GUILD OF EDUCATORS IN TESOL INTERNATIONAL

MAGAZINE

Education Empowerment

Teacher Heroes

Innovation in Education

Building Stronger Communities

Leadership in Education

in the context of

TEACHER AS COMMUNITY LEADERS

DR. AGUIDA V. Cabreros

GET INTERNATIONAL RESEARCH JOURNAL

GUILD OF EDUCATORS IN TESOL INTERNATIONAL INSTITUTE
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GET INTERNATIONAL RESEARCH MAGAZINE EDITOR'S NOTE

Welcome to this inspiring edition of our magazine, where we celebrate and explore the theme "Teachers as Community Leaders". In today's ever-evolving educational landscape, teachers do more than deliver lessons—they shape communities, influence societal growth, and lead with vision and compassion both inside and beyond the classroom.

This issue is a tribute to educators who take on the vital role of changemakers. Whether they're leading community literacy programs, innovating with technology, mentoring future leaders, or bridging gaps in marginalized areas, these teachers exemplify what it means to lead with purpose and empathy. We highlight stories of impact, collaboration, and transformation, showcasing how educators can ignite change not just in schools, but in society at large.

As classrooms adapt to the demands of an uncertain future, our features examine how teacher-leaders are integrating digital tools, nurturing critical thinking, and empowering students to be active, creative citizens. Articles explore the evolving role of teachers in the age of AI, offer practical strategies for future-ready instruction, and share real-life success stories from schools where teachers are driving innovation.

Our poetry section captures the emotional pulse of learning communities, expressing the joys, struggles, and hopes that define the journey of both educators and students. Through powerful imagery, these poems remind us that teaching is not just a profession, but a deeply human experience.

The short stories invite readers into the lived realities of teachers, students, and families, reflecting on how leadership and compassion can transform educational spaces. These narratives illuminate the challenges and triumphs of those who dare to lead with heart and creativity.

In our best practices section, we offer concrete tools and strategies drawn from real classrooms. Here, teacher-leaders share insights on curriculum design, student engagement, and inclusive practices—all grounded in experience and aimed at building stronger learning communities.

Our academic essays explore into the deeper questions of educational leadership. They explore how emotional intelligence, inclusivity, and a commitment to lifelong learning are essential for teachers who lead with impact. These thought-provoking pieces challenge us to reimagine the teacher's role in shaping not just minds, but futures.

Finally, the lesson exemplars provide actionable resources for educators eager to implement community-centered, future-focused teaching. These adaptable plans reflect the magazine's mission: to support teachers as they lead with innovation, integrity, and care.

As you turn these pages, we invite you to reflect on the powerful role teachers play—not just as instructors, but as leaders, mentors, and agents of change. In every lesson taught, every student empowered, and every community uplifted, the teacher stands at the heart of transformation.

Enjoy the journey.

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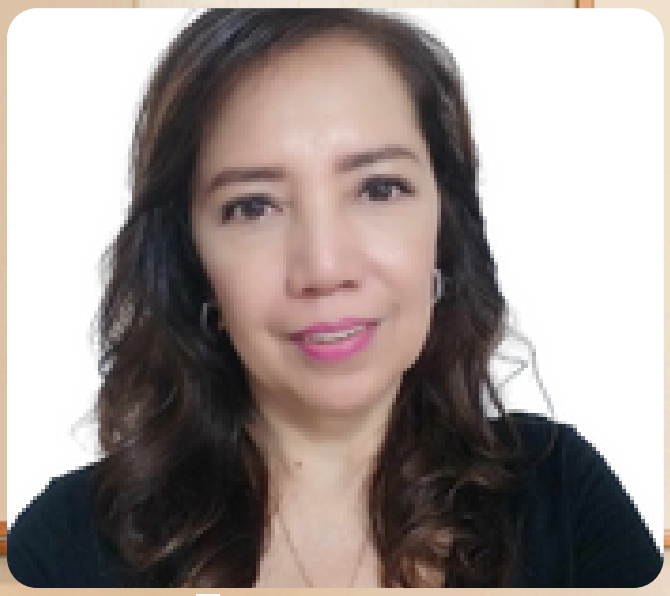

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Annalyn Y. Buenaseda

She obtained the degree of Bachelor of Science in Commerce with a Major in Economics at Far Eastern University (FEU). Also, Master in Business Administration (MBA) at Eulogio "Amang" Rodriguez Institute of Science and Technology (EARIST). She is actively involved in the development of different module and lesson exemplar in Business Entrepreneurship education for higher education. Attended several symposium and seminars professional development. Prof. Annalyn Y. Buenaseda serve as Advisory Committee, Moderator in ZEP Research.

Member of Guild of Educators in TESOL International 2024 to Present.

02

Dr. Aguida Cabreros

Dr. Aguida V. Cabreros is a dedicated academic professional and currently erves as the Department Head of the Bachelor of Science in Office Administration at the College of Business and Public Administration (CBPA) in Eulogio "Amang" Rodriguez Institute of Science and Technology (EARIST), Manila. She is also the Research Coordinator of the college, guiding students in conducting academic research. In 2025, she published a study titled "Crafting a Strategy for Social Media Promotion Utilizing Facebook Analytics," which explores the use of data-driven strategies for enhancing social media engagement.

The Authors

03

Dr. Cynthia Ala Manalad

She obtained the degree of Bachelor in Accountancy at the Polytechnic University of the Philippines Manila (PUP) . Also of Master of Arts in Business Administration and Doctor of Business Administration at Eulogio "Amang" Rodriguez Institute of Science and Technology (EARIST) Dr. Manalad hold an academic Plantilla rank of Associate Professor I. She has fifteen (15) years of extensive industry experience in the field of sales and marketing as well as in the field of accounting prior to her academic profession. She is also a passer of Civil Service Examination professional level and hold a National Certificate III. TESDA Events Management Housekeeping competency.

She has author and co-author several College textbooks like Entrepreneurship and Cooperatives. Social Entrepreneurship for Sustainable Development and Marketing Management.

Dr. Manalad serve as member of the board of educators of Philippines Association of Authors Researcher and Educators Inc (PAARE Inc.) and also Advisory Committee, Moderator in ZEP Research.

Member of Guild of Educators in TESOL International 2024 to Present.

Mario D. De La Cruz, Jr.

04

He is currently teaching at Upper Bicutan National High School handling grade 9 Mathematics. An academe enthusiast for mathematics and educational leadership, he has a Masters Degree in Educational Management at Taguig City University(TCU). He also earned 39 units in Master of Arts in Teaching Mathematics at Eulogio "Amang" Rodriguez Institute of Science and Technology(EARIST). With a strong academic foundation and educational leadership highlight his dedication to nurturing mathematical skills and promoting meaningful learning experiences among high school students

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The Authors

05

PROF. MA. LOURDES H. GOMEZ, MBA

Ma. Lourdes H. Gomez has made significant contributions to the field of entrepreneurship education. Graduating with a Master in Business Administration from Eulogio "Amang" Rodriguez Institute of Science and Technology (EARIST),

With a tenure 15 years as a full-time faculty member at EARIST, She has played a pivotal role in shaping the mind of aspiring entrepreneurs.

Part - Time Professor at the University of Caloocan City Camarin Campus for seven years, enriching the academic landscape behind her primary institution. In the academic year 2023-2024 and continuing to the present. She serve as the adviser of the Entrepreneurial Management Society at EARIST School Year 2023-2024.

Member of Guild of Educators in TESOL International 2024 to Present.

Prof. Ma. Lourdes H. Gomez serve as Advisory Committee, Moderator in Zep Research. She is also a moderator of IFERP Academy at the International Conference on Women Gender and Leadership: Redefining the Power Paradigm last September 26-27,2024 at Bangkok Thailand.

06

Benjamin G. Haboc

As a Science educator, I believe that Science improves the quality of life of individuals in society through the presence of technology, where Science principles are behind. I do advocate a research-based Science teaching methodology that boosts student learning and empowers them. Altogether, science education seeks to provide in-depth knowledge of scientific concepts and their applications, developing intellectual curiosity and equipping students with the skills to tackle the challenges of a changing world.

The Authors

07

Maria Victoria A. Gulen

Maria Victoria A. Gulen is a passionate and experienced Teacher III at Tenement Elementary School. She graduated from Taguig City University with a Bachelor of Elementary Education and further pursued her academic journey by earning a Master of Arts in Education, majoring in Educational Management.

With over a decade of dedicated service in the public school system, Ma'am Gulen is known for her learner-centered teaching, active participation in school initiatives, and her mentorship of fellow educators. Her commitment to quality education and continuous professional growth makes her a respected and inspiring figure in the teaching community.

08

Dolly F. Escanilla

Dolly F. Escanilla is a dedicated educator and leader, currently serving as District Coordinator for Araling Panlipunan in Cluster IX. She graduated from Taguig City University with a Bachelor of Elementary Education and holds a Master of Arts in Education, major in Educational Management.

With her expertise in social studies, she contributes significantly to curriculum development as a Module Writer for Araling Panlipunan Grade VI under the Schools Division of Taguig and Pateros. Known for her strong leadership and commitment to excellence, Ma'am Escanilla continues to inspire both learners and fellow educators through her service, innovation, and deep passion for teaching.

The Authors

09

Dasha Marie Reodica

Prof. Dasha Marie G. Reodica is a dedicated teacher with over 15 years of experience in the field of education and presently holding a permanent plantilla item as an Instructor 1, currently teaching under the General Education program. She earned her Bachelor Degree in Nursing and her Master Nursing in Philippine College of Health and Sciences. Her Doctoral degree in Education major in Educational Administration in Greenville College. Prof. Reodica is a dedicated educator and licensed nurse with a strong commitment to health education and community empowerment. With dual qualifications in nursing and teaching, she brings a unique interdisciplinary perspective to the classroom, bridging medical knowledge with educational expertise. Prof. Reodica believes in lifelong learning and the integration of health and education to foster holistic development in students. She also participates

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Collin Ceneciro

Collin C. Ceneciro, PhD (cand.) at the University of Perpetual Help System Dalta - Las Piñas Campus, is an Associate Professor IV at Zamboanga Peninsula Polytechnic State University (ZPPSU). A committed scholar-practitioner in English education and development management, Ms. Ceneciro has contributed research in socio-linguistic discourse, higher education policy reforms, and inclusive learning strategies. Her international engagements include prestigious fellowships and leadership training programs as a KOICA (Korean International Cooperation Agency) Fellow at Silla University in South Korea, as a delegate at Phuket Rajabhat University in Thailand, and through the Texas International Education Consortium, where she specialized in flexible learning systems and educational governance. Her sustained academic and professional endeavors reflect a lifelong commitment to advancing educational leadership across regional and global landscapes. With over two decades of dedicated service in secondary and higher education, she brings extensive expertise in academic governance, curriculum innovation, and student leadership development. In 2018, she passed the National Qualifying Examination for School Heads (NQESH) administered by the Department of Education, affirming her professional competence in educational leadership and management.

The Authors

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Jackylin Pido

Prof. Jackylin G. Pido is a dedicated teacher with over 20 years of experience in the field of education and presently holding a permanent plantilla item as an Assistant Professor 2, currently teaching under the Public Administration program. She earned her Bachelor Degree in Office Administration and her Master in Public Administration both in Eulogio "Amang" Rodriguez Institute of Science and Technology(EARIST). Her Ph. D in Development Administration major in Public Governance is currently enrolled in Philippine Christian University Manila.

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Rheza S. Berbanio

Rheza S. Berbanio is a dedicated Teacher I at Maharlika Integrated School, currently teaching Science in the Junior High School department. She began her teaching journey as a Kindergarten teacher, where she developed a strong foundation in nurturing young learners. A graduate of Bachelor in Secondary Education major in General Science, she brings both passion and expertise into the classroom, inspiring students through hands-on learning and scientific curiosity.

The Authors

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Daisy Mae R. Bongtiwon

is an esteemed academic and educator, graduated from Philippine Normal University with the degree of MAT- Mathematics and BSPT under DOST-SEI Scholarship, recognized for her pioneering work in STEM education and youth development. She is especially known for her dedication to integrating Artificial Intelligence into STEM education, making technologies accessible to younger generations. Prof. Bongtiwon is currently spearheading youth development programs aimed at empowering students through STEM and AI, preparing them for the challenges of a rapidly evolving technological landscape. In addition to her academic achievements, Prof. Bongtiwon has completed specialized training at the Philippine Nuclear Research Institute and has participated in major national and international conferences in STEM, Science Education, physics, biodiversity, and global health. Her last engagements include speaking at prominent conferences in Singapore, Vietnam, and the USA. Prof. Bongtiwon's work continues to influence both local and international communities, driving forward STEM initiatives, particularly in youth development program and AI integration.

Articles

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BEYOND THE DESK: A TEACHER'S JOURNEY THROUGH SKILLS AND SPACES

Dr. Aguida Cabreros

Teaching is no longer a stationary role—it reflects a meaningful journey of discovery, growth, and transformation. It is a learning adventure that takes us to new places, both literally and figuratively, and calls us to embrace new skills essential in preparing students for the modern world of work. This transformation becomes even clearer when we look at how the field of office administration has evolved. In the past, it focused on routine tasks such as managing documents, typing letters, and handling basic clerical duties. However, with the rise of technology, globalization, and hybrid work models, office administrators are now expected to be tech-savvy, analytical, and highly adaptable. As a result, educators are also challenged to level up—learning new digital tools like cloud-based management systems, virtual communication platforms, and workflow automation apps. Thus, for the teacher on the move, every new skill acquired becomes a stepping stone in this ongoing learning adventure.

Naturally, this adventure extends beyond the classroom walls. It pushes educators into real-world environments where practical exposure deepens theoretical understanding. Visiting business hubs, attending national and international conferences, and participating in industry training programs provide invaluable insights. These experiences not only broaden an educator's perspective but also help bridge the gap between academic instruction and workplace realities. In turn, when teachers bring these insights back into the classroom, their lessons become more relevant, inspiring, and grounded in actual practice. But the journey doesn't end there. As educators step into these new environments, they also enter new disciplines and explore educational innovations.

Today's Office Administration teachers must be familiar with data privacy laws, digital filing systems, customer service trends, and even business analytics. Interdisciplinary learning becomes a key element of the journey, transforming teachers from mere knowledge-givers into facilitators and co-learners.

In this interactive space, students and teachers collaborate, solve real-world problems, and simulate workplace scenarios—making learning both meaningful and practical. At the heart of this journey is the development of essential soft skills—leadership, adaptability, global awareness, and communication. These qualities are no longer optional but necessary in an interconnected and fast-paced world. As teachers continue to grow, they model what it means to be lifelong learners. Students, witnessing this enthusiasm, become more motivated to learn and more courageous in embracing new challenges. They begin to understand that success in Office Administration is not just about mastering old systems but about staying curious and continuously evolving.

More importantly, this journey empowers both educators and students. Teachers become innovators—adopting blended learning, integrating digital platforms like Canva and Google Classroom, and using assessment tools that reflect real office practices. Students, in turn, are empowered to see education not as a final destination but as an open road filled with opportunities. Every new skill they learn becomes a key that unlocks doors to careers in the modern business world.

In the Philippine context, the journey of a teacher is uniquely grounded in resilience, service, and continuous growth. The traditional role of Office Administration educators, once centered on clerical and support training, has undergone significant change. As ASEAN economic integration and digital transformation reshape workplaces, Filipino educators must now prepare students to work in dynamic digital environments, engage with global clients, and navigate complex information systems.

BEYOND THE DESK: A TEACHER'S JOURNEY THROUGH SKILLS AND SPACES

Dr. Aguida Cabreros

This shift compels teachers to keep moving forward—mastering tools like cloud storage, virtual conferencing, and automation platforms that are fast becoming standard in both local and international business settings. Consequently, this journey brings teachers into diverse learning spaces—from chalk-and-board classrooms to computer labs, coworking spaces, and virtual environments.

Whether in rural barangays or urban public schools, Filipino educators are adapting to blended learning setups using platforms like Google Workspace, Microsoft Teams, and Canva for Education. Even in the face of challenges such as unstable internet, limited access to devices, and budget constraints, they remain steadfast—finding innovative ways to bring digital literacy to life. At the same time, they are stepping beyond school walls to build connections with industry.

Collaborations with BPOs, local businesses, LGUs, and government agencies allow educators to supervise internships, participate in immersion programs, and align teaching with the current needs of the job market. These partnerships strengthen pedagogy, comply with TESDA and CHED standards, and ensure that graduates are prepared for opportunities both here and abroad.

Further enriching this journey is the demand for interdisciplinary understanding. Teachers today must keep up with laws like the Data Privacy Act of 2012, incorporate topics such as entrepreneurship, customer service, and financial literacy, and even explore e-government innovations. Such expectations demand a level of versatility that Filipino educators have long embodied—wearing multiple hats, managing multiple roles, and rising to every challenge with creativity and commitment.

Ultimately, the modern teacher's journey is about more than knowledge—it's about leadership, resilience, and hope. In communities challenged by calamities or limited opportunities, teachers often serve as beacons of strength and progress.

By continuing to learn and adapt, they inspire students not only to excel professionally but also to dream bigger and become agents of change in society.

Most significantly, this journey fosters empowerment—especially for students in underserved communities.

Through office simulations, digital portfolios, mock interviews, and collaborative projects, teachers on the move help students develop not just technical skills but also confidence, critical thinking, and professionalism. In doing so, they nurture the next generation of Filipino professionals ready to thrive in a competitive global workforce.

In the end, the journey beyond the desk is not just a metaphor—it is a reality lived by every dedicated teacher in the Office Administration field. It is a call to continuous learning, to brave new spaces, and to cultivate skills that matter.

For Filipino educators, this journey is both a personal mission and a national contribution—preparing future professionals who will not only adapt to the world of work but help redefine it.

Global Minds, Shared Insights: A Journey of Innovation

by Daisy Mae Bongtiwon

In a world increasingly shaped by complex challenges and interdependence, the pursuit of innovation no longer exists within isolated boundaries. Today, meaningful innovation is driven by global minds sharing insights, collaboratively pushing the limits of science, technology, and education. From climate change to pandemics, from AI to sustainable energy, the solutions that shape our future depend on how well we engage across cultures, borders, and disciplines. The journey of innovation has become a shared global mission—powered by education, enriched by diversity, and sustained through international collaboration.

The Power of Global Learning Communities The first step in this journey begins in classrooms, laboratories, and research centers around the world. Science education has transformed from a local academic endeavor into a dynamic, global exchange. Learning is no longer confined to textbooks or traditional methods; it is now a multi-directional flow of knowledge facilitated by technology, international conferences, student exchange programs, and collaborative platforms.

Global learning communities empower students and educators to transcend their geographic limitations. When a student in the Philippines collaborates virtually with a peer in Finland on climate modeling, or when a teacher in Kenya contributes to an open-source AI curriculum created by educators in South Korea, innovation emerges not from individual brilliance alone but from shared experience.

This is the beauty of global minds coming together—not simply to learn from one another, but to create with one another. Cultural Exchange as a Catalyst for Innovation At the heart of global collaboration lies cultural exchange. Scientific discovery and technological innovation are deeply influenced by the context in which they are developed. When researchers from different countries work together, they bring unique perspectives shaped by their cultural backgrounds, values, and local challenges.

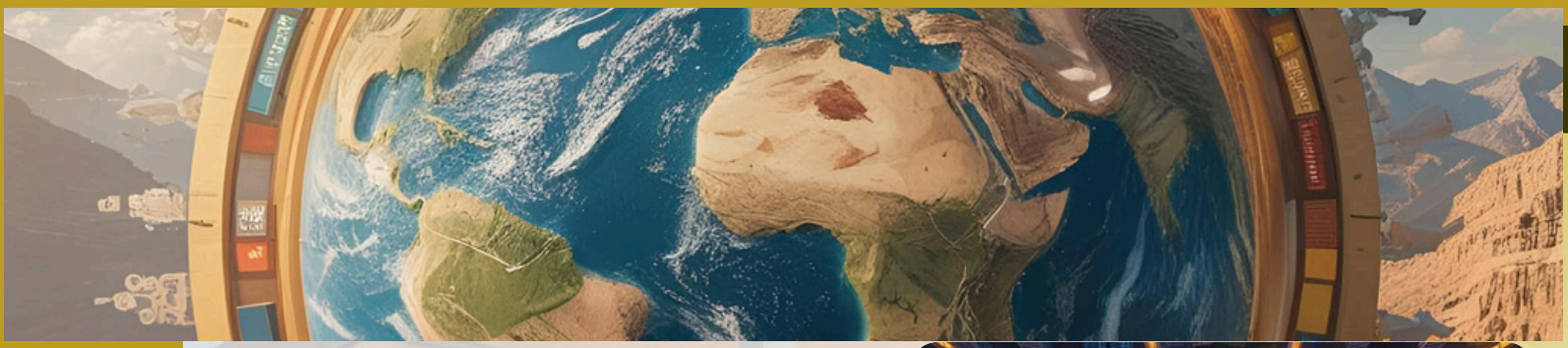
This diversity fuels creativity and leads to solutions that are more inclusive, sustainable, and adaptable. For instance, consider innovations in water purification technologies. A team composed of engineers from drought-prone regions in Africa, environmental scientists from Europe, and software developers from Asia may develop a system that is not only technologically sound but also culturally appropriate and scalable for communities in need. Through such partnerships, global minds offer shared insights that reflect both scientific excellence and social relevance. Science Education as a Vehicle for Global Engagement Innovation does not occur in a vacuum. It depends on a robust foundation of science education that nurtures curiosity, critical thinking, and a spirit of inquiry. As educators, we must prepare the next generation not only to understand scientific concepts but also to apply them in solving real-world problems with global significance.

Integrating international case studies, cross-border research projects, and interdisciplinary learning into science education exposes students to different ways of thinking and solving problems. It broadens their worldview and helps them understand the interconnectedness of issues such as climate change, biodiversity loss, public health, and energy sustainability. When students analyze how different countries address the same scientific challenge, they become more informed, empathetic, and innovative thinkers.

Moreover, programs such as UNESCO's Global Citizenship Education and the UN Sustainable Development Goals (SDGs) provide a framework that connects science education with global priorities. These programs encourage learners to become agents of change who not only develop knowledge but also act upon it to build a better world. Technology as the Bridge Between Minds In our journey of innovation, technology serves as both the bridge and the accelerator. Digital platforms have enabled unprecedented levels of international collaboration. Video conferencing tools, virtual labs, cloud-based data repositories, and AI-driven simulations allow students, educators, and scientists to work together regardless of their physical location. During the COVID-19 pandemic, for example, collaborative efforts between scientists, universities, and health organizations around the world accelerated vaccine development at a pace previously thought impossible. Open data sharing and virtual teamwork became vital tools in the fight against the virus, demonstrating how connected minds can save lives.

Likewise, educational technologies—such as virtual reality, interactive learning apps, and online science competitions—offer students immersive and engaging experiences that reflect the global nature of science today. These tools not only enhance learning but also instill a sense of belonging to a global community of learners and innovators. Challenges in Global Collaboration Despite its promise, the journey of global innovation is not without obstacles. Language barriers, unequal access to technology, differing educational standards, and geopolitical tensions can hinder effective collaboration.

Moreover, digital inequality continues to marginalize learners in underserved communities, preventing them from fully participating in the global exchange of knowledge. To overcome these challenges, we must advocate for inclusive policies and equitable access to science education. Governments, academic institutions, and private sectors must work together to invest in digital infrastructure, teacher training, and global education initiatives that leave no one behind. Innovation must not be a privilege—it must be a shared opportunity. The Role of Educators and Leaders Educators play a crucial role in guiding this journey.



They are the navigators who inspire students to think beyond borders and imagine solutions that serve humanity as a whole. By embedding global issues into their curriculum and fostering international connections, teachers create an environment where students see themselves as contributors to global progress. Leaders in education, science, and technology must also foster policies and initiatives that promote international collaboration. Initiatives like Erasmus+, Fulbright, and the Global Learning and Observations to Benefit the Environment (GLOBE) Program demonstrate how governments and institutions can support mobility, exchange, and cooperation.

Conclusion: A Shared Future Built Together

"Global Minds, Shared Insights" is more than just a poetic expression—it is a call to action. It is a reminder that innovation is most powerful when it is inclusive, collaborative, and driven by shared human values. As we continue our journey into a future shaped by science and technology, let us remember that our greatest breakthroughs will come not from working alone, but from learning, sharing, and building together. The future of science education and innovation lies not in isolated brilliance, but in connected curiosity. When minds from every corner of the globe converge with a common purpose, the possibilities are limitless. Through shared insights, we can solve shared challenges—and create a future that benefits us all.

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Empowering Educators Through Exploration: The Teacher's Global Journey

by: *DR. CYNTHIA ALA MANALAD, DBA*

In the wake of the global pandemic, education has been forced to evolve faster than ever before. Classrooms have expanded beyond physical walls, learning has transitioned to digital platforms, and the role of the teacher has been fundamentally redefined. In response to this shift, a new kind of educator has emerged—the entrepreneurial teacher. These educators not only embrace innovation but also actively pursue opportunities for professional growth, global exposure, and transformative teaching practices.

They understand that in order to prepare learners for a connected and competitive world, they must themselves become global citizens—always learning, always exploring. Moreover, the entrepreneurial teacher is not confined by geography or traditional methods. They attend international conferences, enroll in specialized training programs abroad, and participate in collaborative research with educators from around the world. Through these global journeys, they gain fresh insights into pedagogy, student engagement, and technological integration. These experiences empower them to introduce practices that are not only innovative but also culturally relevant, inclusive, and aligned with the evolving demands of modern education.

For such educators, every country visited and every workshop attended is more than an achievement—it is a meaningful investment in their students' futures. In addition, entrepreneurial teachers serve as vital bridges between global innovation and local application. For instance, after attending a design-thinking bootcamp in Singapore or a digital literacy seminar in Finland, they return home not merely with certificates, but with transformative ideas.

These educators then redesign lesson plans, create community learning hubs, and introduce blended learning models that foster flexible and student-centered education. In this way, their international exploration becomes a catalyst for real and lasting impact within their local contexts—benefiting students, fellow educators, and the curriculum at large.

Furthermore, travel cultivates empathy and cultural intelligence—traits essential for educators navigating increasingly diverse classrooms. Teachers who engage with various cultures, communities, and educational systems develop a broader appreciation for equity and inclusion. They begin to recognize disparities, especially in underserved areas, and respond with innovative, targeted solutions. Some initiate grassroots programs to bring international resources to rural schools, while others develop mobile learning applications to overcome challenges like limited connectivity or lack of access to physical classrooms.

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In the Philippine context, where many public schools continue to face challenges such as overcrowded classrooms and inadequate facilities, the global journey of the teacher holds extraordinary significance. Filipino entrepreneurial educators who venture beyond the archipelago often return with renewed hope and transformative ideas. They initiate webinars, conduct training camps, and lead capacity-building sessions for their peers.

Moreover, they introduce students to modern tools such as office simulations, global communication platforms, and digital portfolios. These efforts create ripples of change that uplift not only their own schools but entire communities across the nation. Filipino teachers have long been known for their resilience and passion.

Now, many are embracing a broader identity—not just as classroom instructors, but as entrepreneurial explorers deeply committed to lifelong learning and global engagement. This shift is especially critical in the post-pandemic world, where the traditional boundaries of education are being redefined. As digital tools proliferate and 21st-century skills become more essential, entrepreneurial teachers in the Philippines are rising to the challenge by reimagining what it means to teach.

Through scholarships, international workshops, and teacher exchange programs, Filipino educators are gaining exposure to global best practices in countries like Japan, Singapore, Australia, and Finland. These experiences equip them with valuable tools—from tech-integrated lesson design to inclusive classroom strategies—allowing them to return not just with knowledge, but with a renewed sense of purpose. Importantly, they adapt these insights to fit local settings, especially in resource-constrained schools,

making global ideas work in Filipino realities. Even in the face of limitations, these entrepreneurial teachers are problem-solvers. In areas with weak internet connectivity or overcrowded classrooms, they find creative ways to apply what they've learned.

A teacher exposed to project-based learning in South Korea might implement a cost-effective version using recycled materials and community support. Another, who studied blended learning models in Europe, might adapt the concept with mobile-friendly tools and offline resources suitable for rural areas. These adaptations not only demonstrate innovation but also reflect a spirit of ingenuity and determination.

Beyond their own classrooms, Filipino teacher-entrepreneurs are also powerful community builders. They share their learnings through webinars, peer mentoring groups, and localized teacher training.

Some launch digital platforms in Filipino and local dialects to distribute educational resources, while others collaborate with local governments, NGOs, and private organizations to implement educational projects in barangay learning hubs or distant schools.

Their global journey becomes a collective one, spreading transformation throughout the archipelago. Crucially, global exploration also deepens teachers' cultural awareness and empathy. By engaging with diverse classrooms and fellow educators abroad, Filipino teachers enhance their sense of global citizenship. This expanded worldview is passed on to their students—many of whom come from marginalized or low-income communities.

Through stories of travel, learning, and international collaboration, these teachers inspire their students to believe that with curiosity, courage, and perseverance, they too can reach the world. In a nation where educators are often unsung heroes, the rise of entrepreneurial, globally-minded teachers signals a hopeful transformation.

These are individuals who dare to step outside their comfort zones and invest in themselves—not for recognition, but to better serve their learners. Their courage and initiative are reshaping classrooms into dynamic spaces where innovation meets compassion, and global perspectives are grounded in Filipino values.

As the Department of Education and the Commission on Higher Education continue to reform the Philippine education system, it is essential to support and uplift these educators.

With the right policies, funding mechanisms, and international partnerships, more teachers can undertake global learning journeys that directly benefit Filipino students, schools, and communities.

Ultimately, the global journey of the Filipino teacher is not merely about crossing borders—it is about breaking barriers, transforming education, and empowering others to do the same.

"From ASEAN to the World: Redefining Graduate Education through Global Engagement"

by: *Collin C. Ceneciro*

In a world racing toward borderless knowledge economies, the choices before ASEAN educational leaders are stark: ascend to global leadership, or accept obsolescence. Graduate education is our most formidable weapon in this battle, and internationalization is no longer a mere option but a necessity. As demonstrated by the evolving strategies of Singapore and the Philippines, bold leadership in graduate education today will define our collective destiny tomorrow.

Embedding international perspectives within graduate programs is no longer a privilege reserved for elite institutions; it has become a survival imperative. Integrating global viewpoints strengthens institutional prestige, opens pathways to international collaborations, and attracts top-tier talent (ASEAN, 2023). Only internationally linked research ecosystems can equip our societies with the cutting-edge knowledge to address pressing global and local challenges. Programs like the University of the Philippines' VINTA initiative prove that geography is no longer a barrier to global learning engagement (University of the Philippines, 2024). Institutions such as Ateneo de Manila University, with their PH-UK Linkages, and Nanyang Technological University, through joint research institutes in China, showcase how alliances have become vital engines of survival and growth. Sustainability, far from being a mere buzzword, must now anchor our universities' missions. Higher education institutions are key enablers of change and development as manifested in the quality of graduates they produce. They must ensure that these graduates are global citizens who can bravely face the BANI world - brittle, anxious, nonlinear, and incomprehensible world of industry.

In this light, SUCS must commit to joining international academic alliances such as the ASEAN University Network (AUN) or the Southeast Asia Engineering Education Development Network (SEED-Net), as these partnerships foster stronger regional relevance and integration. The imperative to meet the demands of educational globalization with decisive and immediate action has never been more pressing. Unless SUCs do not own up to grit and decisiveness in institutionalizing global citizenship practices in teaching, ASEAN SUCs are at risk of being sidestepped and marginalized in the constant evolution of the worldwide landscape of higher education.

The divergent pathways of Singapore and the Philippines offer instructive lessons. Singaporean universities have achieved global dominance by establishing extensive international hubs and offering specialized programs in frontier fields such as artificial intelligence, fintech, and sustainability. Backed by lavish state and private sector funding, they have positioned themselves as world leaders in innovation and research (Nanyang Technological University, 2023; Singapore Management University, 2023). In contrast, though operating under tighter resource constraints, Philippine universities have reinforced regional leadership by focusing on fields crucial for national development, such as governance, education reform, and social innovation. Their resilience and creativity in forging impactful partnerships reflect a deep commitment to relevance and excellence (Lim et al., 2022).

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However, ASEAN educational managers must recognize that replicating Singapore's model is neither feasible nor advisable. The path forward is adaptation, which is grounded in national realities and strategic specialization. Blind emulation risks disconnection from local priorities and societal needs.

The challenges are real and immediate. Singapore's pursuit of global prestige must be balanced with a sustained commitment to local impact, lest its universities become disconnected from national development goals. Meanwhile, Philippine

universities face the persistent threat of brain drain and financial shortfalls that could hamper long-term internationalization efforts.

Unless ASEAN institutions balance global ambitions with firm national commitments, they risk becoming hollow entities—internationally branded but locally irrelevant. The solution lies in tailored strategies: developing context-sensitive internationalization plans, investing aggressively in research ecosystems, leveraging digital platforms for global learning, and focusing academic resources on emerging global fields such as climate resilience and ethical AI. Equally essential is the lobbying for stronger national support and sustainable funding frameworks.

Our students deserve more. Our nations deserve better. ASEAN deserves leadership on the world stage—and graduate education is the battlefield where this leadership must be forged. Educational managers hold the blueprint for this transformation. We must rise, lead, and internationalize with courage, creativity, and relentless commitment.

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Strategic Implications of Educators Mobility and Upskilling (A Comparability in Philippines and in the Maldives)

by: *Jackylin G. Pido*

Mobility and new skill acquisition are now must-haves in 21st-century education. Teachers often cross cultural and national lines swapping traditional classrooms for online platforms or overseas posts. This shift means governments and organizations need to rethink how they ready back, and keep educators. As educational standards change fast worldwide, understanding how teacher mobility and ongoing skill growth affect strategy has become key to national and global policy plans. This article looks at teacher mobility and the growing need to keep learning and growing given global shake-ups digital shifts, and teamwork across borders. Education policy makers and global teachers need to act now.

The Mobility Shift: Educators Without Borders

The movement of teachers across borders has become a key aspect of today's education systems. We see Filipino teachers heading to the Middle East, educators from the Maldives learning in Southeast Asia, and Canadian teachers working in African schools with limited resources. The manner in which education is carried out in various nations is being altered as a result of this global shift in instructors. This worldwide movement opens up opportunities to exchange cultures, disseminate information, and develop oneself. However, it also brings about a number of challenges, such as the fact that home nations have a difficult time retaining teachers, that teaching standards vary, and that degrees need to be accepted in multiple areas.

Let me make the Philippines as an example to illustrate my point. Our country has a reputation for sending skilled teachers abroad making it one of the top nations in this field. This brings money back home and gives teachers a chance to work in other countries. We might see a shortage of teachers in rural areas, which already have limited resources. This could happen. Schools on small islands in the Maldives struggle to keep talented teachers who often leave for bigger cities or other countries. This creates a problem for these schools.

Upskilling: A Lifeline in a Rapidly Changing World

In order to stay up with the ever-changing expectations of learners, curricular revisions, and technology breakthroughs, educators are obliged to undergo ongoing professional development and gain new skills. More than merely learning how to use new technologies, the process of upskilling entails building adaptive knowledge, digital fluency, cultural competency, and pedagogies that are based on the experience of the learner. In addition, the process requires learning how to utilize them.

The decision-makers in charge of policy should make sure that teachers have access to continued professional development opportunities. In many nations, unfortunately, upskilling continues to be reactive, fragmented, and poorly supported. This is especially true for teachers who work in populations that are disadvantaged or located in distant areas.

Comparing the Philippines and the Maldives: Important to Learn from my experience both in the Philippines and the Maldives, who are both island countries with a significant amount of experience in the field of international teacher migration, provide important perspectives.

Although the Philippines has local shortages as a result of a high outflow of qualified and educated teachers, particularly to nations such as the United Arab Emirates, Japan, and the United States, the country's educators are becoming more visible on a worldwide scale.

Strategic Implications of Educators Mobility and Upskilling (A Comparability in Philippines and in the Maldives)

by: *Jackylin G. Pido*

Continuing Professional Development (CPD) legislation, which was passed by the government, is a step in the right direction, but it requires fair access. It is possible for teachers in the Maldives to move both inside (foreign instructors are hired on islands) and outward (Maldivians seek scholarships or better teaching circumstances elsewhere). However, there is a need for a more comprehensive harmonization with global standards. Upskilling initiatives via UNDP collaborations and online programs show potential. There is a need for national teaching registers, improved monitoring of teacher movements, and greater professional learning communities that span international boundaries, as both nations have brought to light.

The Importance of Donors and International Organizations in the Process Through the creation of comprehensive teacher mobility frameworks, the funding of large-scale digital training ecosystems that make upskilling accessible worldwide, the establishment of global teaching fellowships or exchange programs that foster cross- cultural learning, and the provision of support for robust research on teacher migration and reintegration to inform evidence-based policy, the United Nations Educational, Scientific, and Cultural Organization (UNESCO), the United Nations Children;s Fund (UNICEF), and regional development banks are obligated to assist nations in strengthening the global education workforce.

These kinds of activities should not be used to supplant national investments; rather, they should magnify and coincide with local interests. The future is not set in stone; here are some suggestions for moving forward. It is necessary for governments, institutions, and foreign partners to do the following in order to react strategically to the needs for teacher mobility andupskilling:Develop upskilling routes that are adaptive to in-service teachers in a variety of locales and allow for flexibility and modularity.

Promote the recruitment of teachers in a fair and ethical manner, especially for areas with low incomes or distant locations that are susceptible to the loss of talent. Create worldwide teaching profiles that will enable instructors to teach anywhere while at the same time respecting the cultural norms of the local community. To ensure that the planning process is consistent, it is important to strengthen coordination between education ministries, teacher unions, and worldwide organizations. The public education system should adopt a mentality that is prepared for the future and ensure that it is not only reactive but also visionary.

Final thoughts: Systems have to follow teachers on the go. Todays teachers are cultural connections, innovation ambassadors, and global citizens as well as knowledge agents. Education systems have to rethink support systems, policy settings, and capacity-building tools as their mobility grows and their abilities change.

Teachers are more needed now than ever, but they also need the world to match their drive. Embracing mobility and giving upskilling first priority helps us to support personal professions and guarantee the future of education.

Abstract

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AN ASSESSMENT ON THE UTILIZATION OF TEACHER-MADE MATHEMATICS WORKSHEETS IN GRADE 9: BASIS FOR ENHANCED INTERVENTION MATERIAL

Mario D. De La Cruz

Keywords : Teacher-Made Mathematics Worksheet, Intervention materials, student performance, assessment, educational outcomes

This study assessed the teacher-made Mathematics worksheets as an enhanced intervention materials for Grade 9 students.

The study aimed to address the persistent challenges in Mathematics education in the Philippines as evidenced by low performance in international assessment like TIMSS and PISA.

The study employed the descriptive method type of research design. The teacher made mathematics worksheet was utilized by 50 respondents from selected grade 9 students at Upper Bicutan National High School. The researcher made a worksheet which was presented to the Master teachers for the suggestions, revisions, guidelines and proper construction of instructional materials to test its effectiveness to the performance in mathematics of selected respondents.

The findings revealed a significant improvement in student learning outcomes after the implementation of teacher-made worksheets, indicating the effectiveness of this intervention. The teacher-made worksheet was given by a remark of "Very Much Valid" in all its component's characteristics such as the objectives, content, evaluation, design, usefulness, engagement and motivation in learning mathematics, and long retention of knowledge.

This significant improvement in mean scores from the pre-test to the post-test suggests that the teacher-made worksheets had a substantial impact on students' Mathematics performance, leading to enhanced understanding and mastery of the subject matter.

The Department of Education must provide funding and support programs aimed at enhancing students' performance through such intervention Materials. School administrators might promote the creation of supplementary learning materials by teachers to cater to learners' needs for mastering the subject matter. Teachers should adapt the use of worksheets as an intervention material in teaching Mathematics and as part of teaching methodology of the teacher to increase learners' academic performance.

Overall, the study contributes valuable insights into the impact of teacher-made worksheets on student learning outcomes in Mathematics.

TEACHERS' PERCEPTION ON TRANSFORMATIONAL LEADERSHIP STYLES AND CRISIS MANAGEMENT COMPETENCIES IN THE NEW NORMAL AS BASE REFERENCE FOR LEADERSHIP TRAINING

Maria Victoria A. Gulen

Keywords: Transformational leadership style, crisis management competencies, intellectual stimulation, individualized influence, individualized consideration, inspirational motivation, system failure, emergency management, change management.

Transformational leadership is considered one of the main leadership styles that influence organizational and individual outcomes to achieve competitive advantage. This study aims to identify the relationship between some dimensions of transformational leadership namely: Idealized Influence, Inspirational motivation, Intellectual stimulation, and the degree of crisis management in selected public large school in the Division of Taguig City and Pateros.

A questionnaire was self-constructed and validated by the expert was used to investigate the dimensions of the study and was applied to a sample size consisted of 111 teacher respondents. Frequency count and Percentage, weighted arithmetic mean and Chi-Square Test, were utilized to analyze the quantitative data.

Findings of the study showed that respondents considered effective the transformational leadership style in individualized influence and in individualized consideration. Respondents, likewise perceived that transformational leadership style is effective in intellectual stimulation and in inspirational motivation.

Respondents perceived that they are competent in crisis management in the areas of system failure and in emergency management. They also rated themselves as competent in crisis management in the area of change management.

There is significant relationship between individualized influence and crisis management; also significant relationship between inspirational motivation and emergency management: Intellectual stimulation has significant relationship with change management.

TEACHERS CLASSIFICATION BASED ON PHILIPPINE PROFESSIONAL STANDARDS FOR TEACHERS AND THE EXTENT OF IMPLEMENTATION OF THE SCHOOL-BASED MANAGEMENT IN SELECTED MEGA SCHOOLS IN THE SCHOOLS DIVISION OF TAGUIG CITY AND PATEROS

DOLLY V. FERNANDO

Keywords:Teachers, Classification, Management, Standards, Implementation, Philippines, Professional Standards for Teachers, School Based- Management.

The purpose of this study was to assessed teacher's classification based on Philippine Professional Standards for Teachers (PPST) and the extent of implementation of School-Based Management Program in selected mega schools in the school's division of Taguig City and Pateros. The study used the quantitative research design utilizing descriptive-survey method associated with the use of Google forms in the administration of retrieval of questionnaire. The participants in this study were 118 teachers from selected public mega schools at Taguig City such as Upper Bicutan Elementary school, EM's Signal Village Elementary School, and Ricardo P. Cruz Elementary School. The Frequency count, and Percentage

were used to describe the sample frame of the respondents as to the number of respondents and frequency count. The weighted arithmetic mean was used in the tabulation of the results from the responses of teacher respondents as to content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages and professional engagement, personal growth and professional development and the extent of school-based management implementation as to curriculum and learning, leadership and governance, accountability and improvement, management of resources, this was used to answer problem number 1 and problem number 2. One way ANOVA was used to determine rather than two groups).

This was used to answer problem number 1, 2 and 3. Results revealed that, regarding to the summarized findings of the study, it is therefore concluded that in terms of respondent's classification based on the Philippine Professional Standards for Teachers in term of Diversity of Learner gained the overall mean of 2.27 rated as 'Proficient'. It was concluded that in terms of respondent's classification based on the Philippine Professional Standards for Teachers in terms of Curriculum and Planning gained an overall mean of 3.04 interpreted as 'Highly Proficient'. Results revealed that on Respondents Classification Based on the Philippine Professional Standards for Teachers in terms of Assessment and Reporting gained 2.66 of its overall mean interpreted as 'Highly Proficient'. It was also concluded that the Respondents Classification Based on the Philippine

Professional Standards for Teachers in terms of Community Linkages and Professional Engagement which gained an overall mean of 2.70 interpreted as 'Highly Proficient'. Results revealed on Respondents Classification Based on the Philippine Professional Standards for Teachers in terms of Community Linkages and Professional Development gained a mean of 2.79 interpreted as 'Highly Proficient'.

In addition, for the challenges, it was concluded that the following indicators, Insufficient internet connectivity and low access may affect communication of teachers and stakeholders and indicator stating, Confusion of new roles and responsibilities affects mission, vision and goals showed 'Always a Problem'.

The School-Based Management program in selected 3 mega schools was implemented in areas of leadership and governance, curriculum and learning, accountability and continuous improvement, and management of resources. Policies are proposed to enhance the implementation of the school-based management program focusing on leadership and governance, curriculum and learning, accountability and continuous improvement, and management of resources.

POEMS

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Bridges of Inquiry: Where Science Meets the World

by: *Benjamin G. Haboc*

We build no walls in minds that seek,
But bridges wide from peak to peak—
From quiet labs to bustling streets,
Where wonder walks and knowledge meets.

A question sparks, a thought takes flight,
Across the globe, across the night.
From distant lands, new voices rise,
In shared pursuit beneath one sky.

Equations penned with foreign flair,
Solutions born from global care.
One child in Manila, one more in Peru,
Dream side by side in lab coats too.

A microscope in Cairo's light,
Detects the same as Arctic night.
Through circuits, stars, and DNA,
We learn the world, the human way.

Each bridge is formed of minds that dare—
To ask, to test, to think, to share.
And every step along the span
Connects the heart of science to man.

No passport needed for the quest,
No borders halt the curious best.
The future waits where learners go—
Through bridges built from what we know.

So walk with me, let's cross and see
What science shaped in unity.
A brighter world, by thought unfurled—
Where questions guide and peace is pearled.

Across Borders, Beyond Science Limits

by: *Benjamin G. Haboc*

Across the lines that nations trace,
Beyond the stars, through time and space,
Young minds awaken, bold and free—
To ask, to search, to learn, to be.

Science, once bound by tongue or land,
Now stretches out a global hand.
From island shores to desert sands,
We build the future with joined hands.

A microscope in a jungle tent,
A satellite where rockets went,
A thought exchanged through fiber thread—
The world now learns, the old limits shed.

No longer kept by cost or wall,
A question asked can reach us all.
And answers come not from the few,
But many minds with many views.

We teach the laws, but break the chain
That held back hope, that stifled gain.
For when we dare, we redefine
What's possible in heart and mind.

Beyond the speed of light we dream,
Beyond the code, the lab, the beam.
With science not as end, but key—
To unlock truth, and equity.

So rise, young scholars, near and far,
No matter who or where you are.
Your questions matter, voice and spark—
Can light the world, can leave a mark.

Across all borders, let us strive,
To keep this restless thought alive—
That science grows when minds unite,
And learns to chase a brighter light.

Economics Lessons Beyond the Lesson Plan

by: *ANNALYN Y. BUENASEDA,MBA*

Not all we learn comes from the page,
Nor only from the teacher's hand
For life itself becomes the stage,
Where unseen markets make their stand.

A child's small trade of toy for snack,
Reveals how value shifts with need;
And saving coins in a paper sack,
Is more than math—it plants a seed.

We learn when prices rise and fall,
From storms, from war,
from sudden change;
How wants outpace the means of all,
And fairness walks a fragile range.

Beyond the graphs and tidy rows,
Are choices made with heavy cost;
Like dreams delayed or plans that froze,
Or jobs pursued, or chances lost.

So let us teach with heart and mind,
That wealth is more than what we earn;
how we care, decide, and find
The worth in all we live and learn.

Traveling Through the Markets of the World

by: *ANNALYN Y. BUENASEDA,MBA*

In the crowded lanes of distant streets,
Where every barter tells a tale,
I see the world in woven sheets,
Of goods and dreams that never pale.

From spices sweet in India's air,
To silks that whisper ancient lore,
I feel the pulse of lives laid bare,
As merchants seek what they adore.

The currency of smiles exchanged,
In every corner of the earth,
As stories of the past are changed,
With every deal, with every birth.

In the market's hum,
I find my place,
A traveler with eyes wide open,

Each transaction,
a new embrace,
world of wisdom,
softly spoken.

So I wander through these bustling crowds,
Where every purchase has a name,
Learning how the world unbounds,
In markets, none are quite the same.

Wings of Learning: Cultivating Classroom Start-Ups

Ma. Lourdes H. Gomez,MBA

I
Beyond the map's edge, the teacher embarks,
On a quest for methods that ignite young sparks;
They study lean models and growth hacks abroad,
Then tailor each tool with a local nod.

II
At pitch nights under Tokyo's neon glow,
They refine value propositions row by row;
In Berlin's hackathons they test and iterate,
Learning that failure can innovate.

III
Returning south with blueprints in hand,
They mentor student teams to take a stand;
From barangay bazaars to digital stalls,
They guide budding founders through early pitfalls.

IV
They weave entrepreneurship into every theme:
Case studies at dawn, design sprints by dream;
Each prototype launched in workshops they lead,
Gives future CEOs the courage to exceed.

V
Thus, teacher-entrepreneurs cross every border,
Uniting global best practice with local order;
Their wings of learning become the launchpad sure,
For student ventures destined to endure.

Lessons Across Landscapes

Dr. Aguida Cabreros

From bustling cities to quiet shore towns,
I carry my planner, no time to slow down.
Each place I go, a new skill to gain,
Lessons in motion, not taught in the same lane.

In boardrooms abroad or coworking halls,
I study the shift in digital calls.
Cloud-based systems, automation flows—
Tools of tomorrow each admin must know.

In markets and meetings, I sharpen my sight,
On privacy laws and clients' rights.
From filing by hand to data that streams,
We chase innovation, not outdated dreams.

Workshops in transit, research on planes,
Charting a path through professional lanes.
My students will see through each tale I bring,
That real-world learning gives their futures wings.

So I travel not just for sights or delight,
But to build a curriculum sharp and bright.
Across every border, my mission stays clear—
To mold global minds for the changing career.

A Journey Through Time

Dasha Marie G. Reodica

Education is a journey, a call to be bold.
Where trials ahead shape the dream, we hold.
We walk with purpose in each step we take,
Toward horizons where knowledge will awake.

In the classroom's glow, we start our quest,
With books as our maps and minds to invest.
The wisdom of ages, inked on each page,
Unlocks the doors once locked in a cage.

Each lesson a step, each thought a key,
Unlocking the past, setting us free.
Guiding us forward to uncharted ground,
Leading to futures where dreams are found.

We honor those who've walked the road before,
The paths they paved open new doors.
Their legacy, now ours to shape,
A tale of learning, both brave and great.

Minds in Motion: Skills for Tomorrow

Dasha Marie G. Reodica

Education is a path worth the tread,
It teaches the heart and soul to be brave.
When ideas spark and thoughts unite,
A wonderful world comes into sight.

This journey is unique, as time flows on,
With lessons of old and new wisdom drawn.
They teach us courage in times of change,
Transforming lives as paths rearrange.

Onward we go, this endless road,
Where knowledge blooms and truth are sowed.
Through every challenge, lesson, and test,
We build a future, grounded in grace.

So, let's walk this journey with purpose and light,
Guided by wisdom, with learning's might.
For in every mind that dares to grow,
Lies the power to change the world we know.

"Ang Edukasyon ay Kayaman"

Rheza S. Berbanio

Ang Edukasyon ay mahalagang sandata sa bawat nilalang;
Nagsisilbing tulay para kahirapan ay mapaglabanan;
Maghahatid tungo sa landas ng katalinohan at kasipagan;
Kayamanan na hindi maagaw at mapawi magpakailanman.
Pagtiyagaan at pagyamanin na ito ay iyong makamtan;
Tiisin ang puyat at pagod na pagdadaanan;

Sapagkat ano mang balakid piliting ito;y mawaglit at malampasan; Habang buhay mo itong kaakibat at pakikinabangan. magsipag at mahalin ang sarili upang ang iyong pangarap ay makamtan; may malasakit sa kinabukasan upang mahal na pamilya at matuwa; Ikinararangal, pinapakinggan at pinapahalagahan sa larangan ng Edukasyon; ipinagiibayo ang dangal at ipinagmamalaki.

Pangarap ng iyong magulang at ng iyong sarili nawa'y tugunin; Pag aaral ay pagsisikapan at iyong pagbubutihin; Ito ang tanging kayamanang sa iyo;y kanilang ihahabilin; Hirap man at maraming pag subok ang kinahaharap tatayo at hindi susuko. Magulang ang sayo ay umaalalay at gumagabay mga pangako kailanman ay hindi mapapako; Igagalang at sila;y huwag bigyan ng lumbay; Huwag aksayahin ang oras sa mga bagay na walang kabulohan;Bagkus ito ay ibuhos sa pagtuklas at pagtaglay ng karunungan. Mga kabataan ang pag-asa ng bayan at ikaw sa iyong henerasyon ang tutupat nito.

payo ng iyong magulang pakinggan; Pahalagahan at itatak sa puso at isipan kailangan tuparin; ang mga Adhikaing maibigay ang buhay na may kaginhawaan; Makita kang sagana dulot sa kanila ay saya at dalisay ng puso na ang Kabataang tulad mo ay isang pag-asa ng bayan.

GUILD OF EDUCATORS IN TESOL INTERNATIONAL

MISSION

- To provide excellent training in language education through open learning, seminars and workshops;
- To enable the educators to be expert in the teaching of English to speakers of other languages; and
- To lead educators and other professionals embrace quality research writing and high impact publication and to raise the culture of research.

VISION

- To be a leading center of excellence in the continuing professional development for teachers locally and internationally.

Join us on a journey towards sustainable development by exploring the synergy between languages and STEM in the Philippines. This theme highlights TESOL-infused STEM initiatives fostering sustainable practices. Engage with articles showcasing bilingual scientific discoveries addressing local environmental challenges, technology-driven language acquisition enhancing STEM comprehension, engineering projects promoting diverse linguistic collaboration, and math concepts taught inclusively through multilingual approaches. Experience narratives that underscore how TESOL-integrated STEM education is pivotal in equipping Filipino learners with the tools to tackle sustainability issues and drive meaningful change for a prosperous future.

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