



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



OFFICE OF THE SCHOOLS DIVISION SUPERINTENDENT

DIVISION MEMORANDUM

CID-2025- 749

To: : Assistant Schools Division Superintendent
Division Chiefs
Public Schools District Supervisors
Education Program Supervisors
Public School Heads
Concerned SDO Personnel and Teachers

Subject : **DRIVING EXCELLENCE AND LEADING THE CHANGE: TRAINING OF SCHOOL LEADERS ON THE IMPLEMENTATION OF THE REVISED K TO 12 CURRICULUM**

Date : August 18, 2025

1. The Enhanced Basic Education Program or K to 12 Basic Education Program is a response to local and global community needs and demands through its mission to strengthen the values of the Filipino people; develop a strong sense of nationalism; develop productive citizens who contribute to the building of a progressive, just, and humane society; ensure environmental sustainability; and cultivate global partnerships for development. The implementation of the K to 12 Basic Education Curriculum is considered one of the most significant educational reforms in the country, introducing several programs and projects that all aim to expand and improve the delivery of the Philippine basic education. Its primary goal is to equip Filipino learners with the necessary skills and competence to prepare them to take on the challenges of the 21st century. It also endeavors to make the basic education system in the Philippines on a par with international standards by ensuring that it is appropriate, responsive, and relevant to the learners and to national and global realities (DepEd, 2019).
2. Along this line, this Office will conduct training titled **“Driving Excellence and Leading the Change: Training of School Leaders on the Implementation of the Revised K to 12 Curriculum”** on **September 16-20, 2025** at **Greenleaf Hotel, San Miguel Street, General Santos City.**



Enclosed: As stated
CID/rbd

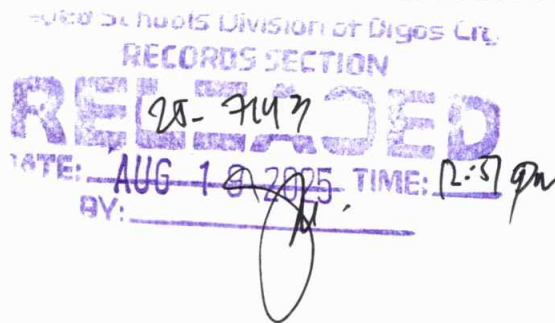


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3. This training program is designed to capacitate school leaders—school heads and public schools district supervisors—in effectively managing the implementation of the Revised K to 12 Curriculum. Anchored on principles of instructional and contextual leadership, the program emphasizes systems thinking, curriculum alignment, learner-centered pedagogy, evidence-based decision-making, and strategic professional development planning. Participants will be guided through a series of structured, interactive sessions that cover critical elements of curriculum implementation, including learner development, curriculum progression, instructional coaching, assessment leadership, school context analysis, and programmatic professional development. The training also introduces tools and templates that support school-based planning, monitoring, and evaluation, ensuring that school leaders can drive meaningful and sustainable improvements in teaching and learning.
4. The meals, snacks, accommodation, and travel expenses of the participants shall be charged to HRD downloaded funds subject to the usual accounting rules and regulations.
5. Attached are the Program of Activities, List of Participants, and Room Assignment for ready reference.
6. For information and dissemination.

For and in the absence of the Schools Division Superintendent:


PETER-JASON C. SENARILLOS
Senior Education Program Specialist
Officer-In-charge 



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Republic of the Philippines
Department of Education
Region XI

DIGOS CITY DIVISION

Program of Activities
Driving Excellence and Leading the Change: Training of School Leaders on the
Implementation of the Revised K to 12 Curriculum
September 16-20, 2025
Greenleaf Hotel, General Santos City

Sub-Topics and Time Allotment for every topic (in hours)	Resource Persons	Expected Learning Outcomes
7:45-8:00- Opening Program Session 1: Systems Thinking Through Whole School Approach: Advancing People Effectiveness Day 1, 8:00-9:00 AM (1 hour) Objectives: <ul style="list-style-type: none">Describe school working conditions that reflect the principles of Whole School Approach.Develop and present a school-based curriculum action plan aligned with WSA and professional standards.Reflect on the vital role of school leaders in ensuring that the school remains responsive and relevant to learners' needs.	Ida I. Juezan	<ul style="list-style-type: none">Design and present a curriculum action plan that integrates Whole School Approach principles and demonstrates leadership in addressing learners' diverse needs.
Session 2: Bridging the Gaps: Leading Curriculum Progression Across Key Stages Teaching What Matters: Connecting MATATAG and SHS Meaningfully Day 1, 9:00-10:30 AM (1.5 hour) Objectives: <ul style="list-style-type: none">Understand and articulate the concept of curriculum progression and its critical role in supporting learner development across key stages;Examine curriculum gaps and challenges by analyzing transitions between grade levels using existing practices, learner performance data, and curriculum guides, particularly the MELCs; andDevelop school-based strategies and action plans that align competencies vertically and horizontally, ensuring	Maria Genevieve T. Francisquete	<ul style="list-style-type: none">Design and propose school-based strategies that address curriculum gaps and ensure smooth and continuous learner progression across key stages through a clear understanding of curriculum progression and analysis of learning transitions.

smooth transitions and sustained curriculum progression across key stages.		
<p>Session 3: Empowering Pedagogy: Strengthening Instructional Coaching and Support</p> <p>How To Teach: Core Elements and Strategies</p> <p>Day 1, 10:30 AM – 12:00 NN</p> <p>(1.5 hour)</p> <p>Objectives:</p> <ul style="list-style-type: none"> Identify key strategies to enhance teachers' pedagogical practices in alignment with the national teaching standards. Demonstrate ways to provide meaningful and effective technical assistance to address teachers' pedagogical needs Appreciate the utilization of tools and strategies tailored to address pedagogical needs of teachers in their schools 	Beverly S. Daugdaug	<ul style="list-style-type: none"> Develop or enhance school instructional supervisory plan that focuses on learning resource development and management
<p>Session 4: Leadership Through Assessment: From Classroom Evidence to School-wide Decisions</p> <p>Leadership Through Assessment: From Classroom Evidence to School-wide Decisions</p> <p>Day 1, 1:00-2:30 PM</p> <p>(1.5 hour)</p> <p>Objectives:</p> <ul style="list-style-type: none"> Revisit/review the assessment framework; Identify different illustrations of practice in leading the teachers in ensuring accountability in achieving higher learning outcomes; and Reflect on the importance of a school leader's role in ensuring accountability in achieving higher learning outcomes. 		<ul style="list-style-type: none"> Analyze and reflect on leadership practices that guide and support teachers in using assessment data to drive instructional decisions and school-wide improvement.
<p>Session 5: Curriculum Teaching and Learning Resources</p> <p>Day 1, 2:30-3:30 PM</p> <p>(1 hour)</p> <p>Objectives:</p> <ul style="list-style-type: none"> Equip school leaders on how to evaluate, plan and lead on the strategic use of TLRs to support inclusive, contextualize and effective curriculum implementation. Determine reflective practices related to the instructional of Teaching Learning Resource (TLRs). Reflect on practices related to teaching learning resources. 	Leilani T. Señires	<ul style="list-style-type: none"> Apply reflective practices and leadership strategies in utilizing TLRs to support diverse and relevant teaching and learning processes.

<p>Session 6: Navigating the School Context</p> <p>Leading with Purpose</p> <ul style="list-style-type: none"> ✓ Internal ✓ External ✓ Planning Tools <p>Day 2, 8:00-9:30 AM</p> <p>(1.5 hours)</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Map at least 3 contextual factors (internal and external) relevant to their school setting using the given profiling framework. • Identify 2 practical approaches for collaborative leadership and shared governance based on case studies or best practices. • Craft a concise action card outlining 1 leadership challenge, 1 collaborative strategy, and 1 next step aligned with their school context. 	<p>Clarence S. Pilliren</p>	<ul style="list-style-type: none"> • Develop a context-based action plan that supports shared governance and responsive school leadership.
<p>Session 7: Context-Driven Professional Development</p> <p>Planning</p> <p>Roadmap to Results: Designing Context-Based School Development Plans</p> <p>Day 2, 9:30-11:00 AM</p> <p>(1.5 hours)</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Explain the importance of contextual factors in shaping effective, context-based professional development (PD) plans for teachers • Analyze relevant contextual data and school-level realities to design a responsive and needs-based PD plan • Determine key insights and components for a context-based professional development plan 	<p>Gervasio R. Salinas, Jr.</p>	<ul style="list-style-type: none"> • Develop a responsive professional development plan that aligns with the specific needs, challenges, and strengths of their school context.
<p>Session 8: Context-Driven PD Programs:</p> <p>Adoption and Growth for Impact</p> <p>Day 2, 1:00-2:00 PM</p> <p>(1 hour)</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Discuss fundamental principles, policies, activities and strategies related to adoption and development of professional development programs. • Demonstrate reflective behavior concerning adoption, development and alignment of PD Programs. • Align sample PD Programs with identified professional development needs. 	<p>Rowena M. Magdayao</p>	<ul style="list-style-type: none"> • Explain key principles, policies, and strategies for adopting and developing professional development programs responsive to teachers' needs. • Reflect on and align professional development programs with identified teacher development needs to ensure relevance and impact.

<p>Session 9: Programmatic Professional Development (PD): Balancing Structure with Contextual Needs</p> <p>Day 2, 2:00-5:00 PM</p> <p>(3 hours)</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Determine key components, policies, principles and templates substantial to organize professional development program. • Share professional reflections, expertise and best practices as instructional leader and PD Program implementer • Develop a programmatic and a context-based Professional Development Plan. 	<p>Ronald B. Dedace</p>	<ul style="list-style-type: none"> • Develop and present a programmatic, context-based Professional Development Plan informed by reflective practice and leadership experiences.
<p>Session 10: Leading in Action: Performance</p> <p>Management through Documented Practice</p> <p>Day 3, 8:00-9:30 AM</p> <p>(1.5 hours)</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Analyze how performance data informs professional development and instructional supervision • Integrate various professional development mechanisms to support teachers in curriculum implementation • Develop a context-based School Masterplan for Professional Development Plan aligned with curriculum goals and school needs 	<p>Eleser Mateo</p>	<ul style="list-style-type: none"> • Develop a context-based School Professional Development Masterplan that aligns with curriculum goals and addresses teachers' developmental needs.
<p>Session 11: Beyond Workshops: Sustaining Growth and Evolving Practice in School Leadership</p> <p>Day 3, 9:30-11:30 AM</p> <p>(2 hours)</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Explain the fundamental concepts, purposes, and components of the monitoring and evaluation (M&E) process in educational settings. • Develop a step-by-step procedure for designing, implementing, and reporting monitoring and evaluation activities aligned with school improvement goals. • Promote the practice of systematic and transparent monitoring and evaluation process as a tool for accountability, learning, and 		<ul style="list-style-type: none"> • Demonstrate understanding of the key concepts and processes of monitoring and evaluation in education, and apply a systematic approach in designing and implementing M&E activities that promote accountability and continuous school improvement.

continuous improvement in school operations.		
Session 12: Action Research/ Analytics/ Reflection Day 3, 1:00-2:00 PM (1 hour) Objectives: <ul style="list-style-type: none">• Demonstrate understanding of action research and analytics methodologies• Design a collaborative action research framework integrating impact evaluation• Interpret research findings through reflective leadership practices	Jem Boy Cabrella	<ul style="list-style-type: none">• Apply appropriate action research and analytics methodologies to collaboratively design a research framework with integrated impact evaluation, and effectively interpret findings to inform and enhance their leadership practices.

ROOM ASSIGNMENT

Room No.	Name	Room No.	Name
1	Melanie P. Estacio	6	MAGDAYAO, ROWENA MIRAL SY, ZANDRIA MICABANI QUIÑONES, ELIZABETH SOLANO, IVY FLORES
2	Maria Genevieve T. Francisquete Sollie B. Oliver Beverly S. Daugdaug	7	SEÑIRES, LEILANI TABASA NIONES, JOAN MANITO NACUA, INDA DELOS REYES LUCERO, JESSICA GONZAGA
3	Janice S. Alquizar Cecile C. Uy Marieflor Ibañez BOHOL, CHERRIE ANNE BAGUIO	8	FORTUN, MARY JOY BO-OC ALDE, FERNA RENIRA TORREON OLIVA, CHERRY ROSSETTE ESMORES JUEZAN, IDA ILUSTRISIMO
4	Chindy A. Bagando Lermalyn D. Luayon Evangeline Marata Queen Kris Ann Q. Rebosquillo	9	PAGAYON, RODEL LEMANA MATEO, ELESER DELA PEÑA BONGCAYAO, NEIL DAÑOLKO RONALD DEDACE
5	MARK JAYSON C. MABINI Jose Israel M. Maravilles Ruben Evarretta Renel Concoles		

ROOM ASSIGNMENT

Room No. Name		Room No. Name	
10	CABRELLA, JEM BOY BUNTANOG BISAGA JR, ANGEL VIAGAN PILLERIN, CLARENCE SULTAN SALINAS JR, GERVASIO RUFO	14	SAMONTE, MYLENE GALVADORES VILLALUNA, RIZZA LOYOLA ANDRADE, NEDYMAR DAYAP BOHOL, MARIFE MACASARTE
11	BAULETE, JOY RONQUILLO CAMPOMAYOR, MELACRES LANTACO CEDEÑO, RAQUEL LEGASPI DEIPARINE, REBECCA LORELIE PADILLO	15	EMILY IGCALINOS FLORAMAE CADUNGOG ROTSHEN CASILAC ADAM, ELECEL BONSIKO
12	HAIRIL, NORWENDA GABRIEL HERAMIZ, TITA TANTANO JAUM, JACQUELINE ALINDAJAO JUMAWAN, ANTONIA SAGARAY	16	ALMACIN, JONATHAN CANONIGO BECAMON, DANN DELOS REYES CALIPAYAN, RENATO DOROY DEIPARINE, PETER PAUL VASQUEZ
13	POGOY, RACHEL RAUT PORTO, AIMEE AMOR CARDINES RUBION, NOBA JIMENEA SALBORO, MERILYN TABACON	17	FERNANDEZ, AL DEGAMO GEVERA, CESAR JR MATURA JAVE ENDAR JESSIE BALORIO

ROOM ASSIGNMENT

Room No.	Name	Room No.	Name
18	ANDALES, MARIO MONDEN BARSALOTE, ALDIN JR JARA CARTAJENA, JOEL ADLAWAN CASTAÑARES, JULIUS CISNEROS	22	NACUA, EDEL FLORENTINO PADILLO, MARVIN NA PALLER JR, EDUARDO PALMERO JAY PAUL CABURAL
19	DE GUZMAN, ABDUL GAFOR MAURE GRANADA, JERWIN LONGAKIT LUCERO, NELSON ENRIQUEZ MALAHAY, ALLEN JOSEPH REYES	23	RELLON, JONATHAN ESTEPA SAYSON, EUGENE CADUNGOG SUCAYRE, JUVIC VILLARBA VILLAGONZALO, ANGELITO MUÑOZ
20	KING DEVESFRUTO MICHAEL COMETA PRINCE ALDRED MARZON ROSIMA, ROWELEM VENDER	24	ADDITIONAL PARTICIPANTS- AUGUST 18-19, 2025 ARNAEZ-LLABAN, CLARISSE JOY CORTES ESCALONA, HEIDI B. GALLARDO, MA. FLORENIL ASARAK, SHEENA
21	TIZON, ALAN BITACORA JUVY SALISE REX SAYSON LLOYD CERVANTES		ASARAK, SHEENA FUENTES, MICAH
		25	Marilyn Galo Ma. Regina Robante Bejarin, Kristime Marie

ROOM ASSIGNMENT

Room No.	Name
26	ALCOMENDRAS, FRANCIS JUDE D. MAURIN, RUSSEL KEVIN Stephen R. Pascual Robin Charles O. Ramos
27	Kim G Dela Cruz Jay Mark Alocelja Jeriel Caminade Lee Wilson Precellas
28	Marlou Samontina Thonver Sampaga Darsyl Silayan Jayffer Sartorio
29	Tambilawan Family- until Breakfast only Sept. 19
30	Ranollo Family- until Breakfast only Sept. 19
31	Sir Carding Family- until Breakfast only Sept. 19

1	MAGDAYAO, ROWENA MIRAL	F
2	CABRELLA, JEM BOY BUNTANOG	M
3	SY, ZANDRIA MICABANI	F
4	QUINONES, ELIZABETH	F
5	SOLANO, IVY FLORES	F
6	PAGAYON, RODEL LEMANA	M
7	SEÑIRES, LEILANI TABASA	F
8	NIONES, JOAN MANITO	F
9	BISAGA JR, ANGEL VIAGAN	M
10	NACUA, INDA DELOS REYES	F
11	LUCERO, JESSICA GONZAGA	F
12	MATEO, ELESER DELA PEÑA	M
13	JUEZAN, IDA ILUSTRISIMO	F
14	BONGCAYAO, NEIL DAÑOLKO	M
15	FORTUN, MARY JOY BO-OC	F
16	ALDE, FERNA RENIRA TORREON	F
17	OLIVA, CHERRY ROSSETTE ESMORES	F
18	PILLERIN, CLARENCE SULTAN	M
19	SALINAS JR, GERVASIO RUFO	M
20	BOHOL, CHERRIE ANNE BAGUIO	F
21	RONALD DEDACE	M

22 SDS
23 ASDS
24 SGOD CHIEF
25 CID CHIEF

26	Janice S. Alquizar	F
27	Cecile C. Uy	F
28	Mariefior Ibañez (CLASS MANAGER)	F
29	Queen Kris Ann Q. Reboquillo (CLASS MANAGER)	F
30	Chindy A. Bagando (CLASS MANAGER)	F
31	MARK JAYSON C. MABINI (CLASS MANAGER)	M
32	Lermalyn D. Luayon	F
33	Evangeline Marata	F
34	Jose Israel M. Maravillas - TECHNICAL	M
35	Ruben Evarretta	M
36	Renel Concoles	M

MA'AM NEPTUNE FAMILY
SIR RANOLLO FAMILY
SIR CARDING FAMILY

LIST OF PARTICIPANTS

37	BAULETE, JOY RONQUILLO	F
38	CAMPOMAYOR, MELACRES LANTACO	F
39	CEDEÑO, RAQUEL LEGASPI	F
40	DEIPARINE, REBECCA LORELIE PADIL	F
41	HAIRIL, NORWENDA GABRIEL	F
42	HERAMIZ, TITA TANTANO	F
43	JAUM, JACQUELINE ALINDAJAO	F
44	JUMAWAN, ANTONIA SAGARAY	F
45	POGOY, RACHEL RAUT	F
46	PORTO, AIMEE AMOR CARDINES	F
47	RUBION, NOBA JIMENEA	F
48	SALBORO, MERILYN TABACON	F
49	SAMONTE, MYLENE GALVADORES	F
50	VILLALUNA, RIZZA LOYOLA	F
51	ANDALES, MARIO MONDEN	M
52	BARSALOTE, ALDIN JR JARA	M
53	CARTAJENA, JOEL ADLAWAN	M
54	CASTANARES, JULIUS CISNEROS	M
55	DE GUZMAN, ABDUL GAPOR MAURE	M
56	GRANADA, JERWIN LONGAKIT	M
57	LUCERO, NELSON ENRIQUEZ	M
58	MALAHAY, ALLEN JOSEPH REYES	M
59	NACUA, EDESEL FLORENTINO	M
60	PADILLO, MARVIN NA	M
61	PALLER JR, EDUARDO PALMERO	M
62	RELLON, JONATHAN ESTEPA	M
63	SAYSON, EUGENE CADUNOG	M
64	SUCAYRE, JUVIC VILLARBA	M
65	VILLAGONZALO, ANGELITO MUÑOZ	M

Office Heads-August 18 (dinner)-August 19 (PM snack)

89	ARNAEZ-LLABAN, CLARISSE JOY COR	F
90	ESCALONA, HEIDI B.	F
91	GALLARDO, MA. FLORENIL	F
92	ASARAK, SHEENA	F
93	FUENTES, MICAH	F
94	ALCOMENDRAS, FRANCIS JUDE D.	M
95	MAURIN, RUSSEL KEVIN	M
96	Mark Jason Mabini	M
97	Kristine marie Bejarin	F

AI-Participants- August 18 (dinner)-August 19 (PM snack)

98	Merilyn Galo	F
99	Ma. Regina Robante	F
100	Stephen R. Pascual	M
101	Robin Charles O. Ramos	M
102	Kim G Dela Cruz	M
103	Jay Mark Alcelja	M
104	Jeriel Caminade	M
105	Lee Wilson Precellas	M
106	Marlou Samontina	M
107	Thonver Sampaga	M
108	Darsyl Silayan	M
109	Jayffer Sartorio	M

66	ANDRADE, NEDYMAR DAYAP	F
67	BOHOL, MARIFE MACASARTE	F
68	EMILY IGCALINOS	F
69	FLORAMAE CADUNOG	F
70	ROTSHEEN CASILAC	F
71	ADAM, ELECEL BONISCO	F
72	ALMACIN, JONATHAN CANONIGO	M
73	BECAMON, DANN DELOS REYES	M
74	CALIPAYAN, RENATO DOROY	M
75	DEIPARINE, PETER PAUL VASQUEZ	M
76	FERNANDEZ, AL DEGAMO	M
77	GEVERA, CESAR JR MATURA	M
78	JAVE ENDAR	M
79	JESSIE BALORIO	M
80	KING DEVESFRUTO	M
81	MICHAEL COMETA	M
82	PRINCE ALDRED MARZON	M
83	ROSIMA, ROWELEM VENDER	M
84	TIZON, ALAN BITACORA	M
85	JUVY SALISE	M
86	REX SAYSON	M
87	LLOYD CERVANTES	M
88	JAY PAUL CABURAL	M

SUMMARY

September 16 Tuesday	September 17 Wednesday	September 18 Thursday	September 19 Friday	September 20
Day 0 -Registration -Pre-Test -PM Snack -Dinner Standard Check-in time: 2:00pm	Day 1 -Breakfast -Opening Program -Sessions -AM Snack -Lunch -Sessions -PM Snack -Dinner -Debriefing	Day 2 -Breakfast -Sessions -AM Snack -Lunch -Sessions -PM Snack -Dinner -Debriefing Tribute to Retirees 6:30pm- onwards	Day 3 -Breakfast -Sessions -AM Snack -Lunch -Session -PM Snack -Debriefing -Post Test Afternoon Launching of AI Manual Closing Program	Check-out