



Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION
SCHOOLS DIVISION OFFICE OF MUNTINLUPA CITY

AUG 12 2022

Advisory No. 174, s. 2022

August 9, 2022

In compliance with DepEd Order (DO) No. 8, s. 2013
This advisory is issued not for endorsement per (DO) 28, s. 2001,
but only for the information of DepEd officials,
personnel/ staff, as well as the concerned public.
(Visit www.depedmuntinlupa.ph)

NEAP Recognized Professional Development Programs and Courses

Attached is DepEd NCR Advisory No. 203, s. 2022 dated August 9, 2022 on the above-captioned title, the contents of which are self-explanatory, for the information and guidance of all concerned.

Participation of public and private schools shall be subject to the no-disruption-of-classes policy stipulated in DepEd Order No. 9, s. 2005 entitled Instituting Measures to increase Engaged Time-on-Task and Ensuring Compliance Therewith.

NERISSA ROXAS-LOMEDA PhD
OIC- Assistant Schools Division Superintendent

AFS / NEAP Recognized Professional Development Programs and Courses

174 / August 10, 2022



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Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION



DNCR-F-ORD-038/R0/01112019

ADVISORY NO. 203 s. 2022
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(visit www.deped.gov.ph)

NEAP Recognized Professional Development Programs and Courses

The Institute of Leaders in Educational Advancement and Development (i.LEAD), a NEAP- authorized Learning Service Provider invites possible partners with their seven (7) NEAP-recognized for the professional development of teachers and school leaders.

Complete details are provided in the attached letter for guidance and reference.

For more information, please contact:

Prof. Jonathan G. Florendo, LPT, PhD

President, i.LEAD

Mobile Number: 0998-539-6399

Email Address: i.leadcorp.ph@gmail.com

Aug 9, 2022

This is issued for information and not for endorsement of the activity.





INSTITUTE OF LEADERS IN EDUCATIONAL ADVANCEMENT AND DEVELOPMENT

SEC Reg. No.: CN201530662
Website: <http://ileadphilis.webs.com>
email: i.leadcorp.ph@gmail.com

August 8, 2022

Head of Human Resources Department Head

DepEd Regional Office – Region NCR

Dear Sir / Madam:

We are honored to invite your Division to partner with i.LEAD in providing relevant, globally competitive and excellent teacher-training for professional development.

Our programs address key areas in DepEd's Professional Development Priorities for Teachers and School Leaders identified in DepEd Memo No. 5 s. 2020 and No. 24 s. 2020. Each program has gone through the careful and thorough evaluation of NEAP's Quality Assurance Division as well as their specialists in the respective areas.

To date, we have seven (7) recognized programs in management, research, mathematics, science, SPED, language and professional development. Information regarding these programs including modules and program recognition certificates are attached for your perusal.

Program	Program Recognition Number	Program Modules	PPST/ PPSSH Domains and Strand
Mathematics Teaching in the 21st Century	PD-2021-0046-0901	<ul style="list-style-type: none">• Mathematics from an Outcomes-based and Learner-centered Approach• Interactive and Technology-based Innovations to Develop HOTS in Mathematics• Math Games and Activities for Blended Learning• Basic Mathematics in Everyday Life	PPST Domain 1 Content Knowledge and Pedagogy PPST Domain 3 Diversity of Learners PPST Domain 4 Curriculum and Planning



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Program	Program Recognition Number	Program Modules	PPST/ PPSSH Domains and Strand
Science Teaching in the 21st Century	PD-2021-0047-0901	<ul style="list-style-type: none"> • Science Teaching from an Outcomes-based and Learner-centered Approach • Teaching and Exploring Investigative Projects and Science Research • Maximizing the Use of Technology and Innovation in the Teaching of Science to Develop HOTS • Virtual Teaching of Practical and Hands-on Science 	<p>PPST Domain 1 Content Knowledge and Pedagogy PPST Domain 3 Diversity of Learners PPST Domain 4 Curriculum and Planning</p>
Educating Diverse Learners and Learners with Special Needs (SPED)	PD-2021-0028-0727	<ul style="list-style-type: none"> • ABCs of Applied Behavioral Analysis (ABA) • Strategies and Approaches for Handling Classes with Diverse Learners • Addressing Issues and Common Misconceptions about Learners with Special Needs • Best Practices in Nurturing Emotionally Resilient Learners 	<p>PPST Domain 2 Learning Environment Strands 2.1, 2.6 Domain 3 Diversity of Learners Strands 3.1, 3.3, 3.4 Domain 4 Curriculum and Planning Strands 4.1, 4.2</p>



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Program	Program Recognition Number	Program Modules	PPST/ PPSSH Domains and Strand
Language Teaching (English, Filipino and the Mother Tongue)	PD-2021-0029-0727	<ul style="list-style-type: none"> Principles in Language Teaching Teaching Reading and Listening for Communicative Competence Teaching Writing and Speaking for Communicative Competence Teaching the Mother Tongue for Global Competitiveness 	PPST Domain 1 Content Knowledge and Pedagogy Strands 1.1, 1.4, 1.5, 1.6 PPST Domain 4 Curriculum and Planning Strands 4.1, 4.2, 4.5
Educational Management and Leadership: The Role of Teachers and Schools Heads in Developing Educational Learning	PD-2021-0020-0517	<ul style="list-style-type: none"> Current Issues in Educational Management Management and Leadership I: Shaping a Vision of Success for Students Management and Leadership II: Managing People, Data and Processes Workshop: An Outline for a 3-year Strategic Management Plan 	PPSSH Domain 1 Leading Strategically PPSSH Strand 1.1, 1.2, 1.7 PPSSH Domain 2 Managing School Operations and Resources PPSSH Strand 2.1, 2.2, 2.3, 2.4, 2.6 PPST Domain 2 Learning Environment PPST Strand 2.1, 2.6 PPST Domain 3 Diversity of Learners PPST Strand 3.1, 3.3, 3.4, 3.5 PPST Domain 6 Community Engagement and Professional Linkages PPST Strand 6.1, 6.2, 6.4 PPSS Domain 3 Fostering a Culture of Continuous Improvement PPSS Strand 3.1, 3.2, 3.4 PPSS Domain 4 Developing Self and Others PPSS Strand 4.3, 4.5



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Program	Program Recognition Number	Program Modules	PPST/ PPSSH Domains and Strand
Conducting Distance Research: Qualitative, Quantitative and Mixed Methods	PD-2021-0018-0312	<ul style="list-style-type: none"> • Designing Online Qualitative, Quantitative and Mixed Methods Research • Online Data Capture and Collection • Digital Quantitative Analysis and Digital Text Analysis • Workshop: Designing and Fielding an Online Survey 	<p>PPST Domain 3 Diversity of Learners PPST Strand 3.4</p> <p>PPST Domain 5 Assessment and Reporting PPST Strand 5.1, 5.2</p> <p>PPST Domain 7 Personal Growth and Professional Development PPST Strand 7.3</p> <p>PPSSH Domain 1 Leading Strategically PPSSH Strand 1.7</p> <p>PPSSH Domain 2 Managing School Operations and Resources PPSSH Strand 2.1</p> <p>PPSSH Domain 3 Focusing on Teaching and Learning PPSSH Strand 3.3</p> <p>PPSS Domain 3 Fostering a Culture of Continuous Improvement PPSS Strand 3.2</p> <p>PPSS Domain 4. Developing Self and Others PPSS Strand 4.3</p>



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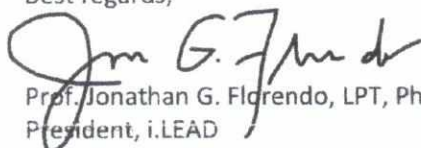
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Program	Program Recognition Number	Program Modules	PPST/ PPSSH Domains and Strand
Using Virtual Scenarios to Create Effective Learning	PD-2021-0017-0312	<ul style="list-style-type: none"> The Online Classroom: Structure, Content, Technologies and Contextual Possibilities Scenario-based Learning: The Science of Decision-making, Cognition and the Importance of Story-telling in Learning Planning and Developing a Virtual Scenario Workshop: Designing a Virtual Scenario 	<p>PPST Domain 1 Content Knowledge and Pedagogy PPST Strand 1.4, 1.5</p> <p>PPST Domain 4 Curriculum and Planning PPST Strand 4.5</p> <p>PPST Domain 7 Personal Growth and Professional Development PPST Strand 7.3</p> <p>PPSSH Domain 3 Focusing on Teaching and Learning PPSSH Strand 3.1, 3.2,3.4, 3.5, 3.6 PPSS Domain 3 Fostering a Culture of Continuous Improvement PPSS Strand 3,4</p> <p>PPSS Domain 4. Developing Self and Others PPSS Strand 4.1</p>

Rates for our training programs are very reasonable and competitive. For trainings exclusive for your School, Division or Region with 50-74 teacher-participants, registration fee is at 1,500 (per participant); 75-100 teacher participants, registration fee is at 1,200 (per participant); and, 101 or more teacher-participants, registration fee is at 1,000 (per participant). These are rates for ONLINE programs held via licensed Zoom platform. We can also arrange for face-to-face or blended trainings either in Baguio City or your location with equally competitive rates or packages.

Feel free to get in touch with us so we can discuss our partnership in more detail. You can also reach us through 09985396399. Thank you. Keep safe and God bless you.

Best regards,


Prof. Jonathan G. Florendo, LPT, PhD
President, i.LEAD



**The INSTITUTE OF LEADERS
IN EDUCATIONAL ADVANCEMENT
AND DEVELOPMENT, INC.**

in partnership with:
DepEd-NEAP
PRC



invites you to the:

- 1.) International Webinar-Workshop on Mathematics Teaching
in the 21st Century
October 7-9, 2022
- 2.) International Webinar-Workshop on Science Teaching
in the 21st Century
October 14-16, 2022
- 3.) International Webinar-Workshop on Educating Diverse Learners
with Special Needs (SPED) in the New Normal
October 28-30, 2022
- 4.) International Webinar-Workshop on Language Teaching:
English, Filipino, and the Mother Tongue
November 11-13, 2022
- 5.) International Webinar-Workshop on Educational Management
and Leadership: The Role of Teachers and School Heads in
Developing Educational Learning
November 18-20, 2022
- 6.) International Webinar-Workshop on Conducting Distance Research:
Qualitative, Quantitative, and Mixed Methods
November 25-27, 2022
- 7.) International Webinar-Workshop on Professional Development:
Using Virtual Scenarios to Create Effective Learning
December 2-4, 2022

OPTIONS OF PARTICIPATION:

Online via ZOOM

or

Face-to-Face: Teachers Camp, Baguio City

**Guaranteed
CPD Units**

**DepEd-NEAP
Recognized**

For more details:

email: i.leadcorp.ph@gmail.com

Mobile #'s: 0998-539-6399 / 0998-542-6982

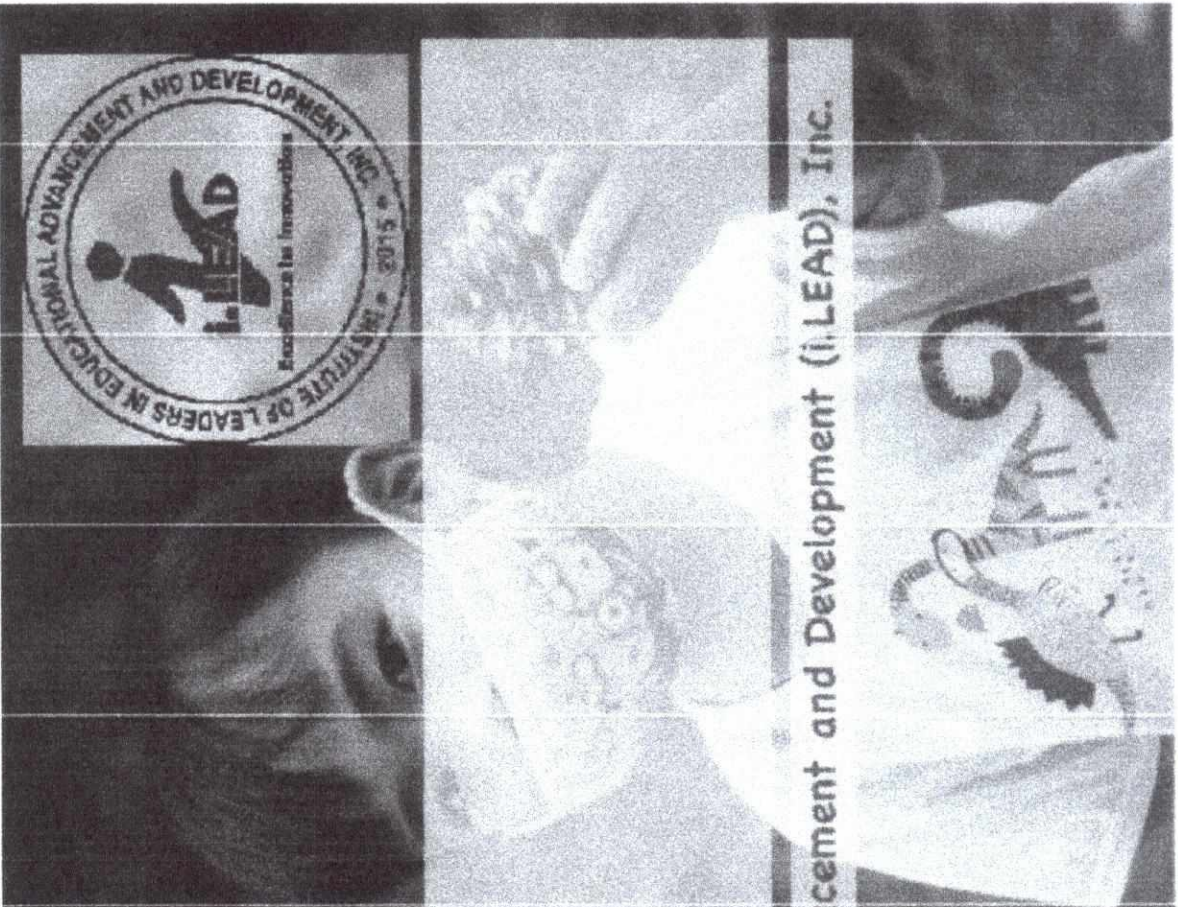
Landline: (074) 665-7068



**DepEd-NEAP Recognized
Programs for Professional
Development of Supervisors,
School Heads, and Teachers**

Institute of Leaders in Educational Advancement and Development (iLEAD), Inc.

Recognized and Authorized by:



i.LEAD Profile

Background

i.LEAD is a non-stock, non-government organization, whose founding members share the advocacy of spearheading reform in and through education. Coming from various sectors of the academe themselves, founding members are well aware of the needs of teachers in the Philippines, especially in this crucial transition period where many of our teachers in the elementary and secondary levels need a reorientation and re-tooling to continue to become effective agents in the transformation of the Philippine educational system. As stakeholders in our nation's future through continuing education, i.LEAD recognizes the need to provide relevant and quality trainings and workshops for educators by tapping experts in the academe who share the same advocacy and vision of educational transformation.

Founded in 2015, i.LEAD has conceptualized its line-up of activities by carefully studying the needs of educators vis-a-vis the new curricula in the elementary, secondary and tertiary levels. Though many other organizations have the same objectives and share the same vision, i.LEAD has its own pool of experts from various disciplines, and its offerings of seminars, workshops and, in the future, conferences, are products of careful and critical needs and systems analysis to ensure only the highest quality of service for its clientele. After all, we are all stakeholders in education as teachers, parents and students and we all stand to gain in its transformation toward global competitiveness.

Mission, Vision and Core Values

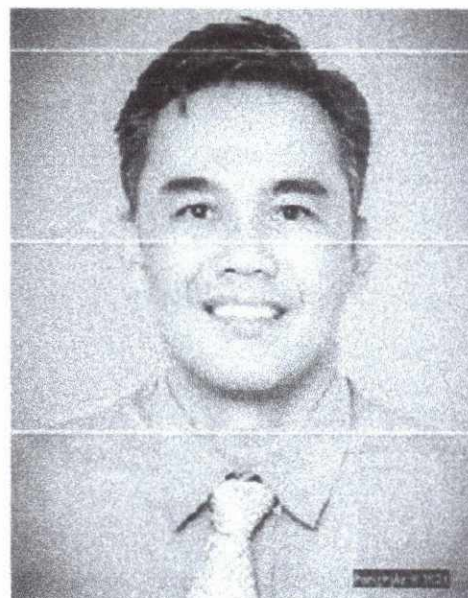
i.LEAD envisions itself as a catalyst for change by making accessible the best training and continuing professional development to teachers all over the Philippines. We are committed to designing the best programs, tapping the best resource persons to deliver quality programs for all our participants, and bringing high quality in-service training to teachers in all levels. Our mission is, therefore, to uplift the quality of education by extending training, and continuing professional development for all teachers. Keeping in mind our core

values of excellence, innovation and commitment to the delivery of quality education, i.LEAD continues to pursue its goal.

Our Officers

The President

Professor Jonathan Galima Florendo has been an educator for 20 years. Living his philosophy of lifelong learning, Prof. Florendo earned his Ph.D. in Philosophy from the De La Salle University in 2020. He has earned academic units in the degree Ph.D. in Educational Management at Saint Louis University. He has earned his Master's in Philosophy (Cum Laude), AB Philosophy and a Teacher's Certificate Course from the University of the Philippines Open University.



The Vice-President



Professor Ronald Pagurayan Taggaoa is the most experienced member of i.LEAD with more than 20 years of teaching experience in the prestigious HEIs north of Manila. He holds a Doctorate in Philosophy at DSLU to cap his degrees earned which include a Master of Arts in Teaching Philosophy from Ateneo de Manila University and Bachelor of Arts in Philosophy from Saint Louis University. Prof. Taggaoa is known for his proactive

stance in social and political issues, especially those involving education and labor.

The Managing Director for Programs

Professor Maria Rosario Yumul Florendo is an accomplished educator, published researcher and faculty-administrator at the University of the Philippines Baguio. Prof. Florendo has earned her Masters in Language and Literature from the University of the Philippines Baguio and her Bachelor of Arts in English major in Creative Writing (Cum Laude) from the University of the Philippines Diliman. She is currently pursuing her PhD in Applied Linguistics at Lancaster University, U.K. i.LEAD's treasurer is actively engaged in research, conference presentation and publication. She has headed the curricular review and revision of the graduate program of College of Arts and Communication, University of the Philippines Baguio and spearheaded extension programs for teachers north of Manila.



Committed to Excellence

In our 2015-2017 Development Plan we have proposed twenty-four seminar workshops dealing with diverse topics and themes. Twenty out of our twenty-four activities were successfully held with teacher-participants coming from north to south. These programs were held in the face-to-face mode mostly in Baguio City and Davao City. We are also pleased to report that i.LEAD is PRC-CPD accredited with accreditation number 2017-026. In 2020, we have also been authorized as DepEd NEAP Learning Service Provider 2020-0008-1116. Minding the safe and quality deliver of our service, in May 2021 we held three DepEd NEAP recognized programs via Zoom with resource speakers from the US, Malaysia and Kenya. To date we have six recognized programs ranging from mathematics, science, SPED, language, management, research and professional development with focus on virtual scenarios for online learning.

In Pursuit of Our Advocacy

As a way of giving back to the community, i.LEAD has successfully sponsored youth development projects in Oaig-Daya, Ilocos Sur where our head office is located. In December 2016, i.LEAD spearheaded a basketball tournament for children aged 12 below to develop sportsmanship and camaraderie among the youth. This has been a model initiative picked up and sustained by the LGU of Galimuyod. i.LEAD plans to make this an annual event.

Our Future Directions

i.LEAD plans to diversify program offerings, responding to and aligning with the thrusts of NEAP-DepEd's Professional Development. We plan to include programs on managing schools under DRRM and learning continuity plans; teaching and undertaking research (action, educational, applied); humanities in the 21st century; language teaching and research; ICT for education among others.

We also envision the holding of conferences and opening publication opportunities for basic education teachers. i.LEAD will continue to explore webinars as an alternative platform during the quarantine period and even beyond, to be able to reach out to more teacher-participants. True to our commitment to innovation and excellence, we will continue to creatively design programs and activities responding to and anticipating future directions and thrusts of education in all levels with the aim to be globally competitive yet grounded on the values that best embody the Filipino of the 21st century.

DepEd NEAP Recognition

Committed to excellence as one of our core values, i.LEAD has been selected, accredited and authorized as one of the National Educators' Academy of the Philippines (NEAP) as Authorized Learning Service Provider in 2020. Since May 2021 all our program offer-



ings carry the seal of approval of both DepEd-NEAP and PRC-CPD

Current Programs

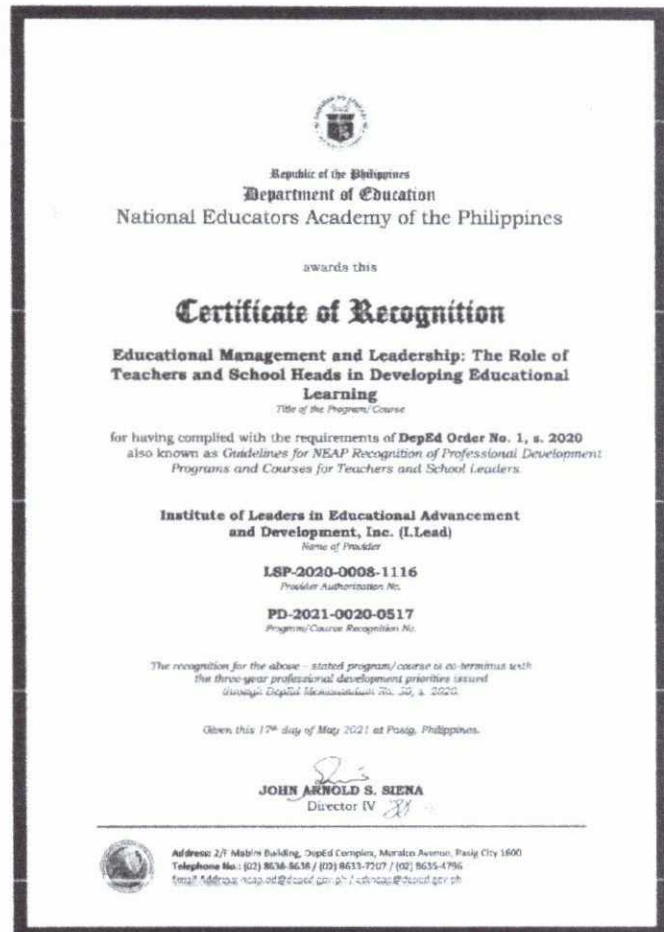
Educational Management and Leadership

Module 1. Current issues in Educational Management at the Elementary and Secondary Levels: Educators of all levels, whether they be teachers, heads/coordinators of departments/learning areas, or supervisors need to be constantly abreast of current and emerging issues that may affect the teaching and learning processes in their own institutions. Part of this sessions' activities will be a brainstorming on workable problems in the Philippine educational system and the particular contexts of the participants. The objective of this session is to inform and update the participants on current and emerging issues in educational leadership and management and how to address these in their own classrooms and institutions.

Module 2. Management and Leadership I: Shaping a Vision of Success for Students. This session aims to hone the participant's managerial and leadership knowledge and skills in envisioning a vision of student success measured through verifiable indicators and rationalized matrices. The innovation provided by this session consists of the framing of such visions through networked complementarities of the various roles played by teachers, heads, and supervisors as managers and leaders at their various levels and domains.

Module 3. Management and Leadership II: Managing people, data and processes to foster school improvement: This session picks up from session 2 where participants are tasked to brainstorm on networks of their complementarities. In this session the objective is to use their emergent networks in the optimal utilization of the various resources in their respective schools (i.e. people, data, and processes) and introduce them to new and innovative ways of resource utilization and optimization for more successful results.

Module 4. Workshop: An Outline for 3-Year Strategic Management Plan: This concluding session provides an opportunity to the participants to work on an outline of a 3-year strategic management plan using the principles and best practices provided in the previous sessions. The draft strategic management plan provides the highlights of their vision of student success and the general strategies of leadership and management they would

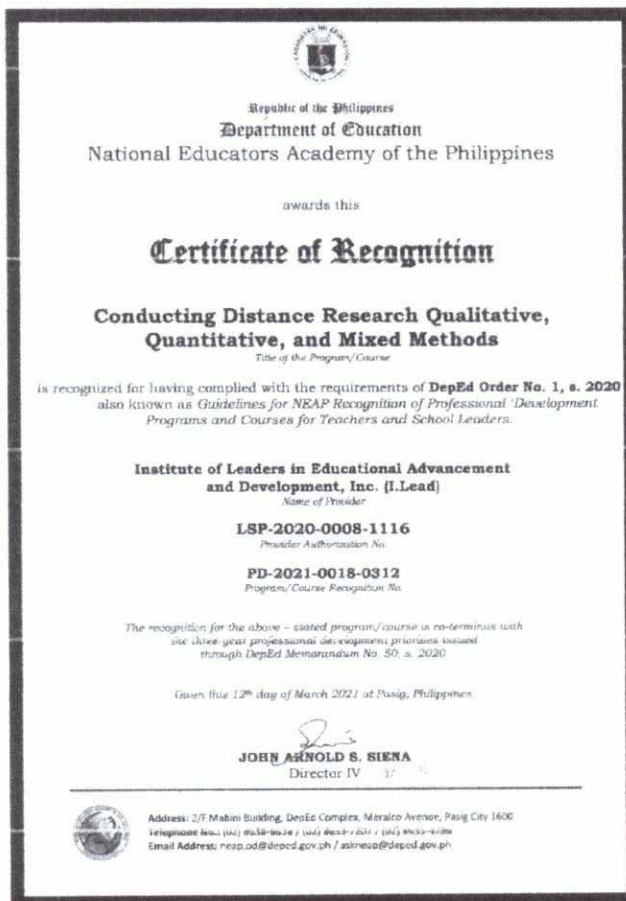


consider essential to their complementary and networked engagements in their various roles in adherence to their stated visions.

Research: Qualitative, Quantitative, and Mixed Methods

Module 1. Designing Online Qualitative, Quantitative, and Mixed Methods Research: Teachers as educators and researchers need to be informed how to utilize and maximize qualitative, quantitative, and mixed methods research, especially for applications in classroom action research and educational research. The objective of this session is to inform teacher-participants on how to use the three methods separately in various studies.

Module 2. Online Data Capture and Data Collection: This session aims to teach participants the various technologies on how to gather quantitative and qualitative data online, through a set of procedures known as Internet-mediated research. These include not only the relatively popular web-based research but also novel procedures such as data scaring and big data approaches. Qualitative methodologies will include the conduct of phone and online interviews. The limitations of online techniques shall be explored as well as the various ways of addressing them.



Module 3. Digital Quantitative Analysis and Digital Text Analysis: This session picks up from session 2 where participants are taught computer-assisted ways of analyzing quantitative and qualitative data. An accompanying aim is to wean them away from traditional and overused frameworks and paradigms and introduce them to new and innovative ways of examining and analyzing data.

Module 4. Workshop: Designing and Fielding an Online Survey: This concluding session provides an opportunity to the participants to work on a draft online (web) survey using a readily available platform ready for fielding. Participants will volunteer to deliver the material on-

line with the other participants acting as online respondents.

Language Teaching

Module 1. Principles in Language Teaching. This session provides an overview of contemporary language teaching principles that can be appropriated for the context of

Asians as language learners. While many long-held language teaching methodologies are effective in a Western context, language teachers today need to reappropriate them taking into consideration the multilingual nature and characteristics of millennial learners in today's classrooms.

Module 2 Innovations in Language Teaching for multilingual learners in a global context I: Teaching reading and listening for communicative competence.

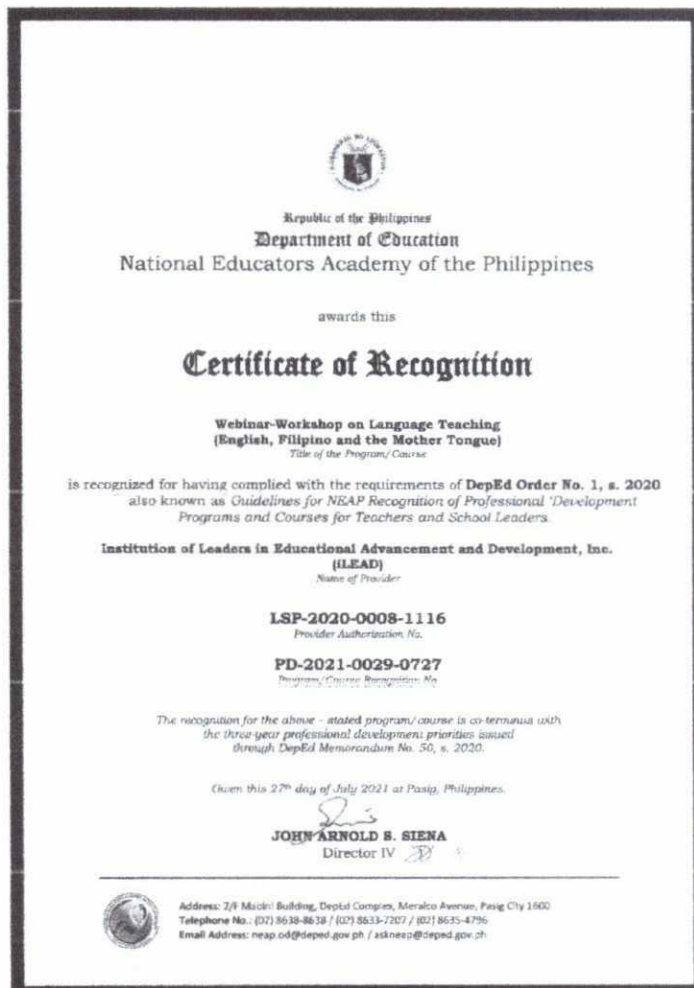
This session provides innovative teaching strategies to teach reading and listening, taking into account the important role that technology plays in the virtual language classroom. Language teachers need to innovate traditional classroom strategies with more “blended learning” approaches that are doable and cost effective for all levels of learners.

Module 3 Innovations in Language Teaching for multilingual learners in a global context II: Teaching writing and speaking for communicative competence.

Macro skills which deal with language production are crucial to skills that learners need in order to succeed academically and, later on, as workers who will succeed in the global work arena. The aim of this session is to up-skill teachers on the effective

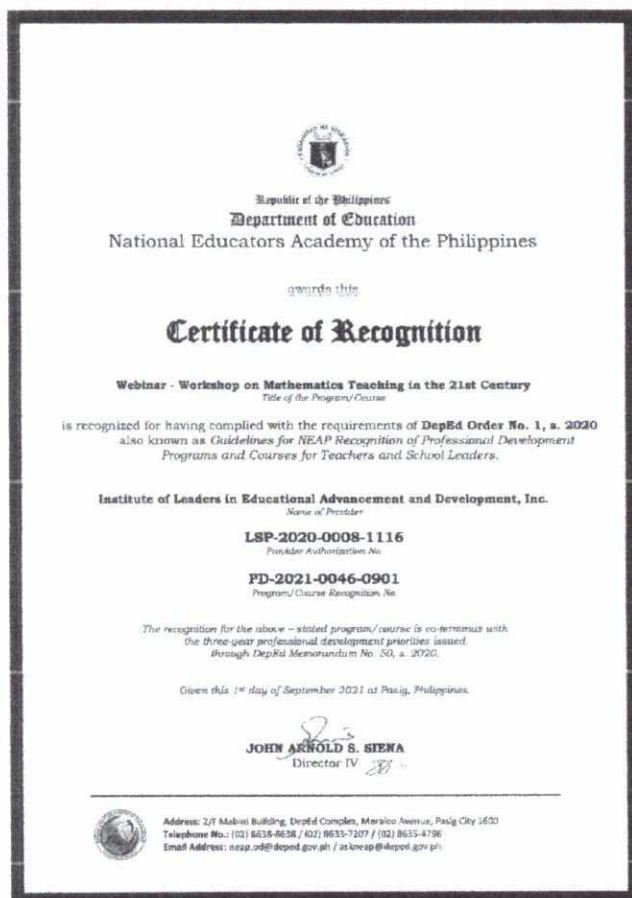
strategies for teaching writing and speaking as macro skills, taking into consideration that Filipino learners are multilingual and that this context presents its own strengths and challenges both to the teacher and learners. A further aim is to provide teachers with useful online teaching applications and technology to facilitate learning of these skills in the online classroom.

Module 4: Teaching the mother tongue for global competitiveness. This session aims to strengthen the foundations of the mother tongue as intangible cultural heritage as well as a firm cognitive base for learning other languages and content subject areas. The session hopes to provide teachers with a deeper understanding of the value of teaching in the mother tongue and teaching the mother tongue as a subject area.



Mathematics Teaching

Module 1. Mathematics Teaching from an Outcomes-based and Learner-centered Approach. This session aims to demonstrate how teachers can align lessons, activities and outputs using the OBE framework. Furthermore, it seeks to improve existing OBE practices by integrating best practices from the traditional and contextual teaching pedagogy and adapt it to the online and modular modes of teaching.



Module 2. Interactive and Technology-based Innovations to develop HOTS in Mathematics. Incorporating Technology and Innovation in the Teaching of Mathematics Technology is an integral part of the world we live in today. It is also inseparable from the learners that we cater to in our classrooms. Technology offers many useful applications, teaching and learning aids which can help make an otherwise difficult subject accessible to all learners. The session aims to demonstrate how to integrate the use of technology and available applications or software for the teaching of mathematics.

Module 3. Math Games and Activities for blended-learning. Mathematics is often perceived as one of the most challenging if not difficult subject areas. This negative perception often leads to the poor performance of both learners and teachers in mathematics. This session aims to promote a love for numbers by presenting lessons in the form of games and activities that

are not only interesting but also fun for the learners.

Module 4. Basic Mathematics in Everyday Life. This session aims to promote basic numeracy, financial literacy and basic statistics in order to keep up with the demands of understanding, processing and using mathematics skills for daily activities. The main aim of this session is to demonstrate the value of mathematics skills in lifelong learning and for survival outside the classroom.

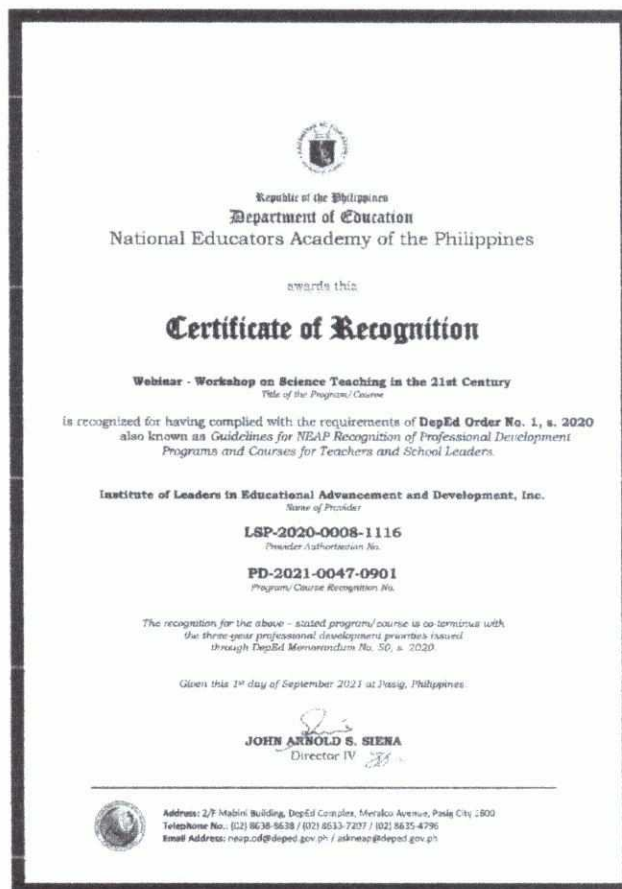
Science Teaching

Module 1. Science Teaching from an Outcomes-based and Contextualized Approach in an Online or Modular context. This session aims to demonstrate how teachers can align lessons, activities and outputs using the OBE framework. Furthermore, it seeks to improve existing OBE practices by integrating best practices from the traditional and contextual teaching pedagogy. LHS

Module 2. Teaching and Exploring Investigative Projects and Science Research. One of the more exciting facets of teaching science in the K+12 curriculum is that it allows the collaboration between teachers, among students and the use of technology. These allow educators and learners to pursue innovative investigative projects that introduce learners to research and innovations which are valuable skills in the industry today.

Module 3. Maximizing the Use of Technology and Innovation in the Teaching of Science to develop HOTS. Science drives the continuous development of technology in our world today. The value of science cannot be discounted. However, learners need to appreciate the value of applied, as well as hard sciences, by realizing the value of science in our everyday lives. This session hopes to provide teacher-participants with practical strategies on how to incorporate available technology, applications and software for a more effective science classroom.

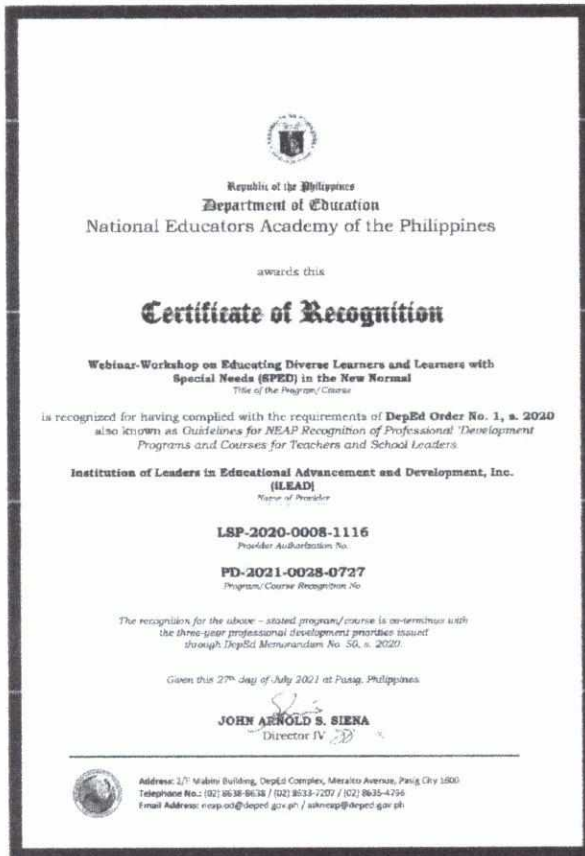
Module 4. Virtual Teaching of Practical and Hands-on Science. This session provides teacher-participants an opportunity to learn strategies to inculcate further love for science by capitalizing on its value and application for solving real-life problems, explaining natural phenomenon, and demonstrating the use / application of scientific principles. This session also aims to make the most of virtually available resources, resources available at home and easily sourced materials to conduct DIY experiments in lieu of on-site laboratory activities



Special Education (SPED)

Module 1. ABCs of Applied Behavioral Analysis (ABA). Philippine classrooms in public or private schools integrate students without prior behavioral assessment or evaluation. This results in the diverse composition of students in one class and the adviser, subject teachers are faced with student behavior problems that interfere with effective classroom management on a daily basis. The objective of this session is to orient classroom teachers (especially those without in depth special education background) with the basic strategies in identifying and addressing common behavior of students.

Module 2. Strategies and Approaches for Handling Classes with Diverse Learners. It is an everyday reality for classroom teachers that each class has its own unique mix of students. It is also expected that each class will be diverse in terms of aptitude and attitude and behavior. In this session, the learning facilitator is expected to discuss strate-



gies that classroom teachers can adapt to address the challenges of the diversity of learners in their own classes. Teacher-participants are also expected to share their own experiences with their students and the strategies they employed to address the situation in order for other participants to learn from similar experiences.

Module 3. Addressing Issues and Common Misconceptions about Learners with Special Needs. We live in a society that is quick to judge and stereotype. This attitude affects how teachers perceive learners with different needs and learning styles. This session focuses on creating a classroom that is more conducive for learning by taking into account the specific learning styles and needs of learners. The learning facilitator is expected to present common issues and misconceptions about “special” students. Hopefully, this will result in a more enlightened teaching attitude and approach in the teacher-participants when they return to their own classrooms.

Module 4 Best Practices in Nurturing Emotionally Resilient Learners. With the many negative effects in psychological and social skills of learners brought about by the sudden shift in learning delivery, classroom teachers need to be able to undertake a quick assessment of learners’ mental health status and provide basic counseling or, if this is not possible, incorporate activities in their own classes that nurture emotional resilience and support mental health.

Professional Development (using virtual scenarios to create effective learning)

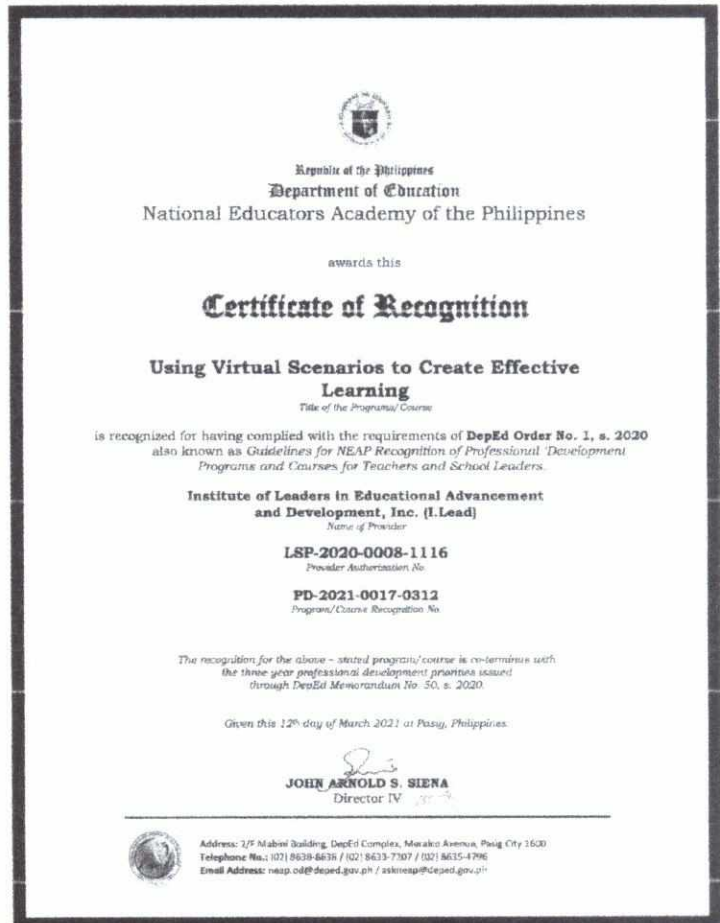
Module 1. The Online Classroom: Structure, Content, Technologies, and Contextual Possibilities and Limitations: Teachers as educators and researchers need to be informed of the nature and possibilities of the emerging online classroom in order to take advantage of the opportunities it presents for expanding and widening the possibilities of teaching and learning. The objective of this session is to inform teacher-participants on what the online classroom is, its organizational elements and structure as well as its contents.

Module 2. Scenario-based Learning: The science of decision-making, cognition, and the importance of storytelling in learning: Stories play a great role in the development of cognition as through a story, a child’s mental processes of imagination, logic, and thought progression is enhanced. Stories also end with valuable lessons in morals as well as in decision-making as the listener grapples with its rational development. The science

and importance of these concepts are taught to the teacher participant in this session.

Module 3. Planning and Developing a Virtual Scenario: This session, which picks up from Session 2, is where participants are tasked to brainstorm on various scenarios and select which best would deliver certain lessons. In this session the objective is to match their selected lessons with a particular scenario, whichever is applicable, and to develop such scenarios in an online platform. An accompanying aim is to wean teacher-participants away from traditional and overused methods of teaching and introduce them to new and innovative ways of teaching and learning.

Module 4. Workshop: Designing a Virtual Scenario in your Chosen Subject/Field of Specialization: This concluding session provides an opportunity to the participants to apply the principles they learned in the previous sessions and design alternative virtual scenarios for a particular lesson in their field of specialization. A virtual scenario provides an overview of their selected lesson, the virtual scenario/or story, the delivery thereof, and the processing method for drawing out the main ideas and concepts from the scenario.



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Given this 1st day of September 2021 at Pasig, Philippines.


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(English, Filipino and the Mother Tongue)**

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**Educational Management and Leadership: The Role of
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Learning**

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Name of Provider

LSP-2020-0008-1116

Provider Authorization No.

PD-2021-0020-0517

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LSP-2020-0008-1116

Provider Authorization No.

PD-2021-0018-0312

Program/Course Recognition No.

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Given this 12th day of March 2021 at Pasig, Philippines.


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Using Virtual Scenarios to Create Effective Learning

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Name of Provider

LSP-2020-0008-1116

Provider Authorization No.

PD-2021-0017-0312

Program/ Course Recognition No.

The recognition for the above – stated program/course is co-terminus with the three-year professional development priorities issued through DepEd Memorandum No. 50, s. 2020.

Given this 12th day of March 2021 at Pasig, Philippines.


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