



Republic of the Philippines  
**Department of Education**  
Region XI  
**SCHOOLS DIVISION OF DIGOS CITY**  
Digos City




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**OFFICE OF THE SCHOOLS DIVISION SUPERINTENDENT**

Division Advisory, 139 s. 2022  
August 2, 2022

For : Elem. School Heads

1. Please be advised that the **2-Day Reskilling of Elementary School Heads on Pedagogies Focused on Early Literacy and Numeracy Skills Development** as per Division Memorandum No. 434 s., 2022 will be reset to September 1-2, 2022, 8:00 AM to 5:00 PM at Gloria's Function Hall, Roxas Ext., Digos City instead of August 4-5, 2022.
2. For information and guidance.

  
CRISTY C. EPE  
Schools Division Superintendent

DepEd Schools Division of Digos City  
RECORDS SECTION  
**RELEASED**  
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DATE: AUG 02 2022 TIME: 1:54 PM  
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Republic of the Philippines  
**Department of Education**  
**REGION XI**  
**SCHOOLS DIVISION OF DIGOS CITY**

**OFFICE OF THE SCHOOLS DIVISION SUPERINTENDENT**

July 4, 2022

**DIVISION MEMORANDUM**  
No. 434, s. 2022

**TWO-DAY RESKILLING OF ELEMENTARY SCHOOL HEADS ON PEDAGOGIES  
FOCUSED ON LITERACY AND NUMERACY SKILLS DEVELOPMENT**

To: CID Chief  
Education Program Supervisors  
Public Schools District Supervisors  
Elementary School Heads  
All Others Concerned

1. The Schools Division of Digos City through the Curriculum Implementation Division (CID) announces the conduct of Two-day Reskilling of Elementary School Heads on Pedagogies Focused on Literacy and Numeracy Skills Development on August 4-5, 2022 at Digos City Central Elementary School, 8:00 am to 5:00 pm.
2. The activity aims to:
  - a. enhance knowledge and coaching skills of school heads on teaching early language, literacy and numeracy skills; and
  - b. strengthen monitoring, supervision and provision of technical assistance to K to 3 teachers.
3. The participants are the following:
  - Education Program Supervisors in Kindergarten, Filipino, English, Mathematics, MTB and Division ELLN Focal Person-(Facilitators)
  - Noryleth A. Virtudazo, (DCCES)-Facilitator
  - Elementary School Heads
4. A face to face conference of facilitators relative to the finalization of the activity will be conducted on July 25, 2022 at 2pm, Division CID Office. Facilitators are directed to submit 3 questions to Mrs. Ida I. Juezan for the pre and post test thru the email address [ida.juezan@deped.gov.ph](mailto:ida.juezan@deped.gov.ph) on or before August 1, 2022.
5. Attached is the detailed Learning and Development Plan for reference.
8. Meals and snacks during the activity are chargeable against division MOOE while travel expenses of the participants shall be charged to school/local funds subject to the usual auditing and accounting rules and regulations.
9. For guidance and compliance.

**SCHEDULE OF ACTIVITIES  
DAY 1 August 4, 2022**

Date/Time	Session Objectives	Activity/ Session	Expected Outputs	Topic/ Content	Methodology	Person Responsible	Resources Needed
August 5, 2022 8:00-9:00	To give background on training and its purpose	The Big Picture and Pre Test		Rationale of the Literacy and Numeracy as medium of instruction and Subject	<ul style="list-style-type: none"> <li>Powerpoint Presentation in a face to face interaction</li> </ul>	Training Management (MTB, Fil, English, Math)	Laptop, DLP, Slide decks
August 5, 2022 9:00-10:00	At the end of the session, the participants will have been able to gain understanding on the Learning Needs Assessment Results	Session 1  The Need  <i>Identify Needs of teachers (pedagogy) (MTB, Fil, Eng and ELLN)</i>	List of common needs	Common need Pedagogy based on classroom observation	Lecture-interactive discussion	Joan M. Niones	Laptop, DLP, Slide decks, list of common Learning needs
<b>Break</b>							
10:00-10:15							
10:15-12:00	At the end of this session, the participants are expected to deepen understanding on the connection and alignment of CS, PS and Competencies	Session 2  The Anchor  <i>Curriculum Standards, Performance Standards/Competencies</i>		Alignment of Content Standards, Performance Standards and Competencies	Lecture-workshop	Tito M. Endrina	Laptop, DLP, Slide decks

Date/Time	Session Objectives	Activity/ Session	Expected Outputs	Topic/ Content	Methodology	Person Responsible	Resources Needed
1:00-2:45		Session 3 The Sphere		14 Domains of Literacy (Fil/MTB/Eng.)	Lecture Workshop	Inda Nacua	Laptop, DLP, Slide decks
<b>Break</b>							
2:45-3:00							
3:00-4:45		Session 4 The Art	List of strategies in oral language development	Pedagogy on developing communicative competence and comprehensible input	<ul style="list-style-type: none"> <li>Powerpoint Presentation in a face to face interaction</li> </ul>	Ida I. Juezan	Laptop, DLP, Slide decks
4:45-5:00				Clearing house of ideas			

**Moderator of the day: Mrs. Maru Glor D. Tabanao**

**SCHEDULE OF ACTIVITIES  
DAY 2 August 5, 2022**

Date/Time	Session Objectives	Activity/Session	Expected Outputs	Topic/Content	Methodology	Person Responsible	Resources Needed
8:00-8:30	Prefatory						
8:30-9:45	At the end of this session the participants are expected to deepen their understanding on the TPR strategy	Session 5 The Act	TPR Activities actualized	Total Physical response as a strategy in developing oral language	Workshop-Lecture	Ferna Renira T. Alde	Laptop, DLP, Slide decks
9:45-10:00		BREAK					
10:00-12:00	At the end of this session, the participants are expected to acquaint themselves on the different bridging strategies	Session 6 The Bridge	Performed activities demanded	Bridging process of L1 to L2 and L3	Workshop Lecture	Ida I. Juezan	Laptop, DLP, Slide decks
1:00-3:00	At the end of this session, the participants are expected to enhance their skills in applying the numeracy skills across disciplines	Session 7 The Link		Numeracy across discipline	Workshop Lecture	Jem Boy Cabrella	Laptop, DLP, Slide decks
3:00-3:15		BREAK					
3:15- 4:00	Participants are expected to gain teachers in the incorporation of educational games in the classroom activities	Session 8 Let's Play	List of practical and educational games	Practical Educational Games to Promote Numeracy	Workshop Lecture	Noryleth A. Virtudazo	Laptop, DLP, Slide decks
4:00-4:30		Clearing House of Ideas	Questions parked are addresses				
4:30-5:00		Post Test and Awarding of certificates	Certificates are distributed				

**Moderator of the day: Ida I. Juezan**

## GAD CHECKLIST FOR EDUCATION PROJECTS

Education projects or projects for the education sector encompass construction of facilities (infrastructure), technical assistance for a sectoral review or preparation of a sector plan, development or revision of curricula or educational materials, scholarships, and training of teachers and other education sector officials and personnel. The assistance may be for the entire sector, formal or informal education, or a particular level of formal education (elementary, secondary, or tertiary).

### GENDER ISSUES AND GENDER EQUALITY RESULTS

Education projects in the Philippines have to contend with a number of interrelated gender issues (NCRFW 2004), including the following:

- Deteriorating quality of education at all levels particularly in the rural areas, as better quality schools are found in town centers or urban areas. In areas with high indigenous people's populations, the distance from school and indifference to girls' education are unfavorable to females.
- Wide variations in literacy among regions. National female and male literacy rates are about the same, but some areas have significantly lower figures. Literacy rates are lowest in the Autonomous Region in Muslim Mindanao (ARMM) and areas in Mindanao under armed conflict, with female literacy rates significantly lower than those of the males. Low male literacy rate is associated with the recruitment of men at a very young age to join armed groups.
- Generally, higher school dropout among boys, as they leave school to work in the farms, factories, markets, piers, or the streets. School participation of children is often bound with their work responsibilities to their family.
- More women than men reach the tertiary education level, but women tend to flock into business administration and other overcrowded stereotyped "feminine" fields (teachers' training, nursing, midwifery).
- Despite efforts to revise the curricula and instructional materials at various levels, these materials continue to promote gender stereotypes, influencing young people's career choices.
- Gender-based harassment among students, of students by teachers, and of teachers by their superiors.
- While there are more women than men among teachers, decision making in the sector remains a male preserve.

Recognition by program or project designers of the various gender issues that persist nationally and in specific areas of the country can help them develop interventions that will ultimately improve the level and quality of education of women and men alike. Education programs and projects may be designed to enable young children—boys especially—to attend school at the same time that they help their families earn a living, make better school facilities accessible to rural females and males, and improve the gender-responsiveness of the

education sector. In some areas, constraints to girls' access to education may be addressed through the physical design of schools, availability of women teachers from the same cultural or religious group, or campaign to integrate the girls in the public school system. *Gender equality results* of education programs or projects may include:

- longer stay in school of boys, where male school dropout rate is particularly high;
- increased enrollment of girls, where there are barriers to female entry in the out-of-school system;
- improved school performance of male and female students;
- greater access of rural females and males to good quality education;
- increased capacity of women to influence decisions in the education sector;
- improved capacity of public and private schools at all levels to address gender issues in the classroom and in the campus; and
- improved capacity of agencies in the education sector to plan, design, implement, monitor programs and projects that address gender issues and the concerns of different stakeholders.

### GENDER ANALYSIS QUESTIONS

Gender analysis is required at two points of the project preparation stage: as part of project identification, and after the project has been designed. Box 4 (page 8), Part I, of this manual suggests key questions for gender analysis as part of analysis of the development problem, while box 12 offers a summary of the core gender analysis questions for assessing the gender impact of the proposed health project, as designed. Other questions that may be asked are:

#### Gender division of labor and gender needs

- Has an assessment been made of the education and training needs (curricula, teaching methods, schedules) of women and men? Of girls and boys?
- Does the project address the different education and training needs of women and men? For instance, are households in the project area dependent on the work of girls or boys for income? If so, will flexible education schedules help females or males in their other tasks?
- Does the project recognize and accommodate the different roles of women and men? Of their roles in the management of educational and training programs and institutions?
- Does the project (through curricula, instructional materials, role models, and skills training) provide opportunities for expanding the roles and career options of young women and men?
- Has consideration been given to how women may be supported in their role of providing socialization and tutoring children to become good citizens, workers, and human beings?

#### Access to and control of educational services and benefits

- Does the project ensure that opportunities for training and scholarships are equally accessible to women and men, girls and boys? To rural as well as urban females and males? To different categories of females and males (rural/urban, ethnic groups)?