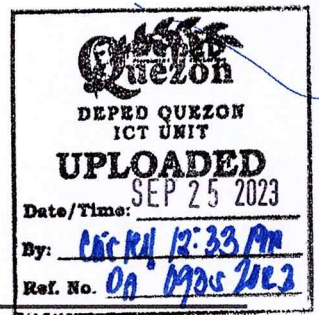




Republic of the Philippines  
**Department of Education**  
Region IV-A  
SCHOOLS DIVISION OF QUEZON PROVINCE



**DIVISION ADVISORY NO. 093, s. 2023**  
September 19, 2023

In compliance with DepEd Order (DO) No. 8, s. 2013, this advisory is issued not for endorsement as per DO 28, s. 2001, but only for the information of DepEd officials, personnel/staff, and the concerned public.  
(Visit [www.deped.gov.ph](http://www.deped.gov.ph).)

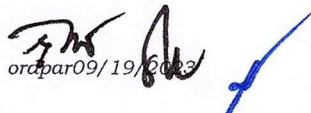
**BALAG AT TUKOD: INTERNATIONAL TRAINING CARAVAN AND CONFERENCE  
FESTIVAL ON TEACHING AND RESEARCH TOWARDS SUSTAINABILITY IN  
CHANGING SOCIAL, CULTURAL, AND POLITICAL CLIMATES**

The Asian Center of Education, Research, and Training for Innovation (ACERT) invites administrators, supervisors, specialists, school heads, and teachers to participate in the “Balag at Tukod: International Training Caravan and Conference Festival on Teaching and Research towards Sustainability in Changing Social, Cultural, and Political Climates” on December 1-3, 2023, to be implemented in blended modality (one day virtual and two days face-to-face).

Please be advised that participation should be voluntary, and shall be governed by the **No Collection Policy, No Disruption of Classes Policy, and Time-on-Task Policy** of the Department, as stipulated in DO 09, s. 2005.

For more details, kindly see the attached request letter.

Please be guided accordingly.

  
ora-par09/19/2023

DEPEDQUEZON-TM-SDS-04-011-003



*“Creating Possibilities, Inspiring Innovations”*

Address: Sitio Fori, Brgy. Talipan, Pagbilao, Quezon  
Trunkline #: (042) 784-0366, (042) 784-0164, (042) 784-0391, (042) 784-0321  
Email Address: [quezon@deped.gov.ph](mailto:quezon@deped.gov.ph)  
Website: [www.depedquezon.com.ph](http://www.depedquezon.com.ph)



30 August 2023

**ROMMEL C. BAUTISTA, CESO V**

Schools Division Superintendent

Department of Education, Region IV-A CALABARZON, Division of Quezon

Brgy. Talipan, Pagbilao Quezon

**SUBJECT: REQUEST FOR ADVISORY AND DISSEMINATION**

Dear *Sir Rommel*;

Greetings of Peace, Strength and Prosperity!

The Asian Center of Education, Research, and Training for Innovation (ACERT) is an organization that promotes professional and institutional development in the areas of education and human development. It is organized under the vision of creating a platform where globally oriented quality and excellent capability building programs and initiatives meet the demands of academic scholars and education practitioners in both public and private sectors in the Philippines.

To make this aspiration concrete, ACERT is conducting an *international training-seminar, in blended modality with one (1) day virtual and two (2) days face to face, on 1-3 December 2023* (Originally in 11-13 May) with the training program title, **“Balag at Tukod: International Training Caravan and Conference Festival on Teaching and Research Towards Sustainability in Changing Social, Cultural, and Political Climates”**, with the theme, **“Pagbubuklod, Pagbangon, at Pagpapatuloy: Showcasing Innovations in Teaching and Recognizing Best Practices in Action Research to Combat Learning Losses”**. As practitioners of education in the country, we are pleased to invite your administrators, supervisors, specialist, school heads, and teachers to join us in this event as we navigate through the discussions on the future of learning in the current educational context. This three-day training is designed to empower educators and to be more productive in performing their roles in school research, leadership, management, and teaching facility in the process by acquiring new perspectives and strategies.

There is a minimal registration fee of PHP 3,000.00 to cover the training cost. Group packages are also offered. Interested participants may reach us through contact details below for further information and registration details.

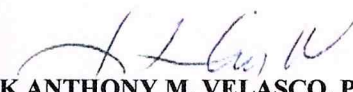
In this regard, we are **requesting your good office to support this international program through a wide dissemination of the invitation to teachers, principals, and supervisors. This is also to request for a copy of advisory, which we can disseminate to our prospective participants. Regarding this, it ascertains that no disruption of classes will be strictly followed.**

Should you have further inquiries and clarifications, our team is willing to discuss with you through the most convenient platform you may wish. You may also reach us through [secretariat@acert1st.asia](mailto:secretariat@acert1st.asia) or [management@acert1st.asia](mailto:management@acert1st.asia). It is our fervent hope that you may be able to contribute in our advocacy of globalizing the professional development of our educators.

Thank you very much.

Sincerely,

  
**RAYMOND C. FRANCIA**  
Training Coordinator & Organizer

  
**MARK ANTHONY M. VELASCO, Ph. D.**  
Executive Director/ACERT





**ACERT**

Action Center of Education, Research,  
and Training for Innovations

# Balag at Tukod:

Training-Writeshop Caravan on Unpacking  
and Simplifying Action Research



## Participants:

Educators  
School Heads  
Supervisors  
Teachers



## Activities

Lecture-discussion  
Writeshop  
Mentoring



## Activity Goals

Learn the basics and significance of action  
research in addressing issues in teaching  
and learning

Develop action research proposals

Prepare for research implementation  
through the guidance of mentors



## Schedules

August 11-12: Romblon & Baguio

August 18-20: Bulacan & Legazpi

December 1-3: Lucena City & Quezon



**For Inquiries,** please contact

ACERT Secretariat: 0966-412-8166; 0917-854-2734  
acerfist@gmail.com

**Accreditation**

NEAP Program Recognition No.: PD-2021-0070-0924

PRC Accreditation No.: PTR-2018-149





## PROGRAM PROFILE

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### **THEME**

*Pagbubuklod, Pagbangon, at Pagpapatuloy: Showcasing Innovations in Teaching and Recognizing Best Practices in Action Research to Combat Learning Losses*

### **TITLE**

***Balag at Tukod:  
International Training Caravan and Conference Festival on Teaching  
and Research Towards Sustainability in Changing Social, Cultural, and  
Political Climates***

### **BACKGROUND AND RATIONALE**

As stipulated in Department of Education Memorandum No. 223, s. 2016, the implementation of multidisciplinary research approach to the Gulayan sa Paaralan Program (GPP) in public elementary and secondary schools nationwide needs to be strengthened as this can contribute in addressing malnutrition, promoting vegetable production and consumption among school children, and also providing opportunities for sustainable production at home and in school. More specifically, the GPP also aims to establish and maintain school gardens as source of learning environment for sustainable feeding, serve as laboratory for learners, showcase small-scale food production models, and inculcate the value of gardening and nutrition. The GPP is also a source of ingredients for school-based feeding programs in schools. At the same time, the GPP targets specific learning competencies in agriculture/edukasyong pang-agrikultura in elementary and high school. As one of the subprograms of the National Greening Program of the Department of Education, GPP aims to promote food production, covering vegetable gardens, tree nurseries, medicinal plants, crop museum, and other livelihood-related activities ([https://www.deped.gov.ph/wp-content/uploads/2018/10/DM\\_s2016\\_223.pdf](https://www.deped.gov.ph/wp-content/uploads/2018/10/DM_s2016_223.pdf)).

The GPP is one of the many school programs affected by the pandemic. Since students and teachers cannot report to schools, GPP was less of a priority as a source of learning in schools. Meanwhile, in some localities, GPP continued despite the absence of students through the efforts and alliance of school heads, teachers, barangay officials, and Sangguniang Kabataan. For instance, some public elementary schools in Camarines Sur have become productive vegetable hubs that could promote the importance of vegetable production and become the source of their immediate communities (<https://bicol.da.gov.ph/public-school-sustains-gulayan-sa-paaralan-amidst-pandemic/>).





A research paper by Codilla, Jr. and Cubillas (2022) explored how GPP can remain sustainable during the new normal. Through a descriptive correlational research design and with the help of randomly selected 242 teachers in 15 schools in Butuan City, it was found that partnerships among teachers, parents, PTA officers, LGUs, government agencies, and other external stakeholders are necessary to make GPP sustainable. Selected sustainability mechanisms in terms of activities and children's learning laboratories can be performed in shifting learning modalities (<https://www.researchgate.net/publication/357794511>).

This is supported by an article by Taruc (2021) published in Sun Star Pampanga. According to her, GPP is an activity that allows for mitigating hunger among learners and promoting proper health and nutrition. Despite pandemic times, these can continue through efforts by the school to maintain existing gardens and by enlisting the help of parents in home-based gardening skills for children. This is important because the skill of taking care of a plant can help in making the child become an industrious and responsible citizen who cares for the environment and its people.

One of the mandates within the GPP is to continue capacity building and training among teachers and program implementers through action research and teaching innovations. While the Department of Education and the teaching force are free to coordinate with experts for training, this proposal shall allow them to access further the need for support in the form of capacity building, workshops, and culminating activities that can lead to sharing of best practices and building a community of teacher-experts to combat learning losses brought by the onslaught of the pandemic. The health emergency has dismantled these connections we all have faced in this contemporary learning era, and as we all go back to schools, we hope to contribute to reviving these efforts to learn, connect, and progress toward sustainability, resourcefulness, and championing the importance of nutrition in schools.

Thus, to respond to the demands of changing times and how the pandemic has led to learning losses, the Asian Center of Education, Research, and Training for Innovation (ACERT), through the National Commission on Culture and the Arts (NCCA) shall conduct an international conference and training program on action research towards sustainability. The main focus of the series of events is the GPP as source of sustainability in the schools and the same consciousness among students and teachers' daily lives. At the same time, other subject areas will be included given that sustainability is a holistic mindset that cuts across areas and disciplines in education.

### **TRAINING INFORMATION**

Educators, which include all teachers and school heads, and supervisors, are the managers and decision-makers that change the landscape of the 21st-century classroom (Khan, Grijalva, & Enriquez-Gates, 2019). With the many changes and challenges brought about by the global health crisis, they should be able to adapt and sustain the delivery of basic education





services. This means that policies, programs, and projects implemented for continuous improvement should rely on research-based strategies anchored on the principles of a holistic K to 12 curriculum and aligned with the key result areas of the Department of Education.

Educators across different communities of practice find research as a primary area of concern (Herlina, Kurnia, & Faridah, 2018) and that it provides an avenue for reflective practice. Furthermore, action research tends to “interweave” various aspects of the academe, emphasizing the need to reflect and reform instructional processes based on data (Ronen, 2020). In this respect, research becomes an integral tool in providing teachers with evidenced-based actions addressing the day-to-day classroom conundrum.

Through evidence-based reflections, educators are able to harmonize both professional and personal development (Mertler, 2019). In effect, action research bridges the gap between what is expected in theory and what needs to be communicated in practice (Ulvik, 2017). This implies that the value of action goes beyond the paper itself; it involves the ongoing upgrading and development of an educator’s teaching and managing competencies.

Despite this, barriers continue to exist in the context of preparing, conducting, and disseminating research findings (Manfra, 2019). In the Philippines, in particular, the conduct of research among teachers has sparked discourses concerning their professional development and performance evaluation (Ulla, Barrera, and Acompañado, 2017). Furthermore, Yigit & Bagceci (2017) further recognized the importance and positive impact of action research in the continuing professional development of education practitioners. Moreover, research suggests that the current research skills of teachers need enhancement in the form of sustainable research training and programs. Thus, the main goal of the course is to help teachers unpack action research, simplify its methods and processes, and ensure that the results are as practical and as usable to teachers, regardless of skill level.

## **PROGRAM ARRANGEMENT**

This training program follows the implementation arrangement as follows:

- (1) The Asian Center of Education, Research, and Training for Innovation (ACERT) shall implement the action research training series;
- (2) The training program is an integral activity of the conference showcasing teaching and learning innovations and the recognition of best practices through action research;
- (3) The totality of the program is supported by the National Commission on Culture and the Arts;
- (4) Participants will undergo training on action research. Each learning session comprises a lecture-discussion to be delivered by experts in the given topic and small





learning session/breakout activity to facilitate writeshop and mentoring by our research mentors. The objective is to develop a research plan;

(5) During the three-day training workshop, mentors will select prospective participant-researchers to mentor even after the training. After the training, mentors will guide them to craft a research paper for presentation during the conference;

(6) Research outputs can be developed into a publishable manuscript under the guidance of ACERT. The selected papers shall be eligible for publication;

(7) Participants can also present innovative teaching and learning interventions. Selected innovations can present at the conference;

(8) The training shall come in a seminar-workshop where experts share the principles and mechanisms of action research while the participants are required to participate through workshops and relevant application activities.

(9) Rewards and incentives shall be provided to select participants.

### **TRAINING PROGRAM**

The action research training program, which will be held across different regions of Luzon, shall follow the implementation scheme below:

<b>Schedule</b>	<b>Topic/Activity</b>	<b>Speakers</b>
<b>DAY 1</b>		
8:30-10:30	<i>The Role of Action Research in Bettering Teaching/Learning Experiences</i>	Dr. Donnie Adams University of Malaya
10:30-12:30	<i>Pagsasakonteksto at konsepto ng Pananaliksik: Conceptualizing Your Inquiry in Action Research</i> Writeshop and Mentoring: Topic Development	Dr. Cheeno Marlo Sayuno University of the Philippines
1:30-4:30	<i>Balag ng Pananaliksik: Objectives and Framework in Action Research</i> Writeshop and Mentoring: Developing Research Problems, Objectives, and Framework	Dr. Frederick Halcon ACERT
<b>DAY 2</b>		
8:30-10:30	<i>Ang Action Research Bilang Isang Metodo: Tungo sa Pagpapalago ng Pananaliksik Pampaaralan</i>	Mr. Nicolai Andrei Pacheco Department of Education





	Writeshop and Mentoring: Planning Your Research Design	
1:30-2:30	<i>Pagtuturo bilang Tukod: Applying Action Research Practices in Subject Area Teaching and Learning</i>	Mr. Nicolai Andrei Pacheco Department of Education
	Writeshop and Mentoring: Research Outcomes and Implications	
2:30-4:00	<i>Ang Diskurso ng Pananaliksik: Presenting Research with an Impact</i>	Dr. Cheeno Marlo Sayuno University of the Philippines
<b>DAY 3</b>		
8:30-12:00	<i>Praktika ng Pananaliksik: Tips and Tricks in Writing Research Proposals, Extended Abstracts, and Final Manuscripts</i>	Dr. Mark Anthony M. Velasco Ateneo de Manila University
1:00-4:00	Presentations and Demonstrations of Workshop Outputs	Dr. Juliet C. Carolino ACERT

### CONFERENCE

After the training programs, an international conference shall be conducted. The outputs of the training shall be the highlight of the event, while other researchers in primary, intermediate, secondary, and tertiary levels are welcome to submit their abstracts, which will be peer reviewed.

Schedule	Topic/Activity	Speakers
<b>DAY 1</b>		
8:30-10:00	<b>PLENARY</b> The Role of Research in Promoting Sustainability	Dr. Donnie Adams University of Malaya
10:30-12:00	<b>PARALLEL SESSIONS</b>  Session 1: Issues in Language Learning Across Grade Levels  Session 2: Research on Teaching Science, Technology, Engineering, and Mathematics  Session 3: Action Research in History, Social Sciences, and Humanities	
1:00-2:30	<b>PLENARY</b> Panel on Experiences in Teaching Practical Subjects in Pre- and Postpandemic Times	School Administrator and teacher representatives
2:30-4:00	<b>Workshop 1:</b> Practices in Action Research Implementation  <b>Workshop 2:</b>	





	Mga Balag at Tukod ng Gulayan sa Paaralan: Planning Your Own School Garden	
<b>DAY 2</b>		
8:30-10:00	<b>PLENARY</b>  Best Practices in Research: School Administration Perspectives	Mr. Nicolai Andrei Pacheco Department of Education
10:30-12:00	<b>PLENARY</b>  Community-Based Action Research	Dr. Cheeno Marlo Sayuno University of the Philippines
1:00-4:00	<b>Presentation of Competition Entries:</b>  Action Research and Sustainability: Gulayan sa Paaralan and Related Topics	
<b>DAY 3</b>		
8:00-12:00	<b>Cultural Exposure:</b> Farms, School Gardens	

### Competitions:

- (a) Research Presentations
- (b) Poster Presentations
- (c) Teaching Demonstrations
- (d) Innovations and Instructional Material Competitions

### Awards and Prizes:

- (a) There will be 10-15 finalists who will receive 1,000 each in every category of the competition.
- (b) There will be winners in each category such as 5,000 (first place), 3,000 (second place), and 1,500 (3<sup>rd</sup> place)
- (c) All finalists in the research presentations and teaching demonstrations will have the chance to publish their outputs in Sibol, the official ACERT publication journal recognized in the international community after thorough review.





Republic of the Philippines  
Department of Education  
National Educators Academy of the Philippines

awards this

## Certificate of Recognition

**Unpacking and Simplifying Action Research for Teachers  
and School Heads**

*Title of the Program/Course*

is recognized for having complied with the requirements of **DepEd Order No. 1, s. 2020**  
also known as *Guidelines for NEAP Recognition of Professional Development  
Programs and Courses for Teachers and School Leaders.*

**Asian Center of Education, Research, and Tutelage for Innovation (ACERT)**

*Name of Provider*

**LSP-2020-0011-1020**

*Provider Authorization No.*

**PD-2021-0070-0924**

*Program/Course Recognition No.*

*The recognition for the above – stated program/course is co-terminus with  
the three-year professional development priorities issued  
through DepEd Memorandum No. 50, s. 2020.*

*Given this 24<sup>th</sup> day of September 2021 at Pasig, Philippines.*

**JOHN ARNOLD S. SIENA**

Director IV



**Address:** 2/F Mabini Building, DepEd Complex, Meralco Avenue, Pasig City 1600

**Telephone No.:** (02) 8638-8638 / (02) 8633-7207 / (02) 8635-4796

**Email Address:** neap.od@deped.gov.ph / askneap@deped.gov.ph





Republic of the Philippines  
**Department of Education**

*National Educators Academy of the Philippines*

**FORM 2020R.1 Professional Development Program/Course Recognition Application Form**

INSTRUCTIONS: Input the necessary details. Indicate N/A if not applicable. **DO NOT ABBREVIATE.**

**LEARNING SERVICE PROVIDER PROFILE**

Learning Service Provider	Asian Center of Education, Research, and Tutelage for Innovation - ACERT		
Complete Office Address	Unit 3318 Admiral Baysuites, Barangay 701, Malate, Manila		
Contact Person	Ma. Joanna Francesca F. Castro	Mobile No.	0917-854-27-34
Telephone No.	(02) 7503-82-99	Email Address	acert1stinfo@gmail.com
NEAP Authorization Number	LSP-2020-0011-1020		

**PROGRAM PROFILE**

You will need to complete the following components to describe the program you would like to be recognized.

<sup>1</sup> Title	Unpacking and Simplifying Action Research for Teachers and School Heads.
<sup>2</sup> Rationale	Educators, which include all Teachers and School Heads, are the managers and decision-makers that change the landscape of the 21 <sup>st</sup> century classroom (Khan, Grijalva, & Enriquez-Gates, 2019). With the many changes and challenges brought about by the global health crisis, they should be able to adapt and sustain the delivery of basic education services. This means that policies, programs, and projects implemented for continuous improvement should rely on research-based strategies anchored on the principles of a wholistic K to 12 curriculum and aligned



	<p>with the key result areas of the Department of Education.</p> <p>Educators across different communities of practice find research as a primary area of concern (Herlina, Kurnia, &amp; Faridah, 2018) and that it provides an avenue for reflective practice. Furthermore, action research tends to “interweave” various aspects of the academe, emphasizing the need to reflect and reform instructional processes based on data (Ronen, 2020). In this respect, research becomes an integral tool in providing teachers with evidenced-based actions that address the day-to-day classroom conundrum. Through evidence-based reflections, educators are able to harmonize both professional and personal development (Mertler, 2019). In effect, action research bridges the gap between what is expected in theory and what needs to be communicated in practice (Ulvik, 2017). This implies that the value of action goes beyond the paper itself; it involves the on-going upgrading and development of an educator’s teaching and managing competencies.</p> <p>Despite this, barriers continue to exist in the context of preparing, conducting, and disseminating research findings (Manfra, 2019). In the Philippines in particular, the conduct of research among teachers has sparked discourses concerning their professional development and performance evaluation (Ulla, Barrera, and Acompañado, 2017). Furthermore, Yigit &amp; Bagceci (2017) further recognized the importance and positive impact of action research in the continuing professional development of education practitioners. Moreover, research suggests that current research skills of teachers need enhancement in form of sustainable research trainings and programs. Thus, the main goal of the course is to help teachers unpack action research, simplify its methods and processes, and ensure that the results are as practical and as usable to teachers, regardless of skill level.</p> <p>References:</p> <p>Herlina, R., Kurnia, A., and Faridah, D. (2018) Teachers’ Perception On Classroom Action Research In English Education Among English Teachers In Ciamis West Java. <i>Journal of Applied Linguistics and Literacy</i>, 45-49.</p> <p>Khan, R., Grijalva, R., &amp; Enriquez-Gates, A. (2019). Teachers as Change Agents: Promoting Meaningful Professional Development Using Action Research to Support International Educational Reform. <i>FIRE: Forum for International Research in Education</i>, 5(2). <a href="https://doi.org/10.32865/fire201952167">https://doi.org/10.32865/fire201952167</a></p> <p>Manfra, M. (2019). Action Research and Systematic, Intentional Change in Teaching Practice. <i>Review of Research in Educaiton</i>, 163-196.</p> <p>Ronen, I. (2020). Action research as a methodology for professional development in leading an educational process. <i>Studies in Educational Evaluation</i>, 1-9</p> <p>Ulla, M. Barrera, K., and Acompañado, M. (2017). Philippine Classroom Teachers as Researchers: Teachers’ Perceptions, Motivation, and Challenges. <i>Australian Journal of Education</i>, 52 – 64.</p> <p>Ulvik, M. (2017). Action research – connecting practice and theory. <i>Educational Action Research</i>, 273-287.</p> <p>Yigit, C, and Bagceci (2017). Teachers' Opinions Regarding the Usage of Action Research in Professional Development. <i>Journal of Education and Training Studies</i>, 243-252.</p>
<p><sup>3</sup>Program Description</p>	<p>This course gives a comprehensive learning experience in the area of conducting action research. The different topics to be covered for three (3) days seek to envision the participants achieving the following objectives:</p>



	<p>Terminal Objective:</p> <ul style="list-style-type: none"> <li>Equip school heads and teachers with the updated knowledge, skills, and competencies in developing evidence-based inquiry through action research to enrich classroom and school decision-making.</li> </ul> <p>Enabling Objectives:</p> <ul style="list-style-type: none"> <li>Unpack the concepts of scientific action research writing, implementation of action research projects, and the research publication process</li> <li>Apply meaningfully the tools and techniques in proficiently crafting an action research project through a written proposal anchored on DepEd Research Management Guidelines</li> <li>Build a community of practitioners through online collaborations</li> </ul>
<p><sup>4</sup>Professional Development Priorities</p>	<p><b>DepEd Order 16, s. 2017</b>, otherwise known as the DepEd Research Management Guidelines stipulate that the conduct of research must be augmented with capacity building activities, with the primary goal of ensuring that teacher researchers are given sufficient an enabling environment to professionally plan, conduct, and evaluate research and development projects. Thus the training intends to put primacy in prioritizing action research as a primary professional development platform to develop the following professional standards:</p> <p><b>PD Priorities for School Heads (PPSH)</b>  Domain 3. Focusing on Teaching &amp; Learning  Strand 3.4. Learner achievement and other performance indicators  Indicator 3.4.3. Engaging the wider school community in developing data-based interventions to sustain learner achievement and attain other performance indicators</p> <p>Domain 4: Developing Self and Others  Strand 4.5. Professional Development of School Personnel  Indicator 4.5.2. Implementing professional development initiatives to enhance strengths and address performance gaps among school personnel</p> <p><b>PD Priorities for Teachers (PPST)</b>  Domain 1. Content Knowledge and Pedagogy  Strand 1.1. Content knowledge and its application within and across curriculum areas</p>



	<p>Indicator 1.1.4. Modelling exemplary practices to improve the applications of content knowledge within and across curriculum teaching areas.</p> <p>Domain 4. Curriculum and Planning 4.1. Planning and management of teaching and learning process Indicator 4.1.4. Modelling exemplary practice and leading colleagues in enhancing current practices in the planning and management of developmentally sequence teaching and learning processes</p> <p>Domain 7. Personal Growth and Professional Development Strand 7.3. Professional Links with colleagues Indicator 7.3.3. Contributing actively to professional networks within and between schools to improve knowledge and to enhance practice.</p>		
<sup>5</sup> Target Participant	Proficient and Highly Proficient Teachers (all grade levels and subject specializations), and Career Stage 1 to 3 School Heads from various partner public and private schools in the Philippines. The program aims to equip teachers and school heads with the right tools to develop and/or apply research and innovation projects for continuous improvement of schools.	<sup>6</sup> PRC Program Accreditation No.	2018-149
<sup>7</sup> Delivery Platform	Face-to-Face/Non Face-to-Face (Blended and Synchronous Online Sessions through the Official ACERT LMS, Zoom, and Google Apps)	<sup>8</sup> Indicative Date of Implementation	a. 25-27 March 2022 b. 29-31 July 2022



## COURSE LIST

Learning Service Providers can attach one or more courses in a program for recognition. You are required to list courses you are applying for recognition in the table below and then provide a detailed description of each course on the **COURSE DESIGN** page.

<sup>9</sup> Course	<sup>10</sup> Title	<sup>11</sup> Professional Standards Covered	<sup>12</sup> Schedule	<sup>13</sup> Modality
1	Scientific Writing, Publication, and Action Research Implementation	<p>PPSH Domain Domain 3. Focusing on Teaching &amp; Learning Strand 3.4. Learner achievement and other performance indicators Indicator 3.4.3. Engaging the wider school community in developing data-based interventions to sustain learner achievement and attain other performance indicators</p> <p>PPST Domain Domain 7. Personal Growth and Professional Development Strand 7.3. Professional Links with colleagues Indicator 7.3.3. Contributing actively to professional networks within and between schools to improve knowledge and to enhance practice.</p>	25-27 March 2022	Non Face-to-Face (Blended and Synchronous Online through the Official ACERT LMS); Limited Face-to-Face shall be conducted only if allowed, subject to standard health and safety protocols while utilizing the LMS
2	Simplifying Action Research for Basic Education	<p>PPSH Domains Domain 3. Focusing on Teaching &amp; Learning Strand 3.4. Learner achievement and other performance indicators Indicator 3.4.3. Engaging the wider school community in developing data-based interventions to sustain learner achievement and attain other performance indicators</p> <p>Domain 4: Developing Self and Others Strand 4.5. Professional Development of School Personnel Indicator 4.5.2. Implementing professional development initiatives to enhance strengths</p>	29-31 July 2022	Non Face-to-Face (Blended and Synchronous Online through the Official ACERT LMS); Limited Face-to-Face shall be conducted only if allowed, subject to standard health and safety protocols while utilizing the LMS



		<p>and address performance gaps among school personnel</p> <p>PPST Domain  Domain 1. Content Knowledge and Pedagogy  Strand 1.1. Content knowledge and its application within and across curriculum areas  Indicator 1.1.4. Modelling exemplary practices to improve the applications of content knowledge within and across curriculum teaching areas.</p> <p>Domain 4. Curriculum and Planning  4.1. Planning and management of teaching and learning process  Indicator 4.1.4. Modelling exemplary practice and leading colleagues in enhancing current practices in the planning and management of developmentally sequence teaching and learning processes</p>		
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Add more row to add courses.



## COURSE DESIGN

Provide a detailed description of each of the course by breaking it into discrete sessions. You may create a copy of this page if you have two or more courses.

<sup>14</sup> Course Title		Scientific Writing, Publication, and Action Research Implementation					
<sup>15</sup> Course Description		Scientific Writing, Publication, and Action Research Implementation is a training program tailor fitted to the needs of educators, including all teachers (of all grade levels and specializations) and schools heads (of various levels of experience). The course aims to unpack the concepts to obtain a firm grasp of scientific writing, action research implementation, and the publication process to develop evidence-based inquiry to enrich classroom and school decision-making. The learning engagement shall primarily be conducted through blended modalities subject to standard health protocols while ensuring the attainment of identified professional development priorities.					
	<sup>16</sup> Duration	<sup>17</sup> Topic	<sup>18</sup> Intended Learning Outcomes	<sup>19</sup> Methodology	<sup>20</sup> Assessment Strategies	<sup>21</sup> Outputs	<sup>22</sup> Resource Person/ Learning Facilitator
1	2 Hours	Empowering Educators through Global Action Research Trends and Methods	<ol style="list-style-type: none"> <li>1. Explore the different global trends in teaching research</li> <li>2. Evaluate local experiences in teaching research in relation to global trends</li> </ol>	<p><i>Activity 1: Globalized Trends in Action Research</i> Participants will identify the major developments in the field of action research and how these impact 21<sup>st</sup> Century Learning Spaces.</p> <p>Proficient and Highly Proficient Teachers will identify trends in action research at the classroom level, while Career Stage 1 to 3 School Heads will focus on leadership and management research.</p> <p>Career Stage 1 to 3 will also conduct action planning for research management.</p>	<p>Data Retrieval Chart</p> <p>Proficient and Highly Proficient Teachers will be assessed based professional development competencies anchored on global AR trends.</p> <p>Career Stage 1 to 3 School Heads will be assessed based on professional</p>	<p>Task Sheets for the Activities (Activity 1 and 2)</p> <p>Teacher Focus for Activities: Developing Classroom Action Research</p> <p>School Head Focus for Activities: Creating and Managing Research and Innovation Projects</p>	Donnie Adams



14Course Title		Scientific Writing, Publication, and Action Research Implementation					
				<p><i>Activity 2: Unpacking Action Research Methods</i> The facilitator will conduct a formal lecture-discussion on adapting 21<sup>st</sup> century action research methods amidst the challenges of the Industrial Revolution 4.0</p>	development competencies anchored on global leadership and management trends.		
2	2 Hours	Scientific Writing and Publication Process: Issues, Challenges, and Prospects	<ol style="list-style-type: none"> <li>1. Explore the issues, challenges, and prospects of Action Research Writing</li> <li>2. Identify the critical components of an action research capsule</li> <li>3. Operationalize the critical components of the action research capsule in unpacking and simplifying implementation</li> <li>4. Utilize the scientific writing techniques as a springboard for the publication process</li> </ol>	<p><i>Activity 1: Issues, Challenges, and Prospects</i></p> <ul style="list-style-type: none"> <li>o Participants will discuss current best practices of action research production</li> </ul> <p>Proficient and Highly Proficient Teachers will focus on classroom issues and challenges, while Career Stage 1 to 3 School Heads will focus on leadership and management issues and challenges.</p> <p><i>Activity 2: The Research Capsule</i></p> <ul style="list-style-type: none"> <li>o The facilitator will conduct a lecture discussion on the Action Research Capsule</li> </ul>	<p>Collaborative Task</p> <p>Proficient and Highly Proficient Teachers will partner and build networks to identify issues and challenges in order to complete the AR Capsule.</p> <p>Career Stage 1 to 3 School Heads will partner and build networks to identify</p>	<p>Task Sheets for the Activities (Activity 1, 2, and 3)</p> <p>Teacher Focus for Activities: Teaching and Learning, Child Protection, Inclusive Education</p> <p>School Head Focus for Activities: Human Resource Development, Governance, DRRM, GAD</p>	Andrei Nicolai Pacheco



14Course Title		Scientific Writing, Publication, and Action Research Implementation					
				<p><i>Activity 3: Action Research Publication Process</i></p> <ul style="list-style-type: none"> <li>○ <i>The facilitator will conduct a lecture discussion on the publication process and participants will collaborate to develop communities of practice for action research</i></li> </ul>	<p>issues and challenges in order to complete the AR Capsule.</p>		

Add more row to add sessions.



## COURSE DESIGN

Provide a detailed description of each of the course by breaking it into discrete sessions. You may create a copy of this page if you have two or more courses.

<sup>14</sup> Course Title		Simplifying Action Research for Basic Education					
<sup>15</sup> Course Description		Simplifying Action Research for Basic Education is a training course that shall enable educator-researchers with the necessary tools and competencies for continuous improvement. The course aims to provide participants with the tools and techniques to proficiently craft an action research that will guide them in improving learning outcomes and promoting communities of practice for action research.					
	<sup>16</sup> Duration	<sup>17</sup> Topic	<sup>18</sup> Intended Learning Outcomes	<sup>19</sup> Methodology	<sup>20</sup> Assessment Strategies	<sup>21</sup> Outputs	<sup>22</sup> Resource Person/ Learning Facilitator
1	2 Hours	Idea Generation in Action Research	<ol style="list-style-type: none"> <li>1. Define action research in the context of basic education</li> <li>2. Identify and contextualize action research themes, objectives, and problems</li> <li>3. Set the parameters of an action research problem</li> </ol>	<p><i>Activity 1: Identifying Action Research Themes</i></p> <ul style="list-style-type: none"> <li>o Participants will discuss areas where AR themes can be identified</li> </ul> <p>Proficient and Highly Proficient Teachers will focus on Teaching and Learning, Child Protection, Inclusive Education</p> <p>Career Stage 1 to 3 School Heads will focus on Human Resource Development, Governance, DRRM, GAD</p> <p><i>Activity 2: Writing the Problem Statement and Objectives</i></p> <ul style="list-style-type: none"> <li>o The participants will craft research</li> </ul>	<p>AR Proposal Writing Task</p> <p>(Varied Writing Tasks for Proficient and Highly Proficient Teachers, and Career Stage 1 to 3 School Heads)</p>	<p>Task Sheets for the Activities (Activity 1, 2, and 3)</p> <p>Teacher Focus for Activities: Teaching and Learning, Child Protection, Inclusive Education</p> <p>School Head Focus for Activities: Human Resource Development, Governance, DRRM, GAD</p>	Andrei Nicolai Pacheco



14Course Title		Simplifying Action Research for Basic Education					
				<p><i>problem statements, objectives, and working topic title</i></p> <p><i>Activity 3: Setting the AR Parameters</i></p> <ul style="list-style-type: none"> <li>○ <i>Participants will craft a consolidated AR implementation plan with respective AR parameters</i></li> </ul> <p>Proficient and Highly Proficient Teachers will focus on Teaching and Learning, Child Protection, Inclusive Education</p> <p>Career Stage 1 to 3 School Heads will focus on Human Resource Development, Governance, DRRM, GAD</p>			



14Course Title		Simplifying Action Research for Basic Education					
2	2 Hours	Situating the Action Research	<ol style="list-style-type: none"> <li>1. Identify gaps in the body of education knowledge and bridge it with current classroom innovations</li> <li>2. Navigate and choose from a plethora of sources of significant AR literature</li> <li>3. Create a conceptual and theoretical framework in the context of AR</li> </ol>	<p><i>Activity 1: Action Research Gap</i> Participants will infer gaps from research through the context of their own research experiences and bridges it through existing literature</p> <p>Proficient and Highly Proficient Teachers will focus on Teaching and Learning, Child Protection, Inclusive Education</p> <p>Career Stage 1 to 3 School Heads will focus on Human Resource Development, Governance, DRRM, GAD</p> <p><i>Activity 2: Exploring Sources of AR Literature</i> The facilitator will conduct a lecture discussion on the different sources of AR Literature</p> <p><i>Activity 3: Conceptualizing and Building the Theory</i> Participants will design, select, and organize theoretical and conceptual constructs for</p>	Individual Product Task  (Varied Writing Tasks for Proficient and Highly Proficient Teachers, and Career Stage 1 to 3 School Heads)	Task Sheets for the Activities (Activity 1, 2, and 3)  Teacher Focus for Activities: Teaching and Learning, Child Protection, Inclusive Education  School Head Focus for Activities: Human Resource Development, Governance, DRRM, GAD	Donnie Adams



14Course Title	Simplifying Action Research for Basic Education						
				the implementation of AR projects			



14Course Title		Simplifying Action Research for Basic Education					
3	2 Hours	Telling the Action Research Story: Interpreting Results and Creating Meaning from Data	<ol style="list-style-type: none"> <li>1. Identify tools to illustrate action research data</li> <li>2. Prepare, organize, and interpret AR results from data</li> <li>3. Present action research data with meaning</li> </ol>	<p><i>Activity 1: Illustrating Action Research Data</i> Participants will utilize technology tools in visualizing and illustrating AR Data</p> <p><i>Activity 2: Interpreting the Meaning of AR Data</i> The facilitator will conduct a lecture discussion on the process of conducting AR data analysis and interpretation</p>	Interactive Data Analysis Product Task  (Varied Writing Tasks for Proficient and Highly Proficient Teachers, and Career Stage 1 to 3 School Heads)	Task Sheets for the Activities (Activity 1 and 2)  Teacher Focus for Activities: Teaching and Learning, Child Protection, Inclusive Education  School Head Focus for Activities: Human Resource Development, Governance, DRRM, GAD	Andrei Nicolai Pacheco



14Course Title		Simplifying Action Research for Basic Education					
4	2 Hours	Putting Lessons into Practical Action: Synthesizing the Findings and Continuing the Cycle	<ol style="list-style-type: none"> <li>1. Understand and synthesize AR results</li> <li>2. Craft recommendations for practical value in the basic education classroom</li> <li>3. Prepare a plan for further action</li> </ol>	<p><i>Activity 1: The Practical Value of/in Action Research</i> The facilitator will conduct an interactive learning session to illustrate the extraction and crafting of practical value in action research projects</p> <p><i>Activity 2: Synthesizing and moving forward in AR</i> Participants will prepare a plan for further action in their action research projects</p>	Individual Product Tasks  (Varied Writing Tasks for Proficient and Highly Proficient Teachers, and Career Stage 1 to 3 School Heads)	Task Sheets for the Activities (Activity 1 and 2)  Teacher Focus for Activities: Teaching and Learning, Child Protection, Inclusive Education  School Head Focus for Activities: Human Resource Development, Governance, DRRM, GAD	Donnie Adams

Add more row to add sessions.

**PROGRAM/COURSE IMPLEMENTATION PLAN**

<sup>23</sup> Funding Source	Grants, Sponsorship, Subsidy and Participation Fee	<sup>24</sup> Budget Requirements	Php. 2,550/participant Php. 1,500/participant if subsidized Free if Sponsored
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**Monitoring and Evaluation Plan**

Levels of M and E	Indicators	Methods and Tools	Data Sources	Schedule of M and E	Person/s Responsible	Resources	User of M and E Data
<sup>25</sup> Results	End of Program Assessment are achieved. This includes the following:  -The training program's overall success and return of investment to its partner schools as demonstrated by teachers' production and eventual publication of high-quality action researches  Participants should have achieved at least 85% of the required evaluation/assessments.	ACERT Results-Based Assessment Tools	Task Sheets for the Activities (Pretest and Posttest Results)	Six-months / One year after the training program	ACERT, Partner Schools, Division and Regional Offices	Contextualized M&E Tools	ACERT, with the help of the partner schools will look into the capacity of participants to produce / publish quality action researches. This data will then be forwarded to the schools' respective division and regional offices.
<sup>26</sup> Behavior	PPST, PPSH Competencies are achieved. This includes the following:  -Changes in the participants' behavior	ACERT Self-Assessment Tools	Reflective Questionnaires to be answered at the end of the session.	Monthly/ quarterly regular monitoring after the training program	ACERT, Partner Schools	Contextualized M&E Tools	ACERT, with the help of the partner schools, will establish a feedback mechanism that will closely



	<p>during and after the training program</p> <p>-Participants' application and demonstration of research competencies learned from the training program</p> <p>-Ability of the participants to effectively share their learning to others</p> <p>Participants should have achieved at least 85% of the required evaluation/assessments.</p>						<p>observe participants' application of the competencies developed from the training program.</p>
27Learning	<p>End of Program Learning Objectives are achieved. This includes the following:</p> <p>-Level of participants' acquisition and development of the necessary research competencies</p> <p>-Level of participants' motivation and confidence towards writing and conducting action researches</p>	ACERT Session Assessment Tools	Task Sheets for the Activities (Based on the Formative Assessment Activity Sheets listed in the Course Design in each learning session)	Before, during and immediately after the training program	ACERT, School Heads	Contextualized M&E Tools	ACERT together with the School Heads will validate the data by identifying learning gaps and needs as presented by the School Head and as validated by the pretest results. These data will be compared with the data gathered from the session's assessment tools

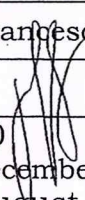
	<p>-Participants' strengths and weaknesses in writing and conducting action researches</p> <p>Participants should have achieved at least 85% of the required evaluation/assessments.</p>						<p>to better measure the participants' acquisition of learning.</p> <p>Participants may also be interviewed for further validation of data.</p>
<sup>28</sup> Reaction	<p>Post-Activity Monitoring and Evaluation Tools are achieved. This includes the following:</p> <p>-Level of participants' engagement and satisfaction</p> <p>-Initial responses and feedback of participants</p> <p>Participants should have achieved at least 85% of the required evaluation/assessments.</p>	ACERT M&E Tools	Session Evaluation Tool to be answered at the end of the training program.	During and immediately after the training program	ACERT	Contextualized M&E Tools	ACERT will validate the data by observing the initial reactions of the participants, their level and the sustainability of their interest and engagement throughout the training proper, as well as their performance in the various learning experiences provided in the training.

**Declaration:**



I hereby declare the information provided in this application is true and correct and there have been no misleading statements, omission of any relevant facts nor any misinterpretation made.

Sign off by the Program/Course Manager or its equivalent

Managing Director	Ma. Joanna Francesca F. Castro
Signature	
Date	15 June 2020 Revised: 28 December 2020 Revised 26 August 2021 Revised 13 September 2021