



DEPED DAVAO **DISPATCH**

The Official Publication of the Department of Education Region XI

Life is Education. Education is life.

Vol. No. 11 | October - December 2022 issue



Regional Director (RD) Allan G. Farnazo's leadership continuously makes an impact on all the activities of DepEd Region XI. The Davao Region has made its presence felt all over the country with the successful implementation of the Learning Recovery and Continuity Plan and the conduct of events and initiatives.

Together with Assistant RD Maria Ines C. Asuncion, RD Farnazo and the DepEd Davao Region Team remarkably hosted events such as the 2022 National Teachers' Day, ICO KPTEP (International Cooperation Office Korea-Philippines Teacher Exchange Program) Series 4 Session 7, National Employees Union Mindanao Cluster, among all other equally important events.

The stories inside show the initiatives of the 11 schools divisions in their journey to give the best learning experiences to the learners.

Capsulizing DepEd Tagum's milestones

by Harley Aglosos



DepEd Tagum City has been at the forefront of bringing quality education despite the challenges brought by the pandemic.

Prior to this school year, DepEd Tagum bridged the learning gap as the first Division Office in the Region to have conducted in-person classes in all public elementary and secondary schools.

This learning recovery was continued during summer break when schools identified the non-readers who became the

participants of the Summer Adventure Camp, a reading program utilizing fun activities.

The progress of the reading adventurers was assured through the close monitoring of the supervisors with the school visit and actual reading assessment.

The Division has also utilized its localized Diagnostic Test. This gave way to the catch-up classes focusing on the least mastered competencies which were completed in the first quarter of this school year.

The Local Government Unit (LGU) of Tagum City is also advocating the full development of skills for Senior High School by providing consumables and materials for the students under the Technical Vocational Track. The Caring for Others Program envisions making entrepreneurs out of our Senior High School graduates.

In making education inclusive, the Alternative Learning System has

adopted the Philippine Informal Reading Inventory in profiling its students which resulted in intervention programs in reading for two years already.

DepEd Tagum ALS also catered to 11 international Filipino learners who enrolled online and learned through an online distance learning modality. Other programs include Knowledge on Wheels and Project Women Empowerment and Project Balik-Aral sa Selda for inmates in jail.

The Madrasah Program continued to strengthen Islamic Values and Arabic Language for Muslim learners through its yearly Musabaqah.

DepEd Tagum is the first to contextualize its self-learning modules with the help and guidance of the local elders of the Dibabawon, Kagan, Mansaka, and Mandaya tribes of Tagum City.

For the Special Education Program, the LGU started the rehabilitation of resource

rooms for learners with disabilities in two elementary schools with a budget allocation of P1 million.

Support services were also extended to students through the Oplan Kalusugan sa DepEd through the medical and dental caravan where the health personnel conducted health assessment, vision screening, oral examination, and fluoride application.

Learning has become more accessible and safe with classroom and building repair, provision of school fixtures and furniture, construction of buildings, installation or repair of water pumps, handwashing facilities, gutter clean-up of buildings, electrical repair, and drainage installation to prevent school ground flooding among others.

Learners were also taught to be resilient with the conduct of a Disaster Awareness symposium, Training of Basic Life Support to Junior Responders, and other training.

All these propelled DepEd Tagum City towards excellence in the delivery of quality education.



More prepared for *Special Education*

by Janice C. Abrea

With the overwhelming learning gaps facing schools today, the Division of Davao City targets no stone unturned as it addresses simultaneously the special education needs of its learners, regardless of their exceptionalities.

At Don Juan dela Cruz Central Elementary School (CES), Toril, Davao City, Bernardo L. Pañares, the school principal, explained that special education learners are mainstreamed and immersed into regular classes where they can participate in activities both academic and extra-curricular.

"With my visually impaired learner, it's a challenging but satisfying experience. I just treat her the same way I treated her classmates. The other subject teachers and I take the extra mile in dictating to her the activities at hand. During the delivery of the lesson, she can take down notes on her own using braille," Lorellie M. Aballe, a teacher, said.

Daniel M. Perez CES in Bunawan, Davao City promotes inclusive education by providing training,

seminars, and workshops to regular teachers to prepare them in handling learners with special education needs (LSEN).

School Principal Riza Joy R. Sarile, supported by District Supervisor Julie G. Yarso, initiated the establishment of the local Alternative Learning System (ALS) laboratory that will help LSENs become self-sufficient in their present and future environment.

The ALS laboratory aims to strengthen livelihood skills that will lead them to different work opportunities such as beads making, dishwashing soap making, food processing, cooking, handicrafts, animal raising, manicure-pedicure, and dressmaking.

"Improving special education in our school is very challenging, especially after the two years of not having face-to-face classes due to the pandemic. But we tried our best to reach out to our learners to the extent of putting the health of our teachers at stake," Principal Riza P. Lobitos of Tugbok Central Elementary School SPED Center said.

In Junior High School, LSENs are continuously supported especially in building their life skills, thus in Davao City Special National High School, lessons are specifically modified and added with differentiated activities to cater to the LSENs learning needs.

Aside from supporting LSENs, the Division of Davao City boasts of its support for hiring manpower from this sector. In fact, in Davao City Special School, a blind teacher, Joel Belano, is employed to teach visually-impaired learners.

"Mr. Belano is a living proof of hope to the learners that having a disability is not the end of the road but a beginning of a challenging journey towards success," Principal Viola Esparagosa proudly said.

The latest breakthrough in the delivery of special education is the creation of the Inclusive Learning Resource Center or the E-library of Misha. This project, as supported by the city LGU and Japanese stakeholders, shall provide appropriate learning materials for the



advancement of special education learning as well as the assessment and rehabilitation of learners with varying exceptionalities.

With all these workforces coming together, LSENs are indeed given a good chance at finding their special place under the sun. As schools at present are more prepared for special education, there is no reason for them at all to be left behind.

DEPED DAVAO DISPATCH

EDITORIAL BOARD

Maria Gemima C. Valderrama
Editor-in-Chief

Cristine Mae M. Gentallan
Circulation In-charge

Neil Michael De Asis
Photojournalist

Justin Brylle C. Villarias
Graphic Designer

Contributors:

Armando Jr. O. Aguilon
Grace Santa T. Daclan
Neil Edward D. Diaz
Ken Harvey S. Famor
Christopher P. Felipe
Paulo Morales
Wilfredo P. Takasan

Assistant Schools Division Superintendents:

Josie T. Bolofer
Emma A. Camporedondo
Marilyn V. Deduyo
Antonio P. Delos Reyes
Melanie P. Estacio
Jinky B. Firman
Arlyn B. Lim (OIC)
Ma. Genevieve T. Francisquete
Basilio Mana-ay Jr.
Phoebe Gay L. Refamonte
Rebecca C. Sagot
Janette G. Veloso

Schools Division Superintendents:

Winnie E. Batoon
Cristy C. Epe
Josephine L. Fadul
Rommel R. Jandayan (OIC)
Nelson C. Lopez
Reynaldo B. Mellorida
Lorenzo E. Mendoza
Reynante A. Solitario
Alona C. Uy

Regional Chiefs:

Mary Jeanne B. Aldeguer
Jenielito S. Atillo
Loradel L. Baricava
Nelma Lyn R. Barnija
Roy T. Enriquez
Warlito E. Hua
Aris B. Juanillo
Marilyn B. Madrazo

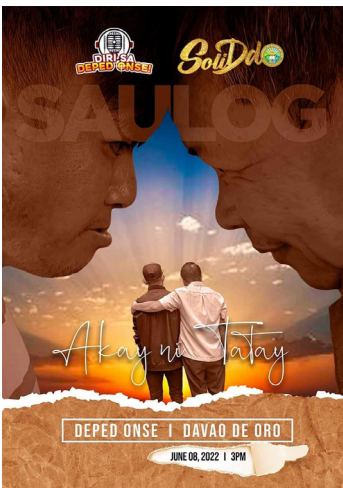
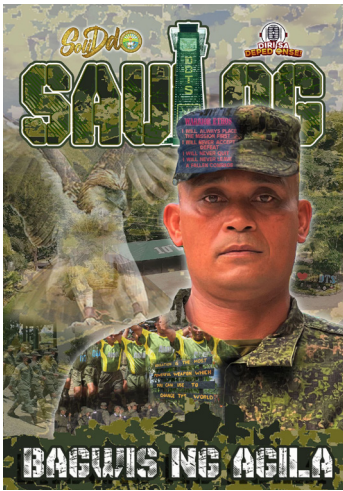
Maria Ines C. Asuncion
Assistant Regional Director

Allan G. Farnazo
Regional Director

Tough but not rough

Davao de Oro's Tale on Pursuing Communication and Information Advocacy Amid Ordeals

by Wilfredo P. Takasan



The year 2022 is a roller coaster journey among the members of the Division Communication Team of Davao de Oro (DdO). From transference and interference of coordinatorship to the convergence of new composition, the team made crucial alignment of duties and functions to improve the performance of the group across print, broadcast, online, and even social media.

This year, DdO communication team held planning and prioritizing of episodes in Diri sa DepEd Onse as far as news features and storylines are concerned. The creation of a workforce per segment was one of the most remarkable moves which ensued to more systematized operations.

Each team was led by the segment director, responsible for the overall production of the segment and stories, and organized a series of activities in relation to the making of scripts, filming of scenes, and editing of materials for communication directions.

As an outcome, three profound stories were produced by Davao de Oro dubbed as SAULOG episode.

Apart from this, school-community engagements in relation to communication and learning paved way to wider commitment. The continuous contribution of the division to the region's School of the Day, inspirational stories of both teachers and learners, materials for social media posting, and

even articles for Davao Dispatch were evident as the team continue to support raising the bar enlightening information to minds and hearts of the clientele.

With this valuable participation, two commendations and nine nominations were reaped by DSO-Davao de Oro in the much-concluded ONSE (Outstanding Newsfeatures and Stories in Education) Award Season 3. It was truly a great leap from the team surpassing previous performance with two nominations.

The birth of Davao de Oro's known mascots DEEDdO (pronounced as Dedoo) means Dynamic and Exemplary Education of Davao de Oro and DdOTEE (pronounced as Dotee) means Davao de Oro's Transparent and Emerging Education was the response to the Division in institutionalizing communication and information advocacy towards learning transcendence.

In fact, these education icons of DdO were visible and tangible during important events.

In the light of the Division's spotlight, a class experiment-burning incident involved by high school learners and a science teacher at Awao National High School tested the steadfastness of the team specifically in conducting an investigation, making incident reports, executing statements for a press release, and

assisting the involved parties to recover from the said misery.

Another, the transition of face-to-face classes changed the landscape of the communication team where teachers involved in the operation of print, online, and broadcast are heavily affected due to classroom-learning assignation. However, this condition enforced the SDO to utilize the maximum participation of learners in the Special Program in Journalism since the engagements form part of the program's curriculum.

With this, the current episode of Davao de Oro in the Diri sa DepEd Onse styled as PUNLAAN was the unique masterpiece of the learners in continuing communication and information advocacy.

Truly, 2022 is a tough but not rough year for the entire team because it was a year of learning expanse and renaissance for the people of Davao de Oro.



SWIFT and SAFE for Samal

With its continued thrust to deliver a resilient and innovative response, DepEd Island Garden City of Samal ensures learning continuity amidst the challenges brought by the health crisis.

Learning opportunities are created in all schools through the I-Read-to-Live (I-RetL) Program in resolving low reading proficiency where varied school-based reading catch-up plans are implemented during the 8-Week Learning Recovery Period as in-person classes are opened.

Teachers and parents work together to facilitate reading remediation while groups of partner stakeholders, as reading advocates, are established to aid and support the schools in various means possible.

The TIBAW sa Anadanan or school visit is strengthened to give technical support to both school heads and teachers on the delivery of the lessons.

Schools Division Superintendent (SDS) Winnie E. Batoon, Assistant SDS Emma A. Camporeondo, Jay C. Nang and Chona M. Calatrava, chiefs of divisions, with the education program



supervisors lead all school heads in the class observation and provision of technical assistance on teaching-learning instructions.

While access to inclusive education is pivotal, DepEd Samal continues to establish an increasing number of implementing schools for Indigenous Peoples' Education and Special Education Program.

All IPED (Indigenous Peoples Education) implementing schools build "Lagkaw", a Sama term for a house, where the Indigenous Knowledge Systems and Practices (IKSPs) of the Samas are showcased. Meanwhile, more Learners with Special Educational Needs (LSENs) are assessed as SPED Program Support Fund is downloaded from the Central Office.

With its desire to deliver better support

services, the creation of the division payroll system pilots the early release of employees' salaries and pay slips that lead to benchmarking activities from other schools division offices.

Moreover, Project SWIFT (Schedule Wise for Immediate Fund Transfer) of the Accounting Section paves the way for creating a timely and systematic release of cash advances for efficient operations in all schools.

Each school is scheduled on its assigned SWIFT day every first week of the month, where checking of liquidation reports is done. The policy of no liquidation and no cash advance for the next month becomes a practice for

effective MOOE utilization.

While minimum health standards are ensured and complied with through the SGOD's Project SAFE (Safety Awareness for Everyone), the division with all its 75 schools is DILG Safety Seal certified. Further, the SGOD (School Governance & Operations Division) provides continuous educational support services to schools through Project CARESS (Collaborative Activities Rendering Educational Support Services).

With much emphasis on the provision of health and nutrition as well as medical and dental services, the Health and Nutrition Unit ensures the strengthening of OK sa DepEd 6 Flagship Program implementation.



The Balay Paglaum Experience Converge CESCON 2022

(The Journey to Literacy of IP Learners)

by Ken Harvey S. Famor & Armando Jr. O. Aguilon



The Balay Paglaum (BP) Project along sa Estudyanteng Lumad, a brainchild of Assistant Regional Director (ARD) Maria Ines C. Asuncion, was inspired by the Project “Paglaum,” a program of the CES Board in 2014, which she was one of the first graduates.

The program provided mental and psychosocial support to Typhoon Yolanda victims. This experience, which gave her a bird’s-eye view of what she can do as an educational leader, solidified her resolve to put up a shelter for lumads in far-flung areas of Panabo City where she was then serving as the schools division superintendent (SDS).

With the opening of the first junior high school level at Roxas Elementary School (Sindaton National High School Annex) in Panabo City in 2011, a glimmer of hope was lit for the students whose lights were always extinguished by the difficulty of their daily commutes.

Most of the learners are from the Ata Manobo tribe and reside at Sitio Kinse Kinse, Brgy. Salapawan, Paquibato District, Davao City, a 15-kilometer walk to the school and another 15 kilometers back to their respective homes.

BP Project beneficiaries

The project started strong with 38 IP learners

in the school year 2015–2016 for both elementary and secondary levels. Though certain challenges are present, like arranged marriages, traditional ideologies, and a few cases of discrimination causing many beneficiaries not to complete their education, the resolve of other beneficiaries is firm knowing they are well taken care of.

For the past three school years, the project has produced seven senior high school graduates, most of whom are now studying in college.

Ways Forward

With the echoing impact of the Balay Paglaum, several non-government, private organizations, and individuals signified and extended their overwhelming support to the project, which was sustained over the years.

On October 26, a Memorandum of Agreement was signed with Davao Light and Power Company for the provision of educational materials and gadgets to IP learners of Balay Paglaum. That is in addition to the existing feeding programs, medical missions, outreach programs, and the annual Pamaskong Handog by the SDO

Panabo City and the LGU.

On October 27, SDS Reynante A. Solitario endorsed a resolution to the Local School Board of Panabo City for the institutionalization of the Balay Paglaum Project along sa Estudyanteng Lumad providing budgetary allocation through the Special Education Fund (SEF), which was immediately approved by Panabo City Mayor Jose E. Relampagos.

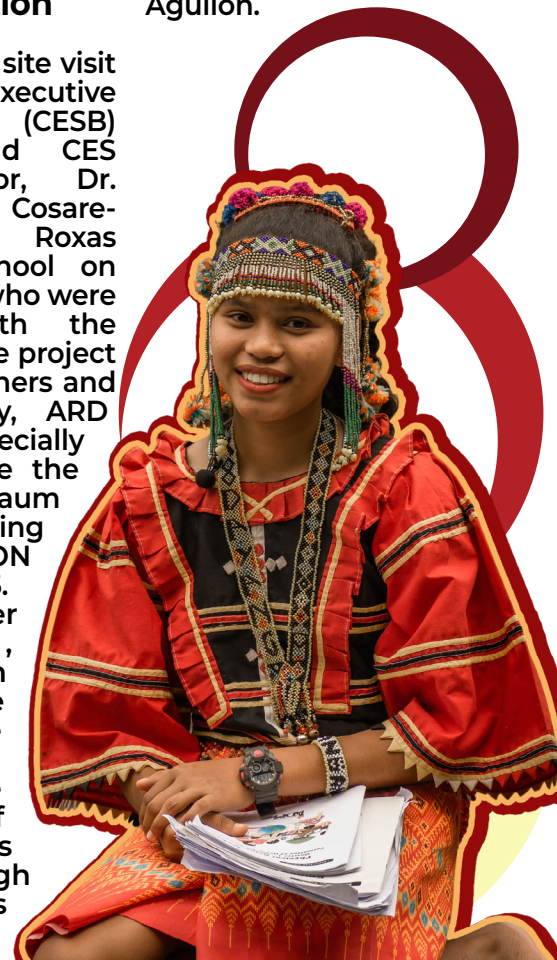
2022 CESCON Presentation

Owing to the site visit of the Career Executive Service Board (CESB) Secretariat and CES Board Director, Dr. Maria Marcy Cosare-Ballesteros, in Roxas Elementary School on September 27, who were astounded with the great impact the project had on the learners and the community, ARD Asuncion was specially invited to share the Balay Paglaum experience during the 2022 CESCON on November 25.

During her presentation, ARD Asuncion urged everyone to continue supporting and promoting the rich culture of the Indigenous Peoples through each one’s capacities and

capabilities.

She finished her talk with a documentary of the Balay Paglaum Project, developed and produced by Digital Media Productions led by Executive Producers - SDS Solitario and Assistant SDS Phoebe Gay L. Refamonte; Presentation and Production Managers - Public Schools District Supervisor Neil Michael A. De Asis, IT Officer Tyron O. Dujali, and Division Information Officer Armando Jr. O. Aguilon.



Transforming systems and processes

by Raymond S. Aquino



The Division of Davao Occidental has transformed its systems and processes after upgrading its machinery and upskilling of its workforce.

The Division Records and Enhanced-Information Management System dubbed Project DREAMS made way for the centralized information management system in the entire division -- facilitating document tracking, employment system, and payroll system.

While the most anticipated reopening of each school's portals for learners at all levels came to the scene, one program stood strong and unwavering to answer the call of times -- The Reading TRAVAILS defined as the Training on Reading Via Acquisition of Intelligence for Lifelong-Learning Scheme.

Indeed, the problem of the prevalence of learners with learning difficulties not only in Key Stages 1 and 2 but also in Key Stages 3 and 4 was crystalized after the conduct of a series of assessments subjecting these learners who are

deemed survivors of the COVID-19 pandemic.

The Reading TRAVAILS commendably answered the call of times. This can be described through the different success stories of the teachers in the field. Though it is yet with its birth pains, this reading intervention program has been instrumental to a lot of services in the field of literacy advocacy.

With the 50 Learning Guides of the Reading TRAVAILS crafted by the Division Reading Team, the teachers were directed with the six elements of reading in their approach to teaching this very important skill. From oral language, phonemic awareness, phonics, vocabulary, reading fluency, and comprehension, learners were exposed to a wide range of reading experiences in times when each of them longed to be in school but could hardly go.

Recently, the revamp of personnel in the SDO brought a revolutionary development of this instructional material (IM). Out of the original

material crafted, new and innovative IMs were generated and underwent quality assurance with the brilliant Division Instructional Material Development Teams.

As reading encompasses not only languages but also the different learning areas, the IMs that the SDO developed now include not only English, Filipino, and Mother Tongue-Based Instruction but also Mathematics as the composition of these newly generated IMs is reading, writing and arithmetic dubbed as 3rs Learning for Home-Visit Tutorial System.

The reading intervention program's transformation took the form of four booklets for the four different learning areas. Each booklet is intended for a specific reading level: non-reader, frustration, instructional, and independent level. Individually, this booklet contains activities in three levels: easing up for the easy level, firming up for the average, and nailing down for the difficult level.

Recently, the institutionalization of

the Division Reading Program was made possible through the conduct of the Technical Assistance cum Orientation of the Reading Program Implementation to all School Heads and School Reading Coordinators which shall be cascaded through the conduct of the School Learning Action Cell.

Truly, the Division of Davao Occidental advances its enterprise -- Edukasyon POSIBLE initiative which acronym spells out Provincewide Opportunities for Success Intensified to Boost Learners' Education to sustain education in the new normal. Coupled with the tagline, "Turning Your Visions into Realities!", all systems and processes are, by and by, aligned to the pursued goal of transformation.

With the call for one direction of Schools Division Superintendent (SDS) Lorenzo E. Mendoza and ably aided by Assistant SDS Antonio P. Delos Reyes, the division is evolving through a transformation that is now on its journey with distinction.

PROJECT LABANG

The modest attempt to address learning gaps

The Schools Division of Digos City adopts Project LABANG (Learning delivery implementation Adjustment to Bridge Academic gaps through a Nurturing educational landscape Gearing towards scholastic achievement) as a measure to address learning loss while it fosters mental health and well-being of both teachers and learners.

The division decided to come up with the adjustment of learning delivery implementation beginning the full swing of in-person classes.

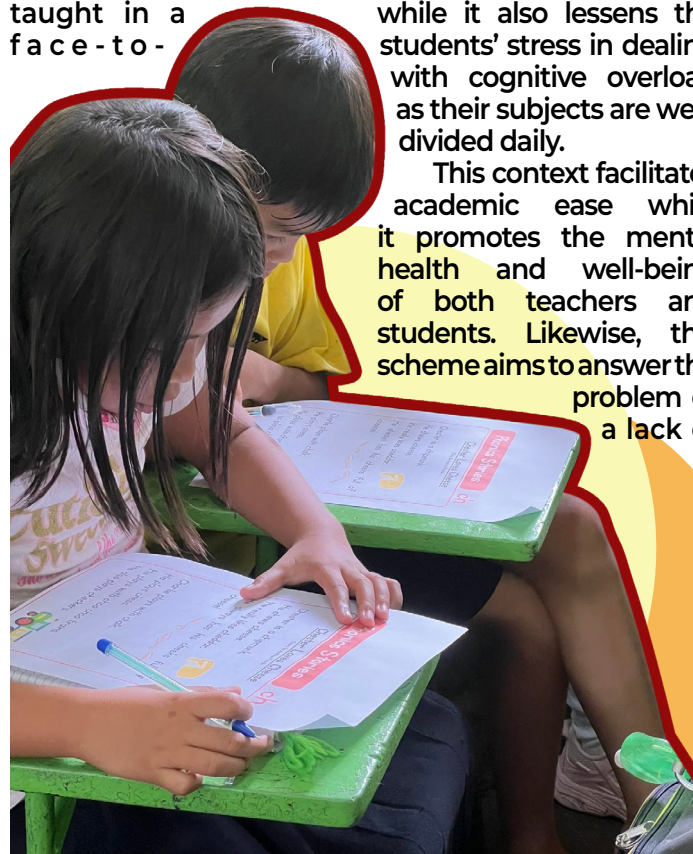
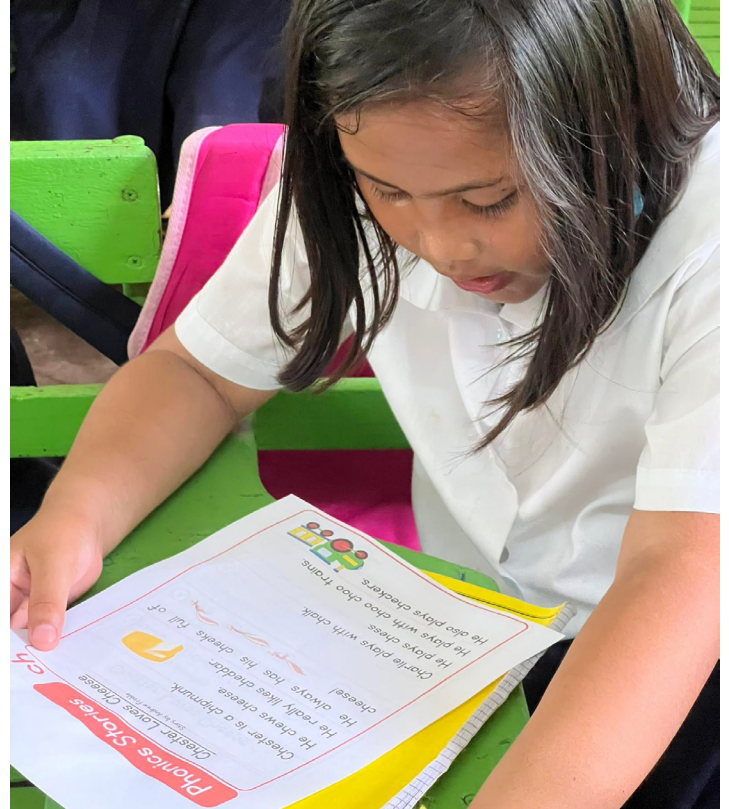
Under this project, subjects are divided daily across the week ensuring that all are taught in a face-t-o-

face modality while other competencies are delivered through asynchronous sessions.

With this scheme, four subjects are taught on Mondays and Tuesdays morning and the other four subjects are taught on Wednesdays and Thursdays morning. The afternoon classes are devoted to the implementation of literacy and numeracy catch-up plans and tutorials of the teachers to students who have difficulty mastering the competencies.

By doing this, teachers enjoy enough time to plan for their lessons as students have only four subjects daily. This lightens the workload of the teachers while it also lessens the students' stress in dealing with cognitive overload as their subjects are well-divided daily.

This context facilitates academic ease while it promotes the mental health and well-being of both teachers and students. Likewise, this scheme aims to answer the problem of a lack of



classrooms brought about by the destruction of school buildings during the series of powerful earthquakes.

This change of class setup is well received by the teachers and students in various grade levels as supported by their good words in the survey conducted.

Rolit Grace A. Vibas, a master teacher at Rizal Central Elementary School, Mt. Apo district expressed her gratitude for this change in learning delivery implementation. She shared that devoting enough time in the afternoon session to conduct tutorials and catch-up plans helps her students master the

competencies while it lightens their teaching job.

"I am happy with this new setup because my teacher helps us to go back to the topics that I failed to master," Merlene Angela A. Bacaling, a Grade 6 student at the same school, said.

Adhering to the premise that one cannot expect change doing the same thing, the Schools Division Office is driven to implement the scheme with the hope that it will open opportunities to teach all the subjects and at the same time implement numeracy and literacy catch-up plans efficiently, thereby reverting learning losses and fostering mental health and well-being.

Mga kwento ng mapagpalayang edukasyon sa likod ng rehas

ni Grace Santa T. Daclan at Neil Edward D. Diaz

Ang Davao Prison and Penal Farm (DPPF) na dating kilala bilang Davao Penal Colony (DAPECOL) ay isang durungawan ng mga kwentong may makabuluhang aral sa buhay. Ang mga kuwentong nakalap mula sa ilan sa mga Persons Deprived of Liberty (PDL) ay nagkapagpapaisip tungkol sa kalayaan at kung paano natin ito naibabalewala habang nagpapatuloy tayo sa ating pamumuhay.

Tunay na ang pagtuturo ay isang bokasyon, wala itong pinipiling lugar at pagkakataon. Sa ngalan ng paghulma at pagpanday ng katauhan, patuloy ang kaniyang pagbabahagi ng kaalaman. Dahil sa kanyang karanasan, higit na naging makabuluhan ang kanyang pagtuturo maging sa loob man ng bilangguan.

Kasalakuyang Instructional Manager ngayon si

Dodong sa loob ng kulungan. Naging masikip ang lugar na ito para sa iilan, subalit para kay Dodong na nais maging guro mula pagkabata, ito ang bagong paraisong nagbigay sa kanya ng kapanatagan. Ang kanyang naging tahanan na nakahandang kumupkop at tumanggap sa kanya.

Nagkaroon man ng mantsa ang pagkatao ni Dodong, hindi naman niya ito ipinaghihinayang dahil naging kapalit naman nito ay ang pagsalba sa buhay ng kanyang minamahal. Mananatili man ang mantsa sa kanyang dignidad, hindi niya ito inalintana. Ang mahalaga para sa kanya ay ang pagkakaroon ngayon ng silbi at kabuluhan ang kanyang buhay sa loob ng piitan.

Ngayon, habang buklat ni Dodong ang mga pahina ang araling kanyang ituturo sa mga kapwa PDL, nag-aalab ang kanyang katatagan na maging ang rehas na bakal na kanyang kinaroonan ay hindi kayang maigupo ng kanyang pusong may pagtanggap.

Sinabi niya na dati siyang Barangay Treasurer sa isang lungsod sa Davao del Norte at umamin na siya ay nakagawa ng maling paggamit ng pampublikong pondo na nagresulta sa kanyang pagkakakulong.

Maluha-luha siya nang maalala niya ang nakaraan. Hindi niya ito pinagsisisihan, dahil sinabi niyang ginamit



niya ang mga pondong iyon para bayaran ang pangangailangan ng kanyang ina para sa agarang medikal na atensyon noong panahong iyon.

Gayunpaman, ang kanyang pagkakulong ay nagbigay sa kanya ng panibagong layunin dahil isa na siya ngayong ALS Instructional Manager na tinuturuan ang kanyang mga co-PDL sa English at Mathematics.

Samantala, si Kardo ('di rin n'ya tunay na pangalan) ay dating guro. Siya ay nagturo sa Senior High School bilang isang substitute teacher sa parehong lungsod bilang isang guro-aplikante na natapos na ang lahat ng mga proseso ng aplikasyon.

Habang hinihintay ang resulta, nagbago ang kanyang buhay isang nakamamatay na hapon nang siya ay inaresto dahil sa mga kasong droga na mariin niyang itinanggi. Nakakulong na siya nang malaman niyang nakarating siya sa Registry of Qualified Applicants. Ang balita ay nagdulot sa kanya ng higit na sakit.

Iginiit niya ang kanyang pagiging inosente hanggang ngayon, ngunit

sa halip na makaalis at magtanong sa Diyos kung bakit nangyayari ang masama sa mabubuting tao, ginawa niyang misyon na turuan ang kanyang mga kapwa PDL bilang ALS Instructional Manager at ipinagdarasal niya na balang araw sya ay isang malayang tao na naman.

Nakapiring man si Reyna Sentensyada subalit batid ni Cardo, mananatili itong mulat sa hustisya at katarungan. Dalangin niya na ang timbangang hawak nito ay patuloy na maging patas maging sa taong pinagkaitan ng tadhana.

Ngayon, naranasan man ni Kardo ang dapithapon ng kanyang-buhay... umaasa pa rin siya na sisikat ang isang maaliwas na umaga para kanya kasama ang kanyang buong pamilya sa labas ng kulungan.

Ang dalawang taong nagbahaging kanilang mga kuwento ay sumasang-ayon sa isang bagay. Maaaring nakakulong ang kanilang mga katawan ngunit ang kanilang isipan ay malayang matuto.

Para sa mga pinagkaitan ng kanilang mga kalayaan, ang edukasyon ay nagpapalaya. Ang edukasyon ay kalayaan.





Home-Based reading: Offshoot for learning recovery

by Luis Culaba

“**M**aking Every Learner A Reader” is a mission for every teacher. It is a purpose-driven task that capitalizes on the importance of reading for the educational welfare of every Filipino learner.

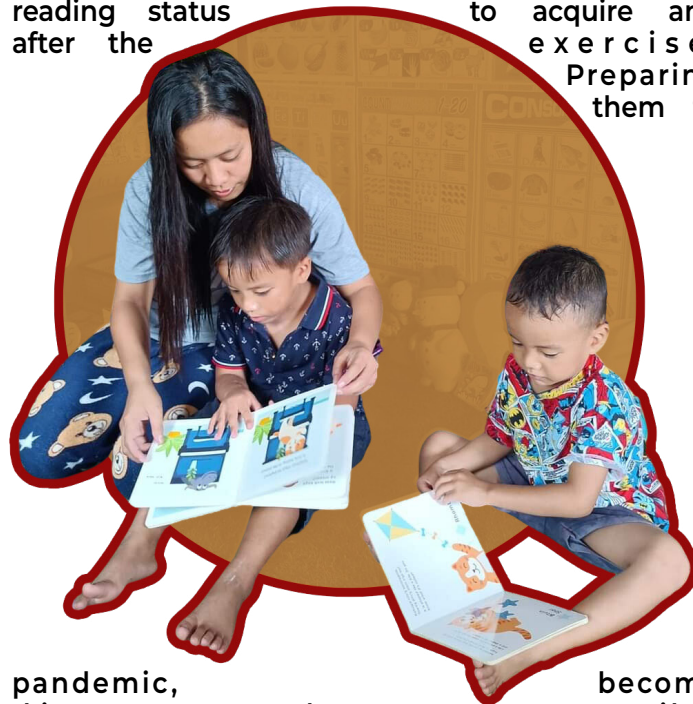
Gearing towards effective and efficient implementation of the Learning Recovery and Continuity Plan (LRCP) of the Division of Davao Oriental, Home-Based Reading has been introduced by teachers in the learners’ community.

The program uses the learner’s home as the reading venue to hold reading. With suggested reading materials, the parents and guardians assist these learners in reading, seeing to it that they religiously follow the reading schedule, especially on weekends.

Homebound reading has been intensified by encouraging parents to set up reading corners at home. The corners are designed with contextualized reading materials to fit enough for the learner’s grade level. The setup has adhered to the instructions provided

by teachers in order not to exaggerate the styles.

With the aim of improving the learners’ reading status after the



pandemic, this program has been supported by stakeholders. They have seen its relevance to ensure that no learners are left behind. They believe that as learners start reading, their academic competence will also start unfolding.

“Our learners are the next leaders of our community and country. If they don’t know how to read, they will

not be able to clearly communicate their plans to everyone,” Erlinda Lim, the Municipal Mayor of Lupon, said during a reading launching in school.

The good impact of this program has been observed as well by the Sangguniang Kabataan (SK) and barangay leaders in Banaybanay, which led them to initiate a community reading center.

According to them, reading is a fundamental skill that learners need to acquire and exercise. Preparing them to

Every time these learners see the reading corner, they feel the irresistible feeling to sit down and read. It is something that fuels them to develop that love for reading.

To ensure a dynamic implementation of the program, teachers conduct monitoring. On weekends or free time, they visit their learners in their communities, check their reading corners, and ask their parents how they keep up with the reading activities at home.

Learning indeed does not just happen in the classroom. As home-based reading is in place as a strategy to rescue struggling learners, the division is in the right direction to recover what seems lagging previously and move forward to make every learner a reader.

become responsible citizens has to start with their preparation in education and the community is willing to help them.

Since the start of classes for School Year 2022-2023, teachers and parents notice how learners get hooked on reading at home. Reading has become their habit. Their interest in gadgets slows down.



Stories that matter

by Paulo Morales

With 2022 coming to a stunning ending, we cannot help but look back at some of the most significant people and accomplishments representing the excellence, humility, and gratitude of the Schools Division of the City of Mati.

Education by the bay

Education Program Supervisor (EPS) Paz G. Tacder has always believed in inclusive education. In light of this, she launched Education @ the Bay in February 2022.

The goal was to encourage out-of-school youths and fisherfolk to learn and relearn reading, writing, and numeracy skills through the Alternative Learning System (ALS).

So, she started finding more committed sponsors to provide for the school needs of the enrollees. Further, she also lobbied the local government officials to cover other operational expenses for illiterate fisherfolk to become 2Rsñ (Reading, Writing, Numeracy) Ready.

And it was more than a success, as the program first catered to 70 fisherfolks and residents aged 16 years and older in the three bays of Pujada, Balite, and Mayo in Mati City.

And the figure is growing by the day. Thanks to EPS Tacder and her warm desire to provide learning opportunities for those who needed them the most.

Learning goes international

Two students from the Davao Oriental Regional Science High

School (DORSHS) did not waste their time and grabbed the opportunity to apply and experience international training and exposure.

First in line was Laviña L. Naïve, the official delegate and head of the delegation for Team Philippines in the Asia Kakehashi Project, a study abroad scholarship program for Asian high schoolers interested in building their global competence by being culturally immersed in Japan for 10 months.

"Thanks to the steady presence of my adviser, Sir Johannes Latras, who motivated me to step out of my comfort zone," Naïve said.

Next was Jodenn Mark Algallar, who was chosen from over 180 applicants in Mindanao to be part of the Philippine Youth Leadership Program (PYLP). He attended the in-person leadership training at Northern Illinois University in DeKalb, Illinois, USA from May 15 to June 9, 2022.

Even more inspiring, after his return from the training, Algallar launched Project Upcycle on July 15, 2022, which aimed to inspire youth and educate them on proper waste disposal.

From zero to national champ

If there are hardware trophies for determination and resilience, Jouie C. Igloria will clinch the award.



With his studies temporarily stopped due to a tragic event, Igloria resorted to recycling and selling hard plastic and scrap metal to sustain his daily needs. Further, he continued earning cash from trash while enrolled in ALS. He eventually became a public school teacher at Tamisan Elementary School.

This year, he was adjudged first place in elementary science during the Search for the Best Supplemental Learning Materials in the Teaching of Defined Concepts in Science and Mathematics. His Self-Learning Module (SLM) in Science 4 bested other entries throughout the country. With his illustrator, Eduardo Pit Ybañez, Jr., Igloria completed his SLM entitled Quarter 4 Module 7: Taking Advantage of the Effects of the Sun on Human Activities.

Research in community partnership

They say it takes a community to educate a child.

Don Enrique Lopez National High School (DELNHS) embraced that principle after completing a study titled "A Role on a Rule: A Strategy in Strengthening the Learning Continuity with Parental and R-PSB Involvement in the New Normal at DELNHS." It was also successfully presented during the virtual activity "Education Amidst COVID-19: A Research Forum" on March 16, 2022.

The research was conducted by DELNHS Principal Jessica M. Lumapas, Senior High School teachers SHS Norsalam M. Bascuna and Cristy Ann Marie G. Quiamco.



HUWARANG Bata
JODENN MARK ALGALLAR
GRADE 10
DAVAO ORIENTAL REGIONAL SCIENCE HIGH SCHOOL



DavSur's Gugma sa Edukasyon

by Christopher P. Felipe

How does Davao del Sur Division fare in 2022?

The division implements a contextualized distance learning delivery modality. It has Project DREAM (Division Resource Engagement for Accessible Materials), which is a ready-to-print material that can be accessed through the Division Website and Google Drive.

It also has its own Project VERT (Virtual Educational Resource Technology), which is an online and offline delivery of different learning resource materials. This was supported through radio-based instruction named RadyoFlix, Kalama sa

Kahanginan; DepEd Davao del Sur Classroom, an FB page; and EduTVDavSur for TV-based.

The delivery of quality education was strengthened through the ACADEMICS (A Community Assisted Delivery of Education Materials through Integration and Collaboration System) Model, a mechanism in the delivery of printed learning resources through partnerships and Project POSSIBLE (Pooling Stakeholders Support, Innovating, and Building Learning Environment) Model, a program that supports schools with lack of classroom by providing Temporary Learning Space (TLS) through partnership.

Aside from all these projects, the division maintains its feeding program and Gulayan sa Paaralan. Many schools have been awarded the Best Gulayan sa Paaralan in Region XI.

The division advocates a vaccination drive, psychological first aid, physical and dental check-ups for each employee, and an annual check-up for all teachers with an allocated budget.

The division also upholds proper health protocol and sees to it that each school is provided with face masks, alcohol, face shields, and medicines. The schools have clinics and some schools have teachers who are also nurses by profession. Additionally, the division promoted Zumba through the Galaw Pilipinas dance which is the national calisthenics exercise program of the Department of Education.

The division implemented the Madrasah ALIVE and IPED programs to give importance to Muslims and indigenous learners. Many schools have already adopted the Madrasah ALIVE Education program.

The Senior High School students were also given the privilege to have an

immersion and complete their On-the-Job Training (OJT) on the different partner industries of the division.

The gender-based capacity building for teachers and intervention for learners that are gender-based are provided. It has a learner-centered community-based project titled "Project SuEduKo which consists of two activities.

The "Purok Eskwela" is a weekly tutorial in Mathematics, English, Science, and Filipino conducted in the purok by teacher tutors every Friday in the morning.

"Reading by the Sea" is a weekly reading tutorial for children of Sitio Ceboley Beach who were struggling with reading, this project helped learners achieve academic success amid the educational difficulties and lingering threats of COVID-19.

Apart from the regular programs and activities of DepEd, the division ensures that learners are given more focus and provided with enough priority. It is considered that learners are the heart and the center of every endeavor, and in the Division of Davao del Sur, Gugma sa Edukasyon, Importante.

