



Republic of the Philippines  
**Department of Education**  
 REGION VIII - EASTERN VISAYAS

June 14, 2022

**REGIONAL MEMORANDUM**

No. **685**, s. 2022

**REGIONAL INPUTS FOR TEACHERS' LEARNING AND DEVELOPMENT BASED ON THE  
 PROJECT GUIDES FOR INSTRUCTIONS YIELDING ARCHETYPE (GIYA) TEACHERS'  
 RESULTS IN THE DIVISIONS OF ORMOC CITY AND BORONGAN CITY**

To: Schools Division Superintendents  
 Public Elementary and Secondary School Heads  
 All Others Concerned

1. For the continuous improvement of the instructional delivery, this Office, through the Curriculum and Learning Management (CLMD), conveys the Regional Inputs for Teachers' Learning and Development based on the Project Guides for Instructions Yielding Archetype (GIYA) Teachers' Results in the Divisions of Ormoc City and Borongan City.
2. The Schools Division Superintendents must engage the Chiefs of the Curriculum Implementation Division (CID) and the School Governance and Operations Division (SGOD) to plan, organize, and lead from the conceptualization to the conduct of the activities for teachers' professional and personal development in terms of teaching-learning delivery.
3. The Regional Office is in cognizance of the best efforts done by the Schools Division Offices (SDOs) of Ormoc City and Borongan City. They are encouraged to submit a report on the initial steps and plan of actions utilizing the Project GIYA Teacher's findings and suggestions on or before July 15, 2022 to [clmd.region8@deped.gov.ph](mailto:clmd.region8@deped.gov.ph). Other SDOs are also highly encouraged to share their lessons learned and inputs on this regard.
4. Attached are the lists of Project GIYA Teachers' Results from the said divisions on the teacher's needs and challenges and the corresponding regional inputs or suggested possible interventions to help teachers improve in the learning situation and the quality of learning in the schools.



5. Immediate dissemination of and compliance with this Memorandum are desired.

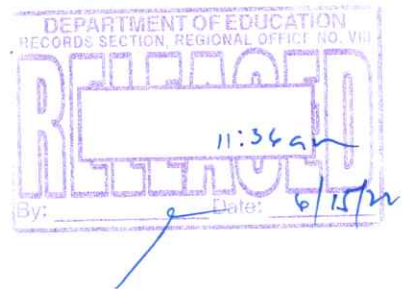
  
**EVELYN R. FETALVERO, CESO IV**  
Regional Director

Enclosures: As stated

References: As stated

To be indicated in the Perpetual Index under the following subjects:

CURRICULUM                      INSTRUCTIONAL SUPERVISION    LEARNING  
CLMD-RRT



Enclosure No. 1 of RM No. **685**, s. 2022

**REGIONAL INPUTS FOR TEACHERS' LEARNING AND DEVELOPMENT BASED ON THE  
PROJECT GUIDES FOR INSTRUCTIONS YIELDING ARCHETYPE (GIYA) TEACHERS'  
RESULTS IN THE DIVISION OF ORMOC CITY**

<b>Needs and Challenges</b>	<b>Suggested Possible Interventions</b>
Contextualization (in the learning delivery and resources) <ul style="list-style-type: none"> <li>Integration of concept into real life situation</li> </ul>	<ul style="list-style-type: none"> <li>✓ Technical assistance provision on contextualization</li> <li>✓ Use of QAed DCLRs</li> <li>✓ Use of DLHTM</li> </ul>
Classroom Management and Structuring: <ul style="list-style-type: none"> <li>establishing connection and collegiality with the learners</li> <li>Small font size of displays</li> </ul>	<ul style="list-style-type: none"> <li>✓ Constant communication with the learners and parents</li> <li>✓ Follow standards on display boards and other LRs</li> </ul>
Learning resources and equipment needs: <ul style="list-style-type: none"> <li>manipulative toys</li> <li>TV, tablet, and laptop for instructional purpose</li> <li>Chalkboard</li> <li>reading materials</li> <li>SLMs / LAS</li> <li>Water facilities</li> <li>Internet modem</li> </ul>	<ul style="list-style-type: none"> <li>✓ Sharing of LRs with partner schools/districts</li> <li>✓ Use of LRs in the division/district LR hub(s)</li> <li>✓ Facilitate development of LRs at school level</li> <li>✓ Strengthen partnerships</li> </ul>
Capability Building needs: <ul style="list-style-type: none"> <li>Sub-tasking of Competencies (Unpacking)</li> <li>Classroom Discipline Styles and Strategies</li> <li>Kindergarten teaching</li> <li>Crafting HOTS questions</li> <li>Assessment Strategies</li> <li>Communication skills</li> <li>Teaching strategies</li> <li>Child psychology</li> <li>Reading</li> </ul>	<ul style="list-style-type: none"> <li>✓ Provision of appropriate learning and development activities for the teachers, such as but not limited to: <ul style="list-style-type: none"> <li>• Formal trainings including SLAC sessions</li> <li>• Coaching &amp; Mentoring</li> <li>• JEL</li> </ul> </li> </ul>
Learners' difficulties: <ul style="list-style-type: none"> <li>sounding letters</li> <li>pronunciation</li> <li>Reading with comprehension</li> </ul>	<ul style="list-style-type: none"> <li>✓ Apply appropriate reading techniques/interventions, <i>e.i.</i> based on reading assessment per learner</li> <li>✓ Strengthen school-based <i>Brigada Pagbasa</i> activities</li> <li>✓ ICL session be devoted for learners with reading needs</li> </ul>

<p><b>Learning Delivery and teaching strategy:</b></p> <ul style="list-style-type: none"> <li>• Learner-centered activities</li> <li>• Dealing with unanswered questions posed by the teacher</li> <li>• Integration across learning areas and inter-disciplinary real-life situation</li> <li>• Provision of meaningful learning activities</li> <li>• Use of actual materials</li> </ul>	<ul style="list-style-type: none"> <li>✓ Use of varied developmentally appropriate &amp; multi-intelligences-related activities</li> <li>✓ Application of differentiated instructions</li> <li>✓ Exercise the art of questioning</li> <li>✓ Provision of alternative activities and/or questions</li> <li>✓ Utilization of realia</li> <li>✓ Contextualization of the teaching-learning delivery</li> </ul>
<p><b>Learning assessment</b></p> <ul style="list-style-type: none"> <li>• Crafting of rubrics</li> <li>• Developing/utilizing varied assessment activities</li> </ul>	<ul style="list-style-type: none"> <li>✓ Consider using the suggested assessment activities stipulated in D.O. No. 31, s. 2020</li> <li>✓ Use of integrative and thematic assessment</li> <li>✓ Involve the learners in formulating the rubrics</li> </ul>

Enclosure No. 2 of RM No. **685**, s. 2022

**REGIONAL INPUTS FOR TEACHERS' LEARNING AND DEVELOPMENT BASED ON THE PROJECT GUIDES FOR INSTRUCTIONS YIELDING ARCHETYPE (GIYA) TEACHERS' RESULTS IN THE DIVISION OF BORONGAN CITY**

<b>Needs and Challenges</b>	<b>Suggested Possible Interventions</b>
<p>Contextualization (of the learning delivery and resources)</p> <ul style="list-style-type: none"> <li>• Use of real-life situations</li> <li>• Varied activities for the different learning styles</li> <li>• Localization of the sample situations</li> </ul>	<ul style="list-style-type: none"> <li>• Provision of Technical assistance on curriculum contextualization</li> <li>• Use of QAed DCLRs</li> <li>• Provision and use of DLHTM</li> <li>• Follow-up instructional supervision with contextualization in-focus</li> </ul>
<p>Classroom Management and Structuring</p> <ul style="list-style-type: none"> <li>• Profiling of learners (including anecdotal records)</li> <li>• Flow of the lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Establishment of learners' profile</li> <li>• Utilization of the formative assessment results and analysis</li> <li>• Planning out of activities based also on objectives, class's context, available resources, and time allotment</li> </ul>
<p>Learning resources and equipment needs</p> <ul style="list-style-type: none"> <li>• Appropriate materials for the different needs and types of learners</li> <li>• Multimedia and LR standards (<i>i.e.</i> font size, colors, etc.)</li> <li>• ICT equipment</li> <li>• TVL equipment for laboratory activities</li> </ul>	<ul style="list-style-type: none"> <li>• QA of materials</li> <li>• Inventory of available materials (mapped with MELCs)</li> <li>• Follow multimedia standards</li> <li>• Share LRs with partner schools/districts</li> <li>• Use of LRs in the division/district LR hub(s)</li> <li>• Facilitate development of LRs at school level</li> <li>• Strengthen partnerships</li> </ul>
<p>Capability Building needs</p> <ul style="list-style-type: none"> <li>• Alignment of the lesson activities and assessment to the MELC/Objectives</li> <li>• Teaching strategies (incl. learning by doing, collaborative learning)</li> <li>• GEDSI principle and Social Content guidelines</li> <li>• Time management</li> <li>• Basic principles in teaching reading</li> <li>• Crafting rubrics</li> </ul>	<ul style="list-style-type: none"> <li>• Provision of technical assistance</li> <li>• Provision of appropriate learning and development activities for the teachers, such as but not limited to:                         <ul style="list-style-type: none"> <li>✓ Formal Learning (training, seminars, conferences etc.)</li> <li>✓ Relationship-based activities (e.g. coaching, mentoring, peer learning, etc.)</li> <li>✓ Learning Action Cells (LAC)</li> <li>✓ Job Embedded Learning (JEL)</li> </ul> </li> </ul>

<p>Learning Delivery and teaching strategy:</p> <ul style="list-style-type: none"> <li>• Provision of developmental activities</li> <li>• Eliciting response, critical thinking, and use of HOTS questions</li> <li>• Correcting misconceptions</li> <li>• ICT integration</li> <li>• Observance of the basic procedures on classroom routinary activities</li> </ul>	<ul style="list-style-type: none"> <li>• Use of varied developmentally appropriate, alternative, &amp; multi-intelligences-related activities</li> <li>• Application of differentiated instructions</li> <li>• Integration of edtech</li> <li>• Exercise the art of questioning</li> <li>• Contextualization of the teaching-learning delivery</li> </ul>
<p>Learners' difficulties</p> <ul style="list-style-type: none"> <li>• Reading and comprehension abilities</li> </ul>	<ul style="list-style-type: none"> <li>• Apply appropriate reading techniques/interventions</li> <li>• Strengthen school-based <i>Brigada Pagbasa</i> activities and reading assessment activities</li> <li>• ICL session be devoted for learners with reading needs</li> </ul>
<p>Learning assessment</p> <ul style="list-style-type: none"> <li>• Crafting of rubrics</li> <li>• Developing/utilizing varied assessment activities aligned to the MELCs</li> </ul>	<ul style="list-style-type: none"> <li>• Consider using the suggested assessment activities stipulated in D.O. No. 31, s. 2020</li> <li>• Use of integrative and thematic assessment</li> <li>• Involve the learners in formulating the rubrics</li> </ul>