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

September 12, 2025

REGIONAL MEMORANDUM
CLMD 2025 1155

**PARTICIPANTS IN THE FOCUS GROUP DISCUSSION ON
DESIGNING K TO 10 LEARNING EXPERIENCES**

To: Schools Division Superintendents {Division of Leyte
All Others Concerned {Division of Tacloban City

1. In reference to Unnumbered Memorandum dated _____ from Director Gerson Marvin M. Abesamis of the Bureau of Learning Delivery, this Office, through the Curriculum and Learning Management Division (CLMD), has selected teacher-participants who will join the **Online Focus Group Discussion on Designing K to 10 Learning Experiences**, scheduled on September 22-23, 2025 via <https://tinyurl.com/LXDPracticesOfTeachers-2025>.

2. The identified participants are as follows:

Name	District	Division
1. Jay C. Malquisto	Mac Arthur District	Leyte
2. Karen Alcaraz	Sto. Nino SPED Center	Tacloban City

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



RONEL AL K. FIRMO CESO IV
Assistant Regional Director
Officer-In-Charge
Regional Director

Enclosure: None

Reference: None

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

EDUCATION

INNOVATION

PEDAGOGY

CLMD-ACA



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Republic of the Philippines
Department of Education
BUREAU OF LEARNING DELIVERY

MEMORANDUM
BLD – 2025

TO : **NAME**
Designation

ATTENTION : **NAME**
Designation

FROM : **GERSON MARVIN M. ABESAMIS**
Director IV

SUBJECT : **NOMINATION OF PARTICIPANTS FOR FOCUS GROUP DISCUSSIONS ON DESIGNING K TO 10 LEARNING EXPERIENCES**

DATE : **September 12, 2025**

The Bureau of Learning Delivery – Innovation Unit (BLD-IU) will conduct activities to gather teacher insights on the design of K-10 learning experiences and the use of lesson exemplars, learning activity sheets, and related instructional resources. These activities aim to surface what teachers find most helpful in the Structured Pedagogy Package, identify areas for improvement, and articulate what constitutes a “good” learning experience.

In line with this, this Office would like to request the following:

Nomination of FGD Participants

- Each region is kindly requested to nominate two (2) teachers per scheduled FGD (please see attached Concept Note and FGD Guide for details).
- Nominated teachers are requested to register through this link: <https://tinyurl.com/LXDPracticesOfTeachers-2025>. This will allow the BLD-IU to coordinate directly with participants and provide the meeting link.
- This Office requests that nominated teachers be supported so they may participate under the following conditions:
 - A quiet, well-lit room conducive to online discussion;
 - Stable internet connection;
 - Preferably a laptop/desktop device, as interactive activities will be conducted.

These contributions will provide valuable evidence and perspectives for improving the Structured Pedagogy Package and for developing quality assurance tools for learning experiences.



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For reference, attached are the Concept Note and FGD Guide.

Should you have any questions or clarifications, you may send an email to Nikki Reyes at nicole.reyes01@deped.gov.ph.

Thank you for your continued support.



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LXD Practices of Teachers

Rationale

The Department of Education (DepEd), through the Learning System Strand, continues to develop and provide teachers with lesson exemplars, learning activity sheets, and related instructional resources. These resources are intended to support teachers in designing and delivering meaningful learning experiences for learners across grade levels.

However, questions remain on how teachers actually use these materials in practice, which parts of the lesson exemplars are most useful, and how such resources can be further improved to better serve the needs of teachers at different stages of their careers. At the same time, there is a need to articulate what constitutes a "good" learning experience from the perspective of teachers, to help guide BLD in developing quality assurance tools such as rubrics and guidelines.

Objectives

The FGDs aim to:

1. Understand the role of lesson exemplars, learning activity sheets, and other teaching resources in teachers' process of learning experience design in DepEd public schools. Specifically, the discussions will explore:
 - a. Which parts of the lesson exemplars teachers find most essential.
 - b. How lesson exemplars and activity sheets might be improved to be more helpful.
 - c. What skills are essential for teachers to design good learning experiences.
2. Identify teacher perspectives on what counts as a "good" learning experience—what it looks like in practice, and what makes it effective. This will provide inputs to BLD's development of rubrics and guidelines for Quality Assurance.
3. Surface possible differences in the way teachers of varying experience levels (beginning, intermediate, and expert) approach learning design. This will inform whether lesson exemplar designs and related resources can be adjusted to match the needs of teachers at different stages of their professional journey.

Design and FGD Guide

- Duration: 90 minutes per virtual FGD
- Platform: Zoom or Google Meet + Google Slides (interactive)
- Facilitators: BLD Innovation Unit
- Nine (9) FGD sessions with these participants:

	1-3 years teaching experience	4-10 years teaching experience	Over 10 years teaching experience
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Kinder Grade 3	FGD 1: 6 teachers Sept 22 (Mon) 8:30-10 AM	FGD 2: 6 teachers Sept 22 (Mon) 10:30 AM-12 PM	FGD 3: 6 teachers Sept 22 (Mon) 1:30-3:00 PM
Grades 4-6	FGD 4: 6 teachers Sept 22 (Mon) 3:30-5:00 PM	FGD 5: 6 teachers Sept 23 (Tue) 8:30-10 AM	FGD 6: 6 teachers Sept 23 (Tue) 10:30 AM-12 PM
Grades 7-10	FGD 7: 6 teachers Sept 23 (Tue) 1:30-3:00 PM	FGD 8: 6 teachers Sept 23 (Tue) 3:30-5:00 PM	FGD 9: 6 teachers Sept 23 (Tue) 3:30-5:00 PM

Preferably participants should come from schools that have participated in the Phase 1 and 2 of the pilot for MATATAG Curriculum.

Phase	Time	Flow / Prompts
1. Opening & Welcome	10 min	<ul style="list-style-type: none"> Greet participants and thank them for joining. Introduce facilitator. Open the space with a check-in question, while also asking everyone to introduce themselves by name. State purpose: understand use of lesson exemplars/activity sheets, define "good" learning experiences, explore differences across teaching experience. Ground rules: no right/wrong answers, one speaker at a time, respect differing views, use any language you are comfortable speaking. Recording reminder: "We'll record this for research purposes only. Your names will remain confidential. Is everyone okay with this?"



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2. Main Discussion	45–60 min	<p>A. Role of Lesson Exemplars & Resources</p> <ul style="list-style-type: none"> • <i>Interactive Slide Exercise:</i> Display a horizontal line with “Access to lesson exemplar” on the left and “Learners experience the lesson/activity” on the right. Ask participants to fill in the middle with steps/tasks/events they do in between. Discuss patterns. • “How do you usually use lesson exemplars or activity sheets?” • “Which parts do you find most useful?” • “Are there parts you skip or adapt? Why?” <p>B. Improvements to Resources</p> <ul style="list-style-type: none"> • “If you could improve lesson exemplars or activity sheets, what would you suggest?” • “What would make them more helpful to you?” <p>C. Teacher Skills for Learning Design</p> <ul style="list-style-type: none"> • “What skills are most important to design good learning experiences?” • “What skills do you wish you could strengthen?” <p>D. Defining ‘Good’ Learning Experiences</p> <ul style="list-style-type: none"> • “What does a good learning experience look like in your classroom?” • “How do you know learners are engaged?” • “Share an example of a lesson that worked well.”
3. Wrap-Up & Closing	5–10 min	<ul style="list-style-type: none"> • Ask: “Is there anything important we haven’t covered?” • Ask: “Do you have any questions or messages for the BLD Team?” • Thank participants sincerely: “Your inputs will help improve the Structured Pedagogy Package and support teachers more effectively.”



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		<ul style="list-style-type: none">• Close the session with a check-out question.
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Expected Outputs

- A report highlighting:
 - Teachers' views on the most useful parts of lesson exemplars and learning activity sheets
 - Suggested improvements to instructional resources
 - Skills teachers need to effectively design learning experiences
 - Teachers' descriptions of "good" learning experiences
 - Comparative insights across teacher experience levels
- Recommendations for the BLD to inform:
 - Redevelopment of lesson exemplars and activity sheets for KS1 Quarter 3, in time for the launch of the Structured Pedagogy Package
 - Development of teacher reflection kit for designing learning experiences
 - Tailored resource designs for beginning, intermediate, and experienced teachers