

Republic of the Philippines
Department of Education
 PROJECT MANAGEMENT SERVICE

Office of the Director

OFFICE OF THE DIRECTOR IV	
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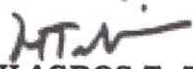
MEMORANDUM

FOR : *DepEd Region V*
DR. GILBERT T. SADSAD, Regional Director, Region V
Supt. CRESTITO M. MORCILLA, Legazpi City
Supt. CECILLE BERNADETTE P. RIVERA, Iriga City
Supt. WILLIAM E. GANDO, Sorsogon City
Supt. LOIDA N. NIDEA, Camarines Sur

DepEd Region VI
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DepEd Region VIII
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Supt. CHERRY MAE L. LIMBACO, Cagayan De Oro City

FROM : 
MILAGROS T. TALINIO
 Director IV
 Project Management Service

SUBJECT : **Designation of Teacher Professional Development Coordinators/Coaches and Backfillers for the Sustaining Education Reform Gains (SERG) Project**

DATE : January 4, 2021

I. Background

1. The Department of Education (DepEd) is in the midst of reforming Teacher Professional Development (TPD) in a bid to raise the quality of basic education in the country. For this to happen, important pre-requisite initiatives must be in place such as, among others, the development and introduction of the Philippine Professional Standards for Teachers, the development and piloting of a new Learning and Development System for educators, and the launching of a broad

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range of TPD Programs in a systematic and concerted fashion. Central to this initiative is the strengthening of the National Educators Academy of the Philippines and its system of training educators nationwide.

2. As this is a major educational reform, DepEd is engaging its stakeholders to actively participate in this initiative. In partnership with the Government of Australia – Department of Foreign Affairs and Trade (GOA-DFAT), this Department co-developed the SERG Project to catalyze the improvement of the country's teaching workforce. It will deliver targeted technical assistance to DepEd central and field offices and schools for the period, 2019-2021 in pursuit of the following:

- 2.1 Improved quality of teaching in target schools, particularly where boys and girls are experiencing disadvantage; and

- 2.2 Improved policies, systems, and processes for Teacher Professional Development.

GOA-DFAT engaged Save the Children (SC) to lead the implementation of the project in close collaboration with DepEd.

II. Designation of TPD Coordinators/Coaches and Backfillers

3. The SERG Project employs various strategies with the support of concerned DepEd central and field operating units. One such strategy is the designation of a full-time TPD Coordinator/Coach in each of the ten (10) project supported areas from January 4, 2021 to October 15, 2021 to help improve the quality of teaching in public schools. The desired qualifications and Terms of Reference (TOR) of the TPD Coordinators/Coaches are in **Attachment 1** hereof.
4. As these TPD Coordinators/Coaches are organic personnel of DepEd who will render full-time service to Project SERG, their designation will create a vacuum in the organization which the project hopes to address via the concept of "Backfilling" – a process of filling temporary vacancies as a result of designating the incumbent personnel to become TPD Coordinators/Coaches on a full-time basis. Another personnel will be assigned to work on the duties and responsibilities of the position vacated by TPD Coordinators/Coaches. Referred to as "Backfillers," they will provide vital support to the project, particularly in ensuring its sustainability. **Attachment 2** illustrates how the backfilling approach works.
5. Care should be taken that the backfilling of vacated positions under Project SERG will be limited to a maximum of three (3) positions per project area and involving three (3) persons where the third person may be hired as Contract of Service or Job Order, subject to existing DepEd, Department of Budget and Management Circular (DBM), and Civil Service Commission rules and regulations.
6. The project believes that the role of the TPD Coordinators/Coaches in the project is crucial since they will cover province/city-wide operations, initiate activities leading to project sustainability, and deal directly with teachers and school heads in schools within the project supported areas. Hence, the project is extending an assistance to these TPD Coordinators/Coaches by way of honoraria equivalent to that of a District Supervisor at entry level. Such honoraria may be provided following the guidelines prescribed in DBM No. 2007-2, "Guidelines on the Grant of Honorarium due to Assignment in Government Special Projects."

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7. For purposes of estimating the amount of honoraria that may become due to each designated TPD Coordinator/Coach, the project uses as reference Salary Grade (SG)-22, Step 1. However, their honoraria, as appropriate, must not exceed 25% of their basic salaries.
8. In the case of backfillers, the project will likewise provide financial assistance to them because they will carry out higher level functions for the duration of the project, as well as trigger new interventions and strategies into their respective official stations when they return at the end of the project. Their honoraria will be computed using Step 1 of the SG of the position that they will assume, which amount must not exceed 25% of their basic salaries.

III. Official Roster of TPD Coordinators/Coaches

9. Hereunder is the official list of TPD Coordinators/Coaches previously concurred in by the DepEd regional and division officials concerned:

Region	SDO	Name
Region V	Legazpi City	Nonie S. Conda
	Sorsogon City	Beverly Laban
	Camarines Sur	Imelda S. Del Rosario
	Iriga City	Maricel L. Intia
Region VI	Guimaras	Edlyn D. Legita
	Iloilo City	Rolly Ben M. Madera
Region VIII	Leyte	Glendale B. Lamiseria
	Baybay City	Frolemea Narra Tariza
Region X	Bukidnon	Jocelyn L. Flores
	Cagayan de Oro City	Michael Dave B. Tan

It is understood that these designated officials will actively coordinate with project stakeholders in the discharge of their respective functions to ensure a smooth implementation.

10. In the case of backfillers, Attachment 2 illustrates the process to be observed by the concerned division offices when selecting these officials. Once the process is completed, the concerned division offices are requested to provide the DepEd-Project Management Service with a complete list of backfillers using **Attachment 3** hereof.

For concerns and submission of completed forms, please feel free to communicate with this office, Attention: **Ms. Jeremay M. Cervancia** at **jeremay.cervancia@deped.gov.ph**, on or before **January 19, 2020**.

Thank you for your usual support and cooperation.

Enclosures:

1. Attachment 1 – TOR of TPD Coordinators/Coaches
2. Attachment 2 – Illustration of Backfilling Approach
3. Attachment 3 – Staffing Plan for TPD Coordinator/Coach and Backfillers

Copy furnished:

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Terms of Reference
For Division Teacher Professional Development (TPD) Coordinator/Coach under
the Sustaining Education Reform Gains (SERG) Project

The position will be responsible for the provision of technical coaching to School Heads/ Principals and Master Teachers who will implement policies, systems and processes related to TPD. The position will be seconded from the DepEd – ideally from the Division level - to provide technical assistance services associated with the field-level implementation of the Learning and Development System (LDS) for TPD. A significant aspect of the coaching assignment will be supporting the full implementation and monitoring of the LDS for TPD.

The Division TPD Coach/Coordinator will work directly with the **Regional Office (RO) Focal** and the **SERG Regional Technical Adviser** assigned to the Region within which the Division belongs. The Division TPD Coach will require a direct coordination relationship with the Schools Division Superintendent.

Generic Duties and Responsibilities:

In consultation with the SERG Regional Technical Adviser prepares a coaching plan for the target schools based on validated needs assessment report, Individual Professional Development Plans (IPDPs)/Group Professional Development Plans (PDPs)/Strategic School (PDPs).

- i. Provide technical coaching to targeted school heads and master teachers to assist the Division in the development and implementation of a contextualized plan to support TPD needs assessment, implementation and monitoring.
- ii. Provide advice and assistance in the enhancements/adaptation of select TPD Systems' elements (e.g. technical guidance to introduce amendments to the LDS and Manual to better reflect the needs of different typologies of schools (including Alternative Learning System (ALS)) in different contexts.
- iii. Provide technical coaching to assist the Division to implement TPD systems and to identify areas for adaptation of TPD Systems at the Division and school levels – working under the guidance of the Technical Advisers at the Regional level.
- iv. Provide guidance and advice to the Division and schools to prepare and implement annual and multi-year TPD plans which are integrated within broader education plans – Division Education Development Plan (DEDP) and the School Improvement Plan (SIP)
- v. Identify technical input needs and engage specialized expertise from Curriculum Implementation Division (CID) and School Governance and Operations Division (SGOD).
- vi. Provide appropriate technical support to capture relevant evidence from the implementation of TPD systems at the Division and school levels to inform adjustments/adaptation and/or development of new TPD policies, systems and processes.
- vii. Perform the assignment as a member of a team of TPD coaches which requires significant coordination and collaboration with other team members.
- viii. Provide periodic status reports and a consolidated annual report on progress towards expected results, identifying potential barriers and ways to mitigate their effect as well as identifying promising practices that may be useful in informing adjustments to TPD policies, systems and processes.
- ix. Participate in the periodic learning sessions and policy discussion fora on TPD that may be scheduled by SERG and/or DepEd.
- x. As deemed necessary, attend related DepEd workshops, seminars and events (e.g. TPD events and Division Monitoring, Evaluation and Adjustment (DMEA) and School Monitoring, Evaluation and Adjustment (SMEA) to provide technical assistance and guidance.

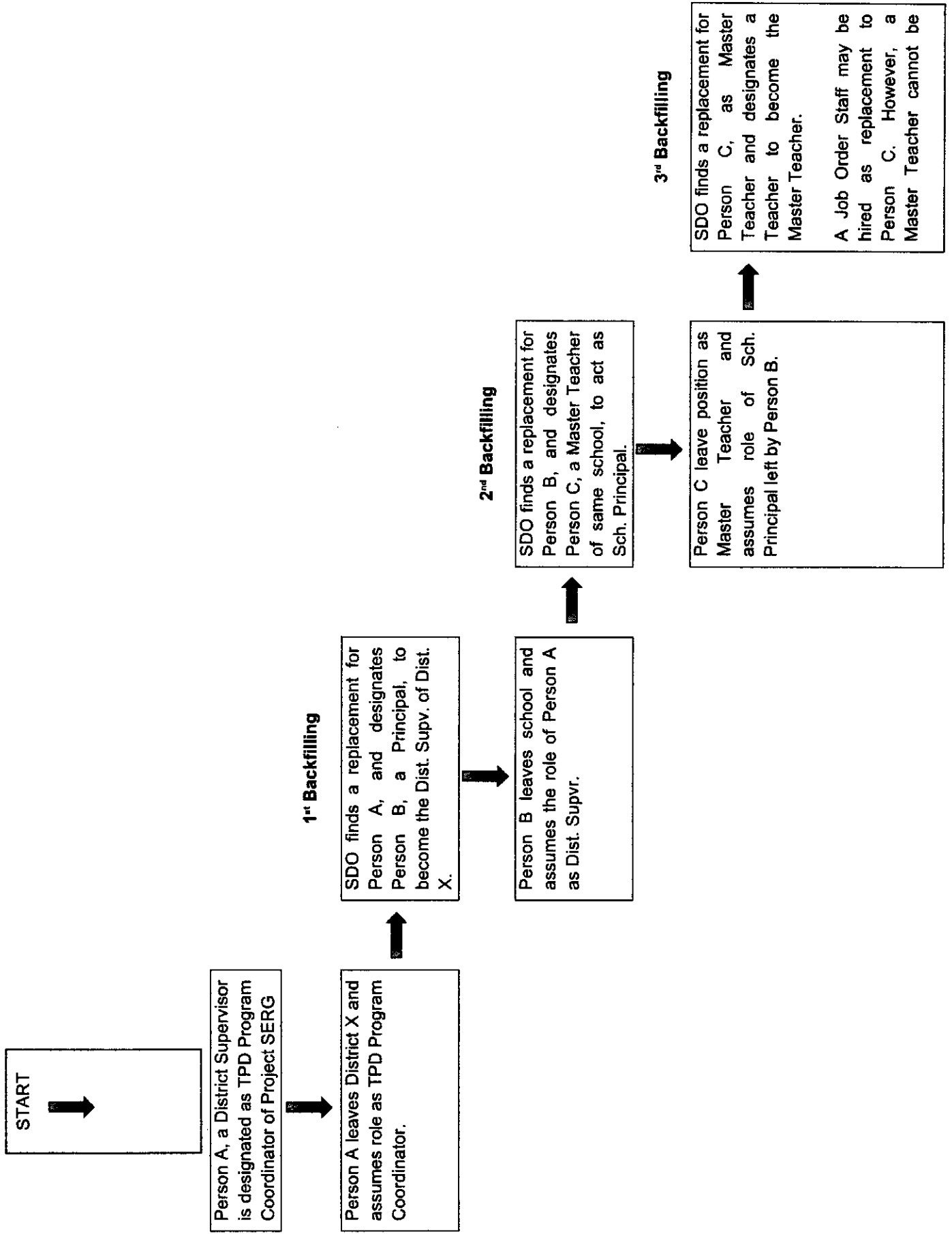
Generic Knowledge and Skills:

- i. Excellent knowledge of and experience in working with HR and TPD systems in DepEd, particularly National Educators Academy of the Philippines (NEAP), Philippine Professional Standards for

Teachers-Results Performance Monitoring System (PPST-RPMS), Training & Development (T&D) System/Learning Development System (LDS).

- ii. Excellent knowledge of coaching approaches accompanied with experience coaching peers and subordinates within DepEd.
- iii. Excellent interpersonal and facilitation skills.
- iv. Exceptional at building positive professional working relationships.
- v. Very good oral communication skills in both English and Filipino, with cultural knowledge and linguistic ability in the assigned Division.
- vi. Excellent analytical and technical writing skills.
- vii. Knowledge and experience applying gender equality, disability and social inclusion principles.

Attachment 2: An Illustration of the Backfilling Approach



replaced by a Job Order Staff.



END

Attachment 3

STAFFING PLAN FOR SUSTAINING EDUCATION REFORM GAINS

Division _____

Backfill Levels	Position	Name of the Person to Fill-up the Position	Current Salary Grade and Step	Position to Backfill
	SERG TPD Coordinator/Coach			NONE
Backfill Level 1	1st Position Vacated:			
Backfill Level 2	2nd Position Vacated:			
Backfill Level 3	3rd Position Vacated:			

Special Note:

Prepared by:

Approved by:

Signature:

Signature:

Name:

Name:

Position:

Position: (SDS or Authorized representative)

Date: