



Republic of the Philippines
Department of Education
Region VI – Western Visayas
DIVISION OF AKLAN

May 6, 2025

DIVISION MEMORANDUM
No. 231, s. 2025


To: OIC Assistant Schools Division Superintendent
Chief Education Supervisors
Education Program Supervisors
Public Schools District Supervisors
Senior/Education Program Specialists
Principals/Head Teachers In-Charge of the District
Heads of Public Elementary, Secondary
and Integrated Schools
All Others Concerned

IMPLEMENTATION OF PHASE 2 – REVISED K TO 12 CURRICULUM CAPACITY BUILDING
ACTIVITIES FOR GRADES 2, 3, 5 AND (G2358) TEACHERS AND SCHOOL LEADERS

1. Attached is REGIONAL MEMORANDUM NO. 405 s. 2025 dated May 02, 2025, titled, "Implementation of Phase 2 – Revised K to 12 Curriculum Capacity Building Activities for Grades 2, 3, 5 and 8 (G2358) Teachers and School Leaders". This is in pursuant to Memorandum DM-OUHROD-2025-1100 dated April 29, 2025.
2. In this regard, hereunder is the list of personnel to represent SDO Aklan in the **Training of the Core Faculty on May 15-17, 2025 in Baguio City.**

Grade 2 – Marife J. Matorres, PhD. – Principal II of Tinigaw ES, Kalibo II District
Grade 3 – Reggie A. Barot, HT III of Mabusao ES, Ibajay West District
Grade 5 (Science) – Mary Cherry Lynn M. Tabernilla, EdD. – EPS, SDO Aklan
Grade 5 (A.P.) – Rovie C. Abello, PhD – Principal II of Laguianbana IS, Numancia District
Grade 8 (English) – Maricris I. Villaruel, PhD – HT III of Malinao School for Philippine Craftsmen, Malinao District
Grade 8 (Math) – Lovelyn I. Rodulfo, PhD – HT III of Navitas NHS, Malinao District
3. Participants are required to check in on Day 0 and check out on Day 4, item number 7 of Memorandum DM--OUHROD-2025-1100 dated April 29, 2025.
4. Travel and other incidental expenses of the personnel concerned shall be charged against downloaded HRD funds, subject to the existing accounting and auditing rules and regulations.
5. For information and appropriate action.

FOR THE SCHOOLS DIVISION SUPERINTENDENT:


ROLAND F. DEMOCRISO
Administrative Officer V
General Services
In-charge of the Division

LLP/



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Department of Education

OFFICE OF THE UNDERSECRETARY
HUMAN RESOURCE AND ORGANIZATIONAL DEVELOPMENT

MEMORANDUM
DM-OUHROD-2025-1100

TO : **Regional Directors**
Schools Division Superintendents
HRDD Chiefs / NEAP R Focal Persons
CID Chiefs
SGOD Chiefs
All Others Concerned

FROM : **WILFREDO E. CABRAL**
Undersecretary
Human Resource and Organizational Development

SUBJECT : **IMPLEMENTATION OF THE PHASE 2 – REVISED K TO 12 CURRICULUM CAPACITY BUILDING ACTIVITIES FOR GRADES 2, 3, 5, AND 8 (G2358) TEACHERS AND SCHOOL LEADERS**

DATE : 29 April 2025

1. The Department of Education, through the National Educators Academy of the Philippines (NEAP), will undertake the **Implementation of the Phase 2 – Revised Curriculum Capacity Building Activities for Grades 2, 3, 5, and 8 (G2358) for Teachers and School Leaders**, with schedule as follows:

Activity	Date	Venue	Participants
Training of Core Faculty	15-17 May 2025	Baguio City	Core Faculty from all regions
Expansion of Core Training Faculty (Batch 1)	19-21 May 2025	Baguio City	CAR and Region I
Expansion of Core Training Faculty (Batch 2)	23-25 May 2025	Baguio City	Region II
		Region V	Region V
		Cebu	Regions VI and VII
Expansion of Core Training Faculty (Batch 3)	27-29 May 2025	Baguio City	Region III
		Region IV-A	Region IV-A
		Cebu	Regions VIII, IX, and X
Expansion of Core Training Faculty (Batch 4)	31 May – 02 June 2025	Baguio City	NCR
		Cebu	Regions XI, XII, and XIII
		Region IV-B	Region IV-B
Training of Teachers	04-13 June 2025 (any 3 days)	All SDOs	All SDOs
Training of School Leaders	15-31 July 2025 (any 3 days)	All ROs	School leaders from all regions

2. For this phase, the capacity building activities will focus on the following aspects:
 - a. **Teacher Competence** – Strengthening subject mastery and pedagogical expertise
 - b. **Instructional Strategies** – Enhancing teaching methodologies to improve learning outcomes
 - c. **Assessment and Evaluation** – Ensuring effective monitoring of student progress and curriculum impact
3. In line with NEAP's efforts to make its professional development programs systematic and programmatic, these activities are anchored on the **Engage, Practice, and Consolidate (EPC) Framework** (adopted from the Philippine Normal University) which guarantees the following:
 - a. Teachers actively **engage** in acquiring new inputs on content, pedagogy, and assessment relative to curriculum delivery;
 - b. Teachers effectively **practice** these skills in real classroom settings; and
 - c. Teachers **consolidate** their learnings and feedback on their learning experiences to refine their teaching practices for continuous improvement and long-term sustainability.
4. To ensure the quality and effectiveness of the training activities, **all Regional Offices (ROs) and Schools Division Offices (SDOs) are advised to strictly adhere to the following guidelines and protocols:**
 - a. **Enclosure 1** – *Qualification Standards for Core Trainers and Training Faculty*
 - b. **Enclosure 2** – *Training Protocol and Guidelines (including Roles and Responsibilities)*
5. Likewise attached are the following documents, for reference:
 - a. **Enclosure 3** – *Breakdown of Participants per Activity*
 - b. **Enclosure 4** – *Program Flow per Activity*
6. **The ROs are also advised to ensure that availability of trainers to support schools implementing Indigenous Peoples Education (IPEd) and Special Needs Education (SNEd) programs.**
7. The participants are required to check in on Day 0 and check out on Day 4. Please see the meal schedule below.

Meals	Day 0	Day 1	Day 2	Day 3	Day 4
Breakfast		✓	✓	✓	✓
AM Snack		✓	✓	✓	✓
Lunch	✓	✓	✓	✓	
PM Snack	✓	✓	✓	✓	
Dinner	✓	✓	✓	✓	

8. The participants are reminded to bring their own laptops, chargers, extension cords, and other sources of internet connectivity (e.g., mobile data, pocket wifi, etc.).
9. The participants' board and lodging shall be charged against the Human Resource Development (HRD) Funds. Funds shall likewise be downloaded for the transportation, per diem, and other incidental expenses of the participants. In case the downloaded funds shall be insufficient, local funds of RO/SDO/school may be utilized, subject to the usual accounting and auditing rules and regulations.
10. The implementing guidelines on the utilization of the downloaded HRD Funds for this purpose as well as other important details on the activities will be released through a separate memorandum/advisory.
11. The participants are entitled to vacation service credits in accordance with DepEd Order No. 013, s. 2024 *"Revised Guidelines on the Grant of Vacation Service Credits for Teachers"* or DepEd Order No. 009, s. 2025 *"Amendment to DepEd Order No. 009, s. 2024 (Implementing Guidelines on the School Calendar and Activities for the School Year 2024-2025)"*, or compensatory time-off pursuant to CSC-DBM Joint Circular No. 2, s. 2004 *"Non-Monetary Remuneration for Overtime Services Rendered,"* whichever is applicable.
12. Should you have questions and concerns, please coordinate with **Mr. Alexander Simagala**, Project Development Officer IV, NEAP Professional Development Division, through email alexander.simagala@deped.gov.ph / neap.pdd@deped.gov.ph / neap.od@deped.gov.ph / matatag.phase2@gmail.com or landline (02) 8715-9919.
13. For immediate dissemination and strict compliance.

Copy furnished:

OFFICE OF THE SECRETARY

OFFICE OF THE UNDERSECRETARY FOR CURRICULUM AND TEACHING

OFFICE OF THE UNDERSECRETARY FOR OPERATIONS



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Enclosure 1: Qualification Standards for Core Trainers and Training Faculty
(Phase 2 – Revised K to 12 Curriculum Capacity Building Activities for G2358 Teachers and School Leaders)

The effectiveness of the training is reliant on the quality of core trainers and training faculty from the regions. They shall serve as Resource Persons in the conduct of SDO-led training of teachers. With this, the academy encourages a thorough evaluation at various governance levels to ensure that only the most qualified are chosen and endorsed to be a part of the pool of core trainers and expanded training faculty.

To ensure the effectiveness and equity of the training program, the selection of core trainers will consider diverse contexts and specialized areas of education, including:

- **Competency Benchmark** - Educators with strong leadership, instructional, and mentoring capabilities who can guide teachers effectively.
- **Indigenous People (IP) Education** - Trainers with expertise in culturally responsive teaching to support IP learners
- **Special Needs Education (SNED)** - Specialists who can address the needs of learners with disabilities

The Regional Offices, through their Human Resource Development Division (HRDD) Chiefs, are responsible for identifying and selecting the Training Faculty for their respective regions. To ensure a highly competent pool of trainers, all Schools Division Offices (SDOs) are encouraged to nominate qualified candidates based on the Qualification Standards (QS) set by the NEAP Central Office. These standards ensure the selection of trainers who exhibit:

- Strong subject matter expertise aligned with the revised k to 12 curriculum.
- Exceptional facilitation and instructional skills to deliver engaging and effective training.
- Extensive experience in teacher training and professional development to maximize learning impact.

The number of training faculty required per region is indicated in Enclosure 3. The Regional Office is responsible for cascading the allocation and ensuring proper distribution across their divisions. The HRDD Chief is tasked with assigning the total number of Core Training Faculty per SDO, ensuring that each SDO has adequate trainers for Grades 2, 3, 5, and 8. This guarantees equitable representation and a well-distributed pool of trainers to support the successful implementation of the Revised K to 12 (MATATAG) Curriculum.

QUALIFICATION STANDARDS

The selection is open to Teachers, Master Teachers, School Leaders (Officer-in-Charge, Teachers-in-Charge, Assistant Principals, and Principals), and teaching-related personnel (Chiefs, Education Program Supervisors, and Public Schools District Supervisors) from the Department of Education.



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Candidate must meet the following qualifications and requirements.

1. EDUCATION

- Must be a **master's degree graduate** in Education with a specialization in the subject to be trained.

2. TRAINING

- Must have served as a resource person in related topics within the past three years.
- Must have completed at least 40 hours of relevant training.
- Must be capable of developing and implementing professional development programs (e.g., LAC sessions, coaching and mentoring, job-embedding learning) while demonstrating professionalism in communication and conduct, as well as proficiency in using technology for training and instruction.

3. EXPERIENCE

- Must have experience in managing quality-assured Professional Development Programs (PDs), such as MATATAG Phase 1.
- Must demonstrate competence in team leadership, session management, program implementation, and monitoring.
- Must be capable of localizing learning resources, delivering sessions effectively, and being open to feedback for continuous improvement.

4. PERFORMANCE RATING

- Must have at least a **Very Satisfactory (VS)** performance rating for the last rating period.

DOCUMENTARY REQUIREMENTS:

Interested candidates must submit the following documents to their respective Schools Division Office. This process ensures thorough evaluation and selection, leading to the identification of the official trainers within each division:

1. Letter of Intent
2. Curriculum Vitae (following the PRC template)
3. Declaration of Availability and Willingness - a signed statement confirming availability to attend training sessions during vacation (for teachers only).
4. Medical Certificate (issued by a government physician, certifying the candidate's physical fitness and emotional stability).



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Enclosure 2: Training Protocol and Guidelines

(Phase 2 – Revised K to 12 Curriculum Capacity Building Activities for G2358 Teachers and School Leaders)

1. The training will cover 3 days of face-to-face sessions (Engage), at least 6 months of Workplace Application (Practice), and 3 days of reporting of results and feedback (Consolidate).

2. Roles and Responsibilities

2.1 Training Faculty - serve as Resource Persons in the training of Grades 2, 3, 5, and 8 teachers at the Schools Division Office (SDO) level.

2.1.1 Program Management Team (PMT) for Core Training Faculty and Faculty Expansion

During the Training of Core Faculty and Expansion of Training Faculty, NEAP CO assign the members of the PMT. Coordination meeting shall be conducted to orient the PMT members.

2.2 LMT and PMT in Each SDO During the Implementation of the Training of Teachers

2.2.1 Learning Management Team (LMT)

The LMT is responsible for managing and overseeing the learning process throughout the training implementation. In particular, the team shall:

- Ensure the proper facilitation and delivery of training sessions
- Provide technical assistance to trainers and participants
- Oversee the alignment of training content with the Revised K to 12 (MATATAG) Curriculum
- Monitor and evaluate the effectiveness of the training program in district or clustered-based school training

LMT Composition:

- Curriculum Implementation Division (CID) Chief, Education Program Supervisors (EPS), and Public Schools District Supervisors (PSDS)

2.2.2 Program Management Team (PMT)

The PMT is responsible for the overall program implementation, logistics, and monitoring of training activities at the district or clustered schools level. Their key duties include:

- Managing the smooth conduct of training sessions
- Ensuring compliance with training schedules and requirements
- Overseeing the completion and submission of participants outputs
- Monitoring and evaluating district or clustered school-based training



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PMT Composition:

- School Governance and Operations Division (SGOD) Chief, Education Program Supervisor (EPS) in SGOD, SEPS and EPS II for School Management and Monitoring and Evaluation, SEPS for Human Resource Development, and District Nurse (responsible for monitoring the health and well-being of participants).

3. The Grade 2 and 3 training is designed for self-contained classrooms where teachers handle all subjects.

4. The Grade 5 and 8 training is designed for subject-specific teaching, where different teachers handle individual subjects.

5. Participants must attend the entire face-to-face training. Tardiness and absences will result in non-completion of the training.

6. The PMT is responsible for ensuring those participants complete sessions tasks and submit required outputs.

7. Certificate of Participation shall be received by participants who will complete the training. Certificate of Recognition shall be received by the Trainers/facilitators, and members of PMT and LMT.

Link: <https://tinyurl.com/4ztmt88p>

8. The NEAP National Technical Working Group (TWG), Regional Technical Working Group, and PMT/LMT at the SDO level will monitor the implementation of the Training of Teachers.

9. A Pre-Test will be administered before the training begins, and a Post-Test will be conducted upon completion.

10. The SEPS and EPS II (Monitoring and Evaluation) will conduct the End of the Day Evaluation in their respective SDOs and consolidate.

11. All M&E Reports (including the End of the Day Evaluation and pictures taken during the training) shall be submitted to the Regional Office through the HRDD Chief, who is responsible for consolidating the End of the Day Evaluation submitted by each SDO. The reports will then be forwarded to the NEAP Central Office via the provided link.

Link: <https://tinyurl.com/ycbjhev5>

12. The deadline for submitting the M&E Report is one month after the completion of the Training of Teachers.



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Enclosure 3: Training Participants

(Phase 2 – Revised K to 12 Curriculum Capacity Building Activities for G2358 Teachers and School Leaders)

The Core Training Faculty is composed of the regional participants invited as writers of the Training Resource Package developed from August to December 2024. The PMT refers to the Regional Chiefs of HRDD and CLMD and Division Chiefs of the Finance and Administrative Services.

BREAKDOWN OF PARTICIPANTS

Training of Core Training Faculty

Region	CORE TRAINING FACULTY					PMT	TOTAL
	Grade 2	Grade 3	Grade 5	Grade 8	TOTAL		
1	15	15	21	19	70	4	74
2	12	12	17	15	56	4	60
3	30	29	36	35	130	4	134
4a	34	35	42	39	150	4	154
4b	11	11	15	15	52	4	56
5	23	22	27	26	98	4	102
6	24	23	32	28	107	4	111
7	23	23	29	27	102	4	106
8	19	16	21	21	77	4	81
9	13	13	17	16	59	4	63
10	16	15	20	17	68	4	72
11	15	14	20	19	68	4	72
12	13	13	18	17	61	4	65
13	10	10	14	14	48	4	52
CAR	9	7	11	11	38	8	46
NCR	21	23	30	33	107	4	111
TOTAL	288	281	370	352	1,291	68	1,359



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BREAKDOWN OF PARTICIPANTS

Expansion of Core Training Faculty

Region	CORE TRAINING FACULTY					PMT	RP	TOTAL
	Grade 2	Grade 3	Grade 5	Grade 8	TOTAL			
Batch 1								
1	207	214	248	206	875	35	53	963
CAR	107	89	89	67	352	15	22	389
Batch 2a								
2	167	166	187	143	663	27	40	730
4b	153	156	159	144	612	25	37	674
Batch 2b								
5	322	319	329	302	1,272	51	77	1,400
Batch 2c								
6	341	336	399	326	1,402	57	85	1,544
7	331	324	353	313	1,321	53	80	1454
Batch 3a								
3	430	414	459	422	1,725	69	104	1,898
Batch 3b								
4a	487	493	553	499	2,032	82	122	2,236
Batch 3c								
8	274	234	246	228	982	40	59	1,081
9	185	180	193	153	711	29	43	783
10	222	213	226	178	839	34	51	924
Batch 4a								
NCR	299	329	367	398	1,393	56	84	1,533
Batch 4b								
11	209	204	224	197	834	34	51	919
12	182	180	204	171	737	30	45	812
13	142	137	148	131	558	23	34	615
TOTAL	4,058	3,988	4,384	3,878	16,308	660	987	17,120



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BREAKDOWN OF PARTICIPANTS

Training of Teachers

Region	TEACHERS					TRAINING FACULTY					PMT	TOTAL
	Grade 2	Grade 3	Grade 5	Grade 8	TOTAL	Grade 2	Grade 3	Grade 5	Grade 8	TOTAL		
1	3,453	3,560	4,126	3,435	14,574	207	214	248	206	874	583	16,031
2	2,790	2,761	3,109	2,390	11,050	167	166	187	143	663	442	12,155
3	7,162	6,908	7,653	7,028	28,751	430	414	459	422	1,725	1,150	31,626
4a	8,115	8,223	9,218	8,324	33,880	487	493	553	499	2,033	1,355	37,268
4b	2,548	2,606	2,652	2,399	10,205	153	156	159	144	612	408	11,225
5	5,364	5,321	5,489	5,030	21,204	322	319	329	302	1,272	848	23,324
6	5,679	5,592	6,658	5,437	23,366	341	336	399	326	1,402	935	25,703
7	5,513	5,405	5,875	5,211	22,004	331	324	353	313	1,320	880	24,204
8	4,567	3,896	4,105	3,797	16,365	274	234	246	228	982	655	18,002
9	3,091	3,000	3,214	2,554	11,859	185	180	193	153	712	474	13,045
10	3,700	3,548	3,766	2,974	13,988	222	213	226	178	839	560	15,387
11	3,490	3,408	3,728	3,277	13,903	209	204	224	197	834	556	15,293
12	3,029	2,992	3,397	2,848	12,266	182	180	204	171	736	491	13,493
13	2,373	2,276	2,466	2,189	9,304	142	137	148	131	558	372	10,234
CAR	1,779	1,478	1,488	1,123	5,868	107	89	89	67	352	235	6,455
NCR	4,991	5,488	6,122	6,628	23,229	299	329	367	398	1,394	929	25,552
TOTAL	67,644	66,462	73,066	64,644	271,816	4,059	3,988	4,384	3,879	16,309	10,873	298,998



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BREAKDOWN OF PARTICIPANTS

Training of School Leaders

Region	School Leaders	Program Management Team	NEAP Personnel and TWG	TOTAL
1	3,393	50	30	3,473
2	2,916	50	30	2,996
3	5,194	50	30	5,274
4a	6,007	50	30	6,087
4b	2,684	50	30	2,764
5	4,467	50	30	4,547
6	5,037	50	30	5,117
7	4,697	50	30	4,777
8	4,466	50	30	4,546
9	2,868	50	30	2,948
10	3,106	50	30	3,186
11	2,704	50	30	2,784
12	2,541	50	30	2,621
13	2,355	50	30	2,435
CAR	2,080	50	30	2,160
NCR	2,687	50	30	2,767
TOTAL	57,202	800	480	58,482



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Enclosure 4: Program of Activities

(Phase 2 – Revised K to 12 Curriculum Capacity Building Activities for G2358 Teachers and School Leaders)

TRAINING OF TRAINING FACULTY (GRADE 2)

SCHEDULE	ACTIVITIES		
	DAY 1	DAY 2	DAY 3
8:00- 8:30	Opening Program	Management of Learning	
8:30- 10:00	Session 1. Optimizing Teaching by Understanding the Nature of Learners	Session 5. Makabansa Curriculum: Content and Pedagogy	Session 8. Demonstration Teaching: Achieving Success in Lesson Delivery
10:00-10:15	Health Break		
10:15-12:00	Session 2. English Curriculum: Content and Pedagogy	Session 6. GMRC Curriculum: Content and Pedagogy	Continuation of Session 8. Demonstration Teaching: Achieving Success in Lesson Delivery
12:00-12:45	Lunch Break		
12:45-1:00	Afternoon Management of Learning		
1:00-3:00	Session 3. Filipino Curriculum: Content and Pedagogy	Session 7. Positive Use of ICT in Facilitating Teaching-Learning Process	Session 9. Strengthening Teaching Practices for Better Learning Outcomes through Collaborative Expertise Sessions
3:00-3:15	Health Break		
3:15-4:00	Session 4. Mathematics Curriculum: Content and Pedagogy	Workshop 1. Lesson Planning Integrating Content and Pedagogy	Closing Program
4:00-4:30	End-of-the-Day Reminders and Evaluation		



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TRAINING OF TRAINING FACULTY (GRADE 3)

SCHEDULE	ACTIVITIES		
	DAY 1	DAY 2	DAY 3
8:00- 8:30	Opening Program	Management of Learning	
8:30- 10:00	Session 1. Optimizing Teaching by Understanding the Nature of Learners	Session 5. Makabansa Curriculum: Content and Pedagogy	Workshop 1. Lesson Planning Integrating Content and Pedagogy
10:00-10:15	Health Break		
10:15-12:00	Session 2. English Curriculum: Content and Pedagogy	Session 6. GMRC Curriculum: Content and Pedagogy	Session 9. Demonstration Teaching: Achieving Success in Lesson Delivery
12:00-12:45	Lunch Break		
12:45-1:00	Afternoon Management of Learning		
1:00-3:00	Session 3. Filipino Curriculum: Content and Pedagogy	Session 7. Science Curriculum: Content and Pedagogy	Session 10. Strengthening Teaching Practices for Better Learning Outcomes through Collaborative Expertise Sessions
3:00-3:15	Health Break		
3:15-4:00	Session 4. Mathematics Curriculum: Content and Pedagogy	Session 8. Positive Use of ICT in Facilitating Teaching-Learning Process	Closing Program
4:00-4:30	End-of-the-Day Reminders and Evaluation		



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TRAINING OF TRAINING FACULTY (GRADES 5 AND 8)

SCHEDULE	ACTIVITIES		
	DAY 1	DAY 2	DAY 3
8:00- 8:30	Opening Program	Management of Learning	
8:30- 10:00	Session 1. Optimizing Teaching by Understanding the Nature of Learners	Workshop 1. Crafting of Sample Assessment Tools [in the Learning Area]	Workshop 3. Lesson Planning Integrating Content and Pedagogy
10:00-10:15	Health Break		
10:15-12:00	Session 2. Deepening Understanding of [Learning Area] Curriculum Content for Effective Instruction	Session 5. Curriculum Mapping and Unpacking Standards: Aligning Competencies for Effective Instruction	Session 7. Demonstration Teaching: Achieving Success in Lesson Delivery
12:00-12:45	Lunch Break		
12:45-1:00	Afternoon Management of Learning		
1:00-3:00	Session 3. Application of Instructional Design Framework in the Learning Area Delivery	Session 6. Positive Use of ICT in Facilitating Teaching-Learning Process	Session 8. Strengthening Teaching Practices for Better Learning Outcomes through Collaborative Expertise Sessions
3:00-3:15	Health Break		
3:15-4:00	Session 4. Designing Meaningful Assessments for Effective Learning in the Curriculum	Workshop 2. Curriculum Mapping and Unpacking of Competencies	Closing Program
4:00-4:30	End-of-the-Day Reminders and Evaluation		



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TRAINING OF TRAINING FACULTY (School Heads and PSDSs)

SCHEDULE	ACTIVITIES		
	DAY 1	DAY 2	DAY 3
8:00- 8:30	Opening Program	Management of Learning	
8:30- 10:00	Session 1. The General Shaping Paper of the Revised K to 12 (MATATAG) Curriculum	Session 5. Whole School Approach to Curriculum Planning	Workshop 1. Crafting of Samples PD Plan and WAP for Teachers
10:00-10:15	Health Break		
10:15-12:00	Session 2. Curriculum Progression across Key Stages	Session 6. Optimizing Leadership on Professional Development Programs: Avenue for Performance Enhancement and Intervention	Session 9. Collaborative Expertise Sessions as Vehicle for Effective Curriculum Delivery
12:00-12:45	Lunch Break		
12:45-1:00	Afternoon Management of Learning		
1:00-2:30	Session 3. Improving Learning Outcomes through Effective Curriculum Implementation	Session 7. Practicing the Learning through Workplace Application	Session 10. Promoting Sustainability through Monitoring and Evaluation
2:30-3:00	Health Break		
3:00-4:30	Session 4. Ensuring Availability and Effective Use of Learning and Teaching Resources	Session 8. Aligning PD Plan with Workplace Application Plan (WAP)	Closing Program
4:30-5:00	End-of-the-Day Reminders and Evaluation		