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	DIVISION MEMORANDUM		Name of Office: SDO, Angeles City

November 13, 2018

DIVISION **MEMORANDUM**
No. 28 **S. 2018**

**SEAMEO INNOTECH GURO 21 (GEARING UP RESPONSIBLE OUTSATNDING TEACHERS)
 COURSE 1**

To : All Heads of Public Elementary and Secondary Schools

1. Relative to the SEAMEO' INNOTECH's innovative online courses available to school heads and teachers which are now all CPD accredited, the regional office has allotted 5 slots in our division for GURO 21 course.
2. The course is intended to build the capacity of teachers in facilitating the development of the 21st century skills. It is fifty –four (54) hour training course self –paced for two months (2) months with four (40) scheduled live chat session (3) hours each.
3. The Regional Office shall pay for the program charged to the 2018 HRTD Funds, subject to the usual accounting and auditing rules. For further inquiries and clarification, please refer to attached letter and enclosure.
4. The deadline for submission of the names of recipients will be on or before November 15, 2018.
5. Immediate and wide dissemination of this Memorandum is earnestly desired.


LEILANI SAMSON CUNANAN, CESO VI
 Schools Division Superintendent

agg/seps/hrd



GURO21 COURSE 1 FOR DEPED REGIONS

SEAMEO INNOTECH, Philippines

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I. INTRODUCTION

Given its mandate of developing, incubating and transferring e-Solutions to the partner Ministries of Education in SEAMEO member countries, SEAMEO INNOTECH (SI) developed the first flexible learning course for school teachers in Southeast Asia. The course known as *GURO21* or *Gearing Up Responsible and Outstanding Teachers in Southeast Asia for the 21st Century* has been offered to the selected Divisions or ds of the Department of Education (DepEd) after its very successful pilot run on June 2012.

GURO21 is a menu of flexible learning courses that aim to address the teachers' needs in relation to the technological advances and changing educational trends of the 21st century. *GURO21* is also expected to enhance the teachers' knowledge, skills, attitudes, and values on teaching and learning in the new century.

Similar to the development of the eXCELS courses for Principals, *GURO21* courses were developed based on the Southeast Asian Region-validated Competency Framework for Southeast Asian Teachers of the 21st Century. The Competency Framework covers eleven (11) general competency areas and sixty-four enabling or sub-competencies. When ranked in terms of (a) importance, (b) frequency of performance and (c) degree of training needed in the identified knowledge, skills, values and attitudes.

The two highly ranked competency areas - (1) Facilitating the Development of Learners' Life and Career Skills, and (2) Facilitating Learning - were thereafter developed into the following flexible learning courses:

- Course 1 entitled "*Facilitating the Development of 21st Century Skills for Southeast Asian Teachers*," and
- Course 2 is entitled "*Developing Higher Order Thinking Skills*" or HOTS.

Course 1 was pilot-tested from April 17 – June 1, 2012 with 21 participants from six (6) SEAMEO-member countries. On the other hand, the first batch in the Philippines was held in cooperation with Pangasinan State University (PSU) in Region I with 85 participants.

II. PROFILE OF LEARNERS

The course is open to all classroom teachers, teacher educators, and tertiary instructors or professors from SEAMEO member countries, particularly from the Philippines' DepEd Regional Offices who possesses the following qualifications:

- Computer literate and have easy access to internet connection (required to enable participation in the online course);
- Able to understand, speak, and write in the English language; and
- Able and willing to utilize course lessons, and share them, with other teachers and their school heads.
- Minimum of 3 years in the service



September 13, 2018

Dr. Beatriz G. Torno
Regional Director
DepED Region III
Diosdado Macapagal Gov't Center
Maimpis City of San Fernando
Pampanga

Dear Dr. Torno,

SEAMEO INNOTECH is committed to continuously provide innovative capacity building opportunities for our educators. We are pleased to inform you of SEAMEO INNOTECH's menu of innovative online courses available for school heads and teachers which are now all CPD accredited.

Online Course Title	Course Details	Equivalent Training Hours	CPD Credits	CPD Accreditation Code
Teach On: Keeping the Passion Alive	Massive Open Online Course that aims to inspire, rekindle and sustain teachers' passion for teaching	30 training hours self-paced for 2 months	15	2017-086-1253
✓ GURO 21 (Gearing Up Responsible and Outstanding Teachers) Course 1	Builds the capacity of teachers in facilitating the development of 21 st century skills	54 training hours self-paced for 2 months with 4 scheduled live chat session (3 hours each)	15	2017-086-1251
✓ GURO 21 (Gearing Up Responsible and Outstanding Teachers) Course 2	Builds the capacity of teachers to develop higher-order thinking skills	54 training hours self-paced for 2 months with 4 scheduled live chat session (3 hours each)	15	2017-086-1212
TEACHxCELS (Teaching and Learning Excellence for School Leadership in Southeast Asia)	Builds the capacity of school heads to develop and strengthen the management of teaching and learning processes in school	54 training hours self-paced for 2 months with 4 scheduled live chat session (3 hours each)	15	2017-086-1250
SUPERxCELS (Supervision Excellence for School Leadership on Southeast Asia)	Develops and strengthens the school head's capacity for developmental, differentiated and clinical supervision	84 training hours self-paced for 3 months with 6 scheduled live chat session (3 hours each)	15	2017-086-1252

To qualify, the participants should be officially nominated by the Superintendent or the officials from DepEd Regions or their designated representative/s. The nomination or endorsement letter should include a certification that their qualifications were thoroughly reviewed and that they are qualified to participate in the course.

III. LEARNING OUTCOMES

At the end of the course, the participants are expected to:

- Equip themselves with the knowledge, skills, attitudes, and values (KSAVs) required of 21st century teachers that they can pass on to their students to help them face the challenges of 21st century; and
- Develop and enhance their facilitating skills to effectively play their role as teachers in the 21st century.

IV. COURSE CONTENTS

The course has two self-learning modules, which are outlined below, together with their corresponding module objectives:

1. **Module 1: Equipping Teachers with Knowledge and Skills, Attitudes and Values for the 21st Century**

The three lessons in this module will equip teachers with the necessary knowledge, skills, attitudes, and values required of a teacher in the 21st century.

Lesson 1: “Learning to Know” as a 21st Century Teacher

- Describes the critical attributes of education in the 21st century.
- Discusses the new parameters for teaching and learning in the 21st century
- Explains the four pillars of learning as a framework for 21st century education
- Discusses the first pillar of learning, *Learning to Know*.
- Identifies the core themes, literacies, and competencies of the 21st century
- Explains issues pertaining to media and ICT literacy that affect teachers
- Assesses one’s level of competency in integrating Information and Communication Technology (ICT) in the classroom

Lesson 2: “Learning to Live Together” and “Learning to Do” as a 21st Century Teacher

- Explains the pillar, *Learning to Live Together*, and how it relates to life and career skills in the 21st century
- Discusses 21st century life and career skills under the pillar, *Learning to Live Together*
- Assesses one’s attributes as a teacher of peace in the 21st century.
- Explains the pillar, *Learning to Do*, and how it relates to life and career skills in the 21st century
- Discusses 21st century life and career skills under the pillar, *Learning to Do*
- Assesses one’s leadership attributes as a 21st century teacher

Lesson 3: “Learning to Be” as a 21st Century Teacher

- Explains the pillar, *Learning to Be*, as it relates to your daily life and life as a teacher of the 21st century
- Describes the competencies under the pillar, *Learning to Be*
- Applies the competencies of *Learning to Be* pillar to your daily life and life as a 21st century teacher

2. Module 2: Facilitating 21st Century Learning

The following are the three lessons in this module:

Lesson 1, *The 21st Century Teacher as Subject Matter Expert*, will enable the participants to assess their attitude towards the subject matter they teach. They will also be introduced to the domains and components of knowledge for teaching. Based on what they have learned, they will then develop a personal program for life-long learning and acquiring mastery of the subject matter.

Lesson 2, *The 21st Century Teacher as a Facilitator of Learning*, describes the characteristics of facilitative teaching. It also examines the various strategies that cater to students' learning styles and elicit active learning. The participants will also learn how to integrate higher order thinking in their lessons, apply questioning and reacting skills in order to enhance the teaching- learning process in their classroom, and contextualize teaching to local situations.

Lesson 3, *The 21st Century Teacher as a Classroom Manager*, discusses strategies that promote students' participation and collaboration in classroom activities. It also describes how the participants can apply communication skills relevant to their students' level. Using this acquired knowledge, they will create a classroom management plan to promote a conducive learning environment.

V. METHODS/TOOLS TO BE USED

The course will be delivered online. The Learners will need, approximately, a total of 54 training hours in order to complete the course. The main source of the materials will be the learning modules that were designed to be interactive and self-instructional. It incorporates the Four A's (i.e. Activity, Analysis, Abstraction and Application) of the adult learning process.

Prior to studying the modules, the Learners will be required to complete a diagnostic self-assessment (self-rating competency checklist) to determine his/her pre-course competency level on the topics to be covered. The information will be used as a benchmark for monitoring progress throughout the course and serve as a guide in prioritizing individual learning needs.

After completing each module, he/she will complete a self-rating competency checklist. By comparing the pre- and post-module ratings, he/she will determine how much the principal shall have learned. The self-instructional modules are designed to allow the learner to monitor his/her own progress. This is done through built-in questions, immediate feedback on performance, pre- and post-tests, application-based practical assignments, summaries, and self-checklists.

In order to fully understand how his/her performance will be assessed, a Rating Rubric Guide and Criteria has been included in the GURO21 Course 1 Learning Package.

VI. EXPECTED OUTPUTS FROM THE LEARNERS

At the end of the GURO21 Course 1, the Learner would have successfully completed the following:

1. A minimum of 30 entries per week as contribution in the four-week synchronous discussion sessions;
2. At least one response for each posting of the FLT in the discussion forum or in the four-week asynchronous sessions;
3. Submit of the following course requirements
 - Two module assignments (i.e. Personal Lifelong Learning Plan and Professional Development Plan);
 - Course Reflection Paper
 - End of Course Action Plan

4. Accomplish the online "End-of-Course Evaluation"; and
5. Pass the face-to-face or online Revalida-Interview before a panel of experts.

VI. LEARNER ASSESSMENT

The Learners will be evaluated based on their participation in the synchronous and asynchronous discussion sessions and their submission of the following written requirements:

1. Module Assignments

For each module, learners will be required to submit an assignment

2. The End of Course Reflection Paper

At the end of the course, the Learners will be asked to prepare a reflection paper that highlights their learning needs, brief summary of main learning activities engaged in during the course and the description of major/significant learning insights (in terms of knowledge, skills, attitudes, values) that were gained from the course.

3. The Action Plan

The action plan is one of the last requirements of the course. It should integrate, synthesize and apply the core competencies that were discussed in the course.

Grading shall make use of letter grades with corresponding equivalent adjectival descriptions and the tutor's qualitative narrative or feedback, on whether an output is of high quality, satisfactory, or low/poor quality.

- *High quality (between A to A+)* feedback means that the output clearly reflects the specific competency or competencies covered or even surpasses them
- *Satisfactory quality (Between B to B+)* means meeting the minimum standards of the course.
- *Low/poor quality (C)* means the output does not reflect the specific competencies covered in the course.

The assignments, action plan, reflection paper and the other course requirements are expected to help integrate competencies acquired. They also allow the assessment of higher order thinking skills and encourage application of knowledge to real life situations.

Below is the weight distribution for each requirement.

Activity	Weight
Participation in online discussions either in Forum and Chat for the first module	15%
Participation in online discussions either in Forum and Chat for the second module	15%
Module 1 Assignment	20%
Module 2 Assignment	20%
End-of-Course Reflection Paper	10%
End-of-Course Action Plan	20%
Total	100%

Note that if the Learner missed two of the four chat sessions under Module 1 or 2, he/she will automatically get a "C" rating for that category and getting two "C" ratings from the major course requirements will result in an overall rating of "C".

In determining the final grades, the FLT will be guided by the following:

Letter Rating	Numerical Rating in iFLEX	Equivalent
A+	4	Excellent
A	3.5	Very Satisfactory
B+	3	Satisfactory
B	2	Meets Minimum Standards/Passed
C	0	Deficient

III. Schedule

The learners will be studying the modules, participate in the synchronous and asynchronous discussions, and submit the course requirements following the prescribed schedule:

Time/ Schedule	Week 1	Week 2	Week 3	Week 4
Chat Session 2:00-5:00PM or 5:00-8:00PM (on Fridays) or 8:00- 11:00AM or 1:00- 4:00PM (on Weekends)	<ul style="list-style-type: none">Accomplishment of Pre-Test in Module 1 of My Competency AssessmentChat Session No. 1, Lesson 1, Module 1Read: Required Readings	<ul style="list-style-type: none">Chat Session No. 2, Lessons 2 & 3, Module 1Accomplishment of Post-Test in Module 1 of My Competency AssessmentRead: Required Readings	<ul style="list-style-type: none">Accomplishment of Pre-Test in Module 2 of My Competency AssessmentChat Session No. 3, Lesson 1, Module 2Submission of Module 1 Assignment	<ul style="list-style-type: none">Chat Session No. 4, Lessons 2 & 3, Module 2Read: Required ReadingsAccomplishment of Post-Test in Module 2 of My Competency Assessment
	Week 5	Week 6	Week 7 or 8	
	<ul style="list-style-type: none">Submission of Module 2 Assignment	<ul style="list-style-type: none">Submission of End-of-Course Reflection Paper and Action Plan	Course Revalida and Graduation Ceremonies	

IV. PROGRAM MONITORING AND EVALUATION

The course will be evaluated based on the following methods:

1. *Online Course Evaluation.* Where the Learners will be required to accomplish the Post-Course Evaluation Questionnaire in the iFLEX. The results of the evaluation will thereafter be communicated to all the concerned; and
2. *Analysis of the Learners' End of Course Reflection Papers*
3. *Qualitative face-to-face interviews with selected stakeholders.* At least a year after the end of the course, SEAMEO INNOTECH will arrange for an online interview or Focus Group Discussion (FGD) with the Learners and their stakeholders, i.e. School Heads' supervisors which may include the Schools Division Superintendents or DepEd Regional Office Officials, teachers and students and other members of the academic community;

I. CERTIFICATE OF COMPETITION

An international Certificate of Competence shall be issued if the Learner will receive a final rating of "A" or "B." This means that he/she have successfully met the standards of the course and have gained the expected competency outcomes. He/she will also receive a rating card indicating his/her overall performance rating for the course.

If he/she participated in the course activities but failed to meet the minimum standards he/she will be issued a Certificate of Attendance and a rating card.

II. SUPPORT SERVICES TO BE PROVIDED TO THE PARTICIPANTS

The following appropriate arrangements will be made available for the Learners during the conduct of the course:

1. *GURO21 Course 1 Learning Package.* A training kit containing the following (a) Two course modules, (b) Required Readings, (c) the Learners Orientation Manual, (d) the iFLEX Manual, (e) course flyer and (f) the orientation videos. The Learning Package will be made available online;
2. *International Certificate of Competence.* With an equivalent number of training hours of international professional development upon satisfactory completion of the course.
3. *SEAMEO INNOTECH Alumni Membership ID Card.* Benefits of the Alumni Membership ID Card include discounted overnight stay at the SEAMEO INNOTECH International House and free use of the SEAMEO INNOTECH Learning Resource Center;
4. *Perpetual Access to the SEAMEO INNOTECH Alumni Portal.* The portal is a space where the members of the Alumni can get most up-to-date news about education trends and developments and where they can interact with their fellow alumni and share expertise and stories with each other
5. *Advanced Academic Credit* for receiving a final rating of "A" or "B" from the SEAMEO INNOTECH Higher or Teacher Education partners all over the Philippines, upon the Learner's enrollment.

III. PROGRAM COSTS

The total investment for this program is Php 7,000 per learner (Php6,000.00 Course Fees and Php1,000 for costs of meals/snacks during the F2F sessions – Orientation and Revalida).






The program fee includes a 65 percent discount to DepEd, as a long-standing institutional partner of SEAMEO INNOTECH.

This fee, however, excludes the travel and transportation costs of the participants to and from the training venue and other personal expenses that the individual participant may incur in the duration of the program.

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	Target Audience	Training Hours	CPD Credits
 TEACH ON KEEPING THE PASSION ALIVE A Massive Open Online Course (MOOC) initiative to inspire, rekindle, and sustain teachers' passion for teaching.	TEACHERS	30	15 <small>Accreditation code: 2017-086-1253</small>
 EURO 21 - COURSE 1 GEARING UP RESPONSIBLE AND OUTSTANDING TEACHERS The course builds the competencies of teachers in facilitating the development of 21st century skills among students.	TEACHERS	54	15 <small>Accreditation code: 2017-086-1251</small>
 EURO 21 - COURSE 2 GEARING UP RESPONSIBLE AND OUTSTANDING TEACHERS The course builds the competencies of teachers in developing higher order thinking skills among students.	TEACHERS	54	15 <small>Accreditation code: 2017-086-1252</small>
 TEACH XCELS TEACHING AND LEARNING EXPERIENCE FOR SCHOOL LEADERSHIP IN SOUTHEAST ASIA The course addresses the need to develop and strengthen school heads' capacity to manage the teaching and learning processes in the school.	SCHOOL HEADS	54	15 <small>Accreditation code: 2017-086-1250</small>
 SUPER XCELS SUPERVISION EXCELLENCE FOR SCHOOL LEADERSHIP IN SOUTHEAST ASIA The course develops and strengthens the school heads' capacity for developmental, differentiated and clinical supervision.	SCHOOL HEADS	84	15 <small>Accreditation code: 2017-086-1252</small>

For more information, please contact robbie.seameo@innotech.org

Successful course completers receive an international course certificate from SEAMEO INNOTECH. Completers of GUR021, TEACHEXCELS and SUPEREXCELS also receive advance academic credit of at least 6 units from SEAMEO INNOTECH partner universities.

The cost per learner of these courses are subsidized by SEAMEO INNOTECH, thus the cost is at a 75% discount. The implementation is pre-arranged per batch (e.g. a batch of X number of learners from a particular Division or Region). The Teach On: Keeping the Passion Alive MOOC is free.

We therefore encourage our DepED Regions and corresponding Divisions to form groups of learners (a batch) who will undergo any of the courses.

For more information on the courses, please feel free to contact our online Course Manager, Mr. Juan Robertino Macalde, Senior Specialist of Flexible Learning Solutions. You may reach him by email at rjmacalde@seameo-innotech.org or by handline at +02 9247681 local 182.

Sincerely,

L. O. B. C.

RAMON C. BACANI

Director