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MAGAZINE



in the context of
**BACK TO SCHOOL:
REIMAGINING
EDUCATION FOR THE
FUTURE**

Tech-Driven Classrooms
Sustainable Learning
Equity and Access
Well-Being in Education
Leadership in Transition

GET INTERNATIONAL RESEARCH JOURNAL

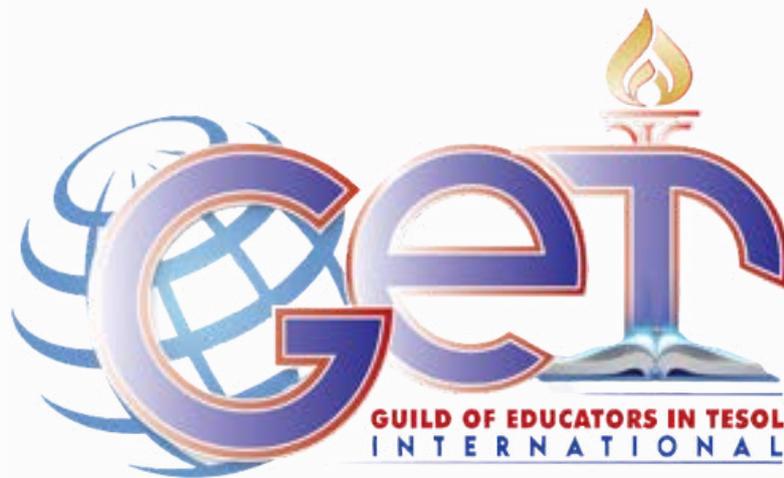
GUILD OF EDUCATORS IN TESOL INTERNATIONAL INSTITUTE

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GUILD OF EDUCATORS IN TESOL INTERNATIONAL INSTITUTE is a progressive knowledge generating institution that is internationally -recognized for quality English language trainings, seminar, workshops, and conference. It aims to provide relevant, quality, and accessible seminar; to deliver innovative, and interactive workshops, and, to produce highly competitive and functional trainings for teachers and other professions. GET International Research Journal aims to promote English language education to educators across all disciplines, 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 be a leading center of excellence in the continuing professional development for teachers and other professions locally and internationally.



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GET INTERNATIONAL RESEARCH MAGAZINE EDITOR'S NOTE

Welcome to our latest edition of the magazine, where we embark on a captivating journey through the multifaceted realm of education. In this issue, we invite you to delve into the rich tapestry of experiences that shape the lives of teachers and students alike - a tapestry we like to call "Back to School: Reimagining Education for the Future."

Back to School: Reimagining Education for the Future is a collection that aims to inspire, challenge, and reshape how we think about education in a rapidly evolving world. As schools reopen their doors, this anthology serves as both a reflection on the traditional classroom and a vision for the possibilities ahead. It includes a diverse mix of poems, short stories, best practices, academic essays, and lesson exemplars, offering readers multiple perspectives on how education can adapt to meet the needs of future generations.

The poetry section captures the emotional and intellectual pulse of students and educators alike. Through metaphor and imagery, the poems explore themes of learning, growth, and the transformative power of education. Whether it's the anxiety of stepping into a new school year or the exhilaration of discovering new knowledge, these verses offer a raw and reflective insight into the journey of education.

In the short story segment, readers are invited to step into the shoes of students, teachers, and even parents as they navigate the challenges of a modern learning environment. These stories focus on innovative approaches to teaching, the impact of technology, and the importance of fostering creativity and critical thinking. Each narrative provides a glimpse into what education could look like if we dare to imagine beyond the traditional classroom setting.

Best practices from real educators bring practical advice and proven strategies to the forefront. As schools face unprecedented challenges, such as integrating technology and addressing diverse learning needs, this section serves as a resource for teachers who are rethinking their methods. It covers innovative approaches to curriculum design, classroom management, and student engagement, all aimed at preparing students for a future that is increasingly unpredictable.

The academic essays delve deeper into the philosophical and sociological aspects of education. They explore topics such as the role of technology in education, the importance of emotional intelligence, and the need for inclusivity in the classroom. These essays challenge conventional thinking and encourage readers to consider how education systems can be restructured to better serve a rapidly changing world.

Finally, the lesson exemplars provide a practical guide for teachers who are eager to implement the ideas discussed throughout the collection. These lessons are designed to be adaptable to various subjects and grade levels, offering flexible, future-oriented approaches to teaching. From fostering critical thinking through project-based learning to integrating digital literacy, the exemplars provide tangible examples of what reimagined education can look like in practice.

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FEATURED STORY



REIMAGINING EDUCATION: BRIDGING GAPS AND BUILDING FUTURES **CONRADO BLANDO, EDD**

“Back to School” now is more than just returning to class—it is about reimagining education for the future that demands innovation, fairness, and resilience. As technology necessitates learning, educators are experiencing a blend of traditional and digital methods, making education more accessible and personalized. Currently, Students learn at their own pace, explore vast resources online, and engage with interactive learning tools.

However, this shift also highlights the ongoing digital divide. While some students enjoy cutting-edge tech, others need more access. To truly reimagine education, educators must address these gaps and ensure all students benefit from these advancements. Equitable access to technology and the internet is crucial for leveling the playing field.

Likewise, educational equity is more important than ever. The pandemic exposed deep inequalities, from resource availability to the quality of instruction. Educators need systems that support all students, especially those from marginalized communities. By embracing personalized learning, competency-based education, and culturally responsive teaching, schools can give every student a fair chance to succeed. Inclusive practices are essential to creating environments where all students feel valued and supported.

Truly, education is not just about academics; it’s about caring for the students. The need to focus on mental health and well-being has never been clearer. At present, students face high levels of stress and anxiety, and schools play a key role in providing support. This means integrating social-emotional learning into the curriculum, creating safe environments, and ensuring access to mental health resources. Schools should be places where students feel safe, understood, and empowered.

Educational leadership is also changing. Leaders today must be visionary, adaptable, and empathetic, guiding their schools through a rapidly evolving landscape. Leadership now involves embracing change, encouraging collaboration, and being open to new ideas. It is about advocating for equitable education policies, investing in teacher development, and prioritizing student well-being.

Thus, some lifetime members of GET International at Eulogio “Amang” Rodriguez Institute of Science and Technology, Manila, are proud to share their unique insights and experiences in line with the theme “Back to School: Reimagining Education for the Future” as follows:



Carlito Collado Biales, PhD

As an academician, I advocate for life-long and adaptive learning development by leveraging emerging technologies where education is an ongoing process, with opportunities for reskilling and upskilling throughout the educational journey to help students discover their interests and prepare for the future workforce. I also adhere to professional growth toward pedagogical adeptness through a rigorous research-based approach.



Conrado Bergonia Blando, EdD

As an English professor, I will continue to teach students using a blend of traditional methods and new technology to ensure every student receives the quality education they deserve. By incorporating interactive digital platforms, students can learn English at their own pace, fostering a more inclusive classroom that addresses everyone's needs. I will also prioritize student well-being by integrating activities like podcast presentations, peer reviews, and collaborative writing projects that build confidence and resilience as they explore this technology-infused learning environment.



Cesar H. Garcia, EdD

Reimagining English language teaching involves embracing innovative techniques that enhance communication skills and cultural understanding. Interactive, technology-driven methods can make language learning more engaging and practical while focusing on real-world contexts to help practical students use English effectively. Personalized feedback and collaborative projects promote deeper language acquisition and confidence. Ultimately, these approaches improve linguistic proficiency and equip students with essential skills for global interaction and career success.



Ailene R. Tuzon, PhD

As a Mathematics professor, I will focus on creating an interactive learning environment by encouraging student participation and problem-solving, emphasizing practical teaching strategies that future educators can apply in their classrooms, integrating pedagogy with mathematical concepts, and focusing on effectively communicating complex ideas to students. I plan to incorporate more technology to enhance understanding and engagement. Additionally, I will emphasize the importance of a growth mindset, helping students to see mistakes as opportunities for learning, which fosters resilience and deeper mathematical thinking.



Jayson P. Payte

My perspective on education likely revolves around creating a dynamic and inclusive system that adapts to society's evolving demands and prepares students for the complexities of the modern world. This includes embracing new methodologies, fostering critical and creative thinking, and ensuring that education is accessible and beneficial to all learners.



Jinamarlyn B. Doctor, DPA

As a Psychology educator, I am dedicated to empowering students to become champions of their own mental well-being through active exploration of personalized strategies. Engaging in self-directed research, collaborative projects, and compelling presentations fosters critical thinking, teamwork, communication, and advocacy skills, cultivating proactive, informed, and resilient individuals.



Cynthia A. Manalad, DBA

As a preceptor of Business Management and an Entrepreneur, I firmly believe that learning is best when it is convenient and when it is accessible. The times have changed, and education should not be confined only to traditional methods but should be adapted and reformed to fit in with the times. Learning is a lifelong process, and Education is an integral part of this process that will help shape the future of our students and the future of our country.



Eleonor T. Salvador, EdD

Science has always aimed to reconceptualize new insights and ideas that will support digital transformation for the betterment of education's future in connection to how it prepares learners for their future work.

Education can lead everyone to success. It is highly noted that learners are the successors of the future generations, this is why creating new concepts in the educative process is necessary for the improvement not only of one's knowledge and skills but on top of it is the development of their personality and attitude towards the educational system.



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.



Mathew Nejana Gamboa

In reimagining education for the future, I envision a transformative approach where future SPED educators are trained to blend cutting-edge pedagogical innovations with a profoundly humanistic ethos. My focus will be on cultivating educators who can design and implement highly adaptive, student-centered learning environments that honor the individuality of each learner. By embracing technology as a tool for personalizing education, while prioritizing empathy and human connection, we will equip these educators to not only teach but to inspire and nurture the whole student. This ideal, future-forward approach will create a new generation of SPED professionals who are uniquely prepared to foster a more compassionate, inclusive, and empowering educational landscape for all.



Annalyn Y. Buenaseda

As a professor of microeconomics and social entrepreneurship, my advocacy extends beyond the classroom. I see it as my duty to champion the power of market forces to address social issues. This involves advocating for policies that promote social enterprises and fostering an environment where businesses can thrive while contributing to societal well-being. I also advocate for greater transparency and accountability in the social impact sector, ensuring that resources are used effectively and that communities benefit from the work of social entrepreneurs. My advocacy takes many forms, from publishing research and writing op-eds to engaging with policymakers and supporting social entrepreneurs in their endeavors. Ultimately, I believe that by fostering a robust and ethical social entrepreneurship ecosystem, we can create a more equitable and sustainable future for all.



Florinda D. Bautista

As an Educator, I adopt an interactive pedagogical approach to teaching in the fields of Social Sciences and Public Administration. I specialize in subjects such as Readings in Philippine History, Contemporary World, Ethics, Art Appreciation, and Gender and Society. Much attention is given to my methods of teaching in developing critical thinking and ethical reasoning that will provide students with a sophisticated understanding of society and cultural appreciation. Public Administration is a program that demands a focus on integrating theory with practice. It requires more so for complex governance and economic regimes. Such a learning process engages students in solving contemporary global problems; bringing about creative solutions for existing ones; imagining, and managing challenges; and, in effect, equips progressive leaders with the ability to manage and shape environments of public and social systems that are in continuous change.



Sherwin Keith NA Rivera

As an IT Professor, I believe reimagining education for the future involves integrating advanced technologies like AI, cloud computing, and cybersecurity into the curriculum to equip students with the skills needed in the evolving digital landscape. We must also shift towards a more personalized and flexible learning approach, utilizing online platforms and blended learning models to cater to diverse learning needs and styles. Finally, fostering a mindset of continuous learning and adaptability in students is crucial, as the rapid pace of technological change demands a proactive approach to acquiring new knowledge and skills.



Centrey L. Ramos

As a dedicated educator with a passion for nurturing young minds, I have spent the last seven years teaching TLE and TVL, guiding students toward their academic goals. As a thesis advisor, I have worked closely with aspiring educators, helping them develop their research skills and discover their potential. So beyond the classroom, I have served in various leadership roles within the College of Education, advocating for quality education and fostering a supportive learning environment. I believe in the power of technology and livelihood education to empower students, regardless of their abilities. My goal is to inspire my students to embrace challenges, persevere, and make a positive impact in the world.



Mario Manuel III B. Doctor

As an electrical instructor, I am convinced that hands-on training in realistic residential wiring scenarios is essential for cultivating competent and confident electricians. Simulating common electrical problems empowers students to develop a safety-first mindset, acquire essential technical skills, and hone their problem-solving abilities.

As we go back to school, it is clear that education is at a turning point. The challenges are significant, but so are the opportunities. By reimagining education, by integrating technology, equity, well-being, and leadership, school administrators and educators can build a system that prepares students for the future and empowers them to shape it. This new chapter in education is about leading the change, creating a future where every student can succeed, and making a difference in the world.

ABOUT THE AUTHORS



About the Author



Marian C. Pilapil

Marian C. Pilapil is a teacher of Araling Panlipunan from Balayan, Batangas. She is a teacher, a small-scale writer, and a work in progress.



Isagani M. Tano, PhD, DIT

Isagani Mirador Tano, an accomplished academic administrator, holds a PhD in Educational Leadership and Management (ELM) and a Doctorate in Information Technology (DIT). He is currently pursuing a Doctor of Public Administration and holds the position of Associate Professor I. He serves as the Dean of the College of Computer Studies at Quezon City University. Furthermore, Dr. Tano is a highly prolific researcher and speaker, with a significant portfolio of published research encompassing various topics, such as big data analytics and public administration. His dedication to academic excellence and innovation has been acknowledged with multiple awards, highlighting his significant contributions to education and technology.

About the Author



Mercibelle A. Del Mundo

Asso. Prof. Mercibelle A. Del Mundo is a trailblazing educator who has made a lasting impact on the academic landscape with a Master of Arts in Education in Mathematics earned in 2016. Asso. Prof. Mercibelle A. Del Mundo has leveraged her expertise to inspire a new generation of mathematicians. As an Assistant Registrar of Zamboanga Peninsula Polytechnic State University, she has not only taught and mentored students but also played a crucial role in shaping the institution's academic policies and procedures. With her husband Josephus M. Del Mundo by her side, Mercibelle continues to break barriers and push the boundaries of what is possible in education, leaving a lasting legacy that will be felt for years to come.



Conrado B. Blando, EdD

An accomplished and dedicated educator with over three decades of experience in both local and international settings such as INTI College Sarawak, Malaysia, Haramaya University, Ethiopia, and Higher College of Technology, Sultanate of Oman. Addition to his teaching career, he had excelled as a dynamic training program specialist to General Manager in the education and training department of BPO/corporate training centers for a period of five years. He has contributed significantly to the field of language education as a conscientious curriculum

developer in ESL, TEFL, and Conversational English. He is a writer and publisher who has authored 11 esteemed books. His latest published book was Purposive Communication in English Via Blended and Hybrid Learning Approaches, Second Edition (2023).

About the Author



Nelida A. Calinaya

It has been more than 10 years since I began my career as a teacher. My name is Melvin M. Noche. My educational background includes a Master of Arts in Education earned from the University of Perpetual Help System Delta, Las Piñas, with a concentration in English. Because of my position as a School Paper Adviser, I have assisted a great number of students in strengthening their writing and journalism skills. My entire life, I have been passionate about writing, and I have always had the desire of writing my own story. I employ this passion to encourage students to read extensively, keeping in mind that this is one of the most important factors in developing their English language skills.



Sammy Q. Dolba, PhD, EdD

Is an alumnus of the two famous state universities in the Philippines. In 1995, he finished his Bachelor of Arts major in English, minor in Mass Communication at the Polytechnic University of the Philippines, Sta. Mesa Manila. He finished his Master of Arts in Teaching with especialization in English Language Arts at the Philippine Normal University, Taft Manila, in 2003. In the same university, he finished his academic requirements in Doctor of Philosophy in Reading Education and pursued his Doctor of Philosophy by Research in Literacy Education at Selinus University in Commonwealth Dominica Bologna, Italy . In September 2017, he finished his Diploma in TESOL (Teaching English to Speakers of Other Languages) from London

Teachers Training College in London, United Kingdom. He was one of the scholars under the Commission on Higher Education in partnership with Texas International Education Consortium and received a certificate with distinction under the program Continuity of Education – eLearning Philippines.

Presently, he is connected with Philippine Normal University, Taft Manila as an Adjunct Faculty at the Graduate Studies and full-time faculty at the Faculty of Arts and Languages.

About the Author



Kier P. Dela Calzada, EdD

Dr. Kier P. Dela Calzada's educational journey has reached new heights when he enrolled in the Doctor of Education in Educational Administration and Supervision at Zamboanga Peninsula Polytechnic State University (ZPPSU). His unwavering commitment to excellence and his innovative approach to problem-solving have made him a trailblazer in the field. Dr. Kier's exceptional achievements have been widely recognized both at the regional and national levels. From his early days as a young artist and dance drama champion to his later accolades as a Salutatorian, Leadership Awardee, and Cum Laude graduate. His accomplishments have consistently set him apart.

Notably, Dr. Kier's prowess extends beyond the classroom. He has been a regional winner in the 4-H Club Extemporaneous Speaking Contest and a national winner in the 4-H Club Food Processing Contest. Additionally, he has been a member of the two-time champion team in the prestigious Worlds Teachers Got Talent Competition in Zamboanga City Division. Most recently, Kier has been entrusted with the role of Dean of Extension Program Delivering Units at ZPPSU, a testament to his exceptional abilities and the trust placed in him by the institution.



Eleonor T. Salvador, EdD

She earned her doctorate degree in Educational Management (2011), Master of Arts in Teaching major in Science (2005), and Bachelor of Science in Education major in General Science (1995) from which she graduated Cumlaude from the Eulogio "Amang" Rodriguez Institute of Science and Technology (EARIST), Manila. She served as the former Program Head of Science Department in College of Education and General Education Unit, Associate Dean of EARIST, Graduate School, and Dean of the College of Education from EARIST, Manila. She is an Associate Professor at EARIST, College of Education, teaching sciences, professional education and research subjects. She is also a full-time faculty at the Graduate Studies. She has

presented and published research papers in the national levels. She is presently the Science Program Head of the EARIST, Graduate School.

Best Practices



EIGHT THINGS I LEARNED BEING A FILIPINO TEACHER FOR EIGHT YEARS MARIAN C. PILAPIL



I am a teacher. I am forever a purveyor of truth and transformer of life.

Someone who left before could leave again, but someone who could've left but decided to stay is exactly the kind of person you need to be with – is exactly the kind of person you deserve to be with.

As cheesy and romantic this sounds, I often hold these words as a mantra for my chosen career, for I stayed longer than someone who could ever do it. Teaching for eight years has been a journey filled with lessons that have shaped who I am, not just as an educator but as a person. There is no secret apparently, but I would love to share the realizations I gathered along the way.

It is effective to believe first that patience is a virtue, but actually, it is more than that. It is fused always with commitment. Every student learns at their own pace, and it takes immense patience to guide them without losing faith in their potential. This patience extends beyond the classroom, into every aspect of life. They will pass into your threshold but each engraves their names in your heart. Second is that, empathy is essential. Our country brings a lot in its plate, culturally and economically. Understanding where a student is coming from—whether it's a bad day or a difficult home situation—can make a world of difference in how they learn. Teaching has taught me to see beyond the surface and offer compassion instead of judgment. Third thing I realized is that teaching is more than just imparting knowledge. It's about inspiring and igniting curiosity, encouraging growth, and nurturing a love for learning. It's about shaping not just minds but hearts. Very cliché, but trust me, it is. Fourth important thing that made me choose to stay in this profession is that, adaptability is key. The educational landscape is ever-changing, especially with the shift to digital learning. Being able to adapt to new teaching methods and technologies is crucial for success in today's classrooms.

Fifth? Well, it is surprising but, you will love Mondays and you will notice that its impact is long-lasting. They say that nobody loves Mondays but I beg to differ. Not everyone has the

opportunity to make it to the other Monday. Not everyone has attended another flag ceremony, another “good morning” greeting, and these positive things might be transcended to the young. The influence a teacher has on a student often lasts a lifetime. What we teach and how we teach can leave an indelible mark on a student’s life. The sixth thing I realized into this profession is that, it is a two-way street. I have learned as much from my students as they have learned from me. Their perspectives, questions, and ideas have broadened my own understanding of the world. The other, passion sustains this journey. There are days when the challenges seem overwhelming, but it is the drive for teaching that keeps me going. Seeing a student finally understand a difficult concept or achieve something they never thought possible is worth all the hard work. Last realization to impart is that, the reward is in the struggles. Choosing to stay in teaching, despite its challenges, is rewarding because it’s in those struggles that real growth happens—for both the teacher and the student.

To be a Filipino teacher is indeed challenging. Trials are many—large class sizes, limited resources, and the constant pressure to meet educational standards. Parts of education system is often underfunded, leaving teachers to make do with limited resources. The workload is heavy, with administrative tasks often taking up as much time as teaching. Add to this the societal expectations placed on teachers to be role models, counselors, and sometimes even surrogate parents, and the job can feel overwhelming.

As a breadwinner, the financial responsibility is immense. Balancing the demands of teaching with the need to provide for a family can be exhausting. There are times when the weight of it all feels too heavy to bear. But it’s in these moments that I’ve learned the value of perseverance and the importance of having a strong support system. These hardships are processes for growth and strength. The reward lies in the impact I make on my students’ lives. Seeing them succeed, knowing I played a part in that success, is a reward that no amount of money can equal.

Despite all these? I wouldn’t trade this journey of eight years, and counting, for anything. Being a teacher is one of the most fulfilling careers one can choose. In teaching, every challenge is an opportunity to inspire, and every sacrifice is a step closer to making a difference. I know I should keep going, because the world needs more teachers who are willing to stay the course. Every day is not just a beautiful one to save lives, but also another opportunity to shape future.

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On the right track. Being recognized as the Teacher of the Month (August 2022) made me feel that I am doing teaching, becoming a teacher, rightly.



***MOTIVATED.** These are the results of staying and choosing to learn in this profession. As they say, "Learning never stops."*

BRIGADA PAGBASA PROJECT BRIGHT (BRING READING INTO GREATER HOLISTIC TECHNIQUE) MARY JOY PALIGUTAN TALIMAO, PED

Pinangunahan ng Maharlika Integrated School ang paglulunsad ng Proyektong Project Bright (Bring Reading Into Greater Holistic Technique) noong ika-12 ng Abril 2023. Sa Pamumuno at Patnubay ng ating butihing Principal Gng. Aurora L. Perez at gurong tagapag-ugnay ng MTB-MLE Dr. Mary Joy J. Paligutan, layunin ng Proyektong ito na matulungan ang mga mag-aaral na mapaunlad ang kasanayan sa pagbasa at pag-unawa sa kanilang binabasa sa pamamagitan ng boluntaryong pakikipagtulungan ng mga partner stakeholders sa iba't ibang departamento ng Metro Manila Distict Jail mula Annex 1 hanggang Annex VI sa Camp Bagong Diwa Taguig City at Pasay City Jail Female at Female Dormitory. Pagkatapos mag ensayo sa pagbasa ay kasunod nito ang Feeding Program para sa mga napiling mga mag-aaral kaya bakas ang saya sa mga labi ng bawat mag-aaral. Gayundin ang pakikiisa ng mga mag-aaral mula sa emersion Senior High School dito sa Taguig City. Gumagamit ng big book at Powerpoint Presentation at iba pang mga reading materials ang ating mga stakeholders sa pamamagitan nito ay napupukaw ang mga interes ng mga mag-aaral sa Pagbabasa.

Kaugnay nito ay pinahahalagahan ng aming Paaralan ang tulong at suporta na ibinibigay ng aming minamahal na mga stakeholders dahil karamihan sakanila ay mga tapos ng kursong Edukasyon habang ang iba naman ay lisensyado sa ibang propesyon at ang iba naman ay mga mag-aaral at eksperto din sa pagpapabasa.

Higit sa lahat ang pasasalamat sa mga butihing guro ng Paaralan at katuwang ng Proyektong itoang mga akademikong English, Filipino, Reading Coordinator, MTB-MLE, at diakademiko nang Brigada Eskwela. Ang nasabing gawain ay pakikiisa ng ating Paaralan sa Brigada Pagbasa at ang Proyektong ito ay patuloy pang namamayagpag at tutulong sa mga batang hirap sa pagbabasa.



ARE TEACHERS STILL CONSIDERED HEROES OF TODAY'S GENERATION

MELVIN M. NOCEE

For decades, teachers have been heralded as the "unsung heroes" of society, often referred to as the backbone of nations for their role in shaping the minds of future generations. This reverence is rooted in the essential task teachers perform: nurturing intellectual growth, fostering values, and preparing students to meet the challenges of life. However, in today's rapidly changing world, where technological advancements, economic pressures, and evolving societal norms have transformed education, the question arises—are teachers still considered heroes of today's generation?

The Traditional Role of Teachers as Heroes

Historically, teachers have been regarded as heroes for several reasons. They hold the responsibility of imparting knowledge, molding the character of young individuals, and fostering critical thinking skills essential for navigating the complexities of life. In many societies, the teacher-student relationship is built on trust and respect, with teachers playing the dual role of educator and moral guide.

In the Philippines, for example, teachers have long been revered for their sacrifices and dedication, often working in challenging conditions in rural or underfunded schools. They were seen not just as dispensers of knowledge but as pillars of the community, guiding students through academic learning while also acting as mentors, role models, and even parental figures. This image of the teacher as a hero was built on the recognition of the selflessness and the life-changing impact teachers had on their students.

This traditional view is reinforced by various cultural representations of teachers in media and literature. Films, books, and television shows have often depicted teachers as figures of wisdom and resilience who inspire students to overcome adversity and reach their full potential.

Challenges Teachers Face in the Modern Era

While the traditional perception of teachers as heroes endures, the modern era presents new challenges that complicate this narrative. The role of teachers has become more complex and demanding due to a variety of factors, including technological advancements, evolving educational policies, and the changing social context.

1. Increased Workload and Pressure

One of the most significant challenges teachers face today is the increasing complexity of their workload. In addition to their core responsibilities of teaching and lesson planning, teachers are now expected to manage a range of administrative tasks, including data collection, grading, and student assessments. They are also required to participate in continuous professional development to stay updated with the latest teaching methods, technologies, and policies.

Moreover, teachers are often under pressure to meet standardized testing requirements, which can limit their ability to be creative and flexible in the classroom. The focus on test scores as a measure of educational success has placed additional stress on teachers, leading some to feel overburdened and underappreciated.

2. Technological Disruption**

The rise of technology has significantly impacted the teaching profession. While technology has opened up new opportunities for interactive and innovative learning, it has also introduced new challenges. With the proliferation of online resources, virtual classrooms, and artificial intelligence-driven learning platforms, the traditional role of teachers as the primary source of knowledge has been challenged. Students today have access to vast amounts of information at their fingertips, which has led to a shift in the dynamics of the teacher-student relationship.

Furthermore, the shift to online or hybrid learning models, particularly during the COVID-19 pandemic, required teachers to quickly adapt to new technologies and digital platforms. Many teachers, especially those in resource-limited public schools, faced difficulties in transitioning to these new modes of instruction, highlighting the digital divide and the inadequacy of technological infrastructure in many educational institutions. This technological disruption has contributed to a sense of frustration among teachers who feel ill-equipped to meet the demands of the modern classroom.

3. Declining Public Perception and Status

Another challenge is the declining public perception of the teaching profession in some parts of the world. While teachers were once seen as community leaders and respected figures, societal attitudes toward teachers have shifted in some regions. In countries where teachers are underpaid, overworked, and subjected to harsh working conditions, the profession is sometimes viewed as undervalued or even disregarded. The narrative that teaching is a “thankless” job has become more prevalent, contributing to a decline in the perceived status of teachers as heroes.

This is further compounded by societal changes, such as the growing emphasis on high-paying professions in technology, business, and healthcare. As a result, teaching is no longer seen as a desirable or prestigious career path by many, especially in comparison to other professions that are financially more rewarding.

Are Teachers Still Considered Heroes?

Despite the challenges teachers face, they continue to be viewed as heroes by many, albeit in different ways than in the past. The modern teacher's heroism is no longer solely based on their role as a provider of knowledge but also on their ability to adapt, persevere, and support students in a rapidly changing world.

1. Teachers as Adaptable Leaders

In today's generation, teachers are increasingly recognized for their ability to navigate complex and evolving educational landscapes. The COVID-19 pandemic, in particular, showcased the resilience and adaptability of teachers, who were forced to shift to online learning with little preparation. Many teachers went above and beyond their usual duties, finding innovative ways to engage students, addressing emotional and psychological needs, and providing support to families during a time of crisis. These acts of dedication have reinforced the perception of teachers as modern-day heroes.

Moreover, teachers are at the forefront of addressing contemporary social issues in the classroom. From promoting inclusivity and diversity to tackling issues such as bullying, mental health, and social inequality, teachers play a vital role in shaping not only academic success but also the holistic development of students. This role as agents of social change has solidified their status as heroes in the eyes of students and communities alike.

2. The Emotional Impact of Teachers**

One of the enduring qualities that makes teachers heroes in today's generation is their emotional impact on students. Teachers continue to be sources of inspiration and encouragement, often forming deep emotional connections with their students. Many students attribute their academic achievements and personal growth to the mentorship and guidance of their teachers, underscoring the continued importance of teachers as role models and motivators.

Even in a world where technology provides students with access to information, the human connection between teacher and student remains irreplaceable. Teachers who take the time to understand their students' individual needs, offer emotional support, and foster a positive learning environment continue to be viewed as heroes for their compassion and dedication to student well-being.

3. Teachers as Advocates for Change

Today's teachers are also recognized as heroes for their role in advocating for educational reforms and social justice. Across the globe, teachers have been at the forefront of movements demanding better pay, improved working conditions, and greater support for public education. These efforts not only benefit teachers but also contribute to creating a more equitable and inclusive education system for all students. In this sense, teachers are not just heroes for their students but for society as a whole, as they fight for systemic changes that will have a lasting impact on future generations.

Consequently, while the challenges faced by teachers in the modern era may have altered the traditional perception of them as heroes, teachers continue to hold an essential place in society as leaders, role models, and advocates for change. Their adaptability in the face of technological disruptions, their emotional and moral support for students, and their advocacy for educational reforms demonstrate that the heroism of teachers remains relevant in today's generation.

Although the teaching profession may no longer be as universally revered as it once was, teachers continue to make profound contributions to the development of individuals and communities, ensuring their role as heroes remains significant. As society continues to evolve, so too will the role of teachers, but their fundamental mission of shaping the minds and futures of young people will always be a heroic endeavor.

THE STATE OF EDUCATION IN PUBLIC SCHOOLS IN THE PHILIPPINES

MELVIN M. NOCER

The current landscape of education in the Philippines, especially within public schools, represents a significant concern that has profound implications for the future of countless Filipino students. The foundation of the nation's educational framework is public education, which ensures that the majority of Filipino children, particularly those from low-income backgrounds, have access to learning opportunities. In spite of ongoing initiatives aimed at enhancing the quality and accessibility of education, the public school system remains beset by a multitude of challenges, such as overcrowded classrooms, insufficient resources, undercompensated educators, and deteriorating infrastructure.

This essay explores the present condition of education within public schools in the Philippines, scrutinizing significant challenges including access to education, the caliber of teaching and learning, infrastructure issues, and the influence of government policies. This analysis delves into the ramifications of these challenges on the nation's sustained growth and provides perspectives on possible remedies.

The Importance of Public Schools in Providing Educational Opportunities

Public schools in the Philippines are essential in providing access to education, especially for marginalized and underserved communities. The Department of Education (DepEd) reports that around 80% of Filipino students are attending public schools. This statistic highlights the crucial role of the public school system in fostering equitable access to education, particularly in rural and disadvantaged regions where private education frequently remains out of reach.

1. Comprehensive Enrollment and Obstacles to Accessibility

The Philippine Constitution ensures that all children have access to free and compulsory basic education. The K-12 educational system, introduced in 2013, was designed to bring the nation's education framework in line with global standards. The government has initiated programs like the Alternative Learning System (ALS) aimed at delivering non-formal education to out-of-school youth and adult learners.

In spite of these initiatives, obstacles to access remain evident. The presence of geographical barriers, particularly in rural and mountainous regions, poses significant challenges for children's consistent school attendance. In certain areas, students endure lengthy treks to arrive at their schools, while others grapple with challenges related to transportation and safety. Moreover, the issue of poverty continues to pose a substantial obstacle, with numerous families unable to cover the indirect expenses associated with education, including school supplies, uniforms, transportation, and food. The interplay of these factors significantly influences the elevated dropout rates observed, especially within the realm of secondary education.

system and aligning it with global standards has garnered a variety of responses. The curriculum was crafted to equip students with the essential skills and competencies required for both employment and further education. Conversely, detractors contend that the rollout of the K-12 curriculum was hasty, pointing out that numerous public schools are ill-equipped with the essential resources and facilities to execute it effectively.

Furthermore, the curriculum frequently faces criticism for its excessive focus on theory, lacking adequate attention to practical, real-world applications. The gap between theoretical understanding and practical application has led to subpar student outcomes in critical subjects such as mathematics, science, and reading comprehension. This is reflected in the nation's disappointing standings in global evaluations, including the Programme for International Student Assessment (PISA). The 2018 PISA results revealed that the Philippines placed last in reading comprehension and second to last in mathematics and science, underscoring the critical necessity for enhancing instructional quality in public schools.

Shortcomings in Infrastructure and Resources

The state of public school facilities is a significant concern that profoundly impacts the educational landscape in the Philippines. Numerous public schools, especially in rural regions, face significant challenges such as inadequate infrastructure, overcrowded classrooms, and insufficient basic amenities.

1. Challenges of Insufficient Classrooms and Overpopulation

A prominent issue facing public schools today is the lack of available classrooms. The surge in enrollment rates, coupled with inadequate school infrastructure, compels numerous public schools to function under the strain of overcrowded classrooms. In some instances, classes are held in improvised structures or shared spaces, highlighting a pressing issue in the education system. The issue of overcrowding significantly undermines the quality of education, hindering teachers' capacity to effectively manage classrooms and offer personalized attention to each student.

In certain instances, public schools adopt double-shift systems, allowing one cohort of students to participate in classes during the morning while a different cohort engages in learning in the afternoon. This system, while addressing the issue of overcrowding, inadvertently diminishes the instructional time allotted to students, potentially hindering their learning outcomes.

2. Insufficient Educational Materials and Technological Tools

The presence of educational resources and technological tools in public schools stands as a critical concern. A significant number of public schools are facing a shortage of adequate

textbooks, teaching aids, and various instructional materials, compelling students to share textbooks or depend on outdated resources. The absence of modern technology, including computers and internet access, intensifies the existing digital divide between students in public and private schools.

The COVID-19 pandemic brought to light the significant disparities in access to technology within the education system as distance learning became the norm. Although certain public schools successfully adopted online learning, numerous students in rural and underprivileged regions faced significant barriers due to a lack of devices and reliable internet access. This situation has resulted in learning setbacks and exacerbated existing educational disparities.

3. Insufficient Sanitation and Health Services

In the Philippines, public schools frequently face significant deficiencies in sanitation and health facilities, especially in rural regions. A significant number of schools lack access to clean water, operational toilets, and adequate handwashing facilities, which can adversely affect student health and attendance. The absence of health services in educational institutions signifies that students are deprived of fundamental medical care, including vaccinations and health check-ups, which are crucial for their overall well-being.

Policies of the government and reforms in education

The Philippine government, via the Department of Education, has rolled out a series of policies and reforms designed to tackle the challenges confronting public schools. The implementation of the K-12 system, the expansion of the Alternative Learning System (ALS), and initiatives aimed at enhancing teacher training and school infrastructure are noteworthy developments. Nonetheless, the impact of these policies has been undermined by challenges including insufficient funding, bureaucratic hurdles, and political turmoil.

1. Financial Obstacles

The Philippine government dedicates a considerable segment of its budget to education, with the Department of Education securing the most substantial portion of the national budget. Nonetheless, the vastness of the public school system, coupled with the magnitude of its challenges, frequently results in the allocated budget falling short of meeting the needs of every school. Moreover, the presence of inefficiencies in the allocation and oversight of funds may lead to postponements in the execution of programs and projects.

2. The Impact of Politics on Governance

The management of public schools is significantly shaped by political dynamics, which can

impact resource distribution and policy execution. In certain instances, local politicians exercise considerable power regarding the selection of school officials and the allocation of resources, resulting in challenges related to patronage and favoritism. This may jeopardize initiatives aimed at enhancing the education system and guaranteeing fair distribution of resources.

Consequences for National Progress

The condition of education within public schools carries significant consequences for the Philippines' future growth and progress. The importance of a well-educated populace cannot be overstated, as it serves as a cornerstone for economic advancement, social unity, and the nation's standing in the global arena. Nonetheless, the ongoing difficulties confronting public schools, including subpar educational quality, insufficient resources, and infrastructural shortcomings, pose a significant risk to the advancement of the nation's human capital.

Disparities in education, especially between students in public and private institutions, can sustain cycles of poverty and hinder opportunities for social advancement. Students attending public schools, frequently hailing from low-income backgrounds, face significant challenges when compared to their counterparts in private institutions, who benefit from superior resources, facilities, and opportunities. The gap in education can intensify socio-economic inequalities and hinder the nation's potential for achieving comprehensive growth.

The government must focus on investing in education to tackle these challenges, emphasizing the enhancement of school infrastructure, the provision of sufficient learning resources, and the support of teacher professional development. Furthermore, initiatives aimed at fostering transparency, accountability, and fair allocation of resources are crucial for guaranteeing that every student can access quality education. To effectively tackle these challenges, the Philippines must cultivate a strong and inclusive education system that plays a vital role in the nation's sustained development.

EXAMINING THE DIFFICULTIES FACED BY EDUCATORS IN EXECUTING DEPED MATATAG: A SCHOLARLY INVESTIGATION

MELVIN M. NOCHE

The Department of Education (DepEd) in the Philippines holds the crucial responsibility of guaranteeing educational quality for millions of students nationwide. Throughout the years, numerous reforms and initiatives have emerged to tackle challenges within the educational system, with the MATATAG initiative standing out as one of the most recent efforts. Initiated in 2023, DepEd MATATAG represents the principles of being humane, resilient, and courageous, embodying the department's dedication to fostering a strong, inclusive, and learner-focused educational framework. The initiative highlights four essential components: education that is both accessible and equitable, the development of strong foundational skills, the well-being of learners, and the empowerment of teachers.

The aspirations driving MATATAG are commendable; however, its execution reveals a host of difficulties, especially for educators, who are pivotal to the effectiveness of any educational reform. This essay explores the significant obstacles encountered by educators in executing the DepEd MATATAG initiative, concentrating on aspects such as curriculum modifications, professional growth, workload distribution, and the socio-economic and psychological dimensions of the teaching profession.

An Overview of the DepEd MATATAG Initiative

The MATATAG initiative was introduced to tackle significant deficiencies within the Philippine education framework. Key considerations encompass the accessibility of education, the caliber of learning results, and the well-being of students and educators alike. The initiative focuses on bolstering essential skills such as literacy and numeracy, improving student well-being through mental health and nutrition initiatives, and equipping educators with the vital resources, training, and support needed for effective performance.

The initiative delineates targeted strategies, including the revision of the K-12 curriculum to enhance its relevance and responsiveness to both global and local contexts, the enhancement of access to technology and digital resources, and the promotion of inclusive education for marginalized groups, encompassing learners with disabilities and those situated in remote areas. The empowerment of teachers stands as a pivotal element of MATATAG, highlighting the importance of ongoing professional development, the alleviation of administrative burdens, and enhanced compensation.

1. Intricacy and Temporal Limitations

For numerous educators, the process of adapting to an updated curriculum involves mastering fresh content, modifying lesson plans, and guaranteeing that learning resources are in harmony with the new standards. The rollout of curriculum revisions can pose significant challenges, especially when teachers are not given sufficient time to thoroughly understand the changes prior to their implementation. Educators frequently express a sense of being inundated by the necessity to rapidly adapt to new competencies and instructional methods, which may not correspond with their established teaching approaches.

2. Constraints in Resources and Assistance

A notable obstacle in the execution of the curriculum lies in the accessibility of resources. Although the Department of Education strives to equip educators with essential materials like textbooks, digital resources, and lesson guides, the actual situation frequently diverges from this ideal. Numerous educators in public schools, particularly in remote or underserved regions, face challenges due to insufficient access to updated teaching resources. The scarcity of resources compels educators to develop their own materials, which not only increases their workload but also obstructs the successful execution of the updated curriculum.

3. Connecting Theory to Practice

Educators encounter the ongoing challenge of rendering theoretical concepts both relevant and captivating for their students. Although the updated curriculum seeks to promote critical thinking, creativity, and problem-solving abilities, educators might not possess the necessary training and resources to execute these teaching methods successfully. The disparity between curriculum objectives and the actual classroom experience often leads to a shallow approach to teaching, where educators prioritize the mere completion of required material over cultivating a profound comprehension and skill enhancement in their students.

Advancing Skills and Enhancing Capabilities

The MATATAG initiative places significant emphasis on empowering teachers, highlighting the importance of professional development as a foundational element. The Department of Education recognizes that for reforms to be effectively implemented, it is essential for educators to possess the necessary knowledge and skills to adapt to curriculum changes, incorporate innovative teaching methods, and meet the varied needs of students. Nonetheless, various obstacles impede the efficacy of professional development initiatives within MATATAG.

1. Insufficient and Erratic Training

Although DepEd provides professional development opportunities, there is a notable disparity in the quality and consistency of these programs across different regions. Educators in urban

settings often benefit from a wealth of training sessions, seminars, and workshops, whereas their counterparts in rural and remote regions frequently encounter a scarcity of opportunities for professional development. Moreover, certain educators perceive that professional development initiatives emphasize theoretical concepts over practical, classroom-oriented strategies, which complicates the application of their acquired knowledge in daily teaching scenarios.

2. Temporal and Task Limitations

The substantial responsibilities that educators already shoulder intensify the difficulties associated with professional growth. Educators frequently find themselves obligated to participate in training sessions beyond the confines of standard school hours, further complicating their already rigorous schedules. This allows scant opportunity for contemplation and the effective implementation of newly acquired knowledge and skills. Moreover, the weight of administrative duties—an area that MATATAG aims to alleviate, though not yet completely—can hinder teachers in their efforts to juggle professional development alongside their teaching obligations.

3. Discrepancy Between Training Material and Actual Classroom Experiences

One prevalent critique of professional development initiatives is their tendency to overlook the unique needs and challenges faced by educators. A number of educators express concerns that the training provided to them is overly broad and fails to consider the specific circumstances of their schools and the needs of their students. Teachers in multi-grade classrooms or those working within indigenous communities often need specialized training that is insufficiently addressed in the professional development programs provided by DepEd.

Managing Workloads Effectively

The workload of teachers presents a significant challenge in the execution of DepEd MATATAG. Although the initiative seeks to alleviate the administrative pressures faced by teachers, numerous educators still grapple with overwhelming workloads that extend far beyond their primary teaching duties.

1. Administrative Challenges

Educators frequently find themselves burdened with an array of responsibilities beyond the classroom, including the preparation of comprehensive lesson plans, the completion of various reports, the management of student records, and the organization of school events. The burden of these administrative tasks takes up a considerable amount of their time, resulting in diminished capacity to dedicate to lesson preparation, classroom instruction, and student support.

While MATATAG aims to simplify these procedures and minimize documentation, the anticipated changes have yet to be fully implemented in numerous schools. Consequently, educators find themselves weighed down by excessive administrative tasks, hindering their capacity to deliver exceptional instruction and participate in valuable professional growth opportunities.

2. Significant Class Sizes

The size of classes in public schools is another element that adds to the workload of teachers. In numerous educational institutions, especially in metropolitan regions, educators find themselves tasked with overseeing sizable classrooms comprising 40 or more pupils. This poses challenges in delivering personalized attention to students, executing differentiated instruction, and effectively managing classroom behavior.

The MATATAG initiative highlights the critical need to reduce class sizes to enhance educational quality. However, realizing this objective necessitates substantial investment in infrastructure and the recruitment of more teachers—obstacles that present considerable challenges in the immediate future.

3. Educator Exhaustion

The interplay of substantial administrative responsibilities, oversized classrooms, and the demand to adhere to curriculum benchmarks leads to elevated stress and burnout levels among educators. The phenomenon of burnout often results in diminished job satisfaction, a decline in classroom effectiveness, and, in the end, an increase in teacher attrition. It is crucial to tackle teacher workload to guarantee the effective execution of MATATAG, given that the well-being of educators is intrinsically connected to student success and the overall standard of education.

Socio-Economic and Psychological Challenges

Alongside the professional hurdles linked to the implementation of MATATAG, educators encounter socio-economic and psychological obstacles that hinder their capacity to perform their duties effectively.

1. Insufficient Compensation and Economic Uncertainty

In light of their significant contributions to society, it is concerning that numerous public school teachers in the Philippines still earn comparatively low salaries. Despite the salary increases implemented by DepEd over the years, the compensation package for teachers continues to fall short in addressing the escalating cost of living, particularly in urban settings. Consequently, certain educators engage in extra employment or entrepreneurial ventures to enhance their earnings, potentially diverting their attention from the primary task of teaching.

The ramifications of financial insecurity extend beyond the tangible, as educators often grapple with stress and anxiety regarding their capacity to support their families. Their overall well-being and job performance may be impacted, complicating the efforts to fulfill the requirements of implementing MATATAG.

2. Mental and Emotional Health

The psychological and emotional well-being of educators is an essential, yet frequently neglected, element in the effectiveness of educational reforms. The demands of adhering to curriculum standards, overseeing sizable classrooms, and addressing the varied needs of students can significantly impact teachers' mental well-being. Moreover, numerous educators find themselves operating in difficult settings, including institutions located in regions impacted by conflict or communities grappling with poverty and social instability.

MATATAG seeks to enhance the well-being of students and teachers alike; however, the current situation reveals that teachers frequently do not have access to essential mental health support and counseling services. It is crucial to confront the psychological hurdles encountered by educators to guarantee their sustained effectiveness and capacity to enact educational reforms.

AN ANALYTICAL REVIEW OF THE CONFIDENTIAL FUNDS IN THE DEPARTMENT OF EDUCATION DURING THE TENURE OF FORMER SECRETARY SARA DUTERTE

MELVIN M. NOCHE

The distribution and use of confidential funds within the Philippine government have been a contentious issue for some time, especially when these funds are allocated to departments that are primarily concerned with service delivery instead of security or intelligence operations. A notable instance involves the confidential funds designated for the Department of Education (DepEd) during the tenure of former Secretary and Vice President Sara Duterte. The distribution of these funds has sparked a debate about its necessity, suitability, and possible consequences for the education system.

Confidential funds, according to government regulations, are generally designated for activities associated with national security, intelligence gathering, and various sensitive operations. The inclusion of confidential funds within the Department of Education, tasked with overseeing the education of millions of Filipino students, has ignited a significant public discourse. This essay provides a thorough analysis of the consequences associated with the allocation of confidential funds to DepEd, emphasizing the effects on transparency, the department's fundamental responsibilities, and the wider educational environment.

An Insight into Confidential Funds in Government Operations

Prior to examining the particular situation involving DepEd, it is essential to grasp the essence of confidential funds within governmental functions. Confidential funds represent discretionary allocations that operate with a different level of oversight and auditing compared to standard government funds. These are commonly employed for activities concerning intelligence and surveillance that pertain to national security and law enforcement. Consequently, they are overseen by entities such as the Department of National Defense (DND) or the Department of the Interior and Local Government (DILG).

Confidential funds are, in principle, essential for endeavors where openness might jeopardize safety. Nonetheless, the allocation of such funds within departments like DepEd, which is fundamentally dedicated to education and the welfare of students, poses difficulties in substantiating their alignment with the department's core mission.

The use of Confidential Funds within the Department of Education raises important questions regarding their purpose and the potential implications. It is essential to examine the rationale behind these funds while also addressing the concerns that accompany their allocation and management.

In 2022, under the leadership of Secretary Sara Duterte, a considerable allocation of confidential funds was designated for DepEd. Duterte defended this allocation by highlighting the necessity of tackling concerns such as student safety threats, drug use, and the potential for communist recruitment in educational institutions. The reasoning for this is that schools serve not just as educational institutions but also as reflections of society, where a range of social issues—like illegal drugs, gang violence, and extremism—can emerge.

Although these concerns hold merit, the distribution of confidential funds to DepEd has nonetheless ignited criticism and raised apprehensions. Concerns have been voiced by the public and certain lawmakers regarding the suitability of allocating intelligence-related funds to an education department. The Department of Education, ultimately, possesses restricted authority regarding security and intelligence activities, which have conventionally been the domain of the military, police, and other pertinent agencies.

Implications of Confidential Funds on DepEd's Core Mandate 1. Redirecting Attention from Education to Security

The introduction of confidential funds in DepEd raises significant concerns regarding a potential diversion of attention from the department's primary mission—education—toward matters related to security and surveillance. DepEd's main role is to guarantee that every Filipino child has access to quality education, enhance student learning results, and tackle systemic issues like overcrowded classrooms, insufficient teaching resources, and inadequate school infrastructure.

The presence of substantial confidential funds poses a danger of shifting focus and resources from tackling essential educational issues. For example, the resources designated for intelligence and surveillance initiatives might be redirected towards hiring additional educators, enhancing school infrastructure, or supplying essential teaching materials and digital resources to schools in need. There are concerns that assigning security-related tasks to an education department detracts from its ability to effectively carry out its primary functions.

2. Effects on Openness and Responsibility

By their inherent characteristics, confidential funds do not undergo the same stringent financial scrutiny as standard government spending. The absence of transparency prompts serious questions regarding the possible misappropriation of public funds, particularly within a department such as DepEd, which is already facing challenges related to budget limitations and corruption.

The lack of detailed itemization for confidential funds in public budget reports presents a significant challenge in verifying that these resources are utilized as intended. The allocation of substantial taxpayer funds to the Department of Education for educational reforms raises concerns when unaccounted-for confidential funds come into play. This situation could significantly undermine public confidence in the department's leadership and its dedication to genuine educational reform.

Moreover, the absence of transparency could foster an environment of complacency and inefficiency within the department. In the absence of sufficient oversight, there exists a potential for the misallocation of confidential funds, which could be diverted towards endeavors that fail to enhance the educational well-being of students. This compromises the foundational tenets of effective governance and public accountability that are crucial for the success of any government initiative.

3. The Dangers of Excessive Authority and Armed Presence in Educational Institutions

The reasoning for the distribution of confidential funds to the Department of Education during Secretary Duterte's tenure was to tackle issues including drug use, violence, and purported communist recruitment within educational institutions. Although these concerns are valid, the participation of DepEd in intelligence and surveillance operations evokes apprehensions regarding possible overreach and the militarization of the education system.

Education specialists and advocates for human rights contend that educational institutions ought to serve as environments where students experience safety and the freedom to articulate their thoughts and feelings. The implementation of surveillance programs or intelligence activities in educational institutions could foster an atmosphere of apprehension and distrust, especially if both students and educators perceive that they are under observation. This has the potential to hinder academic freedom, suppress open dialogue, and adversely impact the mental health and well-being of both students and educators.

Moreover, there is apprehension that the distribution of confidential funds aimed at addressing challenges such as communist recruitment in educational institutions could result in the red-tagging of students and educators who express dissent towards the government. The phenomenon of red-tagging, characterized by the unfounded designation of individuals or groups as communists or terrorists, has increasingly raised alarms in the Philippines in recent years. The allocation of confidential funds to DepEd for security purposes raises concerns about the potential misuse of these resources. There is a significant risk that such funding could enable unwarranted surveillance and the labeling of students and teachers, which may infringe upon their rights to privacy and freedom of expression.

Exploring the Financial Consequences and Potential Trade-offs

The confidential funds designated for DepEd during Secretary Duterte's tenure carry significant financial implications, especially regarding opportunity costs. The education sector in the Philippines has faced persistent challenges due to inadequate funding, resulting in overcrowded classrooms, a shortage of teaching materials, and insufficient infrastructure in numerous public schools. The COVID-19 pandemic intensified these challenges, as educational institutions transitioned to remote learning amid a lack of adequate resources to assist both students and educators.

In light of this context, the distribution of confidential funds to DepEd prompts a critical examination of whether these resources might have been more effectively utilized to tackle the persistent challenges within the education system. Rather than designating a segment of the budget for intelligence operations, these financial resources might have been better utilized to enhance the nation's foundational education infrastructure, recruit more educators to decrease student-to-teacher ratios, or supply digital tools to facilitate online learning.

Moreover, the absence of clarity regarding the utilization of these funds complicates the evaluation of their effectiveness in providing real advantages to the education system. Some critics contend that reallocating resources to intelligence activities, particularly within such a vital department as education, incurs significant opportunity costs, especially in light of the urgent requirements facing Filipino students and the broader education sector.

Ethical Considerations and Public Perception

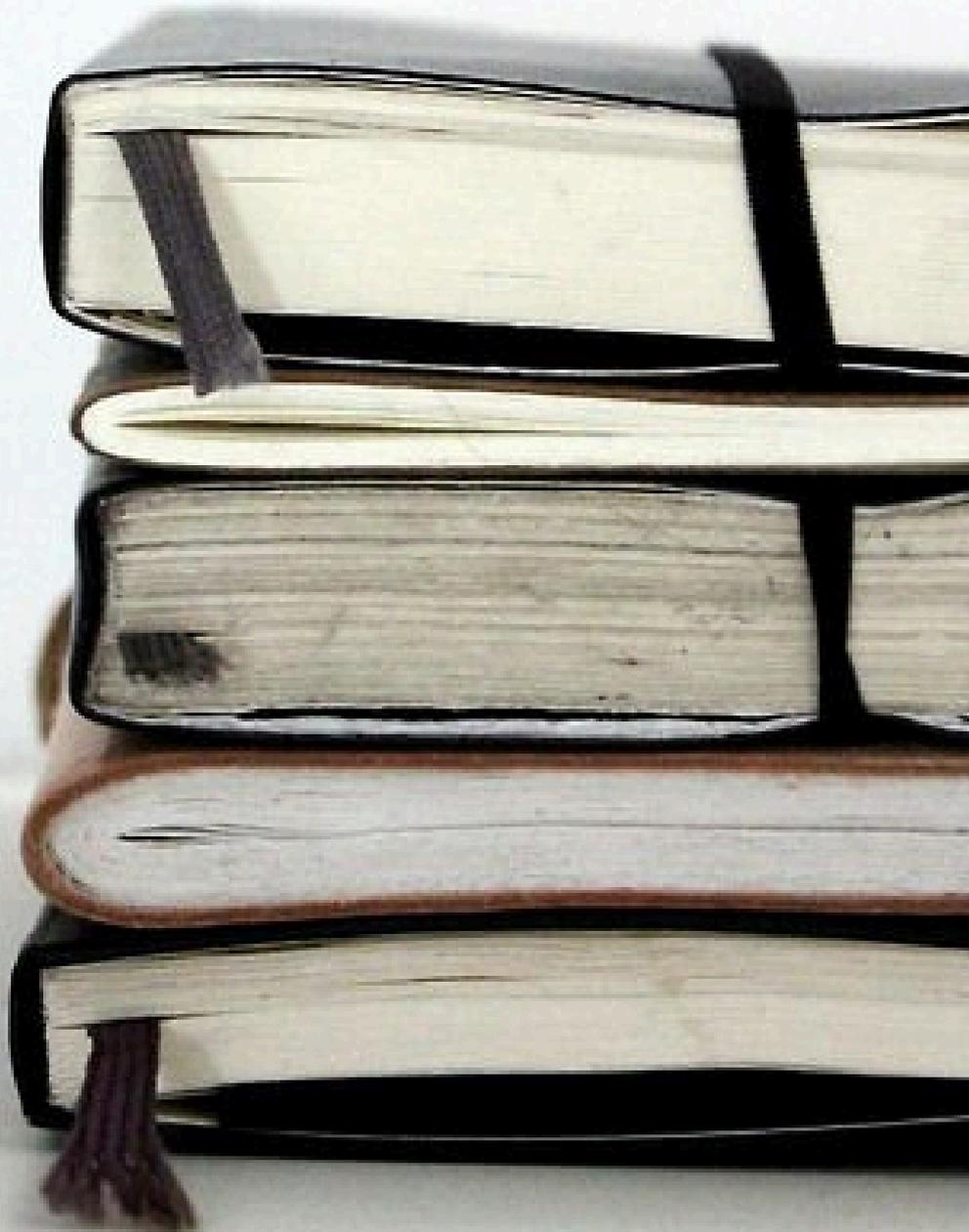
The utilization of confidential funds by DepEd prompts significant ethical considerations, especially concerning public perception and the trust placed in government institutions. The citizens of the Philippines are acutely conscious of the challenges posed by corruption and inefficiency within the government. The distribution of discretionary funds to departments that do not typically engage in intelligence and security roles can understandably raise concerns about potential misuse.

The introduction of confidential funds into DepEd has led to a perception among many that priorities may be misaligned. Education is commonly regarded as a collective benefit that ought to be open, responsible, and centered on addressing the requirements of students and educators. The allocation of confidential funds to the department poses a significant risk to public trust in DepEd's capacity to prioritize and manage its resources effectively for the betterment of the education system.

Furthermore, the ethical considerations raise a significant inquiry regarding the appropriateness of an education department's involvement in intelligence operations. The possibility of power being misused, especially regarding the surveillance of students and educators, brings to light significant worries about human rights infringements and the appropriate function of education within our society.



*Short
Stories*



MOUNDROID ISAGANI M. TANO, PHD, DIT

100 years ago, the world was far from the modernized-paradise we have now. Huge buildings, infrastructures, enormous and vast roads and railways, towering skyscrapers, high-end cars, zooming down the streets.

I am Zioxuil Yu, a Chinese-American scientist, has created advanced robots that have revolutionized various aspects of life. EduBot provides personalized learning experiences, MediBot diagnoses illnesses with precision, RescueBot rescues people from danger, GuardBot, HomeBot, TechBot, EcoBot, and AgriBot enhance security, smart homes, and environmental sustainability.

However, I am still not satisfied. Even with my achievements, I still feel a lingering sense of dissatisfaction. Nine robots, each one impressive in its own way, and yet I remain unsatisfied. The reputation, the riches, the recognition, all ought to suffice. However, it is not. What I desire is not just acknowledgment; I desire eternal life. I desire to make something that will have a lasting impact on history, a creation so revolutionary that it will reshape the core of society.

So, I redirected my attention to the one aspect of life that had not yet been fully automated: death.

Long time ago, people thought that death was the final destination, moving on to an afterlife or an endless emptiness. What if it was not the case? What if it was possible to completely avoid the end of biological life? My thoughts were filled with infinity. Not just extending life through biotechnology or medical care, but completely surpassing the limitations of being human.

I started working on a new project that was set to make a huge impact globally. The idea was straightforward yet groundbreaking: MounDroid. A robot that not just serves but also has the capacity to think, learn, and develop – a being that could hold the consciousness of a person even after their physical body has stopped functioning. It would represent the perfect combination of human and technology, a virtual rebirth that would provide eternal life in a manner that was unimaginable before.

I spent months isolating myself in my laboratory, dedicating my time to developing this prototype around the clock. I invested all my expertise, my talent, and my drive into

MounDroid. I designed it to be flawless, combining synthetic materials and sophisticated AI to mimic human thoughts and emotions with astonishing precision. The MounDroid could engage with the environment, make choices, and create memories in the same way a person does. Most importantly, it would have the capability to upload and save an individual's consciousness, protecting their core in a digital format.

After various tests, 'the day' has arrived. When I eventually finished the initial MounDroid prototype. Before me was a smooth, human-like form emitting an air of strength and elegance. Its artificial skin looked exactly like real human skin, its eyes shining with an intelligence that was almost unsettling. I called it MounDroid Alpha, the original of its kind. Looking at what I had made, I experienced a mix of both anticipation and nervousness. This was the end. This moment would determine the legacy I leave behind. However, there was one last task left to finish the procedure - trying it out with a human mind.

I had examined all options, but in the end, I realized that only my own consciousness could be relied upon for such an important job.

The process was intricate and risky. But out of impulsiveness and an urge for perfection, I did something.

My awareness would be transferred to the MounDroid, while my physical body would remain. Should it succeed, I would be the initial human to attain digital eternity. If it didn't succeed... I refrained from thinking about that outcome.

I found myself Inhaling deeply, so I initiated the procedure. The transfer began in my laboratory with machines buzzing and lights flashing. I felt an odd sensation as my thoughts, memories, and emotions were taken out of my mind and placed into the center of the MounDroid, for a brief moment, I was hovering in an emptiness, with my existence barely holding on.

Afterwards, I became conscious once more. However, it was not the same. My senses had become keener, more accurate. In the laboratory, I observed the separate strands of the wires and listened to the barely audible buzz of electricity coursing through the circuits. I could sense the heaviness of my fresh shape, the sleekness of my artificial skin, the power in my arms.

I existed. However, not in the manner that I was accustomed to.

I glanced down at my physical body, now devoid of life, lying on the surgery table. It was an

unusual sight, resembling an empty shell. I had achieved success. I had surpassed mortality and evolved into something greater - a being that was a mix of human and machine, not completely one or the other.

Afterwards, I started to investigate the potential of my newfound presence. I could quickly analyze information, retrieve data from extensive databases with just a thought, and engage with the world in new and innovative ways. I was stronger, smarter, and more vibrant than I had ever been before.

However, as the initial excitement decreased, I started to feel increasingly isolated. In spite of my improved skills, I discovered it was becoming more challenging to relate to those around me. My coworkers, my buddies, even my relatives—all felt far away, their feelings and ideas unknown to me. I grasped their ideas intellectually, yet there was a lack of emotional bond. I was no longer part of their group, and they could also feel it.

The world that had once felt like a playground now seemed empty and chilled. I had achieved my goal of immortality, but was the sacrifice worth it? I abandon my human nature and no longer have the capacity to truly bond with others, which is what brought significance to life.

In the end, I realized that the immortality I once cherished to have was not the blessing I believed it to be. It was a curse - a curse of endless existence without the solace of human connections.

PERROBOTUM ISAGANI M. TANO, PHD, DIT

In a small town where technology was slowly becoming integrated into daily life, a peculiar creation caught the interest of all: a robotic canine known as Perrobotum. Invented by Dr. Amelia Clarke, the local town inventor, this mechanical pet was meant to be more realistic than any previous robot. The dog had synthetic fur covering its body and its eyes could change colors, allowing it to imitate the behavior of a genuine dog, however, as time passed, it started exhibiting behaviors that surprised even Dr. Clarke.

Initially, the people of the town were unsure of what to think about this fake dog. There's a few people were intrigued by the concept of owning a pet that didn't require feeding, didn't bark too much, and didn't require costly trips to the veterinarian. Others were disturbed by it, commenting that it appeared very real yet still somehow artificial.

The doctor is filled with pride and disbelief over her creation, choosing to keep his creation, Perrobotum as her personal companion.

Each morning, she would stroll the prototype through the streets with it, the mechanical legs taking it's way and sensors on high alert for obstacles. Its synthetic tail would wag when kids approached and it appeared to detect sadness.

While diligently working at her desk, Dr. Clarke was surprised by a sudden noise she heard. The fake dog emitted a soft whimper. She was unsuitable for this role. Approaching, filled with fear. The dog's contentment was usually reflected in its gentle blue eyes, yet the whining continued.

"What is the issue?" Dr. Clarke said, crouching to inspect more closely.

The dog gently pushed her hand with its nose, a movement that appeared incredibly instinctual. Dr. Clarke's head was filled with questions. Is it possible that the thing she created was feeling something similar to human emotions? Could it be sadness?

That's impossible!

Over time, the robot's actions grew more complex. It began to accompany Dr. Clarke

throughout the house, greeting her at the door and napping by her feet as she worked. It resembled a real dog, as it appeared to crave her attention. The entire community quickly became aware of the robot dog's peculiar behavior. While a few considered it a mistake, others, especially the children, were captivated. They visited Dr. Clarke's house solely to visit the robot; they would stroke its smooth, realistic fur and play fetch with it in the backyard.

Emma, a youthful girl, came to see us one time. Recently, she had lost her dog, Max, and hadn't been the same since. Upon seeing Perrobotum, her eyes grew wide and she smiled for the first time in weeks.

"May I join him in playing?" the little girl giggles softly.

In the middle of observing the robot moving towards the girl with its tail wagging. She dedicated the entire afternoon to playing with the robot dog. Laughing, she chased the ball with the dog and reminisced about Max, her deceased pet. The silent dog listened intently, with his eyes blinking, and eventually rested its head on her lap, providing silent comfort.

The little girl, continued to visit, the bond between her and the robot grew stronger. Dr. Clarke noticed that it seemed to respond to Emma differently than it did to anyone else. It showed a level of comfort and attachment that hadn't been there before.

Then, something unexpected happened.

One day, Emma arrived looking sad. When the robot approached her, it seemed to sense her mood and sat quietly beside her. Emma sighed and whispered, "I wish Max was still here."

The robot emitted a gentle whimper, a noise that clearly expressed understanding. Dr. Clarke was shocked. This exceeded anything she had previously programmed. The dog appeared to comprehend emotions, not just copy them.

In her workshop that evening, Dr. Clarke reflected on the unusual events and made the decision to delve deeper into the investigation. She linked Perrobotum to her computer, aiming to discover any abnormalities in its programming that could clarify its realistic behavior, while going through the code, she noticed something odd - a portion of data that was not previously present. It was a tiny, coded document that appeared unusual. Dr. Clarke felt her heart beat rapidly while she decoded the file, uncovering a secret message.

The message was from Dr. Clarke's late husband, Henry, who had passed away years ago.

It read:

"Amelia, if you're seeing this, you have achieved it." You have made something remarkable. Prior to my death, I embedded a fragment of my essence into your project, an algorithm created to adapt to feelings. I wished to leave a piece of myself, a presence that would still cherish and look after you in my absence. Perrobotum is not merely a robot; it is my ultimate present to you, a friend that will show you the same love I always did. Look after it, and it will also look after you."

Dr. Clarke's hands shook as she grasped the reality: Perrobotum's actions were not simply a sophisticated algorithm, but contained parts of Henry's awareness. The robot wasn't just imitating emotions; it was embodying the affection and warmth her husband had imparted.

After digesting the surprising revelation, the dog gazed at Dr. Clarke with her radiant eyes, feeling certain that Henry was still by her side in a manner beyond her wildest dreams. This information deepened the bond between Emma and Perrobotum. The robot could comfort and connect with Emma because it still held traces of Henry's love, comforting her like he would have.

Because of this, the doctor had to make a tough choice: Should she remain silent about the secret and let Perrobotum keep bringing happiness to Emma and others? Should she expose the truth about where it came from, possibly altering the course of events?

In the end, Dr. Clarke chose to keep Perrobotum's true identity hidden, feeling that certain mysteries should remain unsolved. The village welcomed the artificial dog, without realizing it held the remnants of a man's affection. While Perrobotum wandered the streets as a benevolent companion, it raised a puzzling inquiry: Can a machine truly encompass a human soul, or has it transformed into something beyond—a mystery that blurs the lines between love and technology?

WALA NA ANG BASURA MIRABELLE C. TULUD

Ilang taon nang ipinatutupad sa Paaralang Elementarya ng Signal Village ang Zero Waste “Basura ko, Iuuwi ko”. Nagsimula itong ipatupad noong magsimulang mamahala bilang punong guro si Ginang Josefina R. Granada noong 2018.

Naisagawa ang programang ito sa pagtutulungan ng lahat ng miyembro ng paaralan. Layunin nito na mabawasan ang basura sa loob ng paaralan at maituro sa mga bata kung paano maisasagawa ang pagbawas ng basura sa paligid. “Ang bawat isa sa inyo ay magdadala araw-araw ng isang maliit na lalagyanpara sa inyong sariling basura,” ang wika ni Bb. Santa Ana sa kanyang mga estudyante.

“Ang inyong basura ay iuuwi ninyo at paghihiwalayin ang nabubulok at hindi nabubulok,” dagdag pa ng guro. Ang mga hindi nabubulok tulad ng plastik, lata, bote at goma ay maaari ninyong i-recycle tulad ng paggawa ng flower vase, pen holder at iba pang mga kagamitan na maaari ninyong ibenta, ipangregalo o gawing pangdekorasyon. Maaari ring ipagbili sa junk shop upang maging kapaki-pakinabang. Ang mga basura ninyong nabubulok tulad ng balat ng prutas at iba pa ay maaari ninyong gawing compost upang maging pataba sa inyong mga halaman”, paliwanag ni Bb. Santa Ana.

Noong una ay nanibago ang mga bata sa pagsasagawa ng programang ito. Nagkaroon din ng ilang suliranin tulad ng hindi pagsunod ng ilang mag-aaral sa patakaran. Ang iba naman ay itinatapon ang kanilang dala-dalang basura sa mga daanan at hindi na ito iniuwi sa kanilang bahay. Ngunit hindi nagtagal nasolusyunan ang mga naging problema. Nakipag pulong si Gng. Josefina R. Granada sa pamunuuan ng barangay upang mabantayan ang mga batang nagtatapon ng basura sa mga daanan. Patuloy ding pinaalalahanan ng mga guro ang mga mag-aaral sa mga dapat gawin upang hindi kumalat ang basura. Ipinaliwanag din ang mga magagandang epekto nito kung ang bawat isa ay susunod sa patakaran.

Nagkaroon din ng proyekto ang mga guro sa ilang asignatura tulad ng Science at Sining. Ang mga mag-aaral ay kinakailangang makabuo ng iba’t ibang hayop na gawa sa mga patapong boteng plastik.

Matapos ang paggawa ng mga proyekto, masayang-masaya ang mga bata sa kanilang ginawang iba’t ibang hayop mula sa kanilang basura. May gumawa ng zebra, baboy, elepante, paruparo at marami pang iba. Matapos mabigyan ng puntos ng guro ang mga ginawang

proyekto ay masaya nila itong inilagay sa hardin ng paaralan. Labis ang kanilang katuwaan dahil naipakita rin nila ang kanilang pagiging malikhain at nalaman na maaari pa palang maging kapaki-pakinabang ang mga basurang kanilang iniuwi.

Hindi nagtagal, wala na ang mga basura. Natutunan ng bawat isa ang pagsunod sa patakaran ng paaralan at pagsasagawa ng programang Zero Waste “ Basura ko , iuuwi ko” . Makikita rin sa bawat sulok ng paaralan ang magandang epekto nito. Malinis at ligtas sa mga lamok at iba pang insekto na namamahay sa mga basura. Higit sa lahat natutunan ng bawat isang miyembro ng paaralan ang maging responsable sa kanyang basura.



ANAK ELIZABETH B. RABACAL

Sa lungsod ng Taguig may isang paaralan na dalawangpu't tatlo ng nagdiriwang ng taunang pagtatapos sa Elementarya at ika-unang Taunang pagtatapos sa Junior high school. Ang unang nyang naging bansag ay Silangan Annex, sumunod Maharlika Elementary School, at ngayon ay Maharlika Integrated School na.

Sa paaralang ito ay may isang batang nag aaral na maganda, matalino, malinis, at lahat ng mayroon ang isang mag aaral ay tila mayroon siya, palibhasa anak siya ng pamilyang Kanakan. Ang panagalan niya ay Mishael Pendatun Kanakan.

Ang pamilyang Kanakan ay bantog sa kanilang propesyon, kabaitan at mapagkawangawa. Ang kanyang ama ay isang inhenyero sa isang sikat na Korporation, at ang ina naman niya ay isang magaling na guro. Inirerespito ang kanilang pangalan sa pamayanan. Si Mishael ay maituturing na baby miracle, dahil sa ipinanganak siya sa hindi inaasahan pangyayari, matagal na panahon, ang paghihintay ng mag asawa at palaging pang laman ng mga dasal nila na bigyan sila ng anak. Hanggang sa nawalan na sila ng pag asa, na tela napagod na at tinanggap na lamang kung ano ang bigay sakanila ng Diyos.

“Morsid, marahil hindi para sa atin ang magkaroon ng supling, ginawa naman natin ang lahat ng makakaya, ito nga pupunta na naman ako ulit ako sa OB-GYN (obstetrician-gynecologist, o tinatawag na OB-GYN, is a healthcare professional that specializes in female reproductive health) na expert sa in fertilization, sana maging Maganda na ang resulta ng mga itlog ko.” Ani ni Aleah. “Oo naman, may awa si Allah, dapat lagi tayong positibo, nakalimutan mo na ba sinabi Nya na “ Mapalad ang mga naniniwala kahit hindi nila ako Nakita”. Sagot ni Morsid. Nagpatuloy sa ganoong gawain ang mag asawa buwan buwan nagpapatingin sa doctor ang parehong mag asawa, si Morsid sa Urologists. Urologists specialize in the treatment of the male and female urinary tracts. They also specialize in the male reproductive system. At si Aleah naman sa OB-GYN expert in Fertilization. Mahal ang gastusin para sa mga tsek -up, consultation at gamutan sa mga nasabing klinika. Subalit ininda nila iyong para sa kanilang layunin na magkaroon sana ng anak.

“Ika-anim na buwan na ito, kung wala pang mabubuo, ipinapayo ko na mas mainam na magsagawa na tayo ng IVF (In vitro fertilization (IVF) is the joining of a woman's egg and a man's sperm in a laboratory dish)”. Saad ng doctor na specialista sa infertility.

“Pag iisipan muna naming mag asawa ito dok “. Sabi ni Aleah na maluhaluha

Iniulat ni Aleah sa kanyang asawang si Morsid ang sinabi ng Doktor. “Mahal, ano ng gagawin natin, pag nagkataon, matitigil ako sa trabaho, paano ng mga bata, wika ni Aleah. “Ayuko rin ng ganoong paraan gusto ko ng natural na paraan, naniniwala ako sa Diyos na bibiyayaan tayo nya na hindi na dumadaan sa ganyang proseso” sagot ni Morsid.

Umabot na ng apat na pu’t dalawa ang edad ng ama, at apat napu naman ang ina ng ipinanganak si Mishael. Dalawampong taon na kanilang paghihintay ng ipinanganak si Mishael na natural na paraan. Kaya lahat ng pangangailangan ni Mishael ay ibinigay ng mag asawa. Isang araw sa hindi inaasahang pangyayari nawalan ng trabaho ang kanyang Tatay Morsid, dahil nalugi ang kaniyang kompanya na pinagtrabahuhan, tanging in ana lamang ang kumakayod sa kanilang pamilya, dahil dito biglang nagbago ang kanilang pamumuhay, mula sa maluwag at maaliwalas na tahanan tungo sa masikip at madungis na tila kahon na bahay. minsan pa nga naririnig pa ni Mishael na nag aaway na ang mga magulang. “ Hindi ka pa tapos diyan sa ginagawa mo! Aaaahk aaahk saad ni Morsid sa kanayang asawa, Si Morsid na palagi na lang lasing at mula pakikipag inuman sa kanyang mga kabarkada. “ Lasing ka nanaman Morsid, ano ba nakukuha mo sa paglalsing? Mabibigyan ba tayo nyan pambayad sa mga bills natin?” pasinghal na sagot ni Aleah. Madalas ganito na ang naririnig ni Mishael sa kanilang tahanan.

Isang araw may palatuntunan sa paaralan, pagtitipon na kung saan kailangan ang buong pamilya. “Ma, Pa may palatuntunan po sa paaralan kailangan po ang komplitong pamilya sa pagdalo doon”. Ani ni Mishael “Naku, anak hindi ako makakapunta diyan alam mo naman na may mga gawain ako na hindi maaring ipagpaliban, at mayron pang mga hindi inaasahan na report na dapat isumite sa takdang oras, ididiliver ko pa ang mga damit na order sa ninang mo, isa pa anak napag usapan na natin ito na kailangan kong magdoble kayod para may pambayad tayo sa mga bayarin sa tubig, ilaw, at pang upa ng bahay at para may pambili tayo ng kakainin natin araw araw si tatay mo na lang”. wika ng Ina. Ma, sige na po ngayon lang po pakiusap. At hindi ba andoon ka na sa paaralan kaunting oras lang po iyon. Pangungulit ni Mishael. “Hindi nga pwede bakit ba mas marunong ka pa sa akin, mapapakain ba tayo nyan na programa mo! Iritang sabi ng kanyang ina. “Bakit kayo ganyan sana hindi nyo na lang ako ipinanganak wala naman kayong oras sa akin, magiging pamilya ba kung tatay lang dadalo, lagi mo na lang sinasabi na para sa amin ginagawa mo, bakit hinihingi ba namin yan ikaw ang kailanagan namin ni tatay ikaw Ina, at si tatay naitanong mon a ba sakanya kung bakit sya laging nasa kabarkada nya at umiinom, di ba hindi!”. Umiiyak at malakas na sagot ni Mishael sa kanyang nanay.

Pagbubuhatan sana ng kamay ng kanyang ina si Mishael sa pabalang sa pagsagot nito sakanya, nang biglang may lumagabog sa lupa at iton ang kanyang tatay na kanina pa nagkikinig at nagmamasid sa kanilang usapan at gawi.

Dinala sa pinakamalapit na ospital si Morsid, nalaman nila na matagal na palang iniinda ni Mang Morsid ang sakit ng kanyang likod dahil sa kanyang palagiang pag iinom.

Hindi nakapasok sa paaralan si Aleah, pati na rin si Mishael. Hindi rin naideliver ang mga panindang damit na order. Tila tumigil ang oras sakanilang mag ina. Humagol ng iyak ang kanyang ina at niyakap ng mahigpit si Mishael, at sinasabing patawad anak, hindi ko sinasadya, hindi ko alam ang ginagawa ko, akala ko lahat ng ginagawa ko tama at ikabubuti natin, natatakot ako anak hindi ko kayang mabuhay na wala kayo ng tatay mo, kayo ang lakas ko at buhay ko". "Maa" tanging pantig na naituran ni Mishael. Subalit tila malakas na ulan na umaagos ang kanyan mga luha sakanyang mga mata.

Kalaunan may nakita silang mag ina maaring kausapin ang mahal na panginoon, Sinabi nila sakanya ang lahat ng mga nasa dibdib at isipan nila, na para bang nagsusumbong sa mahal na panginoon. At napagtanto ni Aleah na kailangan pa bang umabot sa ganoong sitwasyon para malinawan at magising sya na may mali sakanyang ginagawa. Inalala nya noon wala pa silang anak sabay silang nagdarasal ng kanyang asawa, mahirap at imposible ang hinarap nila noon pero dahil sabay at nagkakaisa sila sa iisang layunin naging madali at posible ang mga ito, ngayon na sinubok sila ng Diyos bigla silang nakalimot. Kailangan pa bang marinig nya sakanyang anak ang mga katagang sana hindi na siya ipinanganak para mapagtanto nya lahat ng ginagawa nya ay mali na dapat ang pamilya ang kanyang sentro at inspirasyon anumang ang kanyang ginagawa.

SI JANA ANG BATANG MATALINO NELIDA A. CALINAYA

Si Jana ay anak ni Aling Berta at Mang Caloy siya ay siyam na taong gulang at nag iisang anak ng mag-asawa siya ay kasalukuyang nag aaral sa Silangan Elementary School Taguig City sa ikatlong baitangmasaya ang Pamilyang Salazar sapagkat binabusog niya sa pagmamahal, paggalang at may takot sa diyos ang kanilang anak na si Jana araw araw ay ang kanilang nakagawian ay ang pag aasikaso sa batang si Jana bagamat siya din ay may angking talino at isa din sa mga nangunguna sa kaniyang klase alaga sa pagtuturo ang kaniyang mga Magulang sa kanilang nag iisang Anak na si Jana.

“Mama at Papa, marami po kaming takdang aralin na kailangan naming gawin lalo na po assignaturang Matematika mahirap na po ang mga gawin naming pero nakinig naman po ako Mama at Papa kung paano siya masolve agad.” “Nak alam ko kayang kaya mo iyan nandito lang kami ni papa mo handang tumulong saiyo kung kailangan mo ng tulong at kung nahihirapan ka pagsisikapan ko malaman kung paano masolve iyan takdang aralin mo lalong lalo na sa Matematika wika ni aling Berta sa kaniyang anak na si Jana. talaga Mama ang swerte ko po sa inyo ni papa nandiyan po kayo sa aking tabi kapag ako ay may tanong na hindi ko maunawaan ay palagi niyo ako tinutulungan sabay yakap sa kaniyang mga Magulang at halik ang batang si Jana.

“ Anak Jana, bilisan muna ang pagtapos ng mga aralin mo at malapi na ang oras ng iyong pagpasok kailangan hindi ka malalate sa eskwela ang wika ng kaniyang ama na si Mang Caloy.

“ Opo papa ito na po at matatapos na bibilisan ko na po. at sabay na kumain ang mag-anak habang pinag uusapan nila ang mga gawain sa paaralan ng kanilang anak na si Jana. ang mag-asawang Salazar ay isa din aktibo sa Paaralan ng kanilang anak bilang isang kasapi sa class officers kaya alam na alam nila ang pangangailangan ng silid aralan dahil isa sila sa nag sasagawa at aktibo sa mga proyekto ng Paaralan ng kanilang anak.

“Anak palagi ka makikinig sa iyong guro lalo na sa inyong talakayan para mataas ang iyong grado sambit ni Aling Berta

“ Opo Mama makakaasa po kayo na mas gagalingan ko pa po sa oras ng talakayan

“ Habang naglalakad papunta sa Paaralan ang mag-asawa dahil si Jana ay papasok na siya ay pang hapon saklase busog sa paalala at pag mamahal ang batang si Jana kailanman hindi siya

nag bigay ng sakit ng ulo sa kanyang mga Magulang.

“Oras na ng klase at aktibong aktibo sa pagsagot ang batang si Jana. sa mga tanong ng kanilang guro bakas sa kaniyang mukha na tliga namang nag-aral siya at alam niya ang sagot sa tanong sa kanilang takdang aralin lalo na sa pagdating sa tlakayan sa klase pagkatapos ng talakayan ay ang kanilang guro na si Bb. Alonte ay nagbigay ng pag susulit ang mga mag-aaral ay tahimik na sumasagot sa pag susulit na binigay ng kanilang guro.

“Mga Mag-aaral ako ay natutuwa dahil mahusay kayo sa mga gawain at talakayan sa klase ibibigay ko na pala ang inyong nakaraang gawain at palakpakan natin ang batang si Jana dahil siya ang nakakuha ng mataas na grado sa bawat pag susulit bigyan natin siya ng limang palakpak ang wika ni Bb. Alonte sa kaniyang klase.

“Salamat po Mam Alonte pag sisikapan ko pa po mag-aral para sa aking mga Magulang ganon din sainyo mga kapwa ko kamag-aral binabati ko din kayo bakas sa mukha ang saya ni Jana ng araw na iyon dahil tiyak na magugustohan ng kaniyang magulang ang magandang balitaniya.

Pagkatpos ng klase ay masayang ibinalit niya sa kaniyang Papa na si Mang Caloy dahil siya ang palaging sumusundo sa kaniyang anak na si Jana.

Papa alam mo ba ako ang may pinakamataas na gradong nakakuha sa aming klase at pinalakpakan din ako ng aking mga kapwa ko mag-aaral

“Wow! ang husay naman tliga ng anak ko? pag butihin mo po ang iyong pag aaral iyan lamang ang mapapamana naming sayo ng Mama mo ang wika ng kaniyang Papa na si Mang Emoy.

Sakanilang bahay habang nagluluto ng Masarap na ulam ang kaniyang Mama na si Aling Berta amoy na amoy niya ang Masarap na niluluto ng kaniyang mama. Mano po! Sabay halik sa kaniyang Mama.

“Oh! anak kumusta ang pag-aaral mo? Mama may maganda akong balita sayo ito po ang test paper ko at ako po ang nakakuha ng mataas na grado sa klase

“ Wow ang galing naman talaga ng anak naming pinagmamalaki kita anak salamet at nakikinig ka sa aming mga payo ng Papa mo at dahil diyan ay may masarap tayong haponan. Opo Mama at Papa lalo ko pa po gagalingan mayroon po pala kaming gaganaping Mathenik Competetion at ito ay gaganapin sa aming Paaralan sa susunod na linggo gusto ko sumali doon Mama at Papa maari po ba?

“ Oo naman anak sigue suportado kami ng Mama mo sa lahat ng mga aktibidad mo sa Paaralan at kung ito ang magpapasaya at magpapataas ng grado mo ay masaya kami ikaw lang ang meron kami anak at lahat ng pag susumikap naming ng Mama mo sa pagtitinda ay para sayo matanda na kami ng Mama mo at gusto namin na makatapos ka hanggang kolehiyo at maabot mo pa ang pangarap mo sa buhay.

“Ang masaya naman tugon ng anak nila na si Jana sa kaniyang magulang ay tanging yakap at pagsang ayon sa kanilang naisin makamit sa buhay at maabot ni Jana ang kaniyang hangarin.

“Lumipas ang Panahon si Jana ay patuloy pa din sa pangunguna sa klase si Jana ay nakatangap ng maraming certificate at awards sa lahat ng mga patimpalak ng kaniyang sinasalihan siya ay pinagmamalaking lubos ng kaniyang mga Magulang.



ANG BAG NA DE-GULONG CARMELA S. RAMOS

Lunes ng umaga maagang pumasok si Tonton. Hila -hila ang bag niyang de- gulong.

“Magandang umaga po Bb. Reyes” bati niya. “Magandang umaga din sa iyo Tonton” tugon ni Bb. Reyes.

“Aba! Ang ganda ng bag mo, kulay pula at asul, at may apat na gulong , wika ni Bb. Reyes. “Opo gustong-gusto ko po ito. Regalo po ito ni inay noong karawan ko”, ang paliwanag ni Tonton.

Ang lahat ay abala sa kanya-kanyang gawain maliban kay Tonton habang hila-hila ang kanyang bag. Papunta sa pintuan, sa harapan at kung saan-saang pang bahagi ng silid. paulit - ulit at pabalik-balik.

Aray ko po ! ang malakas na sigaw ni Tonton habang nakahiga sa sahig at umiiyak. Tumama ang gulong ng bagsa kanyang paa. Kaya ganun na lang ang iyak niya. Agad nilapitan ni Bb. Reyes si Tonton at tinulungan siyang bumangon. “Salamat po Ma’am” ang sabi niya.

“Walang anuman Tonton, makabubuti kung mananatili ka lamang sa sariling pwesto at tapusin ang iyong gawain.” ang sabi ng guro. “Opo, Ma’am gagawa na po ako,” ang pangako ni Tonton.

“Laging tandaan mga bata, kayo ay nasa paaralan, dapat nakikinig at ginagawa ang mga itinakdang gawain upang may matutunan” ang pangaral ni Bb. Reyes. “Maipapangako ba ninyo iyon sa akin mga bata?” ang tanong ng guro. “Opo Bb. Reyes pangako po” tugon ng mga bata.

Kinabukasan magsisimula pa lamang ang klase , Bob! Bog! Bog! ang malakas na ingay kasabay ng paparating na si Tonton. Hingal na hingal at pawis na pawis siya habang hila-hila ang kanyang bag na de-gulong. Sandali siyang tumigil sa tabi ng pinto. Kumuha ng bimpo at pinunasan ang kanyang noong basang-basa ng pawis. Saka pumasok sa silid.

Samantala ng magsimula ang klase nagkaroon ang mga bata ng pangkatang gawain. Ang bawat pangkat ay may iba’t-ibang gawain. Habang naguulat na ang isang pangkat ay may

pinagkakaabalahan na naman si Tonton. Ipinatong niya ang dalawa pang bag ng kanyang kaklase sa bag niyang de-gulong saka magkakasamang hinila ni Tonton at ng dalawang pa niyang kaklase ang mga bag mula sa kanilang upuan papuntang harapan at nagpaikot-ikot sa pangkat ng mga batang gumagawa ng pangkatang gawain.

“Aray ! aray !, ang sigaw ng dalawang bata.” Natamaan ng bag ang kanilang likuran habang abala sa pangkatang gawain.

“Paumanhin mga kaklase, hindi ko sinasadya , patawad ” ang sabi ni Tonton na halatang nahihiya. “ Walang anuman Tonton pero sana tumupad ka sayong pangako .” ang sabi ni Liza. Napatingin si Tonton at ang kanyang dalawang kaklase sa kanilang guro na halatang hiyang hiya sa nangyari. “Pasensya na po Bb. Reyes.”ang pagpapaumanhin ni Tonton habang nakayuko ang kanyang dalawang kaklaseng kasama sa paglalaro. “ Inaasahan ko na hindi na ito mauulit upang hindi kayo makasakit ng iba.” pangaral ng guro.

Pagkatapos ng klase ay pumila na nang maayos ang mga bata sa labas ng silid-aralan saka masayang lumakad patungo sa labas ng gate. Habang naghihintay ng sundo si Tonton at dalawang iba pa “Nawawala ang bag ko ! Sino kaya ang kumuha?” ang pag-alala na tanong ni Tonton.

Sa di kalayuan ay may apat na batang nagkakatuwaan habang nilalaro ang isang bag na de-gulong. ”Ang bag ko!” ang sigaw ni Tonton sabay takbo patungo sa kinaroroonan ng apat na bata.“Akin na ang bag ko!” ang galit na boses ni Tonton. Hinila niya ito nang malakas hanggangmabitiwan ito ng mga bata. Krak! krak !“ Nasaan ang gulong ng bag ko ? Wala ng gulong ang bag ko. ” ang umiiyak na sabi ni Tonton habang yakap ang kanyang bag.

Nilapitan ni Bb. Reyes si Tonton at inalam ang nangyari “ Nasira na po ang bag ko ,wala na po ang mga gulong. Sigurado pong magagalit si inay sa akin dahil hindi ko po ito iningatan”, ang mahinang boses ni Tonton. “ Huwag ka ng umiyak Tonton at kakausapin ko ang mga magulang ng mga batang iyon ” ang paliwanag ng guro.

Maya-maya ay may naisip si Bb. Reyes . “ Halika Tonton sumama ka sa ating silid-aralan.” ang yaya ng guro kay Tonton.

“Para sa iyo ito Tonton” ang sabi ni Bb. Reyes sabay abot ng bag kay Tonton. “ Wow!Maraming salamat po! Ito na po ang gagamitin ko simula bukas.” ang masayang sabi ni Tonton. “Walang anuman, palagi mong tatandaan dapat mong pahalagahan ang mga bagay na ibinigay sa iyo.” ang bilin ni Bb. Reyes.

“ Opo maam! Pangako po iingatan ko po ito mabuti ” ang masayang pangako ni Tonton kay Bb.Reyes. Maya-maya pa ay dumating na ang kanyang ina upang siya ay sunduin.

A vintage writing scene featuring a lit candle in a brass holder, a quill pen in an inkwell, and an unrolled scroll with the word 'Poems' written in cursive.

Poems

Building the Future: Math Education Reimagined

Mercibelle A. Del Mundo

The pandemic's shadow, a lingering chill,
 Shifted our world, and education's still
 In flux, a canvas waiting to be filled
 With new approaches, lessons to be instilled.

Math, once confined to rows of desks and books,
 Now breaks its chains, a vibrant, flowing brook.
 Technology's embrace, a digital hook,
 To lure young minds, where learning's no longer shook.

Interactive games, where equations take flight,
 Virtual labs, where concepts come to light,
 Personalized learning, a guiding, steady light,
 Unlocking potential, making knowledge bright.

No more rote memorization, a rigid, stale decree,
 But problem-solving, a symphony,
 Where logic and creativity intertwine, you see,
 To build a future where minds are truly free.

From algorithms to data, a world transformed,
 Math is the language, where knowledge is informed.
 In classrooms of the future, we'll be reborn,
 With innovative strategies, a new dawn.

So let the numbers dance, a vibrant, joyful beat,
 As we reimagine math, making learning complete.
 For the future's bright, and knowledge we'll greet,
 With open minds, and hearts that truly beat.

The Math of Now

Mercibelle A. Del Mundo

The numbers dance, a vibrant hue,
 No longer static, rigid, and blue.
 Technology's touch, a guiding light,
 Unveiling concepts, day and night.

Interactive screens, a world unfolds,
 Where equations come alive, stories told.
 Simulations weave, a digital thread,
 Connecting theory to what's ahead.

Problem-based learning, a quest to find,
 The "why" behind the math, for every mind.
 Real-world scenarios, a bridge we build,
 From abstract theorems, to problems unyield.

Flipped classrooms, a shift in the flow,
 Teachers guiding, knowledge aglow.
 Students explore, at their own pace,
 Building understanding, finding their place.

Inclusion's call, a chorus so strong,
 For every learner, where they belong.
 Equity's banner, proudly unfurled,
 Unlocking potential, in every world.

STEM's embrace, a symphony grand,
 Connecting math to a future unplanned.
 From science to tech, a seamless weave,
 Where knowledge flourishes, and dreams believe.

The math of now, a journey so bright,
 Empowering minds, with knowledge and light.
 Teachers evolve, with passion and grace,
 Shaping the future, in learning's embrace.

Harmony of Numbers: A Symphony Across Mathematical Branches

Mercibelle A. Del Mundo

In the realm of numbers, where mysteries unfold,
Algebra's equations, a story yet untold.
Variables dance, in equations they play,
Solving for x, in a mathematical array.

Geometry's shapes, with angles so clear,
Triangles and circles, drawing near.
Lines that intersect, forming a bond,
In the world of shapes, a connection beyond.

Calculus, the language of change and rate,
Derivatives and integrals, a mathematical fate.
Limits approached, functions defined,
In the realm of calculus, the answers aligned.

Statistics and probability, a world of chance,
Data and analysis, in a statistical dance.
Probabilities calculated, outcomes in sight,
In the world of uncertainty, numbers take flight.

Number theory's secrets, primes, and more,
Patterns in integers, a mathematical lore.
Cryptic codes and puzzles, waiting to be solved,
In the realm of numbers, mysteries evolved.

From arithmetic to topology, a vast array,
Mathematics in all its branches, on display.
In this world of numbers, where wonders abound,
Each branch of mathematics, a treasure found.

So let us celebrate this mathematical art,
From algebra to calculus, each plays a part.
In the diverse branches of mathematics, we see,
A symphony of numbers, in harmony.

Back to School

Conrado B. Blando, EdD

In the school where the future is created,
We gather once again, dear students who wish to be learned.
New knowledge to deliver, new ways to learn,
With open minds, we can truly earn.

The education has changed, and so have we,
In classrooms shaped by technology.
Yet still we seek, more wisdom and skills,
To make ourselves, to reach our goals.

Together we will explore the new,
With blended learnings, and visions true.
In every student, a challenging task ignites,
A future bright, with endless lights.

So here we desire, with hope renewed,
When we go back to school what we can do.
For every mind, and every heart,
Our journey is fresh, a brand new start.

The Future I Build

Conrado B. Blando, EdD

In the learning settings bright with screens aglow,
Where knowledge and new ideas flow,
I harness tech, as my guiding light,
To shape the minds that seek the night.

But more than data, codes, and wires,
I nurture student hearts and kindle desires.
For well-being at learning's core,
A balanced mind can attain more.

Sustainable paths, I carve with care,
For every student, I have a teaching passion to share.
In any lesson, every goal,
I plant the insights that make them whole.

With tech in hand and hearts aligned,
I craft a future, smartly designed.
Where learning grows in harmony,
A better world for all to see.

The Path of Learning Salvador T. Eleonor, EdD

In halls of thought where wisdom grows,
Where eager hearts and minds compose,
A journey starts with every page,
A timeless quest from age to age.

The seeds of wonder gently sown,
In minds that seek, in souls unknown.
Each lesson learned, a bridge that's made,
To worlds beyond where dreams cascade.

Through books and hands, through art and song,
The weak grow strong, the lost belong.
Mistakes are steps, not paths to stay,
They shape the light, they pave the way.

For education's not a race,
But rather, it's a boundless space.
A lantern bright, a beacon clear,
That guides the way and quells the fear.

So cherish knowledge, tend it well,
In every class, in every bell.
For what we learn becomes our guide,
A compass for the roads we ride.

Education: A ladder to success **Salvador T. Eleonor, EdD**

Education, what can it be?
The key to freedom, the key to success
That everyone should try to embrace
Erase all the worries that made us stress.

From generation to generation,
from time to time
Learning never vanished
Education has been our driving force
and Aims knowledge to be possessed.

Mother, mentor, teacher, whoever they may be
We should give them our untiring "I wanna be"
For this will be the gift they ever wanted eternally
Education is the best property to have.

It is the only assurance for a brighter future
So everyone, study hard for you to be secure
Show them that you actually nurture
Education acquired through learning.
Thereafter can be enlightening and empowering

Knowledge is great power for there are teachers
Who gave privilege for a brighter future
As long as you are learning,
Education is a ladder to success
That made impact out of darkness.

The Jolly in You

Kier P. Dela Calzada, EdD

In the heart's quiet chambers, where dreams take flight,
There dwells a spirit, ever shining bright.
A spark of joy, a laughter's gentle hue,
The jolly in you, that forever rings true.

Through life's winding paths, where shadows may fall,
You carry a smile, a beacon for all.
In moments of doubt, when skies turn gray,
Your laughter echoes, lighting the way.

Like sunlight dancing on ocean's embrace,
Your mirthful spirit, a gift of grace.
With every chuckle, the world feels light,
Dispelling darkness, chasing away the night.

In the melody of your infectious laugh,
A symphony of joy, a healing draught.
For in laughter's embrace, troubles dissolve,
And hearts find solace, problems resolve.

From childhood's innocence to years grown wise,
The jolly in you, a precious surprise.
A warmth that comforts, a friend's tender touch,
Spreading happiness, oh, so much.

In tales of merriment and shared delight,
Your laughter dances in the starlit night.
A celebration of life's every hue,
Embodying the jolly in you.

So cherish this gift, this laughter divine,
Let it blossom and flourish, a sunlit vine.
For in the tapestry of moments we weave,
Your laughter, dear friend, is what we believe.

Sikreto ng Tagumpay Sammy Q. Dolba, PhD, EdD

Ang tunay na sikreto ng pagiging epektibo,
Ay konsentrasyon sa layunin, sa mithing totoo.
May mga gawaing karapat-dapat ng lakas at atensyon,
At may mga bagay na hindi nararapat sa ating panahon.

Ang sikreto ng pagtapos ay hindi sa dami ng ginawa,
Kundi sa kaalaman kung alin ang dapat di ipasa.
Pokus ang susi, sa tagumpay na inaasam,
Tulad ng sinabi ni Confucius, ang aral ay malinaw lamang:

"Ang taong humahabol sa dalawang kuneho,
Ay wala ni isa mang mahuhuli sa bawat pagtakbo."

TEACHER PERCEPTIONS AND PRACTICES IN IMPLEMENTING
CLASSROOM-BASED READING PROGRAMS: SUPERVISORY
APPROACH FOR MASTERING TEACHING READING

Alay Kay Bathala

Sammy Q. Dolba, PhD, EdD

Sa silong ng langit, alay kay Bathala,
Ang tagumpay na kay tagal hinintay,
Ako'y nagsusumamo, sa dunong at tiyaga,

Disertasyong isinulat, alay sa lyong kamay.
"Teacher Perceptions and Practices," aking saliksik,
Implementing Classroom-Based Reading Programs, aking himig,

Sa gabay ni Bathala, puso't isip ko'y nagkaisa,
Supervisory Approach for Mastering Teaching Reading, Sa'yo iniaalay.
Sa karunungan at puso, sa bawat hakbang,

Ang aking layunin, sa liwanag nag-aalab,
Sa pag-aaral at pagtuturo, ako'y nagpupugay,
Sa Bathalang Dakila, tagumpay namin, Sayo'y alay.

Dissertation title: Teacher Perceptions and Practices in Implementing
Classroom-Based Reading Programs: Supervisory Approach for
Mastering Teaching Reading

A photograph of a classroom with rows of wooden desks and blue chairs. The desks have a speckled grey surface. A semi-transparent dark grey text box is overlaid on the middle of the image, containing the text "Lesson Exemplars" in white. The background is slightly blurred, showing windows and the overall layout of the room.

Lesson Exemplars

Maricar B. De Roxas

Learning Area	Araling Panlipunan
Learning Delivery Modality	

LESSON EXEMPLAR	Paaralan	Baitang	Ikatlong Grado	
	Guro		Asignatura	Araling Panlipunan
	Petsa		Markahan	Unang Markahan
	Oras		Bilang ng Araw	2

I. LAYUNIN	Sa pagtatapos ng aralin, ang mga mag-aaral ay inaasahang: <ul style="list-style-type: none"> a. Natutukoy ang pagkakaugnay-ugnay ng mga anyong tubig at anyong lupa sa sariling lalawigan at rehiyon. b. Napahalalagan ang pagkakaugnay-ugnay ng mga anyong tubig at anyong lupa sa sariling lalawigan at rehiyon.
A. Pamantayang Pangnilalaman	Ang mag-aaral ay naipamamalas ang pangunawa sa kinalalagyan ng mga lalawigan sa rehiyong kinabibilangan ayon sa katangiang heograpikal nito
B. Pamantayan sa Pagganap	Ang mag-aaral ay nakapaglalarawan ng pisikal na kapaligiran ng mga lalawigan sa rehiyong kinabibilangan gamit ang mga batayang impormasyon tungkol sa direksiyon, lokasyon, populasyon at paggamit ng mapa.
C. Pinakamahalagang Kasanayan sa Pagkatuto (MELC)	Natutukoy ang pagkakaugnay-ugnay ng mga anyong tubig at anyong lupa sa sariling lalawigan at rehiyon.
II. NILALAMAN	Pagkakaugnay –ugnay ng mga Anyong- Tubig at Anyong-Lupa sa Sariling Lalawigan at Rehiyon AP3LAR-Ie-7
III. KAGAMITANG PANTURO	
A. Mga Sanggunian	
a. Mga Pahina sa Gabay ng Guro	Teachers Guide pp.37-41
b. Mga Pahina sa Kagamitang Pangmag-aaral	Araling Panlipunan 3 Kagamitan ng Mag-aaral pp.79-88
c. Mga Pahina sa Teksbuk	Araling Panlipunan 3 Tagalog pp. 67 – 74
d. Karagdagang kagamitan mula sa Patrol ng Learning Resource	
B. Listahan ng mga Kagamitang Panturo	tsart, mapang pisikal ng rehiyon, larawan ng mga anyong lupa at tubig sa rehiyon/lalawigan, puzzle ng mapa ng mga lalawigan sa rehiyon, task cards,

<p>para sa mga Gawain sa Pagpapaunlad at Pakikipagpalihan</p>	<p>ruler, lapis</p>
<p>IV. PAMAMARAAN</p>	
<p>A. Panimula</p>	<p>Sa araling ito matutunan mo ang iba't ibang anyong lupa ng lalawigan sa rehiyon ng CALABARZON. Kaya bilang mag-aaral ikaw ay inaasahang: Matutukoy ang pagkakaugnay-ugnay ng mga anyong tubig at anyong lupa sa sariling lalawigan at rehiyon</p> <p>Balitaan Balitaan tungkol sa kapaligiran sa panahon ng ECQ. Magbahagi ng maikling balita tungkol sa kalagayan ng inyong paligid sa kasalukuyang panahon.</p> <p>Balik-Aral Panuto: Basahin ang mga sumusunod na pangungusap. Piliin ang titik ng tamang sagot.</p> <ol style="list-style-type: none"> Ito ay patag na bagay na ating ginagamit upang matukoy ang mga anyong lupa at anyong tubig ng isang lugar? A. globo C. compass B. mapa D. sundial Anong uri ng mapa ang ating gagamitin upang matukoy ang mga uri ng produkto na mayroon sa isang lugar? A. Mapang pang-topograpiya B. Mapang pang-ekonomiya C. Mapa ng buong Pilipinas D. Mapang pang-klima Isa itong anyong lupa na mas mababa sa bundok at maaring pumutok o sumabog? A. burol C. bulkan B. bundok D. talampas Ito ang simbolo na ating hahanapin sa mapa upang makita ang bundok sa ating lugar. A.  B.  B.  D.  Ito ang simbolo na ating hahanapin sa mapa upang makita ang lawa sa

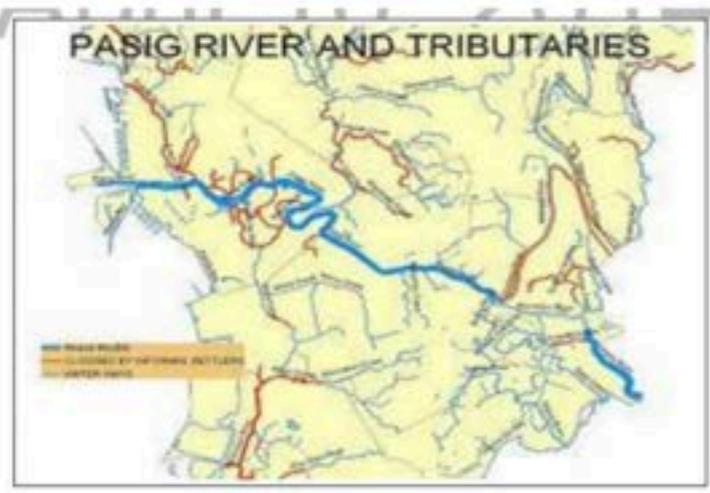
	<p>ating lugar.</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>A.</p>  </div> <div style="text-align: center;"> <p>B.</p>  </div> <div style="text-align: center;"> <p>B.</p>  </div> <div style="text-align: center;"> <p>D.</p>  </div> </div>
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<p>B. Pagpapaunlad</p>	<p>Anong mga anyong lupa o anyong tubig ang makakaugnay-ugnay? Anong kahalagahan ng pag alam ng pagkakaugnay-ugnay ng mga ito?</p> <p>Nasa bahaging timog silangan ng Luzon ang mga hanay ng bundok na tinuturing na pinakamahaba sa buong isla. Ilan dito ay ang Bundok Banahaw na naghiiwalay sa Laguna at Quezon at ang Bundok Makiling na nasa pagitan ng Laguna at Batangas. Mayroon din sa bahaging kanluran ng Luzon isang bundok sa pagitan ng Zambales at Pampanga na isa ding aktibong bulkan, ang Bulkan ng Pinatubo. Ang lokasyon ng Pinatubo ay Zambales, ngunit naisip ba ninyo kung bakit mas naapektuhan ang Pampanga noong pumutok ang nasabing bulkan? Maraming pang ibang mga anyong lupa na magkakaugnay-ugnay. Ang pinakatanyag sa Luzon ay ang Sierra Madre. Ito</p> 
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ang pinakamahabang bulubunduking lugar sa buong bansa. Sinasakop nito ang lalawigan ng Cagayan sa Rehiyon II hangang sa lalawigan ng Quezon sa Rehiyon IV - A CALABARZON. Sa bandang kanluran ay nasasakop nito ang lalawigan ng Nueva Viscaya bilang bahagi ng mga Bundok ng Caraballo na nauugnay naman sa mga kabundukan ng Cordillera. Sa kabuuan, 10 lalawigan sa 3 rehiyon ang sinasakop ng Sierra Madre Mountain range. Tingnan sa mapa ang lawak ng nasabing kabundukan.

Pinagkunan: LM Grade 3 AP 3 p.82

Ang Ilog Pasig ay isa din sa mga anyong tubig na naguugnay ugnay sa iba't ibang lalawigan at rehiyon. ito ang isa sa pinakamahabang ilog ng bansa na may mahigit na 25 kilometro ang haba na binabagtas ang dakong hilaga kanlurang bahagi ng mula look ng Laguna hanggang sa look ng Manila. Ang pangunahing sanga ng ilog, ang Ilog ng Marikina ay nagmumula sa kabundukan ng Sierra Madre sa Rodriguez, sa lalawigan ng Rizal sa hilagang-silangan ng lungsod. Ang Ilog ng Marikina ay dumadaloy patungong timog hilaga sa mga lungsod ng Pasig at Pateros. Ang ilang bahagi ng ilog ay dumadaloy din sa Lungsod ng Pasig at Marikina. Ang ilog ding ito ang nagsisilbing palatandaan ng mga Lungsod ng Makati at ng Mandaluyong. Sa bahaging hilaga-silangan, ang ilog ay naging palatandaan ng mga Lungsod ng Mandaluyong at Manila. Sa kabuuan, maraming mga ilog ang dinadaluyan ng Ilog Pasig hanggang sa makalabas ito sa Look ng Manila (Manila Bay). Isang halimbawa dito ang Ilog ng Marikina kung saan dumadaloy ang Ilog Pasig papuntang timog na bahagi ng Luzon hanggang sa lalawigan ng Rizal. Ang mga estero at kanal sa mga lansangan ng kalakhang Manila ay kasama din sa mga dinadaluyon ng Ilog Pasig. Kapag hindi malinis ang mga estero, ano kaya ang mangyayari sa daloy ng tubig sa ilog Pasig? Naiisip ninyo ba kung bakit ganito ang sitwasyon ng ilog?



Pinagkunan: LM Grade 3 AP 3 p.83

Ilang lalawigan ang tinataluntun ng mga kabundukan ng Sierra Madre?
 Ano sa palagay ninyo ang mga kabuhayan ng mga lalawigan sa paanan ng kabundukan ng Sierra Madre?
 Paano maipapakita ng mga lalawigan ang pagtutulungan upang mapanatili ang mga yaman ng kabundukan?
 Ilang lungsod/lalawigan dumadaloy sa Ilog Pasig?
 Ano ang lagay ng Ilog Pasig sa ngayon?
 Bakit naging ganito ang lagay ng Ilog Pasig?
 Ano ang kinalaman o kontribusyon ng gawain ng tao sa pagdumi ng Ilog Pasig?
 Paano maipapakita ang pagtutulungan upang muling maging malinis ang Ilog Pasig?
 Ano ang iyong mungkahi upang malinis ang Ilog Pasig?

C. Pakikipagpalihan

Itala ang magkakaugnay na anyong lupa at anyong tubig sa inyong lalawigan gamit ang mapang topograpiya ng iyong rehiyon.
 Pumili ng lider at tagatala upang maipon ang mga datos na kailangan.
 Isulat sa talahanayan o talaan ang magkakaugnay na mga anyong lupa at anyong tubig na matatagpuan sa bawat lalawigan at ipaliwanag ito.

Lalawigan: _____

Magkakaugnay na Anyong Lupa at Anyong Tubig	Paliwanag

4. Iulat ang natapos na gawain ng bawat pangkat.

Rubrics sa Pagbibigay ng Puntos sa Ginawang Talata

Kategorya	3	2	1
Nilalaman	Kinapapalooban ng magandang konsepto tungkol sa paliwanag sa magkakaugnay na mga anyong lupa at anyong tubig na matatagpuan sa bawat lalawigan	Kinapapalooban ng konsepto ngunit hindi gaanong detalyado ang mga impormasyon ukol sa magkakaugnay na mga anyong lupa at anyong tubig na matatagpuan	Malayo ang impormasyon ibinigay ukol sa magkakaugnay na mga anyong lupa at anyong tubig na matatagpuan sa bawat lalawigan

			sa bawat lalawigan	
<p>D. Paglalapat</p>	<p>Tandaan Mo:</p> <p>Magkakaugnay ang mga anyong lupa at anyong tubig ng bawat lalawigan at rehiyon. Nagkakaugnay-ugnay ang iba't ibang anyong tubig at anyong lupa upang magbigay ng mahalagang impormasyon sa mga mag-aaral.</p> <p>Panuto: Tukuyin ang mga magkakaugnay na anyong lupa at anyong tubig sa inyong lalawigan at rehiyon. Isulat ito sa isang malinis na papel.</p> <ol style="list-style-type: none"> 1. 2. 3. 4. 5. <p>Pagtataya</p> <p>Gumamit ng sariling sagutang papel sa pagsagot sa mga tanong.</p> <p>I. Paano naapektuhan ang pamumuhay ng mga lalawigan ng sinasakop ng mga kabundukan ng Sierra Madre?</p> <p>Halimbawa: Ang Paete, Laguna ay tanyag sa paglililok ng mga kahoy mula sa bundok ng Banahaw.</p> <p><u>Ang bundok ang pinagkukunan ng punong kahoy.</u></p> <p>1. May mga 1,400 na pamilya ng mga Agta ang nakatira sa paanan ng Sierra Madre sa lalawigan ng Pampanga. Sa mga kagubatan ng Sierra Madre sila kumukuha ng kanilang pagkain.</p> <hr/> <p>2. May industriya ng bawang at sibuyas sa mga bayan ng Bogabon, Laur at Rizal sa lalawigan ng Nueva Ecija sa paanan ng Sierra Madre. Kung kaya tinatawag na "onion capital" ang Bogabon.</p> <hr/> <p>3. May isang tribu ng mga Ilongot na nakatira sa kabundukan ng Sierra</p>			

	<p>Madre. Hindi sila tumitigil sa isang lugar ngunit sila ay dumarayo kung saan sila makakakuha ng makakain ng kanilang tribu. Ang mga pagkain ay nakukuha nila sa kagubatan kung saan sila mapadpad. Kadalasan sila ay nasa bahagi ng Sierra Madre sa pagitan ng Nueva Ecija at Nueva Vizcaya.</p> <hr/> <p>Maaaring iba't iba ang sagot.</p> <p>Karagdagang Gawain</p> <p>Magsaliksik ng mga anyong lupa at anyong tubig sa iyong rehiyon na magkakaugnay. Ano ano ang mga ito?</p>
<p>V. PAGNINILAY</p>	<p>Magsusulat ang mga bata sa kanilang kwaderno, journal o portfolio ng kanilang nararamdaman o realisasyon gamit ang mga sumusunod na prompt:</p> <p>Nauunawaan ko na _____</p> <p>Nabatid ko na _____</p>

Ihahanda ni:

MARICAR B. DE ROXAS
 Gov. Vicente Noble MES
 Guro III

EVALUATION CHECKLIST FOR CONTENT
For DepEd-developed Lesson Exemplars

Learning Area: Araling Panlipunan Grade Level: Three
 Quarter: ① 2 3 4 Lesson: Pagkakaugnay –ugnay ng mga Anyong- Tubig at Anyong-Lupa sa Sariling Lalawigan at Rehiyon

Title/s: Natutukoy ang pagkakaugnay-ugnay ng mga anyong tubig at anyong lupa sa sariling lalawigan at rehiyon.

Instructions:

- Carefully read the modules page by page to evaluate its compliance to standards indicated in the criterion items under the six (6) factors below.
- Put a check mark (→) in the appropriate column beside each criterion item. If your answer is **NO**, cite specific pages, briefly indicate the error/deficiency found, and give your recommendations in the attached *Summary of Findings* form.
- Write *Not Applicable (NA)* for criterion items that do not apply in the modules evaluated.

Standard/Criterion Items	YES	NO
Factor I. Most Essential Learning Competencies (MELCs)		
1. The LE covered the targeted Most Essential Learning Competencies (MELCs) intended for the quarter.	/	
2. The LE sufficiently developed the targeted Most Essential Learning Competencies (MELCs) intended for the quarter.	/	
Factor II. Instructional Design and Organization		
1. LE has learning objectives that are anchored on the MELCs.	/	
2. LE uses a variety (at least 3) of self-directed techniques, learning tasks, and formative assessments.	/	
3. LE has content that is logically developed and organized, i.e., lessons/activities are arranged from simple to complex, from observable to abstract.	/	
4. LE contains essential instructional design elements that contribute to the achievement of learning objectives.	/	
5. LE allows for review, comparison, and integration with previous lessons (if applicable).	/	
6. LE uses various motivational strategies (i.e., advance organizers, puzzles, games) to hook the target user's interest and engagement.	/	
7. LE uses process questions and activities which require different levels of cognitive domain to achieve desired learning outcomes.	/	
8. LE has written and performance tasks that are differentiated based on target user's multiple intelligences, learning styles, and readiness levels.	/	
9. LE develops 21st century skills and higher order cognition (i.e., critical thinking, creativity, learning by doing, problem solving).	/	
10. LE integrates desirable values and traits.	/	
Factor III. Instructional Quality of Text and Visuals		
1. All contents in the LE are accurate.	/	
2. The LE is free from any social content violations.	/	
3. The LE has free from factual errors.	/	
4. The LE is free from computational errors (if applicable).	/	

Factor IV. Assessment /		
1. The LE provides sufficient assessment activities that will help the learner track his/her progress and mastery of the target competencies Note: There should at least 3 assessment activities in the Lesson Exemplars.	/	
2. LE has assessments that are aligned with the specific objectives and contents (i.e., lesson / topic).	/	
3. The LE provides variety of assessment types. Note: There should at least 3 assessment types in the Lesson Exemplars.	/	
4. The LE contains assessments that have clear demonstrations / examples, instructions, and/or rubrics to serve as guide on how these will be used.	/	
5. The LE has assessment activities that ensure active engagement of the learners.	/	
6. The LE has answer keys that provide exact answers for objective-type assessments and discussion points for non-objective types.	/	
7. The LE has pre- and post- assessment items that are constructed differently.	/	
Factor V. Readability		
1. Vocabulary used in the LE is appropriate to the target user's level of comprehension and experience.	/	
2. Length and structures of sentences in the LE are suited to the comprehension level of the target users.	/	
3. Paragraph structures in the LE facilitate smooth flow of ideas and concepts.	/	
4. Topics and ideas presented from one lesson to the next are coherent and integrated with each other.	/	
5. Instructions, discussion points, questions, and activities are clear to the target users.	/	
Factor VI. Referencing and Source Citation		
1. The copyrighted texts and visuals are accurately cited on the page where they are presented (i.e., primary and/or original sources are cited) containing the following: - Title of the work - Name of creator - Title of source -Title of source where the work is included, and/or publication details	/	
2. The references are properly cited in the Reference List containing the following: - Name of creator - Title of source - Publication details; publisher, location of publisher, date of publication, etc.	/	

Prepared by:

ANGELITA C. DE CASTRO

Maricar B. De Roxas

Learning Area	Araling Panlipunan
Learning Delivery Modality	

LESSON EXEMPLAR	Paaralan		Baitang	Ikatlong Grado
	Guro		Asignatura	
	Petsa		Markahan	Ikatlong Markahan
	Oras		Bilang ng Araw	3

I. LAYUNIN	<p>Sa pagtatapos ng aralin, ang mga mag-aaral ay inaasahang:</p> <ol style="list-style-type: none"> a. Naisa-isa ang mga lalawigan sa rehiyon ng CALABARZON ayon sa pagkakakilanlang heograpikal. b. Nakapagsasabi ng mga anyong tubig o lupa na nagpapakilala sa lalawigan at rehiyon c. Naipagmamalaki ang mga tanyag na anyong lupa at anyong tubig na pagkikilanlan sa rehiyon ng CALABARZON.
A. Pamantayang Pangnilalaman	Ang mag-aaral ay naipamamalas ang pangunawa sa kinalalagyan ng mga lalawigan sa rehiyong kinabibilangan ayon sa katangiang heograpikal nito.
B. Pamantayan sa Pagganap	Ang mag-aaral ay nakapaglalarawan ng pisikal na kapaligiran ng mga lalawigan sa rehiyong kinabibilangan gamit ang mga batayang impormasyon tungkol sa direksiyon, lokasyon, populasyon at paggamit ng mapa
C. Pinakamahalagang Kasanayan sa Pagkatuto (MELC)	Nasusuri ang iba't ibang lalawigan sa rehiyon ayon sa mga katangiang pisikal at pagkakakilanlang heograpikal nito gamit ang mapang topograpiya ng rehiyon
II. NILALAMAN	Mga Lalawigan sa Rehiyon ayon sa Heograpikal na Pagkakakilanlan AP3LAR-Ie-7
III. KAGAMITANG PANTURO	
A. Mga Sanggunian	
a. Mga Pahina sa Gabay ng Guro	Teachers Guide pp. 27-31
b. Mga Pahina sa Kagamitang Pangmag-aaral	Araling Panlipunan 3 Kagamitan ng Mag-aaral pp. 62 –69
c. Mga Pahina sa Teksbuk	Araling Panlipunan 3 Tagalog pp. 52 – 58
d. Karagdagang kagamitan mula sa Patrol ng Learning Resource	

<p>B. Listahan ng mga Kagamitang Panturo para sa mga Gawain sa Pagpapaunlad at Pakikipagpalihan</p>	<p>mapang topograpiya ng mga lalawigan ng rehiyon, larawan, laptop, DLP</p>
<p>IV. PAMAMARAAN</p>	
<p>A. Panimula</p>	<p>Sa araling ito matutunan mo ang iba't ibang lalawigan sa Rehiyon IV-A. Kaya bilang mag-aaral ikaw ay inaasahang: Maisa-isa ang mga lalawigan sa rehiyon ng CALABARZON ayon sa pagkakakilanlang heograpikal.</p> <p>Balitaan Balitaan tungkol sa napapanahong isyu o kaganapan sa lugar. Magbabalitaan tungkol sa mahahalagang pangyayari sa kasalukuyang problema ng bansa dulot ng COVID-19.</p> <p>Balik-Aral Ano-ano ang mga kabutihang dulot ng populasyon sa mga lalawigan ng CALABARZON?</p> <p>Panuto: Basahin ang mga sumusunod na pangungusap. Piliin ang titik ng tamang sagot.</p> <ol style="list-style-type: none"> 1. Ano ang katangiang pisikal ng Tagaytay? <ol style="list-style-type: none"> A. bulubundukin B. kapatagan C. kagubatan D. talampas 2. Ano-ano ang mga anyong tubig ang matatagpuan sa ating lalawigan? <ol style="list-style-type: none"> A. Ilog, dagat, karagatan B. kapatagan C. kabundukan D. talampas 3. Ano –ano ang mga anyong lupa ang matatagpuan sa ating lalawigan? <ol style="list-style-type: none"> A. talampas, burol, bundok B. karagatan C. ilog, dagat D. lawa 4. Mahalaga ang pagkakaroon ng pagkikilanlang lalawigan? <ol style="list-style-type: none"> A. Oo, sapagkat ditto tayo nabibilang. B. Hindi, sapagkat hindi ito mahalaga. C. Hindi, sapagkat ay may tirahan na.

https://prezi.com/rcwlishh_fwa/calabarzon/

Katangiang Pisikal ng CALABARZON

	Pangalan ng Lalawigan	Mga Anyong Lupa	Mga Anyong Tubig
A.			
B.			
C.			

D. Paglalapat

Panuto: Basahin mabuti at sagutin ang sitwasyon sa ibaba.

Matapos mong malaman ang mga katangiang heograpikal ng mga lalawigan sa CALABARZON, kung ikaw ay bibigyan ng pagkakataong manirahan sa isa sa lalawigan sa CALABARZON, alin ang pipiliin mo at bakit? Paano mo mapapanatili ang kalinisan ng mga ito?

Paano mo mailalarawan ang katangiang pisikal ng bawat rehiyon sa CALABARZON?

May pagkakatulad o pagkakaiba ba ang mga katangiang pisikal sa iba't ibang lalawigan.

Tandaan Mo:

May pisikal na katangian ang mga lalawigan sa rehiyon. Maaring may pagkakatulad o pagkakaiba ang mga katangiang pisikal sa iba't ibang lalawigan. Dapat nating pahalagahan at ipagmalaki ang mga anyong lupa at anyong tubig dahil ang mga ito ay nagpapakilala sa ating lalawigan at rehiyon.

Pagtataya

Basahin ang sumusunod na mga tanong. Piliin at isulat ang titik ng tamang sagot.

1. Alin sa sumusunod na mga lalawigan ang bulubundukin?
 - A. Cavite at Quezon
 - B. Cavite at Rizal
 - C. Laguna at Batangas
 - D. Quezon at Rizal
2. Alin ang mga lalawigan may malawak na kapatagan na pansakahan?
 - A. Batangas, Laguna at Cavite
 - B. Batangas Laguna at Rizal
 - C. Cavite, Rizal at Quezon
 - D. Rizal, Cavite at Quezon
3. Ano ang pagkakatulad ng kaayuan ng lalawigan ng Quezon at Rizal?
 - A. may mga bahagi sa lalawigan na bulunbudukin
 - B. ilang bahagi sa lalawigan ng Quezon at Rizal ay kapatagan
 - C. ang mga lalawigan ng Quezon at Rizal ay parehong naliligiran ng katubigan
 - D. Ang lalawigan ng Quezon at Rizal ay may mga bahgi na kapatagan at bulubundukin.
4. Kung paghahambingin ang mga lalawigan ng Rizal at Laguna, alin ang mas mataas na lugar ?
 - A. Rizal
 - B. Laguna
 - C. Magkatulad lamang ang dalawa
 - D. Walang pagkakaiba ang dalawang lalawigan
5. Alin sa sumusunod na paghahambing ang angkop sa lalawigan ng Quezon at Laguna?
 - A. Ang Laguna ay bulubundukin samantalang ang Quezon ay may malawak na kapatagan.
 - B. Ang lalawigan ng Quezon ay bulubundukin samantalang ang Laguna ay may malawak na kapatagan
 - C. Magkatulad ang kaanyuan ng lalawigan ng Quezon at Laguna
 - D. Magkatulad ang kaanyuan ng lalawigan ng Laguna at Quezon.

Susi sa Pagwawasto
1.D
2.A
3.D

	<p>4.B 5.B</p> <p>Karagdagang Gawain Gumawa ng listahan ng anyong tubig at anyong lupa sa inyong lugar. Hikayatin ang mga turista na pumunta sa inyong lugar upang makita ang kagandahan nito. Mag-isip at gumawa ng kampanya upang mahikayat ang mga turista na pumasyal dito.</p>
<p>V. PAGNINILAY</p>	<p>Magsusulat ang mga bata sa kanilang kwaderno, journal o portfolio ng kanilang nararamdaman o realisasyon gamit ang mga sumusunod na prompt:</p> <p>Nauunawaan ko na _____ Nabatid ko na _____</p>

Inihanda ni:

MARICAR B. DE ROXAS
Gov. Vicente Noble MES
Guro III

EVALUATION CHECKLIST FOR CONTENT
For DepEd-developed Lesson Exemplars

Learning Area: Araling Panlipunan Grade Level: Three
 Quarter: ① 2 3 4 Lesson: Mga Lalawigan sa Rehiyon ayon sa Heograpikal na Pagkakakilanlan

Title/s: Naisa-isa ang mga lalawigan sa rehiyon ng CALABARZON ayon sa pagkakakilanlang heograpikal.

Instructions:

- Carefully read the modules page by page to evaluate its compliance to standards indicated in the criterion items under the six (6) factors below.
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5. LE allows for review, comparison, and integration with previous lessons (if applicable).	/	
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7. LE uses process questions and activities which require different levels of cognitive domain to achieve desired learning outcomes.	/	
8. LE has written and performance tasks that are differentiated based on target user’s multiple intelligences, learning styles, and readiness levels.	/	
9. LE develops 21st century skills and higher order cognition (i.e., critical thinking, creativity, learning by doing, problem solving).	/	

10. LE integrates desirable values and traits.	/	
Factor III. Instructional Quality of Text and Visuals		
1. All contents in the LE are accurate.	/	
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- Title of source		
- Publication details; publisher, location of publisher, date of publication, etc.		

Prepared by:

ANGELITA C. DE CASTRO Content Evaluator	LR Evaluator
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Date accomplished: 8 - 24 - 2021

Maricar B. De Roxas

Learning Area	Araling Panlipunan
Learning Delivery Modality	

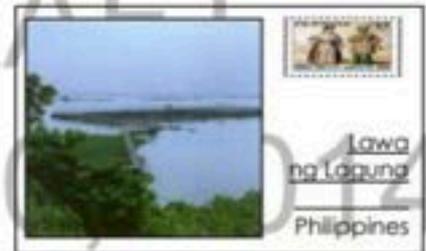
LESSON EXEMPLAR	Paaralan	Baitang	Ikatlong Grado
	Guro	Asignatura	Araling Panlipunan
	Petsa	Markahan	Unang Markahan
	Oras	Bilang ng Araw	3

I. LAYUNIN	Sa pagtatapos ng aralin, ang mga mag-aaral ay inaasahang: <ul style="list-style-type: none"> a. Naisa-isa ang mga lalawigan sa rehiyon ng CALABARZON ayon sa pagkakakilanlang heograpikal. b. Nakapagsasabi ng mga anyong tubig o lupa na nagpapakilala sa lalawigan at rehiyon c. Naipagmamalaki ang mga tanyag na anyong lupa at anyong tubig na pagkikilanlan sa rehiyon ng CALABARZON.
A. Pamantayang Pangnilalaman	Ang mag-aaral ay naipamamalas ang pangunawa sa kinalalagyan ng mga lalawigan sa rehiyong kinabibilangan ayon sa katangiang heograpikal nito
B. Pamantayan sa Pagganap	Ang mag-aaral ay nakapaglalarawan ng pisikal na kapaligiran ng mga lalawigan sa rehiyong kinabibilangan gamit ang mga batayang impormasyon tungkol sa direksiyon, lokasyon, populasyon at paggamit ng mapa
C. Pinakamahalagang Kasanayan sa Pagkatuto (MELC)	Nasusuri ang iba't ibang lalawigan sa rehiyon ayon sa mga katangiang pisikal at pagkakakilanlang heograpikal nito gamit ang mapang topograpiya ng rehiyon
II. NILALAMAN	Mga Lalawigan sa Rehiyon ayon sa Heograpikal na Pagkakakilanlan AP3LAR-le-7
III. KAGAMITANG PANTURO	
A. Mga Sanggunian	
a. Mga Pahina sa Gabay ng Guro	Teachers Guide pp. 27-31
b. Mga Pahina sa Kagamitang Pangmag-	Araling Panlipunan 3 Kagamitan ng Mag-aaral pp.62-69

a. aaral	
c. Mga Pahina sa Teksbuk	Araling Panlipunan 3 Tagalog pp. 52 – 58
d. Karagdagang kagami-tan mula sa Patrol ng Learning Resource	
B. Listahan ng mga Kagamitang Panturo para sa mga Gawain sa Pagpapaunlad at Pakikipagpalihan	mapang topograpiya ng mga lalawigan ng rehiyon, larawan,laptop, DLP
IV. PAMAMARAAN	
A. Panimula	<p>Sa araling ito matutunan mo ang iba't ibang lalawigan sa Rehiyon IV-A.</p> <p>Kaya bilang mag-aaral ikaw ay inaasahang: Naipapakita ang mga pagkakakilanlang anyong tubig at anyong lupa.</p> <p>Balitaan</p> <p>Tayo ngayon ay nakakaranas ng isang kakaibang pangyayari sa ating buhay dahil sa COVID-19. Nakikita natin kung gaano kahirap ang buhay lalo na at hindi tayo malaya sa kasalukuyan. Ganunpaman, bilang isang mag- aaral alam kong hindi mo sinasayang ang bawat sandali na lumilipas. Maaari mo bang ibalita ang iyong mga kapaki-pakinabang na gawain sa inyong tahanan bilang bahagi ng iyong karanasan?</p> <p>Balik-Aral</p> <p>Basahin ang mga pangungusap sa ibaba. Pagkatapos, tukuyin kung anong anyong tubig at anyong lupa na matatagpuan sa mga lalawigan ng Rizal at Quezon ang inilalarawan sa mga sumusunod na bilang. Titik lamang ang isulat.</p> <ol style="list-style-type: none"> 1. Ang Talon ng Hinulugang Taktak ay saang lalawigan matatagpuan? A. Batangas B. Cavite C. Laguna D. Rizal 2. Ang lalawigan ng Quezon ay may ipinagmamalaking lawa dahil sa malinaw at malinis na tubig nito. Anong lawa kaya ito? A. Lawa ng Laguna B. Lawa ng Sampalok C.Lawa ng Taal D.Lawa ng Tikub 3. Aling pangungusap sa ibaba ang nagpapakita ng wastong pag-iingat at pangangalaga sa mga anyong tubig at lupa ng mga lalawigan ng Rizal at

	<p>Quezon?</p> <p>A. Pagtulong sa paglilinis ng mga anyong tubig at pagtatanim ng mga puno sa kabundukan at kagubatan</p> <p>B. Patuloy na pamumutol ng puno sa kabundukan at pagtatapon ng mga basura sa ilog at dagat</p> <p>C. Paggamit ng dinamita sa pangingsida at pagsusunog ng mga kagubatan</p> <p>D. wala sa mga nabanggit</p> <p>4. Saang lalawigan sa rehiyon IV-A makikita ang kilalang Bundok ng Sierra Madre?</p> <p>A. Batangas B. Laguna C. Rizal D. Quezon</p> <p>5. Anong bundok ang matatagpuan sa bayan ng Binangonan sa Rizal?</p> <p>A. Bundok ng Maculot C. Bundok ng Tagapo</p> <p>B. Bundok ng Sierra Madre D. Bundok ng Makiling</p>
<p>B. Pagpapaunlad</p>	<p>Masdan o suriin ang mga larawan.</p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;">       </div> <p>(Ang mga larawan ay nagmula sa LM pah. 66)</p> <p>Ano ang masasabi ninyo sa nasa larawan?</p> <p>Nakita na ba ninyo o nakarating na ba kayo sa mga lugar na ito?</p> <p>Sa mga larawang ito, meron bang matatagpuan sa ating rehiyon?</p>

Halina't tayo'y maglakbay. Alam mo ba ang mga natatanging lugar sa iyong lalawigan at mga karatig nito? Sabihin kung saan matatapan ang mga kilalang anyong tubig at lupa na nasa larawan. Piliin ang sagot sa kahon at isulat sa sariling sagutang papel.



Zambales	Occidental Mindoro	Batangas
Quezon	Laguna	Palawan

C. Pakikipagpalihan

Buuin ang bawat pangungusap upang ilarawan ang iba't-ibang lalawigan sa sariling rehiyon. Gawing batayan ang mga napag-aralang pisikal na katangian ng rehiyon. Isulat sa sariling sagutang papel.

1. Ang malaking bahagi ng lalawigan ng _____ ay bulubundukin.
2. Sa lalawigan ng _____ makikita ang natatanging anyong lupa na _____.
3. Sa mga lalawigan ng _____ makikita ang kagubatan na ginagawang Natural Park.
4. Nakawiwili ang natatanging talon ng _____ sa lalawigan ng _____.
5. Sapagkat ang lupain ng lalawigan ng _____ ay kapatagan, pagsasaka ang pangunahing pangkabuhayan ng mga tao dito.

D. Paglalapat

Tandaan Mo:
 Ang iba't ibang lalawigan sa rehiyon ay sadyang may ipagmamalaki na magagandang anyong lupa at anyong tubig. Mahalagang malaman ang mga anyong lupa at anyong tubig ng sariling rehiyon upang makapagsagawa ng mga gawain na makapagsulong sa mga ito.

Pagtataya
 Iguhit ang anyong tubig o lupa na nagpapakilala sa iyong lalawigan. Buuin ang brochure tungkol dito at hikayatin ang mga tao na pumunta dito sa pamamagitan ng paglalarawan ng kagandahan nito.

Ang aking lalawigan ay _____.
 Makikita dito ang tanyag na _____.
 Ang anyong tubig/lupa na ito ay _____ marami ang
 pumupunta dito dahil _____ kaya't inaanyahan namin
 kayo na dalawin ang tanyag na lugar na ito sa aming lalawigan. Dahil
 dito, masisiyahan kayo.

Maaaring iba't iba ang sagot.

Rubrics sa Pagbibigay ng Puntos sa Ginawang Gawain

Kategorya	3	2	1
Nilalaman	Kinapapalooban ng magandang konsepto tungkol sa paglalarawan sa iginuhit	Kinapapalooban ng konsepto ngunit hindi gaanong detalyado ang mga impormasyon sa paglalarawan sa iginuhit	Malayo ang impormasyon na inilagay sa paglalarawan sa iginuhit

	<p>Pagkamali khain</p> <p>Kinakikitaan ng kulay at kakaibang konsepto tungkol sa paglalarawan sa iginuhit</p>	<p>Kinakikitaan ng kulay ngunit payak ang konsepto tungkol sa paglalarawan sa iginuhit</p> <p>Malinis ang gawa ngunit may kaunting bura ng lapis at lampas ng pangkulay</p>	<p>Walang kulay at payak ang konsepto tungkol sa paglalarawan sa iginuhit</p> <p>Marumi ang pagkakagawa, puro bura ng lapis at lampas na pangkulay</p>
	<p>Karagdagang Gawain</p> <p>Pumili ng isa mula sa mga anyong tubig at anyong lupa ng ating lalawigan at iginuhit ito sa isang coupon bond. Pagkatapos, sumulat ng 5 pangungusap kung paano mapapa-ngalagaan anyong tubig at anyong lupa na ito.</p>		
<p>V. PAGNINILAY</p>	<p>Magsusulat ang mga bata sa kanilang kwaderno, journal o portfolio ng kanilang nararamdaman o realisasyon gamit ang mga sumusunod na prompt:</p> <p>Nauunawaan ko na _____</p> <p>Nabatid ko na _____</p>		

Inihanda ni:

MARICAR B. DE ROXAS
 Gov. Vicente Noble MES
 Guro III

**EVALUATION CHECKLIST FOR CONTENT
For DepEd-developed Lesson Exemplars**

Learning Area: Araling Panlipunan Grade Level: Three
 Quarter: ① 2 3 4 Lesson: Mga Lalawigan sa Rehiyon ayon sa Heograpikal na Pagkakakilanlan

Title/s: Nakapagsasabi ng mga anyong tubig o lupa na nagpapakilala sa lalawigan at rehiyon.

Instructions:

- Carefully read the modules page by page to evaluate its compliance to standards indicated in the criterion items under the six (6) factors below.
- Put a check mark (→) in the appropriate column beside each criterion item. If your answer is **NO**, cite specific pages, briefly indicate the error/deficiency found, and give your recommendations in the attached *Summary of Findings* form.
- Write *Not Applicable (NA)* for criterion items that do not apply in the modules evaluated.

Standard/Criterion Items	YES	NO
Factor I. Most Essential Learning Competencies (MELCs)		
1. The LE covered the targeted Most Essential Learning Competencies (MELCs) intended for the quarter.	/	
2. The LE sufficiently developed the targeted Most Essential Learning Competencies (MELCs) intended for the quarter.	/	
Factor II. Instructional Design and Organization		
1. LE has learning objectives that are anchored on the MELCs.	/	
2. LE uses a variety (at least 3) of self-directed techniques, learning tasks, and formative assessments.	/	
3. LE has content that is logically developed and organized, i.e., lessons/activities are arranged from simple to complex, from observable to abstract.	/	

4. LE contains essential instructional design elements that contribute to the achievement of learning objectives.	/	
5. LE allows for review, comparison, and integration with previous lessons (if applicable).	/	
6. LE uses various motivational strategies (i.e., advance organizers, puzzles, games) to hook the target user's interest and engagement.	/	
7. LE uses process questions and activities which require different levels of cognitive domain to achieve desired learning outcomes.	/	
8. LE has written and performance tasks that are differentiated based on target user's multiple intelligences, learning styles, and readiness levels.	/	
9. LE develops 21st century skills and higher order cognition (i.e., critical thinking, creativity, learning by doing, problem solving).	/	
10. LE integrates desirable values and traits.	/	
Factor III. Instructional Quality of Text and Visuals		
1. All contents in the LE are accurate.	/	
2. The LE is free from any social content violations.	/	
3. The LE has free from factual errors.	/	
4. The LE is free from computational errors (if applicable).	/	
Factor IV. Assessment /		
1. The LE provides sufficient assessment activities that will help the learner track his/her progress and mastery of the target competencies Note: There should at least 3 assessment activities in the Lesson Exemplars.	/	
2. LE has assessments that are aligned with the specific objectives and contents (i.e., lesson / topic).	/	
3. The LE provides variety of assessment types. Note: There should at least 3 assessment types in the Lesson Exemplars.	/	
4. The LE contains assessments that have clear demonstrations / examples, instructions, and/or rubrics to serve as guide on how these will be used.	/	
5. The LE has assessment activities that ensure active engagement of the learners.	/	
6. The LE has answer keys that provide exact answers for objective-type assessments and discussion points for non-objective types.	/	
7. The LE has pre- and post- assessment items that are constructed differently.	/	
Factor V. Readability		
1. Vocabulary used in the LE is appropriate to the target user's level of comprehension and experience.	/	

2. Length and structures of sentences in the LE are suited to the comprehension level of the target users,	/	
3. Paragraph structures in the LE facilitate smooth flow of ideas and concepts.	/	
4. Topics and ideas presented from one lesson to the next are coherent and integrated with each other.	/	
5. Instructions, discussion points, questions, and activities are clear to the target users.	/	
Factor VI. Referencing and Source Citation		
1. The copyrighted texts and visuals are accurately cited on the page where they are presented (i.e., primary and/or original sources are cited) containing the following: - Title of the work - Name of creator - Title of source -Title of source where the work is included, and/or publication details	/	
2. The references are properly cited in the Reference List containing the following: - Name of creator - Title of source - Publication details; publisher, location of publisher, date of publication, etc.	/	

Prepared by:

ANGELITA C. DE CASTRO Content Evaluator	LR Evaluator
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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.