



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

August 2, 2022

REGIONAL MEMORANDUM

No. **853**, s. 2022

**REGIONAL INPUTS FOR TEACHERS' LEARNING AND DEVELOPMENT
 BASED ON THE PROJECT GUIDE FOR INSTRUCTIONS YIELDING
 ARCHETYPAL (GIYA) TEACHERS' RESULTS IN THE
 DIVISION OF MAASIN 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 Guide for Instructions Yielding Archetypal (GIYA) Teachers' Results in the Division of Maasin City.
2. The Schools Division Superintendent 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 Office (SDO) of Maasin 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 August 19, 2022 to 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 division 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. 853, 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 MAASIN CITY

Needs and Challenges	Suggested Possible Interventions
<p>Preparations for Teaching-Learning</p> <ul style="list-style-type: none"> • Sub-tasking of the competency • Crafting of Objectives in the lesson plan • "Evaluation" was placed under "Procedures" in the LP • Not enough time to prepare • Time management • A teacher-aide personnel maybe necessary for a Kindergarten class 	<ul style="list-style-type: none"> ✓ Provision of technical assistance and L&D activities on lesson planning ✓ Recall the parts and each key features in the LP ✓ Teachers' brainstorming / mind dumping on the subtasking / mapping of MELCs to objectives ✓ Provision of Technical assistance on time management, lesson budgeting ✓ Strengthen planning process and activity implementation mechanism in school ✓ Strengthen partnership with stakeholders
<p>Learning Resources</p> <ul style="list-style-type: none"> • Preparation/crafting of multimedia materials (slide decks, audio-video materials) • Creative use of digital tools and search engines by the learners • Contextualization of learning resources • Adequacy of LRs (including provision of back-up LMs, and other supplementary LRs) • Updating of Numeracy and Literacy Corners' posted LMs and visuals 	<ul style="list-style-type: none"> ✓ Provision of Technical assistance on LR development, utilization, and contextualization ✓ (Re)Orientation on the LR standards (plus emphasis on copyrights and social content guidelines) ✓ Inventory of available materials (mapped with MELCs) ✓ Share LRs with partner schools/districts and/or use of division hub's LRs ✓ Monthly or Quarterly updating of the corners' posts ✓ Consider posting progress monitoring of learners' status
<p>Learning Delivery</p> <ul style="list-style-type: none"> • Varied teaching strategies to be used in the different LDMs • Explicit teaching and contextualization in LD • Use of HOTS questions • Facilitation skill & developing self confidence • Time management • Classroom management 	<ul style="list-style-type: none"> ✓ TA and L&D activities provision focusing on varied developmentally appropriate alternative teaching strategies and facilitation ✓ Exercise the art of questioning ✓ Contextualization of the teaching-learning delivery ✓ Strengthen lesson planning and teaching demonstrations

<ul style="list-style-type: none"> • Expanded F2F classes (as preferred by parents and learners) • Use the correct/appropriate medium of instruction (language) (Code shifting) • establishing rapport and motivational activities • Applying educational games • standards in reading paragraphs • sentence construction 	<ul style="list-style-type: none"> ✓ Provision of Technical assistance on school preparations for F2F classes through the SSAT ✓ Practice the use of Mother tongue for K – G3 (including LRs) and English or Filipino for respective learning areas ✓ Explore use of game-based teaching and other learner-interests-based activities ✓ TA and L&D activities provision on applying appropriate reading techniques and activities ✓ Re(Orientation) on the basic communication arts ✓ Consider use of “I Do, We Do, You Do” approach
<p>Learning Assessment</p> <ul style="list-style-type: none"> • use of a more appropriate type of test/assessment • assessment activity that promotes collaboration • processing of learners’ outputs / responses • crafting and utilizing rubrics 	<ul style="list-style-type: none"> ✓ TA and L&D activities provision on assessment strategies including processing approaches ✓ Consider using the suggested assessment activities stipulated in D.O. No. 31, s. 2020 ✓ Use of integrative and thematic assessment