. MELLORIDA, CESO V
Schools Division Superintendent

For the Schools Division Superintendent:

DR. EDUARD C. AMOGUIS
Chief, Curriculum Implementation Division



CID/elc

Fn. Equip, Improve: A Training Workshop on Enhancing Teaching Pedagogy for Elementary and Secondary School Teachers of Braulio E. Dujali District

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Enclosure to Division Memorandum CID-2025-0411

LIST OF PARTICIPANTS

NO	NAME	POSITION	SCHOOL
1	CATALINA G. JIMENA	TI	BACALE ES
2	MERCY M. MARTIN	MT-II	BACALE ES
3	MARITCHO B. MEHEDINTU	T-II	BACALE ES
4	EDWIN G. GARNICA	TI	BALISONG ES
5	MARJORIE C. CAHOY	TI	BALISONG ES
6	CHERRY LOVE D. ALE	TI	BALISONG ES
7	REDELYN D. GENCIANOS	THII	CABAYANGAN ES
8	JENEVEB H. BUCAO	TII	CABAYANGAN ES
9	AILYN A. ADRAN	TII	TANGLAW NHS
10	AILEEN Z. ONIA	TI	DAPECOL ES
11	ANALOU G. BALDONADO	MTI	DUJALI CES
12	KRISTINE B. ESTORQUE	TI	DUJALI CES
13	ANTONIO S. ACUPAN JR.	MT II	EAST CABAYANGAN ES
14	LIEZEL D. NUÑEZ	TII	EAST CABAYANGAN ES
15	JOCELLE C. JAMANDRE	THII	EAST CABAYANGAN ES
16	FELIPE I E. BUCCAT	TI	TANGLAW NHS
17	NEYSA D. GELLOANI	THII	MAGUPISING ES
18	NOIMIE D. FANTILANAN	TI	NEW CASAY IS
19	DYANNE M. SOTELO	TI	NEW CASAY IS
20	MARICEL G. PEREZ	T-II	TALISAY ES
21	STEFANIE L. CANON	T-II	TALISAY ES
22	ANGELINA C. DELA CERNA	MT-I	TANGLAW ES
23	SUSAN C. BARDINAS	T-III	TANGLAW ES
24	RODOFO D. BOLO	T-II	TANGLAW 3A ES
25	ANNALOU C. VILLACORTE	T-II	TANGLAW 3A ES
26	ARELENE A. BOHOL	T-I	TANGLAW 3A ES



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27	MARY ANN L. ESTORQUE	MT I	ANTONIO V. FRUTO SR. NHS
28	JEAN LAU B. DAYONDON	TII	ANTONIO V. FRUTO SR. NHS
29	SHAINED MICHELLE C. MACOROL	TI	ANTONIO V. FRUTO SR. NHS
30	RUBY E. QUIZA	MT-II	DUJALI NHS
31	EDENA B. BALBASTRO	TIII	DUJALI NHS
32	JORILYN B. OPLE	T II	DUJALI NHS
33	LEIZL M. CASPILLO	TIII	NEW CASAY IS
34	JAS S. VALDEVIESO	MTI	NEW CASAY IS
35	CINDY L. LONJAWON	T-I	TANGLAW NHS
36	LIEZEL P. MILLENA	MTI	TANGLAW NHS
37	ERNIE L. CAAS	PSDS	
38	ALLAN GLENN R. SOSAYA	MTIII - RESOURCE SPEAKER	
39	JOFE C. ROBIGID	HTIII-RESOURCE SPEAKER	
40	ROBE M. PENIDA	MT III-RESOURCE SPEAKER	
41	IAN C. BARTE	MTII-RESOURCE SPEAKER	
42	MIRALYN M. BOCOBO	MTI-RESOURCE SPEAKER	
43	JELVIN CLARO	MTI-RESOURCE SPEAKER	
44	ARGIE LEDESMA	TWG	
45	ELTON MAE L. OLAER	TWG	
46	DESIREE P. DEMANDANTE	TWG	
47	JAY V. ESTRERA	TWG	
48	GRACE T. BOOC	TWG	
49	DAVE ADRALES	TWG	
50	JENNY ROSE MAGARZO	TWG	

Division Monitoring Team:

Dr. Grace Santa T. Daclan – Education Program Supervisor
 Dr. Medos O Jala - Education Program Supervisor
 Dr. Ernie M. Aguan - Education Program Supervisor
 Ms. Romela L. Pangandoyon – Senior Education Program Specialist

TRAINING MATRIX

Session No.	Duration	Topic	Session Objectives	Methodology	Outputs	Resource Speaker/Subject-Matter Expert
	DAY 1- April 3, 2025 7:00-8:00am	Registration	To register the participants	None	Filled-out Registration Sheets	Program Management Team
	8:00am-8:30am Opening Program:	Preliminary Part	To set the training atmosphere of the activity	Playing of AVPs for the preliminary part	Filled Registration Participants out of	Program Management Team
	National Anthem Prayer Welcome Remarks/Messages	Words of Challenge/Inspiration Message	To inspire the participants with words from the Public Schools District Supervisor	Face-to-face delivery		Ernie L. Caas PSDS
	QATAME Orientation	QATAME evaluation scheme and process	To orient the participants on the different levels of monitoring and evaluation	Input presentation	Copy of the various levels of evaluation as to Kirkpatrick's Levels 1-4	District M& E Focal Person
	Pre-test: 9:00am-9:30am	Administration of Pre-test	To measure the prior knowledge of the participants pertaining to the topic	Online pre-test	Result of the pre-test	Program Management Team

1	Plenary Sessions 9:30am-11:00am- Session 1(1 hour & 30 mins.)	Steering to Features of 21 st Century Teaching and Learning	To discuss the concepts and principles of 21 st Century Education	Introductory Activities 1. Welcome the participants. Make them ready for the session 2. Present the title slide. 3. Present and discuss the PPST covered. 3. Present and discuss the session objectives Activity: <i>Activity 1: “Tell Me”</i> Project on screen pictures which depict various classroom scenarios of a teacher conducting a class. Let some of the participants share some words the way they interpret or perceive the projected varying situations. Analysis Questions relative to the photos will be asked. Introduce the legal bases of the 21 st Century Education which are the RA 10533 and the DepEd Order 21, S. 2019. Present/Discuss the definition 21 st Century Education including the 21 st Century Teaching / Learning		Allan Glenn R. Sosaya, MT III / Resource Speaker

				<p>Allow the participants to give their thoughts on these terms.</p> <p>Abstraction</p> <p><i>Activity 2: “Fill Me” (Worksheet)</i></p> <p>Divide the class into four (4) groups. Each group will accomplish the T-Chart for the Features of 21st Century Teaching and Learning. After which, each group representative will present the output before the class.</p> <p>Discuss the different features of 21st Century Teaching and Learning.</p> <p>Present the roles of teachers in the 21st Century Education.</p> <p>Expound different instructional methods and strategies which a teacher can employ in holding an instruction.</p> <p>Present challenges and opportunities encountered.</p> <p>Application <i>(Breakout Session)</i></p> <p><i>Activity 3</i></p>	Accomplished T-Chart / Worksheets (on Features of 21 st Century Teaching and Learning)	
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				The participants will be grouped based on their previous groupings. Each group will accomplish the task that is to prepare a lesson plan that bears the significant indicators/features of 21 st Century Teaching/Learning. After which, each group representative will present the output. Questions will also be raised after the presentations.	Lesson Plan	
		Breakout Session <i>(For Application Part)</i>				Allan Glenn R. Sosaya, MT III / <i>Resource Speaker</i>
2	11:00am-12:00nn Session 2 (1 hour)	Unlocking Potential through Reflective Learning	To discuss Reflective Learning (RL) as a teaching strategy; the reflective learning techniques that can be employed in the classroom.	Introductory Activities 1. Welcome the participants. Make them ready for the session 2. Present the title slide. 3. Present and discuss the PPST covered. 3. Present and discuss the session objectives Activity: Activity 1: Reflect on a Recent Learning Experience Ask participants to close their eyes and think back to a recent learning experience (could be from a class they attended or an event they experienced).		Ian C. Barte, MT II / <i>Resource Speaker</i>

				<p>Prompt them with questions:</p> <ol style="list-style-type: none">1. What was the most valuable thing you learned?2. How did you approach the learning?3. What worked well, and what could have been done differently? <p>Introduction to Reflective Learning</p> <p><i>Activity 2: "Concept Mapping Reflective Learning"</i></p> <p>Provide participants with a large piece of paper or a digital tool (e.g., a mind map tool).</p> <p>Ask them to create a concept map of "Reflective Learning" by brainstorming the following:</p> <ol style="list-style-type: none">1. What do they know about reflective learning?2. What are the benefits of reflective	Accomplished Concept Maps	
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				<p>learning in education?</p> <p>3. What reflective models are they familiar with (e.g., Gibbs' Reflective Cycle, Kolb's Learning Cycle)?</p> <p>Analysis:</p> <p>Activity 3: Reflective Learning in Practice</p> <p>Divide participants into small groups and provide each group with a case study or a scenario where reflective learning could be applied (e.g., a student facing difficulties with a project or a teacher looking to improve student engagement).</p> <p>Each group should discuss:</p> <ul style="list-style-type: none">• What reflective techniques could be used in this scenario?• How can reflective learning help address the		
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				<p>challenges presented in the scenario?</p> <ul style="list-style-type: none">• What are the potential outcomes of using RL in this situation? <p>After 10 minutes of group discussion, ask each group to share their findings with the whole session.</p> <p>Abstraction:</p> <p><i>Activity 4: The Role of Reflection in Teaching</i></p> <p>After the group presentations, facilitate a large group discussion about the key concepts learned from the analysis.</p> <p>Ask participants to reflect on:</p> <ol style="list-style-type: none">1. How can reflective learning be integrated into their own teaching practice?2. What are the key reflective learning techniques they can use in their classrooms?3. How does reflective learning align with	
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				<p>their teaching philosophy and goals?</p> <p>Application:</p> <p>Activity 5: Designing a Reflective Learning Activity</p> <p>Ask participants to design a reflective learning activity for a specific subject or grade level. This activity should aim to enhance student engagement, foster critical thinking, and help students reflect on their learning.</p> <p>Provide a structured template for the activity, such as:</p> <ul style="list-style-type: none">• Learning Objective(s)• Reflective Activity• Key Questions for Reflection• Assessment/Feedback Methods (e.g., peer feedback, written reflections)• Expected Outcomes <p>After designing the activity, have participants</p>	<p>Reflective learning activity designs (Reflective Learning activities are reflected in LP)</p>	
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				share it with a peer for feedback.		
		Breakout Session <i>(For Application Part)</i>				Ian C. Barte, MT II / <i>Resource Speaker</i>
	12:00nn-1:00pm	HEALTH BREAK				
3	1:00pm-2:30pm Session 3- (1 hour & 30 mins.)	Routing to Contextualization	To discuss localization and contextualization; their importance to teaching-learning process.	<p>Introductory Activities</p> <ol style="list-style-type: none"> 1. Welcome the participants. Make them ready for the session 2. Present the title slide. 3. Present and discuss the PPST covered. 3. Present and discuss the session objectives <p>Activity: <i>Activity 1:</i> Tell whether the following statements or situations illustrate Localization or Contextualization or both.</p> <p>Analysis: Questions relative to the activity will be asked.</p> <p>Abstraction: Discuss Contextualization, its legal bases, teaching strategy, and examples.</p> <p>Application:</p>	<p>Activity Sheet</p> <p>Activity Sheet</p>	Miralyn M. Bocobo, <i>MT I / Resource Speaker</i>

				<p>“Contextualize Me!” Direction: Write example of contextualization in terms of competency, Art of Questioning, and Activity. Presentation of Output.</p>	Contextualized Lesson Plan	
		Breakout Session (For Application Part)				Miralyn M. Bocobo, MT I / Resource Speaker
	2:30-5:00pm Session 4- (2 hours & 30 mins.)	Designing Strategic Intervention Materials	<p>To discuss the importance of Strategic Intervention Materials (SIM) in enhancing learners’</p> <p>To create Strategic Intervention Materials (SIM) proposal based on least learned competencies.</p>	<p>Introductory Activities</p> <ol style="list-style-type: none"> 1. Welcome the participants. Make them ready for the session 2. Present the title slide. 3. Present and discuss the PPST covered. 3. Present and discuss the session objectives <p>Activity:</p> <p><i>Activity 1: “Suit for Me” (for Group 1)</i> Participants will be given their materials on “Suit for Me” game in adding and subtracting fractions using paper dolls following the given directions.</p> <p><i>Activity 1: “Look for Me” (for Group 2)</i> Participants will be given their materials on “Look for Me” game in adding and subtracting fractions using paper dolls following the given directions.</p>		Robe M. Pineda, MT III / Resource Speaker

				<p>Analysis:</p> <p>Questions relative to the activities will be asked. Then, the answers or the responses of the participants will be discussed.</p> <p>Abstraction:</p> <p>Introduce the legal bases of the Strategic Intervention Materials (SIM) which are the RA 10533 and the DepEd Order 21, S. 2019.</p> <p>Present/Discuss the definition of Strategic Intervention Materials (SIM) in Teaching / Learning</p> <p>Discuss the steps and significant of model SIM to Teaching and Learning.</p> <p>Allow the participants to give their thoughts on the model SIM to Teaching and Learning.</p> <p>Discuss the significant of the proposed SIM to Teaching and Learning.</p> <p>Expound different instructional methods and</p>		
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				<p>strategies which a teacher can employ in holding an instruction.</p> <p>Present challenges and opportunities encountered in making SIM proposals.</p> <p>Application:</p> <p><i>Activity 4 “Make Me”</i> The participants will be grouped based on their previous groupings. Each group will accomplish the task that is to prepare a lesson plan in their subject areas assigned that bears the significant indicators/features of making SIM. Questions will also be raised after the presentations.</p>	Lesson Plan	
		Breakout Session (For Application Part)				Robe M. Pineda, MT III / Resource Speaker
	<p>DAY 2- April 4, 2025</p> <p>8:00am- 8:30am Opening Program:</p> <p>Nationalistic Song</p>	Preliminary Part	To set the training atmosphere of the activity	Playing of AVPs for the preliminary part	Filled out Registration Form	Program Management Team

4	8:30am-10:00am Session 5- (1 hour and 30 mins.)	Collaborative Expertise	To discuss the value of collaboration; value of diversity in teaching styles and perspectives within a team	Introductory Activities 1. Welcome the participants. Make them ready for the session 2. Present the title slide. 3. Present and discuss the PPST covered. 3. Present and discuss the session objectives Activity: How's your LAC? Ask the participants the following questions. 1. What are the topics delivered during LAC? 2. How are the topics chosen when conducting LAC sessions? Analysis: Activity: LAC or NOT? Present a situation and let the participants identify and explain if it is a LAC or not? 1. Mr. Sison, a school head of an integrated school, observed the poor test scores in Reading and Literacy. He convened the concerned teachers and conducted a focus group	Jofel Robigid, HT III / Resource Speaker
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				<p>discussion to discover the challenges encountered that led to a collaborative solution that focused on development of contextualized supplementary learning resources.</p> <p>2. Ms. Lon, with permission from the school head convened several teachers to share updates on products and benefits that can be availed from a local bank. Free financial consultations were also provided to the teachers during the session.</p> <p>3. Mrs. Bartolome, a master teacher in a rural farm school, convened all grade 7 TLE teachers for them to discuss a particular learning competency in ICT. They planned as a group on how to properly tackle the content and come up with strategies and assessments aligned with their available resources.</p> <p>Abstraction:</p> <p><i>Discussion of the legal basis of conducting LAC Session and the concept of “Visible Learning” Teacher.</i></p>		
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				<p><i>What is LAC and CE? How is it related to one another?</i> <i>What is a “Visible Learning” Teacher?</i> <i>What are the “Visible Teacher? Mind frames?</i></p> <p>Application:</p> <p><i>Let’s Collaborate!</i></p> <p><i>In a group of 4 organize your own collaborative expertise session and improve your draft Model Lesson Plan. Submit your output via Google Drive.</i></p>	LAC Plan (Based on the Prepared/ Presented Lesson)	
		Breakout Session (For Application Part)				Jofel Robigid, HT III / Resource Speaker
	10:00am-11:00am Session 6- (1 hour)	Writing Model Lesson Plan in MATATAG Curriculum	To discuss contextualized lesson plans in accordance to MATATAG Curriculum.	<p>Introductory Activities</p> <ol style="list-style-type: none"> 1. Welcome the participants. Make them ready for the session 2. Present the title slide. 3. Present and discuss the PPST covered. 3. Present and discuss the session objectives <p>Activity:</p> <p>Game Activity: Lesson Plan Mix Up</p> <ol style="list-style-type: none"> 1. Provide the participants with a blank lesson plan template. 2. Create a scenario 		<p>Jelvin G. Claro, MT I / Resource Speaker</p>

				<p>cards that describe different situations that might affect lesson planning.</p> <ol style="list-style-type: none">3. Shuffle the scenario cards and distribute to the participants.4. Instruct the participants to use the scenario on their cards to adapt lesson planning template to fit the situation.5. Encourage participants to ask questions and provide feedback to each other.6. Debrief with the participants by asking them about their experiences during the game. <p>Analysis:</p> <p>Activity: Brainstorming: Group the participants into 4 groups EPP,TLE,TVL, and Let them discuss collaboratively the following questions and present the output through graphic organizer.</p> <ol style="list-style-type: none">1. What I am teaching?2. How I will teach?	Accomplished Work Sheet	
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				3. Who I am teaching? 4. How will I know if the students understand? Abstraction: <i>Discussion of the parts of lesson plan in a MATATAG CURRICULUM Template</i> Application: Let's Collaborate! <i>In a group of 4, make a lesson plan in a MATATAG TEMPLATE Submit your output via Google Drive.</i>	Lesson Plan	
		Breakout Session (For Application Part)				Jelvin G. Claro, MT I / Resource Speaker
	11:00am-12:00nn (1 hour)	Workshop				
	12:00nn-1:00pm	Health Break				
	1:00pm-2:30pm	Presentation and Critiquing of Final Outputs (Lesson Plans that bear all the significant principles of topics discussed)				
	2:30pm-4:00pm	Demonstration Teaching				
	4:00pm-5:00pm	Closing Program	To wrap up the conduct of the activity, and recognize the participants		Received Certificates of Participation and Appearance	Program Management Team