



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



07 April 2026

DIVISION MEMORANDUM

No. 03/2, s. 2026

TRAINING OF TRAINERS ON EXSELLENT: SEL FOR MYSELF, MY LEARNERS AND MY SCHOOL COMMUNITY

To: Assistant Schools Division Superintendents
Division Chiefs
Public Schools District Supervisors
School Heads
All Others Concerned

1. In line with the letter of invitation from ChildFund Philippines and the ReINA Federation, this Office through School Governance and Operations Division – Social Mobilization and Networking Section, **informs all concerned individuals to attend the Training of Trainers on ExSELLEnt: SEL for MySELF, My Learners and My School Community provided that they will provide a waiver-letter in response to the one-month non-interruption vacation of DepEd Teaching Personnel.**
2. This Training of Trainers is a 5-day in person training from April 13 – 17, 2026 to be held at SEAMEO INNOTECH, Commonwealth Avenue, Diliman, Quezon City.
3. For further queries, you may contact SEPS Paul Clifford N. Marquez at mobile no. 0956.759.7388 or EPS II Carla Jobelle J. Culajara at her mobile no. 0906.091.3602
4. Please see attached communications for further information.
5. Widest dissemination to all concerned is highly enjoined.


ROMMEL C. BAUTISTA, CESO V
Schools Division Superintendent

SGODSMN/04/07/2026

DEPED QUEZON DIVISION OFFICE-003



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ChildFund
Philippines

March 25, 2026

ROMMEL C. BAUTISTA, CESO V
Schools Division Superintendent
Division of Quezon
Sitio Fori, Brgy. Talipan
Pagbilao, Quezon

Dear Dr. **ROMMEL C. BAUTISTA,**

Greetings from ChildFund Philippines and ReINA Federation of Parent`s Association, Inc.

In FY 2023-2024, a groundbreaking collaboration between ChildFund Philippines Inc and SEAMEO INNOTECH together with the Department of Education, resulted in the development of the Philippines' first and only contextualized Social and Emotional Learning (SEL) Framework. The SEL Framework is the culmination of extensive research, consultations and collaborations with experts and partners, focus group discussions with students, teachers, and parents, and data analysis workshops. While it is the output of a project journey, the SEL framework also marks the beginning of a bigger and wider movement to integrate social and emotional learning into the Philippines' educational landscape.

Building upon the successful outcomes of Phase 1, ChildFund Philippines, Inc. and SEAMEO INNOTECH aim to continue their fruitful collaboration for Phase 2 of the project entitled *"Batang Mahusay: Exemplifying SEL in Learner's Environs and Teacher's pedagogy (ExSELLEnT) - Development of Filipino Social and Emotional Learning (SEL) Teacher Modules for Hybrid Training"*. Together with ReINA Federation of Parent's Association, the country advancing SEL through:

- a SEL Training Course for Teachers based on the Filipino SEL Framework, with culturally relevant materials for in-person and blended learning and Launching a pilot SEL training course for school heads, LAC leaders, and teachers in selected schools of ChildFund

Philippines Implementing Partners: REINA Federation of Parents' Association, Inc (Quezon Province) Solidaridad – IDP (Lamitan City, Basilan) ChildFund Philippines Foundation, Inc. (Zamboanga del Norte).

Currently, the team have , successfully completed the development of the **SocialEmotional Learning (SEL) Training Course for school heads and teachers,**



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anchored on the Filipino SEL Framework and deeply grounded in Filipino culture and context. The course is designed for both in-person and blended delivery, ensuring accessibility and relevance across diverse learning environments. This program has undergone rigorous Quality Assurance and Standards review by the **National Educators Academy of the Philippines (NEAP)** and has been officially submitted for the accreditation to the **Professional Regulation Commission (PRC)**, affirming its excellence and alignment with national professional development standards.

In light with this initiative, we are pleased to invite your office for the upcoming **ExSELLEnt Philippines: Training of Trainers (TOT)**, a 5-day intensive in-person training designed to prepare educators as trainers, facilitators, and champions of the ExSELLEnt Teacher Program. *The TOT is scheduled on April 13-17, 2026, at SEAMEO INNOTECH, Commonwealth Avenue, Diliman, Quezon City.* This experiential and practice-oriented program will deepen participants' understanding of Social and Emotional Learning (SEL), anchored in the ExSELLEnt Framework—the Philippines' first contextualized SEL competency framework. The training will strengthen both content mastery and facilitation skills, equipping participants to confidently cascade the ExSELLEnt Teacher Program in their respective schools. Through interactive lessons, reflective inquiry, and collaborative learning, participants will explore how SEL enhances teacher well-being, nurtures relationships, fosters empathy, and contributes to safe and inclusive learning communities.

We firmly believe that the continued partnership and expertise are vital to the success of our shared mission to promote the holistic well-being of Filipino learners and educators.

Should you have any questions or need further clarification, please feel free to contact **Ms. Carmela S. Dator**, SEL Coordinator at ReINa Federation, at **09303322926** or datorcarmela@yahoo.com

Thank you for your continued support and partnership.

Sincerely,



ChildFund Philippines Foundation, Inc.



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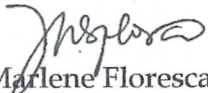
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Marlene Floresca


Daven P. Astejada



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Senior Program Specialist
ChildFund Philippines

Federation Manager
ReINa Federation of Parent's Association, Inc.

ExSELLEnT: SEL for MySELF, My Learners, and My School Community *Training of Trainers*

Duration: 5 in-person days (40 hours) Resource

Persons:

- Michelle C. Sarabillo, Senior Specialist and Unit Head, Teacher Quality Development Unit, SEAMEO INNOTECH
- Marlene Floresca, Senior Program Specialist, ChildFund Philippines
- Jhovin Tuyay, Project Coordinator, ChildFund Philippines

Learning Facilitators:

- Ma. Regina B. Penarroyo, Specialist, Teacher Quality Development Unit, SEAMEO INNOTECH
- Jesus Dela Cruz, Senior Associate, Teacher Quality Development Unit, SEAMEO INNOTECH
- Mary Rose Almojuela, Associate, Teacher Quality Development Unit, SEAMEO INNOTECH
- Gillian Elizabeth Reyes, Program Assistant, ChildFund Philippines

Participants: 30 School Principals, Division Focals, Teachers/head teachers, and LAC Leaders

Introduction

This Training of Trainers (ToT) is designed as an **experiential, reflective, and practiceoriented learning journey**, closely mirroring the pedagogy and learning experience participants are expected to facilitate when cascading the ExSELLEnT SEL course in their schools. Participants **experience the learning first, then practice facilitating it**, ensuring authenticity, confidence, and fidelity in implementation.



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School leaders participate not as observers but as supporters/**enablers** of schoolwide SEL, deepening their understanding of the leadership roles, structures, and supports required for effective and sustainable SEL implementation.

Learning Outcomes

This ToT aims to prepare participants to confidently, faithfully, and contextually cascade the ExSELLENt SEL course in their respective pilot schools.

By the end of the 5-day session, participants will be able to:

- facilitate Modules 1, 2, and 3 using human-centered, reflective, and experiential strategies
- use SEL tools, stories, and activities appropriately in classroom and school contexts
- adapt and contextualize SEL delivery to school realities while preserving design integrity and learning intentions
- demonstrate strengthened personal SEL competencies aligned with the ExSELLENt Framework
- develop a school-level cascade and implementation plan for the pilot phase

Structure and Flow

Day 1: Course Opening and Grounding

Day 1 is designed to orient and ground participants in the purpose, structure, and intent of the ExSELLENt Course. This day is intentionally light to ease the participants into the learning journey and clarifying what is expected of them as learners and future facilitators.

Time	Activity
8:30–9:00 (30 mins)	Arrival and Registration <i>Participants settle in, connect with each other, and prepare for the day and week ahead.</i>





<p>9:00–9:30 (30 mins)</p>	<p>Opening Circle and Course Welcome</p> <p><i>Welcome remarks, opening activity, and framing of the ToT as an experiential learning journey.</i></p> <ul style="list-style-type: none">• Majah-Leah V. Ravago, PhD Centre Director and Chief Executive, SEAMEO INNOTECH• Mr. Mark Anthony Dasco Executive Director, ChildFund Philippines• Dr. Juan Robertino D. Macalde Manager, Learning Development and Management Office
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9:30–10:00 (30 mins)	<p>Check-in</p> <p><i>A brief activity that helps participants pause, notice how they're arriving, and feel grounded and connected before learning begins.</i></p>
10:00–10:30 (30 mins)	<p>Leveling of Expectations and Establishing Norms</p> <p><i>Clarifying participant roles as learners, facilitators, and SEL Champions. Co-creating norms that establish psychological safety, respect, and shared responsibility.</i></p>
10:30–10:45 (15 mins)	<p>Break</p>
10:45–11:30 (45 mins)	<p>Pre-Course Competency Self-Assessment</p> <p><i>Participants answer the SEL Competency Self-Assessment tool.</i></p>
11:30–12:00 (30 minutes)	<p>Reflection on the Self-Assessment</p> <p><i>Participants reflect on their current SEL knowledge and skills.</i></p>
12:00–1:00	<p>Lunch</p>
1:00–2:00 (1 hr)	<p>Introduction to the ExSELLEnT Framework</p> <p><i>Overview of the framework, competency domains, and core SEL competencies.</i></p>
2:00–3:00 (1 hr)	<p>Why Contextualized SEL Matters</p> <p><i>Exploring Philippine school realities and why SEL must be humancentered and context-responsive.</i></p>
3:00–3:15 (15 mins)	<p><i>Break</i></p>
3:15–4:00 (45 mins)	<p>Course Design and Learning Structure</p> <p><i>Understanding course flow, pedagogy, learning phases, and facilitator intent.</i></p>
4:00–5:00 (1 hr)	<p>iFLEX Platform Orientation</p> <p><i>Hands-on navigation of iFLEX, course guides, and classroom-ready tools.</i></p>





5:00–5:15 (15 mins)	Day 1 Reflection
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Day 2: SEL for MySELF

Participants deepen self-awareness and well-being by exploring the mindset, skillset, and heartset needed to model SEL and facilitate learning with care and intention.

8:30–9:00 (30 mins)	Morning Check-in and Reflection Prompt <i>A brief activity that helps participants pause, notice how they're arriving, and feel grounded and connected before learning begins.</i>
9:00–10:15 (1 hr 15 mins)	The ExSELLEnT Facilitator Mindset (Mindset) <ul style="list-style-type: none"> • <i>How an ExSELLEnT Facilitator thinks and frames learning (mindset)</i> – adopting a growth-oriented, strengths-based, and learner-centered mindset that views challenges as opportunities for learning, honors context, and prioritizes psychological safety over compliance or control. • Group activity and reflection
10:15–10:30 (15 mins)	Break
10:30–12:00 (1 hr 30 mins)	The ExSELLEnT Facilitator Skillset (Skillset) <ul style="list-style-type: none"> • <i>What an ExSELLEnT Facilitator practices daily (skillset)</i> – developing practical SEL skills that support effective facilitation and coaching, including: <ul style="list-style-type: none"> ○ managing stress, burnout, and healthy boundaries to sustain well-being and prevent emotional spillover into teaching or facilitation ○ empathic communication using language that affirms dignity, listens deeply, and responds with care rather than judgment ○ emotional regulation and self-awareness during difficult conversations and group processes • Group activity and reflection
12:00–1:00	Lunch





1:00–2:15 (1 hr 15 mins)	<p>The ExSELLEnT Facilitator Heartset (Heartset) <i>Deepening purpose, care, and pagmamalasakit through guided reflection.</i></p> <ul style="list-style-type: none"> • <i>Why an ExSELLEnT Facilitator shows up the way they do (heartset)</i> – cultivating a deep sense of care, purpose, and responsibility for learners and colleagues, grounded in pagmamalasakit and commitment to shared humanity. • Group activity and reflection
2:15–3:00 (45 mins)	<p>MySELF as an SEL Coach <i>Examining how personal values and emotions influence facilitation and coaching presence.</i></p> <ul style="list-style-type: none"> • Understanding oneself as an SEL coach – how values, beliefs, and emotions shape one’s presence, decisions, and facilitation.
3:00–3:15	Break
3:15–4:15 (1 hr)	<p>Coaching Tools and Reflective Practice Introduction and practice of coaching models for peer and teacher support.</p> <ul style="list-style-type: none"> • Group activity and reflection
4:15–5:00 (45 mins)	<p>Buklod Learning Circle Setup and Reflection Establishing Buklod as a safe space for peer coaching and shared learning.</p> <ul style="list-style-type: none"> • Setting Up the Buklod, Learning Circle – establishing Buklod as a safe, collaborative learning space for shared reflection, peer coaching, and collective problem-solving. • Group activity and reflection

Day 3: SEL for My Learners

Participants examine how SEL is taught through everyday classroom practices, including creating safe environments, using stories, and supporting learners’ emotional needs.





8:30–9:00 (30 mins)	Morning Check-in and Reflection Prompt <i>A brief activity that helps participants pause, notice how they're arriving, and feel grounded and connected before learning begins.</i>
9:00–10:15 (1 hr 15 mins)	The ExSELLEnT Classroom <i>Creating safe, inclusive environments through routines and teacher behaviors.</i>
10:15–10:30 (15 mins)	Break
10:30–12:00 (1 hr 30 mins)	Explicit SEL Instruction through Storytelling <i>Using stories to teach SEL competencies and manage emotions during sessions.</i>
12:00–1:00 (1 hr)	Lunch





1:00–1:45 (45 mins)	<p>Case Analysis: ExSELLEnT Classroom in Practice Guided viewing and discussion of classroom implementation examples.</p> <ul style="list-style-type: none"> • Safe, caring, and inclusive environments • Classroom routines and teacher behaviors • Explicit SEL Instruction through Storytelling • Using stories to teach SEL competencies • Managing difficult emotions during sessions
1:45–3:00 (1 hr 15 mins)	<p>Simulation and Skit-Based Practice <i>Participants simulate SEL lessons and classroom scenarios.</i></p>
3:00–3:15 (15 mins)	Break
3:15–4:15 (1 hr)	<p>Assessing Learners' SEL <i>Clarifying what teachers can and cannot assess; observation and referral practices.</i></p> <ul style="list-style-type: none"> • What teachers can and cannot assess • Observation, reflection, and referral
4:15–5:00 (45 mins)	<p>Reflection: Facilitating SEL Learning <i>Individual and group reflection on classroom facilitation readiness.</i></p>

8:30–9:00 (30 mins)	<p>Morning Check-in and Reflection Prompt <i>A brief activity that helps participants pause, notice how they're arriving, and feel grounded and connected before learning begins.</i></p>
9:00–10:15 (1 hr 15 mins)	<p>School Leaders as SEL Champions <i>Leadership behaviors that model care, inclusion, and consistency.</i></p>
10:15–10:30 (15 mins)	Break
10:30–12:00 (1 hr 30 mins)	<p>The ExSELLEnT School <i>Indicators of schoolwide SEL and evaluating school climate.</i></p>
12:00–1:00 (1 hr)	Lunch





1:00–2:00 (1 hr)	Partnering with Parents and Families <i>Addressing barriers and designing practical family-school engagement strategies.</i>
2:00–3:00	Case Analysis: ExSELLEnT School in Action

Day 4: SEL for My Community

Participants explore schoolwide SEL by examining leadership roles, school culture, and partnerships with families to support sustainable and inclusive SEL implementation.

(1 hr)	<i>Reflecting on schoolwide SEL implementation through video.</i>
3:00–3:15 (15 mins)	Break
3:15–4:15 (1 hr)	Group Activity: Mapping the 3Ps of Schoolwide SEL <i>Mapping People, Processes, and Practices needed for implementation.</i>
4:15–5:00 (45 mins)	Reflection: Scaling SEL Beyond the Classroom <i>Synthesizing insights on schoolwide application.</i>

Day 5: Work Action Planning and Cascade Readiness

Participants consolidate learning and develop concrete plans to cascade the ExSELLEnT course in their schools, balancing fidelity, contextual adaptation, and sustainability.

8:30–9:00 (30 mins)	Morning Check-in and Reflection Prompt <i>A brief activity that helps participants pause, notice how they're arriving, and feel grounded and connected before learning begins.</i>
9:00–10:30 (1 hr 30 mins)	Guidelines for Contextual Adaptation <i>Balancing fidelity with flexibility in different school contexts.</i>
10:30–10:45 (15 mins)	Break
10:45–12:00 (1 hr 15 mins)	Drafting Coaching and Cascade Plans <i>Developing targets, timelines, and support mechanisms.</i>
12:00–1:00 (1 hr)	Lunch





	<ul style="list-style-type: none">• Kochakorn Khattapan Acidre Centre Deputy Director SEAMEO INNOTECH
1:00–2:15 (1 hr 15 mins)	Action Planning Workshop and Peer Feedback Refining plans through feedback and coaching.
2:15–3:15 (1 hr)	Sharing Commitments and Next Steps <i>Participants articulate personal and institutional commitments.</i>
3:15–3:30 (15 mins)	Break
3:30–4:30 (1 hr)	Post-Course Competency Assessment, Reflection, and Course Synthesis <i>Assessing growth and reflecting on insights gained.</i>
4:30–5:00 (30 mins)	Formal Closing <ul style="list-style-type: none">• Diosdado “Dong” Wana Director - Program and Sponsorship ChildFund Philippines





Reina Federations of Parents Associations, Inc.

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PARTICIPANTS ON SOCIAL EMOTIONAL LEARNING (SEL)

Trainer`s Training

April 13-17,2026

SEAMEO INNOTECH, Quezon City

School	Name of Participants	Designation
Agos Agos ES	1. Maila A. Moises	Principal I
	2. Prescious Joy C. Villamor	Teacher I
Banugao ES	3. Numeriana C. Potencia	Principal II
	4. Fredilyn S. Boquiren	Teacher I
Libjo ES	5. Maria Gracia N. Potencia	Principal I
	6. Edelyn E. Mahinque	Teacher III
INHS	7. Reynaldo V. Nanong	Principal IV
	8. Mitos Amadel Santos- Villamor	Guidance Counselor
Tignoan ES	9. Jeric C. Prudente	Principal I
	10. Roselle A.Umerez	Teacher I
Magsikap IS	11. Daisy M. Rosas	Teacher II
	12. May Rose M. de la Torre	Teacher III
GNCS	13. Maricel V. Buendicho	Master Teacher II
	14. Natalie C. Lipaopao	Teacher III
Minahan ES	15. Brenda V. Justo	Principal I
	16. Liza Adornado	Teacher III
Batangan ES	17. Reynaldo A. Beso	Principal I
	18. Edna D. Ambrocio	Teacher II
PSHN	19. Allan E. Data	Principal IV
	20. Lerma V. de Loreto	Head Teacher II
Federation Staff	21. Daven P. Astejada	Federation Manager
	22. Carmela Saludares- Dator	Program Officer
	23. Dale April T. Rutaquio	Program Officer
Division Office	24. Rommel C. Bautista , CESO V	School Division Superintendent
	25. Lorena Silva- Walangsumbat,PhD	OIC- ASDS for Curriculum
	26. Walter F. Galarosa, Ed. D	OIC- CID Chief

Note: We will confirm with the three (3) participants from the Division Office the number of days they will attend.