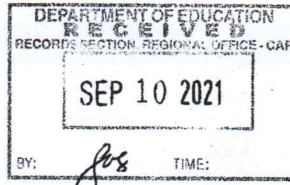September 8, 2021

DR. ESTELA L. CARIÑO
Regional Director
DepEd- Regional Office Cordillera Administrative Region
La Trinidad, Benguet

Thru: The Division Human Resource Development Head

Dear Madam:

In line with your region's human resource development thrust, we are proposing our training programs for your consideration. The courses included in this proposal are NEAP- recognized pursuant to **DepEd Order No. 1 s., 2020**. These programs are also covered by **DepEd Order No. 30, s 2021** (Multiyear Guidelines on the Allocation and Utilization of the Human Resource Development Fund for Teachers and School Leaders). Section VI, No. 12.A of the said order provides that Professional Development Programs for teachers and school leaders whether implemented by DepEd or by Authorized Learning Service Providers (LSP) are eligible activities and part of allowable expense. Here are the training programs that have been issued **Certificates of Program Recognition** by NEAP.

The International Training on High Impact Teaching in the Digital Era is composed of five courses namely: Innovation in Education, Education in the Virtual Environment, Safeguarding Education, Classroom Management and Demofest in Education Innovation and Technology.

The International Educational Leadership Training Program: An Online Self- Paced Learning Series is composed of five leadership courses each with five- day duration. The specific titles of the courses appear in the attached NEAP- approved training design.

The International Digital Workplace Leadership: An Online Self- Paced Program for Non- Teaching Personnel in an Educational Organization is a three-day program. This training is not covered by NEAP since its target participants are from non- teaching areas of the department.

The mode of delivery for both programs is online/ self-paced which provides participants greater flexibility both in time and tasks. They may work on the lectures and assessment activities without causing disruption to their teaching tasks. Certificates are issued upon completion of the course/s.

We'll be glad to discuss with you other details including pricing package for group enrollment.. Please contact us 09175147952 / 09175142715 / 045- 4914117or email us at ed.soliman@seaieti.com. Attached are Certificates of Program Recognition and NEAP- Approved Training Designs.

May we also take this opportunity to seek an endorsement from your office through a memo to the field for school or individual enrolment? For individual registration, the following regular fees apply:
   High- Impact Teaching (Three- Day Course Php 1,500 / Five- Day Course Php 2,500)
   Five- Day Leadership Training for Teachers and School Leaders (Php 2,000)
   Leadership Training for Non- Teaching Personnel (Php1,500)

Documents pertinent to this intent letter are attached. Thank you very much and stay safe.

Respectfully,

Eduardo M. Soliman
Managing Director

Republic of the Philippines
Department of Education
CORDILLERA ADMINISTRATIVE REGION
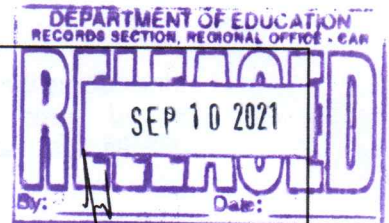
September 10, 2021

To: All Schools Division Superintendent
            All Divisions
            All Others Concerned

            For information and dissemination.

ESTELA L. CARIÑO EdD, CESO III
Director IV/ Regional Director

For the Regional Director

FLORANTE E. VERGARA
OIC- Assistant Regional Director

NEAP-CAR/JPA/iav

September 8, 2021

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Regional Director
DepEd- Regional Office Cordillera Administrative Region
La Trinidad, Benguet

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Respectfully,

Eduardo M. Soliman
Managing Director

INSTRUCTIONAL DESIGN

PROGRAM TITLE: INTERNATIONAL TRAINING ON DIGITAL WORKPLACE LEADERSHIP
An Online Training Course for Non-Teaching Personnel in an Educational Organization

PROGRAM DESCRIPTION:
The speed and scope of the current pandemic crisis poses extra challenges for education and necessitates good leadership more than ever (Brammer & Clark, 2020). The role of education leaders includes leadership authority and power, manager or officers, or may be loosely defined, such as a team leader who may not have an official authority but has responsibilities in the educational realm (Day & Sammons, 2016). And it should be made clear that the role of educational leadership is not only exclusive to school heads and teachers with academic positions. It also includes those that are involved in various areas of operation of the whole educational organization such as human resource and training, planning, budget and finance, procurement, guidance and counseling, health, maintenance, education support and others. Thus, this online training series is proposed to provide equal professional development opportunities to the non-teaching personnel of the Department of Education (DepEd). And pursuant to the agreement made by DepEd Management and DepEd- National Employees' Union (DepEd- NEU), DepEd's Non-Teaching personnel have been allowed to participate in activities to improve their skills...(May, 2018). Further, both parties agreed to have such activities on official business (Alidon, 2018).

The training is a three- day self- paced program that offers a practical, personalized learning approach, backed up by theory and research. Participants will be exposed with technology, digital tools and methodologies of Digital Leadership to sharpen up their digital leadership capabilities to understand how to capitalize on their strengths and improve their weaknesses. They will get a well-rounded understanding of leading in a digital age to pair their experience with leading digital educational organizations. The participants will also get the chance to learn thinking tools needed to become creative leaders. They will also be exposed to various types of teams and gain knowledge on the best practices of managing them. The program also offers valuable insights on how to manage relationships within the organization. Realizing that taking leadership roles is a heavy task, the Southeast Asian Institute of Educational Training, Inc. includes stress management and resilience as an integral part of this program. In this final part of the training program, the participants are expected to be introduced to concepts surrounding resilience and stress response.

Day 1: DIGITAL WORKPLACE LEADERSHIP AND KAIZEN IN EDUCATION
ENGR. TIMOTHY WOOI, Malaysia

Specific Objectives	Learning Outcomes per Topic	Topics To Be Discussed / Resource Person[1]	Time Allotment For Each Topic	Methodology	Evaluation Method or Tools To Be Used
Introduce participants to the requirements of the digital age.

Discover concepts and tools in digital workplace.

Be correctly guided on the principles and practices of digital workplace.

Engage participants on the importance of technology in making work done | Explain the need for a technology leader.

Identify demands and variables of digital workplace

Gain understanding on the use of digital workplace in the organization.

Discuss digital transformation and cultural change among employees. | **Introduction to Leadership in the Digital Age**

Digital Workplace and its Definition

Common Misconceptions about a Digital Workplace Platform

Why do Organizations Need a Digital Workplace? | 8 hours | This course will adopt an instructor-led and facilitated e-learning model, where the content of the course will be delivered through elements and activities that are arranged into a chronological order and where each participant is expected to perform the same tasks and deliver the same outputs. | Quiz
Checklist
Survey |

Gain knowledge on accessing apps, business data and projects through a digital workplace's central platform. Identify areas of opportunities in the digital workplace.	Demonstrate how central platform works to improve work experience and save time. Cite examples on how digital workplace streamlines procedures to make work efficient. ~	**Improving Employee Experience by Digitally Transforming the Workplace** **The Future of Work is the Digital Workplace** **The Five Pillars of Digital Workplace Strategy**		E-learning content and open educational resources (OER) for individual study will be integrated with instructor's lectures, individual assignments, and collaborative activities among participants. Learners, facilitators and instructors can use communication tools such as emails, discussion forums, chats, polls, application sharing, and audio and video conferencing to communicate and work together.	Quiz Performance Checklist Visual Reflection
Introduce participants to concepts of lean and kaizen. Gain mastery of the kaizen improvement process. Adapt kaizen strategies in the education setting	Discuss where kaizen originated and how it has been applied in various industries. Explain the application of kaizen principles in various industries. Adapt strategies to improve procedures in an educational organization	**The Concept of Lean and Kaizen and its Origin** **The Five Principles of Kaizen: Seven Steps of Improvement Process Creation of Kaizen Culture** **Strategic Application of Kaizen in an Educational Organization**		Learning activities for the course will be delivered by **Asynchronous method** Asynchronous events are time-independent. A self-paced course is an example of asynchronous e-learning because online learning takes place at any time. E-mail or discussion forums are examples of asynchronous communication tools. o Recorded presentation,	Visible Thinking Exercises Guided Essay Evaluation and Feedback

DAY 2: CREATIVE THINKING IN LEADERSHIP
   LAURA RIAVITZ, Austria

Specific Objectives	Learning Outcomes per Topic	Topics To Be Discussed / Resource Person[1]	Time Allotment For Each Topic	Teaching Methods and Aids Needed For Each Topic	Evaluation Method or Tools To Be Used to Measure the Program Objectives[2]
Discover concepts and tools in digital workplace.

Develop collaborative skills in performing the team

Improve participants' resilience skills.

Strengthen participants' grip on one's behavior.

Realize the importance of relationships with both bosses and co-workers. | Differentiate the different thinking tools.

Demonstrate skills in working within a team.

Engage in activities leading to positive self-reinforcement.

Demonstrate self-rewarding activity.

Describe characteristics of relationships needed to maintain relationships within the organization. | **INTRODUCTION TO CREATIVITY**

Individual Creativity: Systemic Inventive Thinking and the Five Thinking Tools

Group Creativity: How to be Creative Together

LEADING ONE'S SELF

Managing Mindset: Motivating and Leading Self in Tough Times

Managing Behavior: Setting Goals, Rewarding and Leading Self out of Failure

Managing Relationships: Managing the Boss, Colleagues and Leading by Example | 8 hours | This course will adopt an instructor-led and facilitated e-learning model, where the content of the course will be delivered through elements and activities that are arranged into a chronological order and where each participant is expected to perform the same tasks and deliver the same outputs. | Quiz
Checklist
Survey |

Equip participants with skills required in managing teams. Adapt practices in creating performing teams. Overcome challenges in managing diverse personalities and cultures in a team.	Describe the tasks of leaders with focus on sorting of expectations, setting goals, and motivating team members. Develop skills in communicating with the team. Discuss how to best manage various teams based on their characteristics.	**MANAGING TEAMS** - **Managers Lead the Course** - **Managers are Motivators** - **Managers Shape Each Person in their Team** **Best Practices in Managing Teams** **Managing Different Types of Teams** **DEVELOPING EXECUTIVE PRESENCE**		E-learning content and open educational resources (OER) for individual study will be integrated with instructor's lectures, individual assignments, and collaborative activities among participants. Learners, facilitators and instructors can use communication tools such as emails, discussion forums, chats, polls, application sharing, and audio and video conferencing to communicate and work together.	Quiz Performance Checklist Visual Reflection
Get participants oriented with the importance of executive presence. Equip participants with new knowledge on thinking patterns. Develop participants' emotional proactivity.	Explain passion and positivity alongside factors of executive presence. Discuss relationship between thinking patterns and executive presence. Demonstrate actions that reflect self- confidence	**Understanding Executive Presence** **Thinking Perspectively** **Feeling Self- confident**		Learning activities for the course will be delivered by **Asynchronous method** Asynchronous events are time-independent. A self-paced course is an example of asynchronous e-learning because online learning takes place at	Visible Thinking Exercises Self- Assessment Rubric

Develop the discipline of making a projection.	Strategize activities that lead to action patterns.	**Making a Projection**		any time. E-mail or discussion forums are examples of asynchronous communication tools. o Recorded presentation, such as slideshow and videos Online quiz	Evaluation and Feedback

DAY 3: STRESS MANAGEMENT AND RESILIENCE
CAITLIN MANNING RILEY, USA

Specific Objectives	Learning Outcomes per Topic	Topics To Be Discussed / Resource Person[1]	Time Allotment For Each Topic	Teaching Methods and Aids Needed For Each Topic	Evaluation Method or Tools To Be Used to Measure the Program Objectives[2]
Introduce participants to the course expectation Realize what stress response is and how it can be maladaptive in the modern world. Gain understanding the purpose of resilience Acquaint participants to the domains of personal resilience.	State objectives of the course. Explain how engaging with children complicates the more typical job-related stress Assess frequency of current self-care strategies Create SMART goals for strengthening each type of resilience	**Introduction** **Stress Response and the Caring Professions** **Introduction to Resilience** **The Five Domains of Personal Resilience** **Psychological** **Physical** **Social- Emotional**	8 hours	This course will adopt an instructor-led and facilitated e-learning model, where the content of the course will be delivered through elements and activities that are arranged into a chronological order and where each participant is expected to perform the same tasks and deliver the same outputs.	Quiz Checklist Survey

		Spiritual Occupational		E-learning content and open educational resources (OER) for individual study will be integrated with instructor's lectures, individual assignments, and collaborative activities among participants. Learners, facilitators and instructors can use communication tools such as emails, discussion forums, chats, polls, application sharing, and audio and video conferencing to communicate and work together.	Quiz Performance Checklist Visual Reflection
		Conclusion			Evaluation and Feedback

References:

Brammer & Clark. (2020). COVID-19 and Management Education: Reflections on challenges, opportunities, and potential futures. British Journal Management, 31(3), 453-456. https://doi.org/10.1111/1467-8551.12425

Day & Sammons. (2016). Successful school leadership. Education Development Trust.

Neil Alcober. (December 20, 2018). https://www.manilatimes.net/2018/12/20/campus-press/deped-allows-non-teaching-staff-to-participate-in-seminars-conferences/484940/

Republic of the Philippines

Department of Education

National Educators Academy of the Philippines

awards this

Certificate of Recognition

International Educational Leadership Training Program: An Online Self-Paced Learning Series

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.*

Southeast Asian Institute of Educational Training, Inc.

Name of Provider

LSP-2020-0001-1020

Provider Authorization No.

PD-2021-0042-0901

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 1st day of September 2021 at Pasig, Philippines.

JOHN ARNOLD S. SIENA
Director IV